



## CHAPTER SEVEN

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## AN OVERVIEW

Enrolments in levels 1 to 3 have peaked. After rising strongly in recent years, enrolments in levels 1 to 3 decreased significantly in 2006. The number of students in foundation education has been decreasing since 2004. Student numbers in vocational education have started to decrease. The numbers in short courses also decreased in 2006. Youth training numbers have continued to decline; however, training opportunity numbers have increased for the first time in several years.

The improved labour market is one of the reasons for the decrease in student numbers. Most students coming into study at this level were employed in the previous year. Students are less likely now to complete or continue in study after a year and, of those who do complete, fewer are going on to higher-level studies. These trends are likely to be influenced by the improved employment opportunities that make employment a more attractive option than study. The stronger labour market also tends to reduce the need to complete a qualification once a student has attained the skills or knowledge sought from study.

The Tertiary Education Commission conducted several reviews of provision in 2005 which resulted in reductions and/or reallocations of provision in 2006. The largest in terms of the amount of provision affected was the review of A1 and J1 classified courses. This review resulted in a reduction in the number of students in A1 and J1 courses and an increase in the numbers enrolled in courses in other classifications. A third of private training provider provision was also reviewed, with the aim of strengthening quality provision within this sub-sector. Dive-related courses were also reviewed. An article on *Improving the relevance of tertiary education* is included later on in this chapter.

Provision at levels 1 to 3 was also affected by policy changes to restrict funding available for short awards. This resulted in a significant drop in the number of students taking courses of one week or less.

The large number of students who participated at this level over the last five years provides an opportunity to look in more depth at their pathways and progression to further education. Students enter study from a range of different backgrounds, including school, other tertiary study, employment and unemployment. Most just study towards one certificate. About a third of these go on to further study and most of them end up studying at a higher level. Different subjects lead to different levels of study, with trade-related subjects feeding into level 4 certificates and more professionally oriented subjects leading to diplomas and degrees. A study of the pathways and progression to further education of students in level 1 to 3 certificates is included later on in this chapter.

## THE 2007 YEAR

The further results of the Tertiary Education Commission reviews are likely to be evident in the 2007 provision. As the review of the A1 and J1 provision resulted in some qualifications being phased out, student numbers in these qualifications will continue to decrease. It also resulted in providers looking to increase provision in areas of greater relevance and with a higher probability of good labour market outcomes. Another third of private training establishment provision was reviewed in 2006, which had an impact on funding decisions for 2007.

The continued strong labour market is also likely to have an ongoing impact on provision at this level, with fewer students seeking study and more students likely to leave study without completing a qualification.

The second tertiary education strategy requires providers to give increased attention to progression from level 1 to 3 qualifications to higher levels of study. Increasing the progression of students aged under 20 years from levels 1 to 3 to higher levels is one of the measures that will contribute to the government's priority of increased success for young New Zealanders. Progression into level 4 and above trade, technical and professional qualifications will contribute to the priority of increasing achievement in these qualifications to meet regional and national needs. The strategy also requires a greater focus on ensuring that learners have good literacy, numeracy and language skills. This can occur both through specialised foundation education and as part of vocational qualifications.

Level 1 to 3 qualifications are the equivalent of senior secondary school education. These qualifications provide foundation skills and entry-level trade and vocational skills. The only type of qualification that can be issued at this level is a certificate. Certificates are generally used to prepare learners for employment or further education and training.

**STUDENTS IN FOUNDATION EDUCATION**

Foundation education qualifications include those in mixed field programmes (with a focus on foundation skills), English language, English as a second or other language, and te reo and tikanga Māori.

After peaking in 2004, the numbers enrolled in foundation education qualifications has decreased significantly.

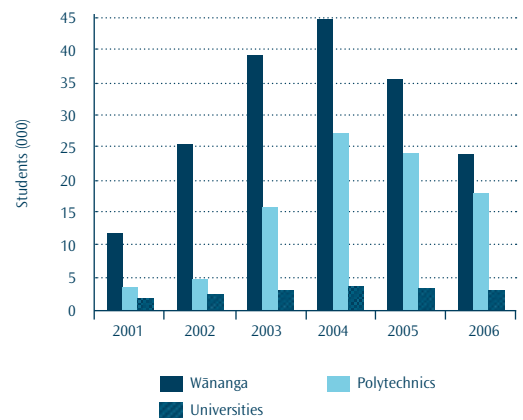
This is in part due to reviews that have resulted in shifting foundation education provision away from general life skills towards more intensive, higher-quality provision.

**Students in foundation education in 2006:**

Total	44,900	(down 28% on 2005)
Wānanga	24,000	(down 32% on 2005)
Polytechnics	18,000	(down 25% on 2005)

Expressed as equivalent full-time students, enrolments in foundation education totalled 14,700 in 2006, down 20 percent from 2005.

Figure 7.1// Students in foundation education by sub-sector



**THREE MAIN FOUNDATION PROGRAMMES**

**Sixty percent of students, and 52 percent of equivalent full-time students, were in three national programmes:**

Mauri Ora, Te Wānanga o Aotearoa	(9,280 students / 3,330 equivalent full-time students)
KiwiOra, Te Wānanga o Aotearoa	(9,110 students / 2,290 equivalent full-time students)
LifeWorks, The Open Polytechnic of New Zealand	(8,450 students / 2,060 equivalent full-time students)

**BACKGROUND OF FOUNDATION STUDENTS**

In 2006, nearly half of the students in foundation qualifications (44 percent) were employed prior to study rather than being school leavers or entering study from unemployment. This compares to 24 percent in 2001.

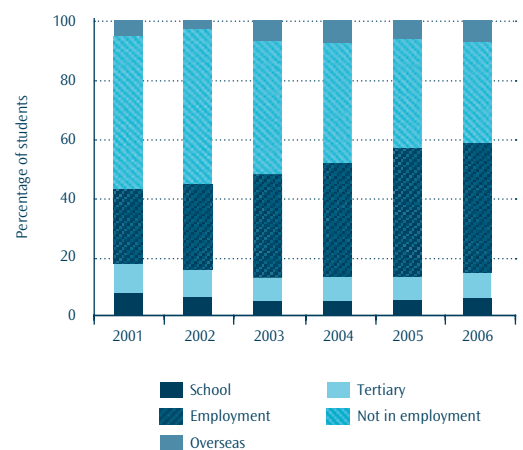
**Background of foundation education students in 2006:**

Enrolled for less than 13 weeks of equivalent full-time study	67%
No school qualifications	48%
Female	67%

Aged 25 years and over 81%, aged 40 years and over 42%.

