Overview

This chapter describes New Zealand’s tertiary education provision, the New Zealand Qualifications Framework and research and knowledge creation. Some of the most recent changes made to tertiary education provision are separately summarised in the next section.

Provider-based tertiary education continued its focus, in 2010, of having more young people – those aged 24 years and under – achieve qualifications at levels 4 and above on the New Zealand Qualifications Framework. In keeping with this priority for tertiary education, the participation rate in level 4 and higher qualifications by people aged 24 years and under was higher in 2010, at 23 percent, than in 2005, when it was 21 percent. Similarly, the potential for Māori and Pasifika to achieve at level 4 and above has increased. Sixteen percent of Māori aged 24 years and under participated in level 4 and higher qualifications in 2010, compared to 13 percent in 2005. The comparable figures for Pasifika were 18 percent in 2010 and 14 percent in 2005.

In 2010, industry training provision involved 195,000 trainees, down 3.3 percent on 2009. The number of industry trainees decreased in 2010 due mainly to a series of audits, which led to the removal of inactive trainees from funded training.

Almost two thousand 16 and 17 year-old students took up places in 2010 in polytechnics and private training establishments under the Youth Guarantee programme.

At the end of 2010, government amended the Education Act 1989 to make provision for formal secondary-tertiary education partnerships. An example of a partnership is New Zealand’s first tertiary high school, which opened in 2010 at the Manukau Institute of Technology in South Auckland. Further examples of secondary-tertiary partnerships resulted from work begun in 2010 to establish trades academies.

In 2010, the New Zealand Qualifications Authority began to implement the recommendations of the targeted review of qualifications. Focused on qualifications at level 1 to 6 of the New Zealand Qualifications Framework, the targeted review aims to reduce the duplication and proliferation of qualifications, making it easier to understand and compare them, nationally and internationally.

The national priorities for adult and community education have been reduced to three priorities: engaging those learners whose initial learning was not successful, improving the foundation skills of individuals and whānau, and strengthening social cohesion. New quality assurance arrangements designed to refocus adult and community education have been introduced. In 2010, the implementation of the new priorities began in schools and the funding reductions signalled in 2009 took effect. Five university-specific adult and community education national priorities have also been developed. These are described in the next section.

FORMAL AND NON-FORMAL LEARNING

Learning opportunities within the New Zealand tertiary education system can be categorised as formal (that is, contributing towards a qualification) and non-formal (that is, not contributing to a qualification). Both formal and non-formal learning can be further divided into situations where students are learning at an education provider and situations where students are learning through a relationship with an employer or community organisation.
Tertiary education provision in New Zealand

New Zealand’s tertiary education system provides students with quality-assured qualifications. The New Zealand Qualifications Framework has a standard structure for naming and describing qualifications across levels and types of provision. It describes what learners can expect from a qualification and it enables portability across the system.

Tertiary education in New Zealand provides a wide range of learning, ranging from education in foundation skills to doctoral studies. The system embraces technical and vocational education and training, higher education, workplace training, adult and community education, and tertiary education within the senior secondary school.

While the system has evolved to meet the needs of New Zealand’s society and economy, New Zealand also provides learning opportunities for a significant number of tertiary students from other countries.

In addition, the tertiary education sector contributes to national innovation through its research activities; more than 69 percent of New Zealand’s indexed research papers come from the tertiary education sector.

Key developments in tertiary education provision in 2010 were the:

▲ provision of student places under Youth Guarantee by polytechnics and private training establishments
▲ opening of New Zealand’s first tertiary high school at the Manukau Institute of Technology in South Auckland
▲ start of provision under the Intensive Literacy, Language and Numeracy Fund
▲ reductions in funded provision of adult and community education in schools
▲ start of reforms to reduce qualification proliferation and duplication at levels 1 to 6 of the New Zealand Qualifications Framework, and
▲ implementation in schools of new adult and community education priorities.

Provider-based tertiary education provision

The government provides some funding for New Zealand students undertaking formal learning. The courses and qualifications delivered by public tertiary education institutions, private training establishments and other tertiary education providers as formal tertiary education comply with the four components of the tertiary education quality assurance framework (see chapter 2). The largest share of government funding is allocated on a per student basis, with differential rates set by subject area. This funding is seen as a contribution towards the costs of education. In most cases, the student is also charged an enrolment fee.

In 2008, an investment system was introduced, through which the Tertiary Education Commission makes funding decisions in relation to investment plans (see chapter 2) developed by tertiary education organisations. The Tertiary Education Commission’s decisions are based on the quality and relevance of the provision offered and on the past performance of the tertiary education provider.

