



CHAPTER EIGHTEEN

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FINDING OUT MORE

This chapter provides additional information on New Zealand's tertiary education sector. It includes the contact details of key agencies in the tertiary education sector, sector representative groups, students' associations, tertiary education institutions, and industry training organisations.

Also included are the report's index, a list of the definitions and acronyms used, a set of notes designed to provide additional technical information about the statistics in this report, the statistical methods applied and the various data sources used. There are numerous sources of additional information on New Zealand's tertiary education sector. They include the:

- New Zealand tertiary education statistics and research website: www.educationcounts.edcentre.govt.nz/
- New Zealand tertiary education portal: www.TEd.govt.nz, which has links to important sites for those interested in tertiary education
- New Zealand education portal edCentre: www.edCentre.govt.nz, which has links to tertiary information for learners, parents and educators
- Ministry of Education's website which contains supporting documents, publications and has links to other education-related sites: www.moe.govt.nz
- 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.teamup.co.nz
- websites of the Tertiary Education Commission, New Zealand Qualifications Authority, New Zealand Career Services Rapuara and other tertiary education agencies
- websites of many providers which are accessible through links from the above websites or from Career Services' KiwiCareers 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, from providing resources for the delivery of education to operating as a regulator by administering educational legislation, and promulgating regulations and guidelines, monitoring compliance, and monitoring the effectiveness and efficiency of educational 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: +64-4-463 8000 fax: +64-4-463 8001

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

- Tertiary Education Policy
- Māori Education Strategy and Policy
- Sector and Business Services
- Tertiary Sector Performance Analysis and Reporting
- Crown Entities Monitoring team
- Data Management and Analysis
- International Education

TERTIARY EDUCATION COMMISSION

Level 10
Vector Building
44 The Terrace
PO Box 27-048
Wellington
phone: +64-4-462 5200 fax: +64-4-462 5400
email: info@tec.govt.nz

NEW ZEALAND QUALIFICATIONS AUTHORITY

Level 13
127 The Terrace
PO Box 160
Wellington
phone: +64-4-463 3000 fax: +64-4-802 3112
email: helpdesk@nzqa.govt.nz

NEW ZEALAND TEACHERS' COUNCIL

Level 7
93 The Terrace
PO Box 5326
Wellington
phone: +64-4-471 0852 fax: +64-4-471 0870
email: inquiries@teacherscouncil.govt.nz

NEW ZEALAND CAREER SERVICES RAPAUA

Level 4
 CMC Building
 89 Courtenay Place
 PO Box 9446
 Te Aro
 Wellington
 phone: +64-4-801 5177 fax: +64-4-801 5161
 call free: 0800 222 733
 email: careers@careers.govt.nz

CAREER INFORMATION RESOURCES UNIT

CareerPoint: 0800 222 733
 phone: +64-4-801 5177 fax: +64-4-801 5745
 email: kiwicareers@careers.govt.nz
 careerpoint@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 FUNDING INFORMATION**FUNDING INFORMATION SERVICE INC.**

114-118 Lambton Quay
 PO Box 1521
 Wellington
 phone: +64-4-499 4090 fax: +64-4-499 6224
 www.fis.org.nz

TERTIARY EDUCATION INSTITUTIONS

Links to New Zealand's universities can be found at www.nzvcc.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)
 email: postmaster@auckland.ac.nz
 www.auckland.ac.nz

AUCKLAND UNIVERSITY OF TECHNOLOGY

Private Bag 92006, Auckland 1020

Akoranga Campus

Main Reception
 AG Building, Level 1
 freephone: 0800 288 864
 phone: +64-9-921 9999 fax: +64-9-921 9985
 www.aut.ac.nz

Wellesley Campus

Main Reception
 WA Building, Level 2, Wellesley St.
 freephone: 0800 288 864
 phone: +64-9-921 9999 fax: +64-9-921 9985

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 email: info@waikato.ac.nz
 www.waikato.ac.nz

MASSEY UNIVERSITY

Private Bag 11 222
 Palmerston North
 phone: +64-6-356 9099 fax: +64-6-350 5618
 email: 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/home/index.asp

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
Ellesmere Junction Road/Springs Road
Canterbury 7647
phone: +64-3-325 2811 fax: +64-3-325 2944
www.lincoln.ac.nz

UNIVERSITY OF OTAGO

PO Box 56
Dunedin
phone: +64-3-479 1100 fax: +64-3-479 8692
email: university@otago.ac.nz
www.otago.ac.nz