European 38%, Māori 32%, Asian 26%, Pasifika 5.3%.

Figure 7.2// Students in foundation education qualifications by prior activity



## STUDENTS IN VOCATIONAL QUALIFICATIONS

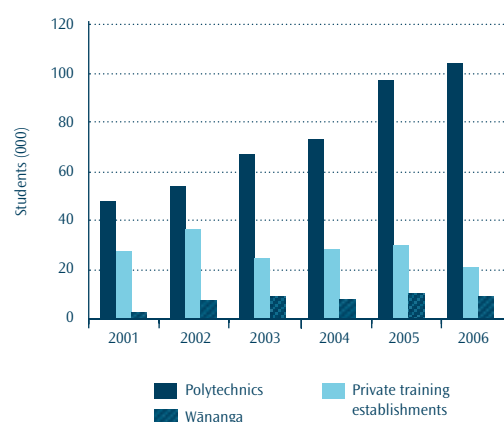
Vocational qualifications provide entry-level trade skills.<sup>1</sup> The number of students enrolled in vocational qualifications increased steadily from 2001 to 2005 and decreased slightly overall in 2006.

### Students in vocational qualifications in 2006:

Total	139,000	(down 1.5% on 2005)
Polytechnics	104,000	(up 7.1% on 2005)
Private training establishments	21,300	(down 29% on 2005)
Wānanga	9,470	(down 12% on 2005)

Expressed as equivalent full-time students, enrolments in vocational qualifications totalled 38,800 in 2006, down 8.0 percent from 2005.

Figure 7.3// Students in vocational certificates by sub-sector



## MORE IN SHORTER VOCATIONAL CERTIFICATES

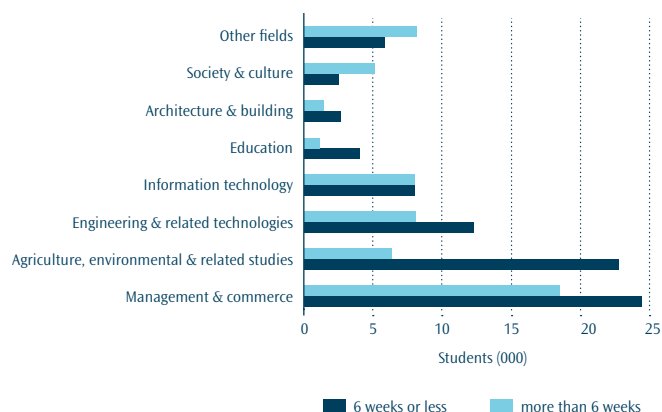
Figure 7.4// Students in vocational certificates by field of study and annual study load

The number of students enrolled in vocational certificates for less than six full-time equivalent weeks has continued to increase. These students are concentrated in management and commerce, agriculture and transport (which is included under engineering).

### Students enrolled in vocational qualifications in 2006 for:

6 weeks or less	81,200	(up 5.3% on 2005)
More than 6 weeks	57,900	(down 10% on 2005)

**Note:** Information in this section and Figure 7.4 is presented in terms of study in vocational level 1 to 3 certificates expressed as full-time equivalent weeks (based on a 32-week academic year).



## BACKGROUND OF VOCATIONAL STUDENTS

### Background of students in vocational qualifications in 2006:

Employed in the year prior to enrolment	64%
No school qualifications	38%
Female	47%

Aged 25 years and over 75%, aged 40 years and over 41%.

European 69%, Māori 22%, Asian 6.2%, Pasifika 6.1%.

1. Vocational qualifications are defined here as those not classified as foundation education qualifications and described earlier in this chapter.

**FEWER ENROL IN SHORT COURSES**

Figure 7.5// Students in courses of one week or less

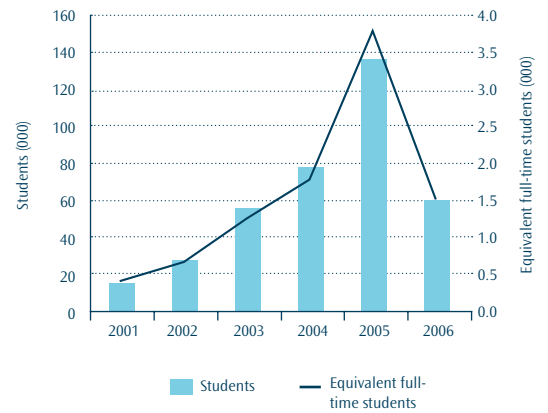
The number of students enrolling for a week or less during the year has decreased significantly, after peaking in 2005.<sup>2</sup> Most of the decrease was in first-aid courses, which were no longer funded by government.

**Students enrolled in short courses in 2006:**

Total	60,000	(down 56% on 2005)
Polytechnics		97%
Architecture and building (mostly construction site safety)		55%
Management and commerce (mostly computer use)		14%

Expressed as equivalent full-time students, enrolments in courses of a week or less totalled 1,490 in 2006, down 60 percent from 2005.

Courses were provided by all 20 polytechnics, 18 private training establishments, two wānanga, one university and one other tertiary education provider.



**FEWER STUDENTS STAY TO COMPLETE<sup>3</sup>**

Figure 7.6// First-year retention rates in level 1 to 3 certificates by sub-sector

The proportion of students who either complete or continue in study after a year has been decreasing since 2003 as the labour market has improved and students choose work over completing study.

**First-year retention rates in 2006 (for students starting in 2005):**

All students	59%	(down from 64% for students starting in 2004)
Wānanga had the highest rate at 83%		
Women had a higher rate at 63%, compared to 54% for men.		
Asian students had the highest rate at 74%, followed by Māori at 60%.		
Students aged 25 to 39 years had the highest rate at 63%.		