While the funding per student – called the student achievement component – is the largest fund the Tertiary Education Commission administers, the Commission also administers other funds which provide training programmes targeted to particular types of students, such as Gateway, Youth Guarantee, foundation education-focused Training Opportunities and Modern Apprenticeships (through the Industry Training Fund). Some of those funds are described in more detail later in this report.

While most students in formal tertiary education are New Zealand citizens, international students make up a significant number of formal students (11 percent of all enrolments, in terms of equivalent full-time student units, in 2010). New Zealand attracts learners from a variety of offshore markets – notably Asia, which accounted for 72 percent of international students in 2010.

Although international students are usually required to pay the full costs of their tuition, Australian citizens living in New Zealand are treated as domestic students and pay domestic fees. International students studying towards a recognised doctoral qualification in New Zealand are funded in the same way as domestic doctoral students, and attract student achievement component funding.
Industry training

Industry training is designed by, and delivered in conjunction with, industry, and counts towards recognised qualifications. The costs of training are met jointly by government and industry. In 2010, the training was administered and supported through 38 industry training organisations that have been established by particular industries or groups of industries.

Industry training organisations facilitate individual training arrangements, purchase off-job training from tertiary education providers and then tailor these arrangements to the needs of learners and employers.

All trainees enter into a training agreement with their employer and most of the training takes place on-job with their progress assessed by registered assessors. On-job training can take a number of forms: the learning can be self-paced, or the training can be delivered by an experienced staff member or an external trainer. In some cases, on-job training is complemented by off-job training.

Modern Apprenticeships are an employment-based education initiative aimed at encouraging participation in industry training by young people aged between 16 and 21 years. The initiative combines the mentoring aspect of the apprenticeship tradition with formal industry training that leads to recognised qualifications at levels 3 and/or 4 on the New Zealand Qualifications Framework. The Tertiary Education Commission administers the Modern Apprenticeships initiative and contracts the services of Modern Apprenticeships coordinators. The coordinators promote the initiative, set up the training agreements, and act as mentors to the learners and their employers. They develop an individual training programme for each learner that specifies the qualification(s) and generic skills they will gain, and maps out how this learning will take place.

Targeted training

The government provides several targeted training funds that provide fully subsidised education and training to specific groups. Learners and trainees will be able to achieve credits, or unit standards, on the New Zealand Qualifications Framework when participating in these programmes.

Training Opportunities

Training Opportunities – a labour market programme for people aged 18 years and over who are considered disadvantaged in terms of employment and educational achievement – split into two programmes from 2011. Sixty percent of the Training Opportunities funding will be used to provide foundation education – programmes focused on literacy and numeracy – and 40 percent of funding will deliver employment training programmes. A fuller description of these changes is provided earlier in this chapter.
Youth Guarantee aims to:
▲ increase the educational achievement of targeted 16 and 17 year-olds by providing them with access to tertiary education in level 1 to 3 qualifications on the New Zealand Qualifications Framework, and
▲ improve the transitions from school to tertiary education and work.

Youth Guarantee includes a tertiary education initiative which provides 16 and 17 year-olds who have left school with an opportunity to participate in a range of full-time, full-year\(^1\) vocational courses free of charge.

In 2010, 1,980 students took up places in 18 polytechnics and 10 private training establishments. Providers selected to provide Youth Guarantee programmes in 2010 were those that had been successful at:
▲ working with young people, including Māori and Pasifika students
▲ delivering vocational programmes at levels 1 to 3
▲ embedding literacy and numeracy in teaching
▲ providing relevant pastoral care
▲ achieving high rates of retention and completion, and
▲ providing the programme in places with the highest proportion of unemployed youth.

The funding decisions for Youth Guarantee programmes are made as part of the investing-in-a-plan process. In 2010, Youth Guarantee funding supplemented the student achievement component funding for each student’s enrolment. This additional funding covered the fees that the learners would otherwise have had to pay plus the costs of support services and pastoral care.

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.

\(^1\) Or 0.8 of an equivalent full-time student unit.

Adult and community education

Adult and community education (ACE) is non-formal\(^2\) and provides a bridge to further learning opportunities. From 2010 onwards, government-funded adult and community education will focus on three national priorities:
▲ engaging learners whose initial learning was not successful
▲ improving the literacy, language and numeracy of individuals and whānau, and
▲ strengthening social cohesion.