INSTITUTES OF TECHNOLOGY AND POLYTECHNICS

Links to these organisations can be found at: www.itpnz.ac.nz

- Aoraki Polytechnic
- Bay of Plenty Polytechnic
- Christchurch Polytechnic Institute of Technology
- Eastern Institute of Technology Hawke's Bay
- Manukau Institute of Technology
- Nelson Marlborough Institute of Technology
- Northland Polytechnic

- Otago Polytechnic
- Southern Institute of Technology
- Tai Poutini Polytechnic
- Tairāwhiti Polytechnic
- Telford Rural Polytechnic
- The Open Polytechnic of New Zealand
- Universal College of Learning
- Waiariki Institute of Technology
- Waikato Institute of Technology
- Wellington Institute of Technology
- Western Institute of Technology at Taranaki
- Whireia Community Polytechnic

WĀNANGA

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

Te Wānanga o Aotearoa
Te Whare Wānanga o Awanuiārangi
Te Wānanga-o-Raukawa

INDUSTRY TRAINING ORGANISATIONS

Links to these organisations can be found at www.itf.org.nz

As at 3 September 2007:

- Agriculture Industry Training Organisation
- Apparel and Textile Industry Training Organisation
- Aviation, Tourism and Travel Industry Training Organisation
- Boating Industry Training Organisation
- Building & Construction Industry Training Organisation
- Building Service Contractors of NZ
- Careerforce (Community Support Services Industry Training Organisation)

- Competenz Industry Training Organisation – engineering, food and manufacturing
- Electricity Supply Industry Training Organisation
- ElectroTechnology Industry Training Organisation
- Equine Industry Training Organisation
- Extractives Industry Training Organisation
- Fire & Rescue Services Industry Training Organisation
- Flooring Industry Training Organisation
- FITEC (Forest Industries Training and Education Council)
- Funeral Services Training Trust of NZ
- Hairdressing Industry Training Organisation
- Horticulture Industry Training Organisation
- Hospitality Standards Institute
- Infratrains NZ
- Joinery Industry Training Organisation
- NZ Journalists' Training Organisation
- Learning State (Public Sector Training Organisation)
- Local Government Industry Training Organisation
- Motor Industry Training Organisation
- NZ Industry Training Organisation
- NZ Sports Turf Industry Training Organisation
- Opportunity Training Organisation
- Painting Industry Training Organisation
- Pharmacy Industry Training Organisation
- Plastics & Materials Processing Industry Training Organisation
- Plumbing, Gasfitting & Drainlaying Industry Training Organisation
- PrintNZ Training
- REINZ Industry Training Organisation

- Retail Industry Training Organisation
- Retail Meat Industry Training Organisation
- Seafood Industry Training Organisation
- Sport, Fitness & Recreation Industry Training Organisation
- Te Kaiāwhina Ahumahi (Social Services Industry Training Organisation)
- Tranzqual (Transport & Logistics Industry Training Organisation)

SECTOR REPRESENTATIVE GROUPS

AOTEAROA MĀORI PROVIDERS OF TRAINING EDUCATION AND EMPLOYMENT

80 Queens Drive
 Lyall Bay
 PO Box 2796
 Wellington
 phone: +64-4-387 5640 fax: +64-4-387 5645
 email: teatahou@xtra.co.nz

ASSOCIATION OF TERTIARY EDUCATION MANAGERS

ATEM New Zealand Branch
 PO Box 13-678
 Christchurch 8013
 phone: +64-3-379 9190 fax: +64-3-379 6607

INDEPENDENT TERTIARY INSTITUTIONS

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

INDUSTRY TRAINING FEDERATION

Level 2
 276 Cuba Street (entrance on Karo Drive – inner city bypass)
 PO Box 24-194
 Wellington 6142
 phone: +64-4-499 8155 fax: +64-4-499 8156
 www.itf.org.nz

**INSTITUTES OF TECHNOLOGY AND POLYTECHNICS
OF NEW ZEALAND**

Level 12, St John's House
114 The Terrace
PO Box 10-344
Wellington
phone: +64-4-471 1162 fax: +64-4-473 2350
email: enquiries@itpnz.ac.nz

**NEW ZEALAND ASSOCIATION OF PRIVATE EDUCATION
PROVIDERS**

Level 5, Compudigm House
49 Boulcott St
PO Box 6411
Wellington 6141
phone: +64-4-471 2460 fax: 0800 NZAPEP (692 737)
email: exec@nzapep.co.nz