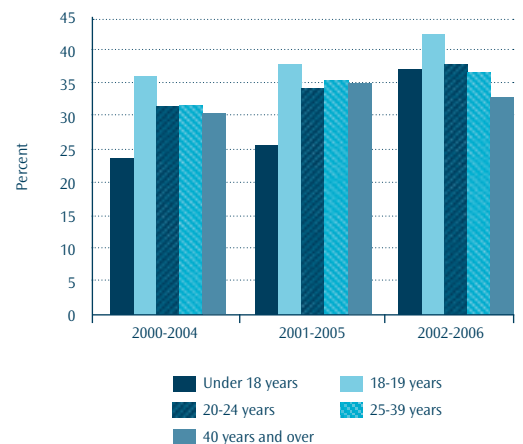
**MORE QUALIFIED YOUNGER STUDENTS**

Figure 7.7// Five-year completion rates in level 1 to 3 certificates by age group

The proportion of students completing qualifications within five years has increased. There have been notable increases for students under 25 years.

**Five-year completion rates in 2006 (for students starting in 2002):**

All students	36%	(up from 34% for students starting in 2001)
Universities and wānanga had the highest rate at 40%.		
Women had a higher rate at 40%, compared to 31% for men.		
Asian and Māori students had the highest rate at 41%.		
Students aged 18 to 19 years had the highest rate at 42%.		



2. These include students enrolling in one-week qualifications and students enrolling for one-week courses which are provided as part of longer qualifications.

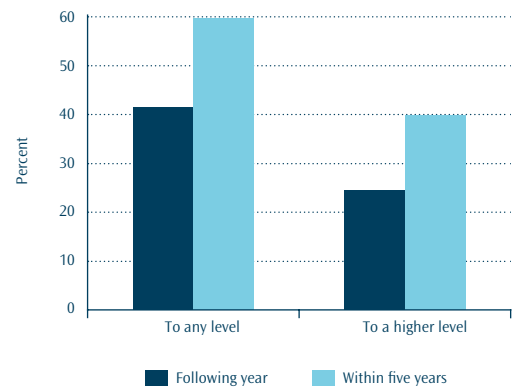
3. The following statistics on retention, completion and progression cover all provider-based provision of level 1 to 3 certificates, excluding enrolments of one week or less.

**STUDENTS GOING ON TO FURTHER STUDY**

Figure 7.8// Progression rates for students completing level 1 to 3 certificates in 2001

**Proportion of students completing a level 1 to 3 certificate in 2001 going on to further study:**

Following year at any level	42%
Within five years at any level	60%
Following year at a higher level	24%
Within five years at a higher level	40%



**FEWER GOING DIRECTLY TO HIGHER LEVELS**

Figure 7.9// Direct higher-level progression rates for students completing level 1 to 3 certificates by sub-sector

The proportion of students moving on to higher-level study the year after completing a level 1 to 3 certificate is decreasing overall. The rates are increasing for students completing at universities and decreasing for those completing at polytechnics.

**Direct higher-level progression rates in 2006 (for students who completed in 2005):**

All students 18% (down from 22% for students who completed in 2004)

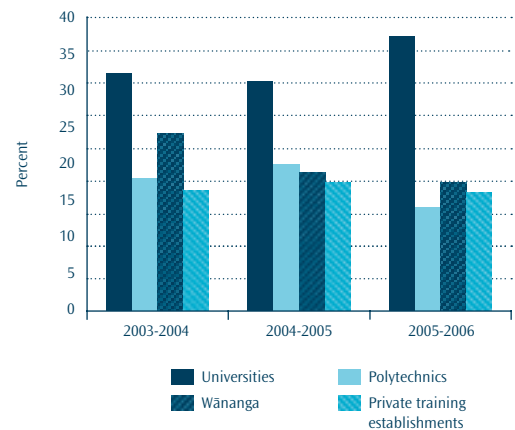
Universities had the highest rate at 42%.

Women had a higher rate at 21%, compared to 14% for men.

Māori had the highest rate at 25%, followed by Pasifika at 20%.

Students aged 18 to 19 years had the highest rate at 33%.

An in-depth study of the pathways and progression to further education of students in level 1 to 3 certificates is provided later on in this chapter.



**MOVING TO HIGHER LEVELS OVER FIVE YEARS**

Figure 7.10// Five-year higher-level progression rates for students completing level 1 to 3 certificates by age group

The proportion of students moving on to higher-level study within five years of completing a level 1 to 3 certificate has remained fairly steady.

**Five-year higher-level progression rates in 2006 (for students who completed in 2001):**

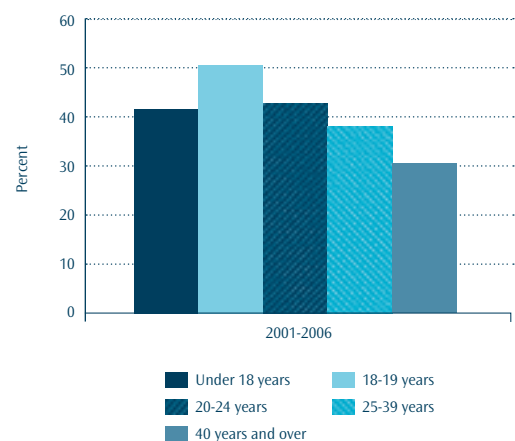
All students 40% (up from 39% for students who completed in 2001)

Wānanga had the highest rate at 66%.

Women had a higher rate at 42%, compared to 36% for men.

Māori had the highest rate at 45%, followed by Asian students at 41%.

Students aged 18 to 19 years had the highest rate at 51%.



**TRAINING OPPORTUNITIES NUMBERS**

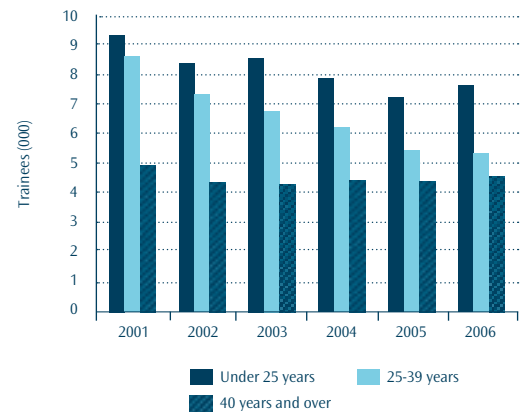
Training Opportunities is a full-time, fully funded labour market programme providing foundation and vocational skills training to people who are disadvantaged in terms of employment and educational achievement.

The number of trainees in Training Opportunities fell over the period from 2001 to 2005 as unemployment fell. In 2006, the number of learners in Training Opportunities increased.