New quality assurance arrangements were introduced in 2010 to support the implementation of the new national priorities. ACE providers are to consult the community, learners and stakeholders, and ensure that the information gathered informs the design and development of specific activities to reflect the needs of target learner groups, as well as the longer-term direction of the organisation’s ACE programme.

Significant cuts in government funding of adult and community education were announced in 2009, which took effect from 2010. The reductions required tertiary education organisations to consult with their community and other local ACE organisations to ensure duplication is avoided.

ACE is supported by, and delivered through, a range of tertiary education organisations, including schools; tertiary education institutions; private training establishments; and a range of community organisations, including other tertiary education providers and rural education activities programmes.

ACE Networks are collaborative groups of local ACE providers and practitioners. They provide an opportunity to share information, knowledge and expertise and to work collaboratively to meet community learning needs.

Government-funded ACE programmes in secondary schools included programmes with a focus on literacy, numeracy, computer literacy, sign language, English as a second language and Te Reo. In 2010, there were 20,600 enrolments in school-based adult and community education.

In 2010, government-funded ACE programmes with a focus on the three national ACE priorities were provided in most universities, institutes of technology and polytechnics, and wānanga. This provision attracted an estimated 70,600 learners.

\(^2\) Non-formal learning does not contribute to a recognised qualification.
In 2010, government-funded ACE in communities was provided by 55 organisations, including courses provided by private training establishments and rural education activities programmes.

Adult literacy, language and numeracy education

This section looks at adult literacy, language and numeracy, including English for speakers of other languages, funded other than through adult and community education.

The Workplace Literacy Fund assists employers to establish workplace literacy projects where employees can access literacy, language and numeracy tuition, through a provider, linked to workplace requirements.

Industry training projects with embedded literacy and numeracy, support industry training organisations to build the capability necessary to effectively include literacy and numeracy in trades training.

In recent years, additional funding has been made available for level 1 to 3 certificate provision that has embedded explicit teaching and assessment of literacy and numeracy.

Training Opportunities, Youth Training and Youth Guarantee programmes also provide opportunities for learners to build their literacy and numeracy skills.

The Intensive Literacy, Language and Numeracy Fund, introduced in 2010, provides for high-needs individuals who might not be able to access learning at work, such as parents, people who have more casual employment arrangements and people with very low levels of literacy and numeracy. Learning is provided in meaningful contexts such as family literacy (for example, how to prepare a budget) and resettlement.

For the latest information on literacy, language and numeracy see chapter 7 in this report.

There is also a range of support provided for English for speakers of other languages (ESOL). These include:

▲ provision of English language skills and resettlement support for migrants and refugees

▲ the English for Migrants scheme, which provides English language tuition for migrants to New Zealand who have pre-paid their training, and

▲ English for speakers of other languages tuition, which is also provided through other funded provision, including Training Opportunities and student achievement component-funded courses.

Tertiary education within senior secondary schools

There is a range of options for accessing tertiary education within the senior secondary school.

Gateway enables senior secondary school students to access workplace learning as a part of their school education. Students pursue individual learning programmes, gain new skills and knowledge in a workplace or their local community and gain standards that can be credited towards the National Certificate of Educational Achievement or other tertiary qualifications.

The Secondary-Tertiary Alignment Resource (STAR) assists schools to meet the needs of senior secondary students by granting additional funding for schools to use in accessing a wide range of courses to provide greater opportunities for senior students. STAR funding is a capped resource available to schools with students in year 11 and above. The objectives of STAR are to enable schools to:

▲ facilitate transition to the workplace for students, particularly those intending to go straight into the workforce or those likely to leave school without any formal qualifications

▲ provide or purchase tertiary-type study that will meet students’ needs, motivate them to achieve, and facilitate their smooth transition to further education, training and employment, and

▲ support students to explore career pathways and help them make informed decisions about their schooling and future work or study.

STAR courses can involve work-based learning and/or study towards credits for the National Certificate of Educational Achievement and recognised tertiary qualifications.
Secondary-tertiary partnerships

At the end of 2010, the government amended the Education Act to make provisions for formal secondary/tertiary education programmes.

New Zealand’s first tertiary high school programme opened in 2010 at the Manukau Institute of Technology in South Auckland. This programme is intended to help young people make the transition from high school to tertiary education. The Manukau Institute of Technology is based in an area with large Māori and Pasifika populations, high unemployment rates, and lower than average rates of educational achievement.