NEW ZEALAND UNIVERSITIES ACADEMIC AUDIT UNIT

Level 3, West Block
Education House
178 Willis St
PO Box 9747
Wellington 6141
phone: +64-4-801 7924 fax: +64-4-801 7926
email: admin@nzaau.ac.nz

NEW ZEALAND VICE-CHANCELLORS' COMMITTEE

Level 11, Orbit Systems House
94 Dixon Street
PO Box 11-915
Wellington 6142
phone: +64-4-381 8500 fax: +64-4-381 8501
email: jackie@nzvcc.ac.nz

**PACIFIC ISLANDS TERTIARY EDUCATION PROVIDERS
OF NEW ZEALAND INC**

c/- PO Box 15-809
New Lynn
Auckland
phone: +64-9-825 0136 fax: +64-9-825 0141
www.besttraining.ac.nz

**TE TAUHU O NGĀ WĀNANGA – THE NATIONAL ASSOCIATION
OF WĀNANGA**

PO Box 119
Otaki
phone: +64-4-233 9343 fax: +64-4-233 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: +64-4-498 2500 fax: +64-4-473 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: +64-4-498 2506 fax: +64-4-473 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.

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, other tertiary education providers (OTEPs), such as Literacy Aotearoa, and community groups.

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.

COLLEGE OF EDUCATION

A college of education is a tertiary education institution that provides training and research, mostly related to early childhood, compulsory and post-compulsory education.

In 2007, the Christchurch and Dunedin Colleges of Education, merged with the University of Canterbury and the University of Otago, respectively. The provision of this type of tertiary education is now carried out in the universities.

COURSE

A course is a component of education encompassing teaching, learning, research and assessment. Papers, modules and unit standards are all terms that are sometimes applied to courses. A course or collection of courses forms a programme of study which, if completed successfully, results in the award of a qualification.

DECILE

A school's decile indicates the extent to which a school draws its students from low socio-economic communities. Decile 1 schools are the 10 percent of schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10 percent of schools with the lowest proportion of these students. A school's decile does not indicate the overall socio-economic mix of the school.

DISTANCE EDUCATION

Distance education occurs when students and the instructor are separated by geographic distance or time. The student's learning is usually facilitated using correspondence study, audio conferencing, video conferencing, email or the internet.

e-LEARNING

e-Learning is education, both formal and informal, that uses electronic delivery methods such as internet-based learning delivery packages, CD-ROM, video conferencing, websites or email to manage the relationship between teacher and learners.

EQUIVALENT FULL-TIME STUDENT

The equivalent full-time student (EFTS) unit is a measure or 'size' of each student's enrolment. One equivalent full-time student unit represents the load taken by a student enrolled full-time for one year. Each course is given an EFTS factor that represents its proportion of a full-time, full-year programme of study.

For courses included in the National Qualifications Framework, 1 equivalent full-time student unit is defined as 120 credits on the National Qualifications Framework. 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.

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

Full-time and part-time describe a student's study load. 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, e.g. the Massey University MBA. And a student may elect to study a full-time qualification on a part-time basis, by enrolling in fewer courses than the normal student full-time workload.

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 of 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, arrange appropriate training, 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'.

INTEGRATED FUNDING FRAMEWORK

The Integrated Funding Framework is the tertiary funding system introduced by the government in 2003. The framework, operating in the context of charters, profiles and the assessment of strategic

relevance, was intended to improve the alignment of funding with the tertiary education strategy.

ISCED LEVEL

ISCED refers to the International Standard Classification for Education, developed by 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) – while these programmes are included in tertiary education in New Zealand, from an international standpoint they straddle the boundary between upper secondary (ISCED 3) and tertiary education. Examples of such programmes include pre-degree foundation courses and national certificates that lead to higher qualifications
- first stage of 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
- second stage of 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 main national qualification for senior school students and part of the National Qualifications Framework. NCEA replaced School Certificate in 2002, Sixth Form Certificate in 2003 and University Bursaries, Entrance and Scholarships in 2004. The NCEA sets national standards. Standards show the separate skills and knowledge the student has to achieve for each subject. 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.

NATIONAL QUALIFICATIONS FRAMEWORK

The National Qualifications Framework (NQF) is the unit standards-based system of national qualifications developed by the New Zealand Qualifications Authority. 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, level 7 being equivalent to the level achieved at the end of a first degree. Level 8–10 is postgraduate study.