**Trainees in 2006:**

Total	17,000	(up 3.2% on 2005)
Māori	41%	
European	36%	
Pasifika	11%	
Asian	5.8%	
Women	52%	
Aged 18 to 24 years	42%	
aged 25 to 39 years	31%	
aged 40 years and over	26%	

Figure 7.11// Trainees in Training Opportunities by age group



**CREDITS GAINED IN TRAINING OPPORTUNITIES**

The proportion of trainees attaining credits on the National Qualifications Framework through training opportunities has increased slightly.

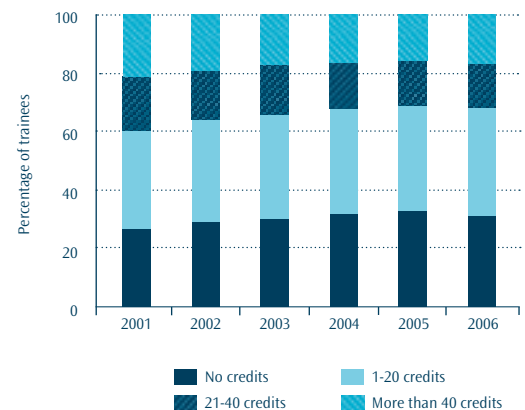
**Credits gained in Training Opportunities in 2006:**

No credits	31%	(down from 33% in 2005)
1-20 credits	37%	(up from 36% in 2005)
More than 20 credits	32%	(up from 31% in 2005)

Asian trainees were more likely than other trainees to gain 20 or more credits and less likely to gain none.

Women were more likely than men to gain 20 or more credits and less likely to gain none.

Figure 7.12// Credits gained by trainees in Training Opportunities



**OUTCOMES OF TRAINING OPPORTUNITIES**

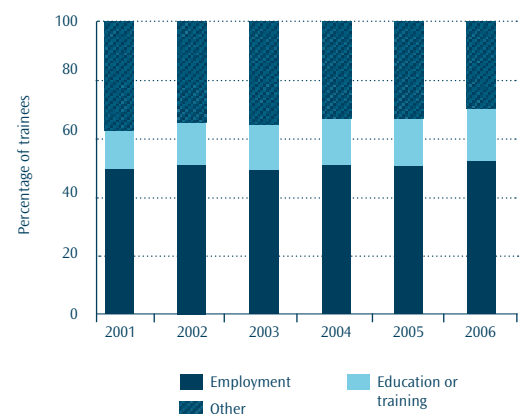
An increased proportion of trainees went on to employment or further education and training within two months of finishing their course.

**Outcomes of Training Opportunities programmes in 2006:**

To employment	52%	(up from 50% in 2005)
To education or training	18%	(up from 16% in 2005)

European trainees were more likely to move to employment and Asian trainees were more likely to move to further education than trainees in other ethnic groups. Men were more likely than women to move to employment and less likely to move to further education.

Figure 7.13// Outcome achieved by trainees in Training Opportunities



## YOUTH TRAINING

Youth training provides full-time, fully funded foundation and vocational skills training to young people who have left school with no or very few qualifications.

The number of trainees in Youth Training continued to decrease in 2006, in response to continued falls in the unemployment rate.

### Learners in Youth Training in 2006:

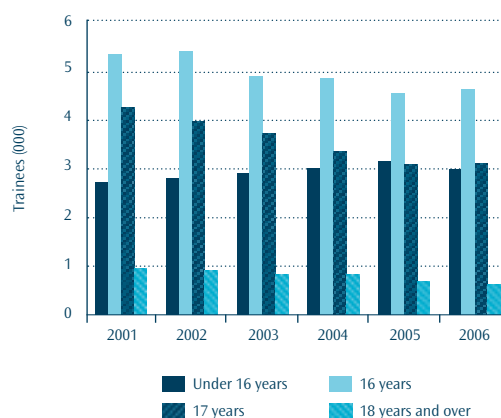
Total 11,000 (down 0.8% on 2005)

Māori 46%, European 40%, Pasifika 11%, Asian 1.2%.

Female 55%.

Aged under 16 years 26%, aged 16 years 41%, aged 17 years 27%, aged 18 years and older 5.5%.

Figure 7.14// Trainees in Youth Training by age group



## CREDITS GAINED IN YOUTH TRAINING

The proportion of youth trainees gaining 20 or more credits on the National Qualifications Framework has increased, while the proportion gaining none has decreased.

### Credits gained in Youth Training in 2006:

No credits 26% (down from 30% in 2005)

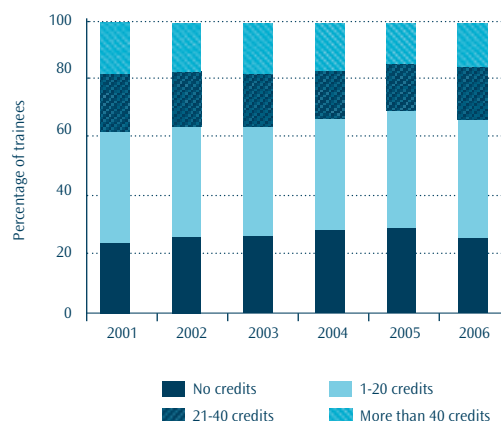
1-20 credits 41% (up from 40% in 2005)

More than 20 credits 33% (up from 30% in 2005)

Pasifika trainees were less likely than other trainees to gain 20 or more credits.

Females were more likely than males to gain 20 or more credits.

Figure 7.15// Credits gained by trainees in Youth Training



## OUTCOMES OF YOUTH TRAINING

An increased proportion of trainees went on to employment or further education and training within two months of finishing their course.

### Outcome achieved in Youth Training in 2006:

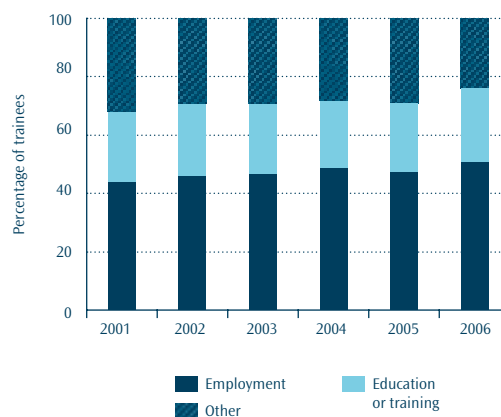
To employment 51% (up from 47% in 2005)

To education or training 25% (up from 23% in 2005)

European trainees were more likely to move to employment than other trainees and Asian trainees were more likely to move to further education.

Males were more likely than females to move to employment but less likely to move to further education.