A tertiary high school is a partnership between the tertiary education institution and contributing schools. It enables students who underperform in school to move into a tertiary environment to study for both school- and tertiary-level vocational qualifications.

By combining the strengths of both a school and a tertiary education institution, the tertiary high school aims to provide a smoother transition for students. This is the first programme of its kind in New Zealand. The students do most of their study in the tertiary environment, while retaining links with their school for age-appropriate activities such as sports and cultural events.

Government intends to see how the tertiary high school benefits the students involved, and whether this model can be applied more broadly across the education system.

Work on establishing 12 trades academies began in 2010 and eight of these became operational in 2011, providing over 700 places for 16 and 17 year-olds. The academies allow students to achieve both credits towards the National Certificate of Educational Achievement and a tertiary qualification, while gaining practical skills in the workplace. The initiative operates through partnerships between schools, tertiary institutions, industry training organisations and employers. A further 13 trades academies are expected to open in 2012, providing at least 2,000 places.

Trades academies aim to get more young people actively engaged in education. They offer students who prefer hands-on learning the opportunity to gain the skills required by the New Zealand economy. This initiative aims to provide students with more options for, and information about, learning that will contribute to future employment. The objectives of the trades academies are to:

- motivate students to stay at school by providing them with a greater range of courses
- give students a head start on training for vocational qualifications and easier access to employment, and
- make education institutions more responsive to local and national business and economic needs.

New Zealand Qualifications Framework

The New Zealand Qualifications Authority was established in 1990 with a key function of having an overview of qualifications in the senior secondary school and tertiary education sectors. The New Zealand Qualifications Authority is responsible for the integrity, currency and accuracy of the New Zealand Qualifications Framework, which was set up in 2010 as a single repository of qualifications.1

The New Zealand Qualifications Framework covers all qualifications of 40 credits or more, including those developed by universities, institutes of technology and polytechnics, wānanga, private training establishments, industry training organisations and government training establishments. The framework provides a way of:

- conveying the skills, knowledge and attributes a graduate has gained through completing a qualification
- enabling and supporting the provision of high-quality education pathways
- identifying all quality-assured qualifications and accredited providers in New Zealand
- requiring the development of integrated and coherent qualifications
- contributing to the strengthening of Māori as a people by enhancing and advancing mātauranga Māori, and
- enhancing confidence in the quality and international comparability of New Zealand qualifications.

The register establishes 10 levels of qualifications and qualification titles that can be used at each level, where level 1 is the lowest level of complexity and level 10 is the highest.

For each qualification, there is a statement of learning outcomes that sets out what the whole qualification

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1 Before the introduction of the single register, there was the National Qualifications Framework, comprising national certificates and diplomas and unit standards. This framework became expanded through the development of the New Zealand Register of Quality Assured Qualifications, which included the National Qualifications Framework as a sub-set. The Register of Quality Assured Qualifications included the qualifications developed by universities, polytechnics, wānanga and government training establishments.
represents in terms of the application of knowledge, understanding, skills and attitudes, as well as the components of the qualification.

Each qualification has a specific credit value that represents the amount of learning and assessment that is typically required to achieve the qualification.

**Targeted review of qualifications at levels 1 to 6**

In 2010, the following recommendations from the reviews were implemented:

▲ establish a unified New Zealand Qualifications Framework
▲ require the use of existing quality-assured qualifications, and change the design rules for National and New Zealand qualifications to allow for more inclusion of local components
▲ strengthen and standardise qualification outcome statement requirements
▲ introduce a mandatory pre-development assessment stage for qualification developers, and
▲ provide clear information about whether a qualification is active, inactive or closed.

The targeted review also recommended strengthening industry involvement in qualification development. To implement this recommendation, NZQA is reviewing the qualifications at level 1 to 6 to ensure that they remain relevant, current and fit for purpose.

The qualifications are being reviewed in groups/clusters of similar qualifications. Stakeholders from different industry sectors are meeting with industry training organisations, tertiary education providers and government agencies to review the range of qualifications in their sector to ensure they meet the requirements of their workforce, industry or community. The review will propose a suite of qualifications that meet those needs.