NEW ZEALAND STANDARD CLASSIFICATION FOR EDUCATION

The New Zealand Standard Classification for Education (NZSCED) is a subject-based classification system for courses in tertiary education. The classification system consists of three levels – broad, narrow and detailed fields. It is used to improve the quality and consistency of statistics collected by the Ministry of Education and other collection agencies in relation to tertiary study.

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 most are recognised by the Minister of Education under section 321 of the Education Act 1989.

PART-TIME / FULL-TIME

See definitions under full-time / part-time.

PASIFIKA PEOPLES

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. Pasifika peoples include those who have been born in New Zealand or overseas. It is a collective term used to refer to men, women and children of Samoan, Cook Island, Tongan, Niuean, Tokelauan, Fijian and other Pasifika heritages.

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 average 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.

POLYTECHNIC

A polytechnic is a public tertiary institution that is characterised by a wide diversity of vocational and professional programmes. Polytechnics are now 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 courses, classes or work in which a student enrolls that contributes 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 which has been quality assured by a recognised quality assurance agency. All recognised qualifications are registered on the Register of Quality Assured Qualifications.

REGISTER OF QUALITY ASSURED QUALIFICATIONS

The New Zealand Register of Quality Assured Qualifications lists all quality-assured qualifications. The aim of the register 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.

SKILL ENHANCEMENT

Skill Enhancement is vocational training for young Māori and Pasifika peoples. It is designed to meet the skills required for an identified industry, leading to qualifications recognised by the industry and incorporating workplace learning in the industry. Programmes lead to a qualification at level 3 or above on the National Qualifications Framework, or equivalent, and are expected to meet the needs of both learners and the labour market and provide support for the learners. Skill Enhancement is delivered in two strands, Rangatahi Māia for young Māori, and Tupulaga Le Lumana'i for young Pasifika peoples.

STRATEGIC DEVELOPMENT COMPONENT

The Strategic Development Component is part of the Integrated Funding Framework designed to support the strategic development of the system. It is a combination of a number of funds including institutional base grants, grants to support participation and achievement by Māori and Pasifika students, grants to support students with disabilities and e-learning and polytechnic regional economic development funds.

STUDENT ALLOWANCES

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

STUDENT COMPONENT

The Student Component Fund is a key government tertiary education funding mechanism. It is part of the Integrated Funding Framework and is used to fund the costs of tuition carried out in public tertiary education institutions. The component has replaced the equivalent full-time student funding system.

The student component uses equivalent full-time student as a measure in the allocation of funding. Government funding of the student component is a subsidy; it is a contribution towards the cost of tertiary education and training that meets part, but not all, of the cost of provision of a course. These subsidies are paid to approved tertiary education providers on behalf of domestic students enrolled in quality-assured courses leading to qualifications.

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
- industry training
- adult and community education, and
- postgraduate qualifications.

TERTIARY EDUCATION INSTITUTIONS

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

- universities
- polytechnics
- colleges of education
- wānanga, and
- 'specialist colleges'.

There were no specialist colleges in New Zealand in 2006.

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-TYPE A

The Organisation for Economic Co-operation and Development (OECD) classifies qualifications at NZSCED 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 typically 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.)

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

The Training Opportunities programme is targeted towards job seekers, usually aged 18 years or more, long-term unemployed with low qualifications, people with disabilities, certain benefit recipients, refugees, ex-prisoners, or Work and Income priority clients. Training is free for trainees, usually includes work-based learning and is designed to provide trainees with practical pathways to employment or further education.

TUITION FEES

Tuition fees are the fees charged to students by tertiary education providers.

TUITION SUBSIDIES

Tuition subsidies are the money that is appropriated by the government through Vote Education and used to provide subsidies through the student component for valid student enrolments offered by recognised providers. In 2006, the government signalled a move away from funding through subsidies and that it intends to take an investment-based approach from 2008.

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.

WĀNANGA

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

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. Youth Training is characterised by innovation, providing a diverse range of learning opportunities shaped according to the learning needs and vocational goals of the young person. It develops young people as independent learners preparing for the world of work.