Figure 7.16// Outcome achieved by trainees in Youth Training



**SECONDARY-TERTIARY ALIGNMENT RESOURCE**

Figure 7.17// Students in STAR courses at tertiary education providers

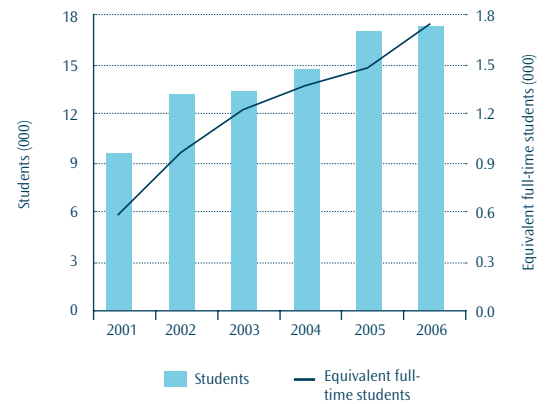
The Secondary-Tertiary Alignment Resource (STAR) assists schools to meet the needs of their senior secondary students by providing funding to access a wide range of courses that provide greater learning opportunities. Courses can be work-based and/or lead towards credits on the National Qualifications Framework. Funding can be used to purchase courses from tertiary education providers or to help schools provide courses themselves.

The number of students enrolled in STAR-funded courses at tertiary education providers continues to increase and students are enrolling for longer periods.

**STAR students in 2006 at tertiary education providers:**

Total	17,200	(up 1.7% on 2005)
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Expressed as equivalent full-time students, secondary school students in STAR-funded courses totalled 1,720 in 2006, up 18 percent on 2005.



**STAR PROVIDERS AND FIELDS OF STUDY**

**STAR students in 2006:**

At 19 polytechnics	83%
At 10 private training establishments	18%
At 4 universities	3.1%
In food, hospitality and personal services courses	24%
In engineering and related technologies courses	21%
In management and commerce courses	19%

STAR students represented 11% of senior secondary school students (year 11 and over).

**Note:** Students are counted in each type of programme they enrol in, so the sum of components will not add

See also Gateway – chapter 6.

## IMPROVING THE RELEVANCE OF TERTIARY EDUCATION PROVISION

One of the key aims of the Tertiary Education Strategy 2002-07 and associated reforms was to increase the alignment between tertiary education provision and New Zealand's broad economic, social, cultural and environmental goals.

In November 2004, the government asked the Tertiary Education Commission to identify areas to review where there may be qualifications of low relevance in terms of the national goals as set out in the tertiary education strategy. Relevance refers to the degree to which qualifications contribute to the current and future skill, knowledge and development needs of New Zealand's communities, regions and industries.

The Tertiary Education Commission identified four areas of provision for review in 2005:

- non-degree qualifications with a majority of courses classified in funding categories A1 (non-degree arts, social sciences and general education) and J1 (non-degree business and law education)
- private training establishment provision – one-third of this provision was reviewed in 2005, focusing on the four largest areas of provision in terms of the number of equivalent full-time students: tourism, business and management, philosophy and religion and personal services (including hairdressing, beautician and cosmetics)
- dive-related provision, and
- trades-related training where there may be overlaps in provision by industry training organisations and institutes of technology and polytechnics.

The reviews were undertaken in 2005. The first three directly influenced funding decisions for 2006. The review of overlapping trades provision resulted in an agreement between industry training organisations and institutes of technology and polytechnics. This agreement set out common principles to guide providers and industry training organisations on how to work together to meet the needs of industry without creating undesirable competition and duplication. Overlapping provision is being looked at again in the context of the new roles of organisations in the current tertiary education reforms.

In 2004 and 2005, the government also made changes to funding policy in the areas of adult and community education in tertiary education institutions and short awards.

Funding for adult and community education in institutions was reduced and capped for the period 2004 to 2006, and a reduced per-student funding rate introduced. In 2006, funding was transferred from the Student Component Fund and ring-fenced within the Adult and Community Education Funding Pool for allocation to institutions. From 2007, funding for all adult and community education provision will be allocated through this single pool of funding.

Funding for short awards, qualifications of fewer than 40 credits, was capped at \$22.8 million for 2006 and ring-fenced within student-component funding.

This article looks at the overall impact of the first three of the above reviews and the changes to adult and community education and short awards in terms of the distribution of provision in 2006. The impact of the reviews and policy changes is assessed in terms of the changes in the overall shape and distribution of provision following the review or policy change. Changes in the distribution of students by age, gender and ethnic group are also examined. However, there will be other factors that also influenced these changes, such as the improving labour market, changes in demand for particular areas of education and other reorganisations of provision within providers.

### Review of A1 and J1 funding categories

A1 and J1 refer to course funding categories that cover non-degree provision in 'arts, social sciences and general education' and 'business and law education'. From the period from 2001 to 2005, there was considerable growth of provision in this area. There were suggestions that some of this provision could be of low relevance and/or poor quality. The review set out to ensure that provision in these categories would be of good quality, relevant and value for money.

In order to be manageable, the review of A1 and J1 provision focused on qualifications that had:

- high growth – as qualifications that are growing rapidly are likely to face greater challenges in maintaining quality teaching
- low or no fees – since low or no fee courses may be subject to less scrutiny from students (who have invested less personally)

- large components of self-directed learning, and
- generated a high level of public interest or comment.

Areas for review were initially identified by the Tertiary Education Commission through data analysis and then discussed with providers. Providers with qualifications within the scope of the review were required to provide evidence to demonstrate the strategic relevance. The evidence was then assessed by the commission and decisions made on funding for 2006.

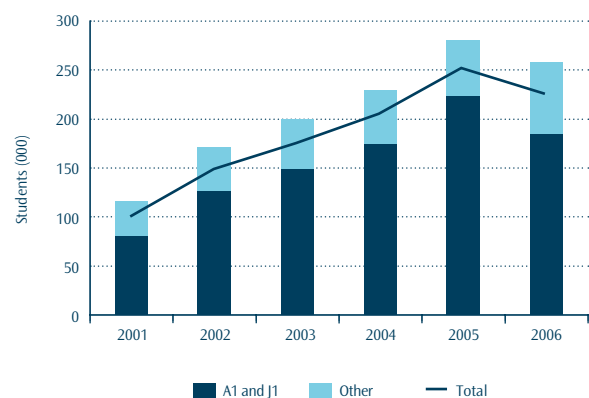
Student component-funded provision through private training establishments, within adult and community education and short awards were excluded from the review as these areas were subject to other reviews and policy changes.