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**Table 3.2: Levels and qualification titles for the New Zealand Qualifications Framework, Te Taura Here Tohu Mātauranga o Aotearoa**

<table>
<thead>
<tr>
<th>Level</th>
<th>Name sequence</th>
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<tbody>
<tr>
<td>10</td>
<td>Doctorates</td>
</tr>
<tr>
<td>9</td>
<td>Masters degrees</td>
</tr>
<tr>
<td>8</td>
<td>Postgraduate diplomas and certificates</td>
</tr>
<tr>
<td></td>
<td>Bachelors degrees with honours</td>
</tr>
<tr>
<td>7</td>
<td>Graduate diplomas and certificates</td>
</tr>
<tr>
<td></td>
<td>Bachelors degrees</td>
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<tr>
<td>6</td>
<td>Diplomas</td>
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<tr>
<td>5</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Certificates</td>
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</tbody>
</table>

The general qualification definitions are as follows:

**Certificates** may be used in a wide range of contexts across all levels up to and including level 7, and are often used to prepare learners for both employment and further education and training.

**Diplomas** often prepare learners for self-directed application of skills and knowledge. These qualifications often build on prior qualifications or experience and recognise capacity for initiative and judgement in technical, professional and/or managerial roles.

**Graduate certificates and graduate diplomas** are designed primarily as vehicles for graduates to pursue further study at an undergraduate level, either as a bridge to further study in a new area or to broaden and deepen existing knowledge areas.

**Bachelors degrees** provide a systematic and coherent introduction to the knowledge, ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject or subjects. These qualifications involve at least one sequential study programme that prepares learners for postgraduate study and supervised research. Bachelors degree programmes are taught mainly by people engaged in research and emphasise general principles and basic knowledge as the basis for self-directed work and learning.

**A bachelors degree with honours** may be awarded to recognise advanced or distinguished study in advance of a
level 7 bachelor's degree. It typically involves an additional year of study and/or research at level 8.

Postgraduate certificates and postgraduate diplomas are designed to extend and deepen a learner’s knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree. These qualifications provide a systematic and coherent survey of current thinking and research in a particular body of knowledge and may include instruction in relevant research methodologies.

Masters degrees are normally designed to build on the principal subject(s) of the qualifying degree. However, the degree may build on relevant knowledge and skills derived from occupational experience, as in the Master of Business Administration (MBA). Different discipline areas have different traditions. Typically, they require learners to demonstrate mastery of theoretically sophisticated subject matter; evaluate critically the findings and discussions of literature; research, analyse and argue from evidence; apply knowledge to new situations; and engage in rigorous intellectual analysis, criticism and problem-solving. A masters degree programme contains a significant element of supervised research, usually resulting in a thesis, dissertation or substantive research paper.

Doctoral degrees are research degrees at a significantly higher level than masters, undertaken under the guidance of recognised experts in the field of study. A doctorate is awarded on the basis of an original and substantial contribution to knowledge as judged by independent experts, applying contemporary international standards.

A higher doctorate is awarded for independent work of special excellence, as judged by leading international experts. A higher doctorate does not require a learner to have enrolled for the degree; the research on which the awarding of the degree is based will have been completed, and may have been published, over many years.

Honorary doctorates are awarded in recognition of exceptional contributions made over time to the creation of knowledge in a discipline, to the institution awarding the degree, to a profession or to society at large.

Research and knowledge creation and its transfer

The country’s innovation system is a complex network of research organisations, educational institutions, industry associations and communities. This system relies on the supply of knowledge, highly skilled workers and financial investment to support the growth of new ideas, products and processes to create economic, social and environmental benefits.

The tertiary education system plays a key role in furthering research and innovation in New Zealand. The advancement of knowledge through education and research is a core function of the tertiary education sector. The tertiary education sector is responsible for the largest share of the country’s research output. The sector also undertakes significant research focused on adapting and transferring knowledge and technology. It does this alongside, and sometimes in partnership with, other research organisations, industry and business, community organisations, and government.

In addition, the tertiary education sector is responsible for the training of the research workforce and for producing graduates with skills, knowledge and attributes that enable them to contribute to the innovation system.

The primary roles of tertiary education research activities are to:

▲ support degree-level teaching and ensure that degree graduates are of high quality and informed by up-to-date scholarship and developments in the knowledge base

▲ train New Zealand’s future knowledge creators and innovators

▲ contribute to improving the knowledge base through research that generates new knowledge, and

▲ interpret new knowledge and disseminate it as a means of influencing people in communities and business.