ACRONYMS

ACE	Adult and community education	NCEA	National Certificate of Educational Achievement
ALAF	Adult Literacy Achievement Framework	NQF	National Qualifications Framework
ALL	Adult Literacy and Life-Skills Survey	NSN	National Student Number
ALQM	Adult Literacy Quality Mark	NZAPEP	New Zealand Association of Private Education Providers
AMPTEE	Association of Māori Providers of Tertiary Education and Employment	NZIS	New Zealand Income Survey
APPEL	Association of Private Providers of English Language	NZQA	New Zealand Qualifications Authority
ATEM	Association of Tertiary Education Managers	NZSCED	New Zealand Standard Classification for Education
CLANZ	Community Learning Aotearoa New Zealand	NZUAAU	New Zealand Universities Academic Audit Unit
COP	Code of Practice for the Pastoral Care of International Students	NZVCC	New Zealand Vice-Chancellors' Committee
CoRE	Centre of research excellence	OECD	Organisation for Economic Cooperation and Development
CPI	Consumers Price Index	OTEP	Other tertiary education provider
CRI	Crown Research Institute	PBRF	Performance-Based Research Fund
CUAP	The Committee on University Academic Programmes	PITPONZ	Pacific Islands Training Providers of New Zealand
e-CDF	e-Learning Collaborative Development Fund	PTE	Private training establishment
EFTS	Equivalent full-time student	REAP	Rural Education Activities Programme
ELSI	Economic Living Standard Index	SLS	Student Loan Scheme
ERO	The Education Review Office	SNZ	Statistics New Zealand
ESOL	English for Speakers of Other Languages	SPF	Strategic Priorities Fund
FCCM	Fee and Course Costs Maxima	SSG	Special Supplementary Grant
FRST	Foundation for Research, Science and Technology	STAR	Secondary-Tertiary Alignment Resource
FTE	Full-time equivalent	STEP	Statement of tertiary education priorities
GTE	Government training establishment	STM	Standard Training Measure
HLFS	Household Labour Force Survey	TANZ	Tertiary Accord of New Zealand
HRC	Health Research Council	TCS	The Correspondence School
IALS	International Adult Literacy Survey	TEC	Tertiary Education Commission
IDF	Innovation and Development Fund	TEI	Tertiary education institution
IIQABCG	Inter-Institutional Quality Assurance Bodies Consultative Group	TEO	Tertiary education organisation
ISCED	International Standard Classification for Education	TEP	Tertiary education provider
ITF	Industry Training Federation	TES	Tertiary education strategy
ITI	Independent Tertiary Institutions	TIA	Training Incentive Allowance
ITO	Industry training organisation	TOPNZ	The Open Polytechnic of New Zealand
ITPNZ	Institutes of Technology and Polytechnics of New Zealand	TWoA	Te Wānanga o Aotearoa
ITP Quality	Institutes of Technology and Polytechnics Quality	UBSH	Unemployment Benefit Student Hardship
MoRST	Ministry of Research, Science and Technology	WBSDF	Workbase Basic Skills Development Fund
MSD	Ministry of Social Development	WINHEC	World Indigenous Nations Higher Education Consortium
		WIPCE	World Indigenous Peoples Conference on Education

TECHNICAL NOTES

The information in this report needs to be used in conjunction with these technical notes.

Most of the education statistics provided in Profile & Trends 2006 are derived from the enrolment and completion collections (Single Data Returns) provided by tertiary education providers to the Ministry of Education.

The reference period used in this report is the year ended 31 December 2006, 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, Career Services, Statistics New Zealand and other government agencies, as well as the Industry Training Federation and quality assurance agencies.

On pages 215–219 there are comprehensive definitions of the sector-related concepts used in this report and descriptions of the many tertiary education organisations. A full list of acronyms used is also provided.

ANALYTICAL TABLES

Most of the information that underlies the analysis in Profile & Trends 2006 is also released on the Ministry of Education's website in a set of analytical tables: www.educationcounts.edcentre.govt.nz/publications/tertiary_education This data needs to be used in conjunction with the footnotes provided in the tables and these technical notes.

ATTRITION RATE

The first-year attrition rate is the proportion of students who start a qualification, do not complete it and are not enrolled in the following year.

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.

Where this is not possible due to constraints of data sources, it is noted in the accompanying text.

Category totals shown in this report, and in the analytical tables, include students with unknown or unspecified values, for example, no age given.

Note: Institutions are counted in the group they belong to in that particular year regardless of subsequent regroupings that have occurred. For example, the colleges of education have merged with universities, while the Auckland Institute of Technology was redesignated as the Auckland University of Technology in 2000. In some cases this means that there will be shifts in trend lines that are attributable to changes in the classification of organisations.

CREDITS

The New Zealand Register of Quality Assured Qualifications 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 study). The minimum number of credits required for a certificate is 40 credits.