#### Overall effect of the review for 2006

Following the review, 2006 has seen a decrease in the total number of students and equivalent full-time students<sup>4</sup> in A1- and J1-funded courses, while the number of students and equivalent full-time students in courses from other non-degree funding categories has increased. It should be noted that as of 2006, the effects of the review decisions are only partly evident, in that there were several qualifications where it was decided that no new students should be enrolled but existing students could continue to be funded. Conversely, areas recommended for development may take several years to gain new students. In addition, it is difficult to identify exact points of cause and effect for enrolment shifts as some of the changes may have happened anyway. The full effect of the review will be more apparent over a period of two or three years.

From 2001 to 2005, the number of students enrolled in courses in the A1 and J1 funding categories increased by 175 percent, while the number of students in other non-degree funding categories increased by only 62 percent. The growth in A1 and J1 courses was driven by a few qualifications with very large numbers of students. By 2005, students in courses in the A1 and J1 categories made up 89 percent of students in non-degree funding categories.<sup>5</sup>

**Figure 7.18 // Students in non-degree courses in tertiary education institutions by funding category**

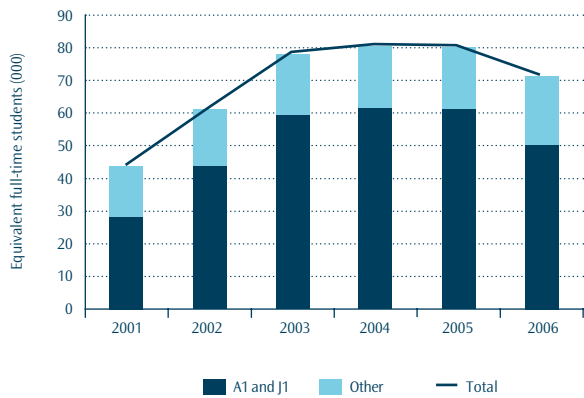


The number of equivalent full-time students in A1 and J1 courses grew by 111 percent from 2001 to 2003, while the number in other non-degree courses grew by only 22 percent. From 2003 to 2005 the number of equivalent full-time students for A1 and J1 and other non-degree courses remained steady, as policies for managing growth were put into place. Students in A1 and J1 courses made up 77 percent of equivalent full-time students in 2005.

4. Throughout this article, 'equivalent full-time students' refers to the number of students enrolled, rather than the number of students funded. In several areas, enrolment values are manually adjusted by the Tertiary Education Commission to come in line with funding and growth caps in order to calculate the amount that is eligible for funding.

5. This analysis covers non-degree courses funded from the student component in tertiary education institutions, excluding adult and community education and short awards. Private training establishments have been excluded as they were not within the scope of this review.

**Figure 7.19 // Equivalent full-time students in non-degree courses in tertiary education institutions by funding category**



Following the reviews there has been an apparent shift in provision. The number of students enrolled in A1 and J1 courses decreased by 17 percent, while the number of students enrolled in other non-degree courses increased by 30 percent. In 2006, students in A1 and J1 courses made up 82 percent of students in non-degree funding categories. The number of equivalent full-time students in A1 and J1 courses decreased by 18 percent, while in other courses these increased by 12 percent. In 2006, students in A1 and J1 courses made up 70 percent of equivalent full-time students.

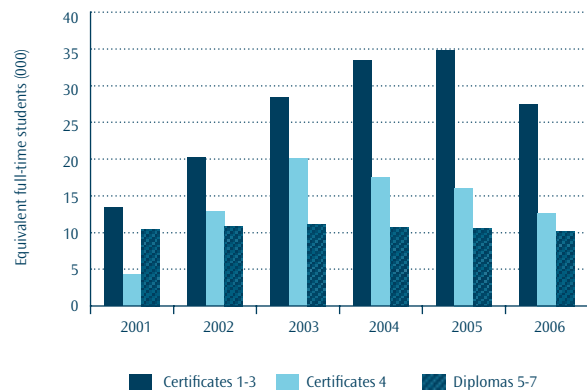
**Changes within the A1 and J1 categories for 2006**

Following the review there was a reduction in the equivalent full-time student count in low-level, generic courses and in areas of high growth. The main reductions have been in certificate-level qualifications in mixed field programmes, management and commerce and society and culture. A recent report of people’s earnings in the years following tertiary study showed study at this level and in these areas to have quite low benefits to individuals in terms of income gain (Nair 2007).

The impact of the changes has been fairly even across age and ethnic groups. However, the changes have resulted in greater decreases in the number of women enrolled in courses in these categories than the number of men.

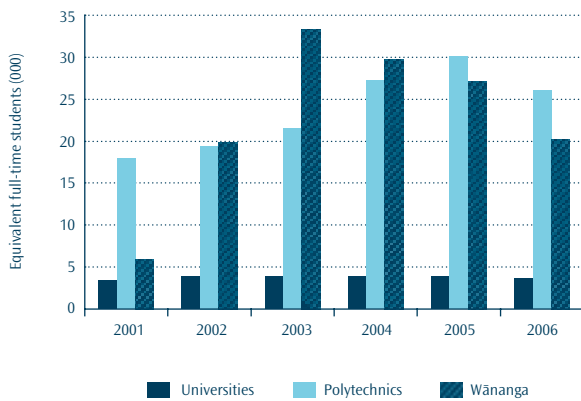
More than half of the equivalent full-time students in the A1- and J1-funded courses have been in courses contributing to level 1 to 3 certificates. Equivalent full-time students at this level had been steadily growing since 2001. This level had the largest decrease in equivalent full-time students following the reviews, of 21 percent. Equivalent full-time students in level 4 certificates grew from 2001 to 2003 and then decreased, and continued to decrease in 2006. The equivalent full-time student count at diploma level has remained fairly steady and was not affected by the review.