Universities make an important contribution to the national research effort in the area of basic research,⁴ which involves exploring and expanding the frontiers of knowledge. Whereas the Crown research institutes and many other research providers are more likely to focus on applied or strategic research, university-based researchers have greater opportunity to work in basic research because of the

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⁴ Research that is carried out for the advancement of knowledge, without seeking long-term economic or social benefits or making any effort to apply the results in business or communities.
traditional role of the universities in postgraduate training, and the nature of the funding for research in the universities. The latest available information from the Research and Development Survey, published by Statistics New Zealand in 2011, estimates that almost 50 percent of all research conducted in the tertiary education sector was basic research. The survey reports that, in 2010, around 58 percent of the basic research in New Zealand was conducted in universities.

The government has two major means of promoting and funding research in the sector. The first is the centres of research excellence. The first centres were established during 2002 and 2003. The centres of research excellence have been designed to support world-class research that will contribute to New Zealand’s development as a knowledge society. The centres are inter-institutional research networks with researchers working together on a commonly agreed research plan. The seven centres and the areas of study they cover are described in chapter 2, together with the name of the host university.

The second is the Performance-Based Research Fund, which was phased in over the period 2004 to 2007. This fund has shifted the basis of research funding from a system based on student enrolments to one where funding is allocated on the basis of research performance, as evidenced through research outputs, external research income and research degree completions by postgraduate students. One consequence of the shift to the Performance-Based Research Fund is that much more information is now collected on research in tertiary education. This includes the quality of the research, the demographics and other characteristics of people conducting research in tertiary education organisations and the relative research performance in different research fields and organisations.

A considerable amount of tertiary education research is also funded through research contracts. Some of these come from government-managed research funds, such as those administered by the government through the Ministry of Science and Innovation. Many other research contracts come from the private sector. In some areas, universities and some polytechnics have entered into more formalised knowledge creation and transfer programmes with the private sector, involving joint research programmes, commercialisation of research outputs and development of research and technology parks.

Changes to provision in 2011

Canterbury earthquake
Following the February 2011 Canterbury earthquake, emergency arrangements were put in place to protect students. As expected, the number of domestic students in Christchurch decreased in 2011 by about 10 percent and the number of international students also fell. The government held funding in Christchurch for 2011 and 2012 at the levels agreed with tertiary education organisations in 2010 in their 2011/12 investment plans. However, as Christchurch continues to recover from the earthquake, demand for trades training is expected to rise and government established a $48 million contingency to fund this training.

International tertiary students
On 1 September 2011, the government established Education New Zealand – a new Crown agency to support and grow New Zealand’s export education sector.

Training Opportunities
Training Opportunities – a labour market programme for people aged 18 years and over who are considered disadvantaged in terms of employment and educational achievement – was split into two parts from 2011. Sixty percent of Training Opportunities funding will continue to provide foundation education-focussed programmes. Aimed at improving people’s literacy and numeracy, the duration of these programmes has been restricted from 40 to 26 weeks and links to employment strengthened. From 2011, 40 percent of Training Opportunities funding will provide additional labour market programmes. These employment training programmes will be administered by the Ministry of Social Development (through Work and Income). Aimed at Work and Income clients who have been assessed as ‘more work ready’, three types of employment training will be delivered:

▲ programmes focused on core skills needed for first-time employment based on local industry needs, including support to get, and retain, a job on completion of the programme
▲ Straight 2 Work programmes, which provide pre-employment training for a particular industry or employer, including trainees being placed in pre-determined jobs and given support in work for a set period of time, and
▲ programmes focused on skills that a broader group of employers have expressed a need for and where local employers expect to see growth.

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Trades academies
Eight trades academies became operational in 2011, providing over 700 places for 16 and 17 year-olds.

Adult and community education at universities
In 2011, the implementation began of university-specific adult and community education national priorities. These are:

▲ providing specialised and research-informed higher-level learning that contributes directly to the creation of an advanced and rapidly evolving knowledge economy
▲ contributing to the knowledge society through the preservation, dissemination and application of university research
▲ promoting the development of critical and reflective thinking, and active and informed citizenship locally, nationally and globally
▲ facilitating pathways into and through university education, and
▲ building capability in the wider adult and community education sector (while having regard to the Adult and Community Education Professional Development Strategy).

Targeted review of qualifications
In 2011, the targeted review of level 1 to 6 qualifications on the New Zealand Qualifications Framework covered 16 groups/clusters of qualifications. Included were qualifications covering agriculture, aviation, electrical- and electro-technology, English as a Second Language and food and hospitality. The complete list of qualifications reviewed in 2011, and the proposed list for 2012, can be viewed at: www.nzqa.govt.nz/studying-in-new-zealand/nzqf/reviews-of-qualifications/quals-review-schedule/.