DISABILITY

Figures for students with disabilities are based on self-reporting of having a disability by the student at the time of 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 or 'size' of each student's enrolment. One equivalent full-time student unit represents the load taken by a student enrolled full-time for one year. Each course is given an EFTS factor that represents its proportion of a full-time, full-year programme of study.

For courses included in the National Qualifications Framework, 1 equivalent full-time student unit is defined as 120 credits on the National Qualifications Framework. 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 institution from the student at the time of enrolment. It may or may not be verified by the institution.

PARTICIPATION RATE

The tertiary education participation rate is the total domestic student enrolment count expressed as a percentage of the population aged 15 and over.

The rates have also been adjusted using the 2006 national age distribution estimates to produce age-standardised participation rates. These provide fairer comparisons by estimating what the rate would be if the student ages matched the 2006 national age distribution.

PRIOR ACTIVITY

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

PROGRESSION RATE

The progression rate is the proportion of students who have completed a qualification in any one year and who subsequently enrol in further study.

The direct progression rate is the proportion of completing students who enrol for further study in the year following qualification completion.

The five-year progression rate for 2005 is the proportion of completing students who enrol in further study at some time in the following five years.

Note: Progression rates for groups with fewer than 30 students are not reported.

QUALIFICATIONS

The qualification categories referred to in this report in chapter 4 on the outcomes of tertiary education are defined as follows:

- 'Bachelors or higher qualifications' refers to bachelors degrees, postgraduate degrees and postgraduate diplomas and certificates.
- '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 AND COMPLETION RATE

Students are considered to have completed a qualification when they have fulfilled all the requirements for that qualification. This means the qualification does not necessarily have to be conferred.

The qualification completion rate is the proportion of students who have started a registered qualification and have completed this after a defined period (often five years).

Note: Retention and completion rates for groups with fewer than 30 students are not reported.

RELIABILITY OF ESTIMATES

This report includes information from the *Household Labour Force Survey* and the *New Zealand Income Survey* 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.

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 that achieved for larger population groups. Similarly, smaller age groups, such as those with a tertiary qualification aged 65 and over, tend to have higher sampling errors. Caution should therefore be exercised in interpreting the estimates for these smaller groups.

More technical information about these surveys is available from the Statistics New Zealand website.

STUDENTS/LEARNERS

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

1. 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 Register of Quality Assured Qualifications, and
 - the programme of study being followed is greater than 0.03 EFTS (more than one week's full-time study).
2. Industry training enrolments refer to the number of learners enrolled any time during the year in training funded and approved by an industry training organisation.
3. Separate counts are provided in this report of learners undertaking programmes such as adult and community education and following formal courses of less than or equal to 0.03 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 so learners will be counted in student enrolments and industry training. Currently, it is not possible to accurately identify where the counts overlap. In Table 5.1 an estimate has been made of the total number of students engaged in count 1 listed above.

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

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

Also excluded from the student enrolment counts are students enrolled with private training establishments and other tertiary education providers that do not receive tuition subsidies and are not approved for student loans or allowances.

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 qualifications enrolled in during the current 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 enrolments with all providers 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.

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New Zealand Tertiary Education Statistics

www.educationcounts.edcentre.govt.nz

Association of Tertiary Education Managers

www.atem.org.au

Career Services Rapuara

www.careers.govt.nz

Funding Information Service

www.fis.org.nz

Gateway to New Zealand Government

www.govt.nz

Industry Training Federation

www.itf.org.nz

Inland Revenue

www.ird.govt.nz

Institutes of Technology and Polytechnics of New Zealand

www.itpnz.ac.nz

Ministry of Education

www.minedu.govt.nz

www.educationcounts.edcentre.govt.nz

www.steo.govt.nz (Services for Tertiary Education Organisations)

www.minedu.govt.nz/goto/crens (Crown Entities Monitoring Team)

Tertiary Education Commission

www.tec.govt.nz

Ministry of Research, Science and Technology

www.morst.govt.nz

Ministry of Social Development

www.msd.govt.nz

New Zealand Association of Private Education Providers

www.nzapep.co.nz

New Zealand Qualifications Authority

www.nzqa.govt.nz

New Zealand Teachers' Council

www.teacherscouncil.govt.nz

New Zealand Universities Academic Audit Unit

www.nzuaau.ac.nz

New Zealand Union of Students' Associations

www.students.org.nz

New Zealand Vice-Chancellors' Committee

www.nzvcc.ac.nz

Pacific Islands Training Providers of New Zealand

www.pitponz.org.nz

StudyLink

www.studylink.govt.nz

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