**Figure 7.20 // Equivalent full-time students in A1 and J1 courses by level of qualification**

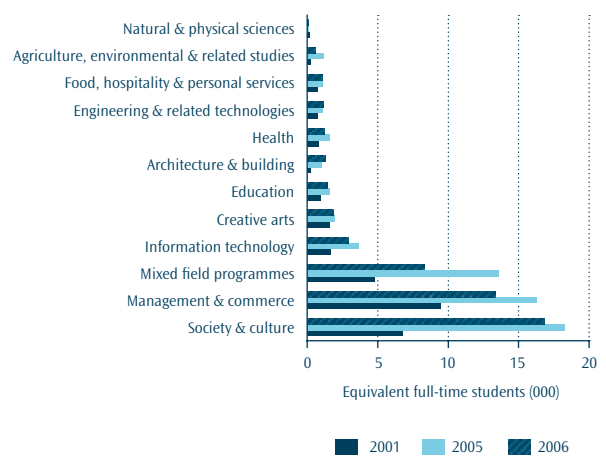


Courses in the A1 and J1 categories are mostly delivered through polytechnics and wānanga. The number of equivalent full-time students at wānanga peaked in 2003 and declined somewhat in 2004 and 2005. In 2006, there was a greater decrease following the review. This decline also resulted from reorganisation of provision within the wānanga. At polytechnics, equivalent full-time students grew steadily from 2001 to 2005 and then decreased by 14 percent in 2006. Equivalent full-time students at universities have remained steady and overall numbers were unaffected following the review.

**Figure 7.21 // Equivalent full-time students in A1 and J1 courses by sub-sector**



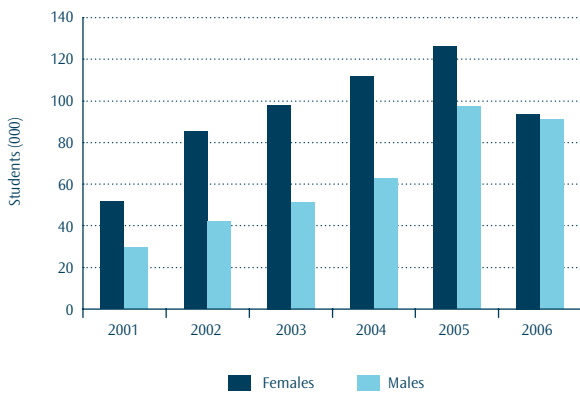
**Figure 7.22 // Equivalent full-time students in A1 and J1 courses by qualification field of study**



Most of the A1- and J1-funded courses are within qualifications in the fields of society and culture, management and commerce, and mixed field programmes. However, they are also included in qualifications across other fields of study. From 2001 to 2005, the greatest growth in equivalent full-time students was in qualifications in mixed field programmes and society and culture. Equivalent full-time students in all three fields decreased in 2006, with the largest decrease being in mixed field programmes. Mixed field programmes covers qualifications in social skills, life skills and employment skills, including some literacy and numeracy.

From 2001 to 2004, the number of women in A1- and J1-funded courses increased faster than the number of men. In 2005, there was a jump in the number of men in these courses. From 2005 to 2006, the number of women has decreased notably, while the number of men has decreased only slightly.

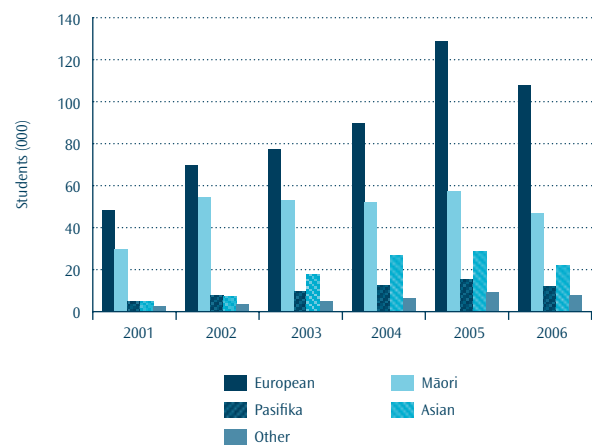
Figure 7.23 // Students in A1 and J1 courses by gender



From 2001 to 2005, the main growth in enrolments in A1 and J1 courses by age group was in students aged 25 years and over. In 2005, students aged 25 years and over made up 74 percent of students in these courses. From 2005 to 2006, there has been a fairly even proportional decrease across age groups, so that those aged 25 years and over represented 75 percent of students in 2006.

The largest growth in the number enrolments in A1 and J1 courses by ethnic group was in European students, while the largest proportional growth was in Asian and Pasifika students. From 2005 to 2006, there have been fairly even proportional decreases across ethnic groups.

Figure 7.24 // Students in A1 and J1 courses by ethnic group



### Review of private training establishments' provision

The 2005 review of private training establishment provision was the first of three annual reviews each examining one-third of student component-funded qualifications within private training establishments. The purpose of the reviews was to shift funding from areas of low relevance to areas of high relevance in the context of operating a capped fund for student component-funded private training establishments. The 2005 review examined qualifications in the areas of personal services, tourism, business and management, and philosophy and religion. These were selected on the basis of being the four largest areas of private training establishments' provision by equivalent full-time student volume.

The primary aim of the review was to ensure that student component-funded private training establishment provision is well performing and relevant; meets the educational needs of students and the needs of stakeholders such as industry; complements existing provision by public tertiary education institutions; and builds on the strengths of establishments. The establishments were required to submit evidence to demonstrate that the qualifications under review:

- met a demonstrated need, which could include employment and economic outcomes, Māori development, Pasifika development, and/or social, community, environmental or cultural development

- were achieving graduate outcomes consistent with the approved course statement or programme document
- could demonstrate performance in terms of participation and completion of qualifications, and
- established a point of difference and augmented or complemented similar qualifications provided by the public tertiary education institutions in the same area.

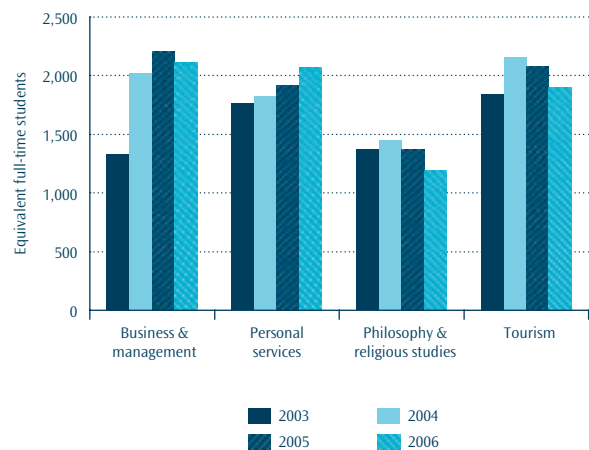
It is intended that the three annual reviews will assist the sector's transition to the 'investing in a plan' process. Any funding released as a result of these reviews will be made available for redistribution to higher relevance provision at establishments.

**Impact of the review**

As the focus of this review was on assessing the relevance and performance of provision and redistributing funding within the private training establishment student component funding pool, it had a fairly small effect on the overall amount of provision. The areas under review in 2005 had experienced considerable growth over the period from 2003 to 2005 – 20 percent in equivalent full-time student terms. Over the same period the other two-thirds of private training establishment provision had grown by only 4.6 percent. Following the review, the areas under review decreased by 4.0 percent. However, other areas of private training establishment provision also decreased in equivalent full-time student terms by 2.0 percent. Therefore, it is difficult to judge if the decrease in provision is a response to the review or to an overall decrease in demand for privately provided tertiary education.

Looking at the four areas that were reviewed, there are quite different patterns of change before and after the review. Business and management decreased in equivalent full-time student terms after a period of considerable growth. Personal services continued to grow. Philosophy and religious studies and tourism continued to decrease.

**Figure 7.25 // Equivalent full-time students in areas of private training establishment provision reviewed in 2005**



There have been no significant changes in the distribution of enrolments by level of qualification or by age, gender and ethnicity following the review.

The main result of the review has been to set benchmarks for quality provision that are agreed between the Tertiary Education Commission and private training establishments. This has set the basis for ongoing decisions for strengthening provision. A number of private training establishments have entered into improvement plans. Many are giving closer attention to aspects of quality that previously had not been greatly focused on. In several cases, qualifications have been withdrawn and new qualifications are being developed.

**Review of dive-related provision**

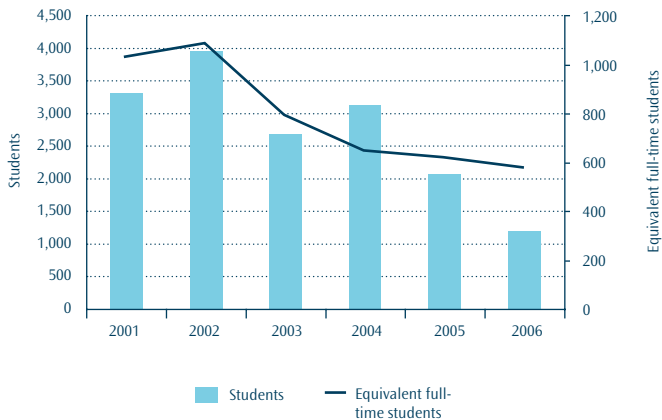
Dive qualifications were identified as an example of broadly vocational education that had not always had good employment outcomes. The purpose of the review was to ensure a better match between the level of funded dive education and current and expected demand for dive skills in the labour force. The review examined the volume and type of provision and evidence of need in the labour market for the qualifications.

**Impact of the review**

The number of students and equivalent full-time students in dive-related provision had been decreasing overall since 2002. However, in 2004 there had been an increase in the number of students, while the number of equivalent full-time students continued to fall. Following the review, the number of equivalent full-time students in dive-related provision decreased by 6.8 percent, while the number of students decreased by 42 percent. This indicates a shift from part-time, often recreationally focused, provision to full-time provision that is more likely to be vocationally focused.

Out of the 18 qualifications that had been funded in 2005, five had no students enrolled in 2006, nine had a decrease in equivalent full-time students and four had an increase in equivalent full-time students.

**Figure 7.26 // Students in dive-related qualifications**



**Adult and community education through tertiary education institutions**

In response to rapid growth in adult and community education provision through tertiary education institutions and the need to fund other higher priority areas, the government made a series of policy changes. In 2004, a cap was introduced on funding for the 2004 to 2006 period which represented approximately a 30 percent reduction in funding over this period. The per-student funding rate was also reduced from \$5,700 to \$5,000 per equivalent full-time student for 2005. In 2005, funding for adult education in institutions was further

reduced and transferred from the Student Component Fund to a ring-fenced fund within the Adult and Community Education Funding Pool of \$35.6 million for that year only. From 2007 onwards, the funding available to support adult education in institutions will further reduce to \$17.8 million, and institutions will be in a common Adult and Community Education Funding Pool with other providers. The total value of the pool in 2007 is \$40.3 million.

Over the period since 2005, tertiary education institutions have been required to bring their provision in line with the national adult and community education priorities of:

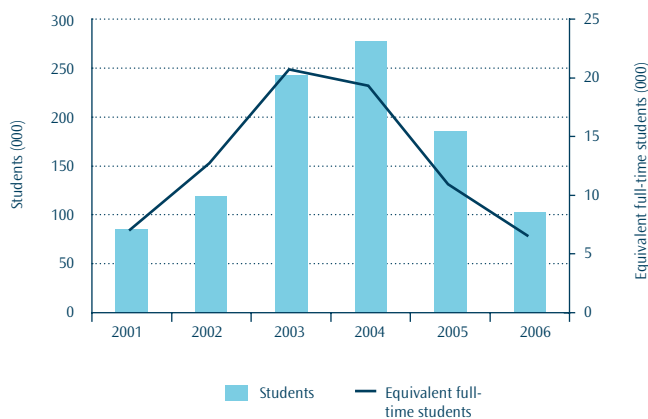
- targeting learners whose initial learning was not successful
- strengthening social cohesion
- raising foundation skills
- encouraging lifelong learning, and
- strengthening communities by meeting identified community learning needs.

**Impact of the changes**

The policy changes have led to a dramatic reduction in the number of adult and community education students enrolling in tertiary education institutions, bringing it back down to around 2001 levels in 2006. The largest reductions have been at polytechnics and in the field of 'office studies'. The effects of the reductions have differed across student groups, so that the proportion of Asian and Pasifika adult and community education students has increased, as has the proportion of women, while the proportion aged 24 to 39 years has decreased.

From 2001 to 2004, the number of students in adult and community education at tertiary education institutions increased by 230 percent to nearly 280,000 students, and equivalent full-time students increased by 250 percent to around 20,000. There were significant decreases in 2005 and 2006 in the number of students, and in terms of equivalent full-time students, as the new policy was implemented. From 2004 to 2006, the number of students has decreased by 63 percent to just over 100,000 and the number of equivalent full-time students by 67 percent to 6,300. Provision in 2006 was at a similar level to the provision in 2001.

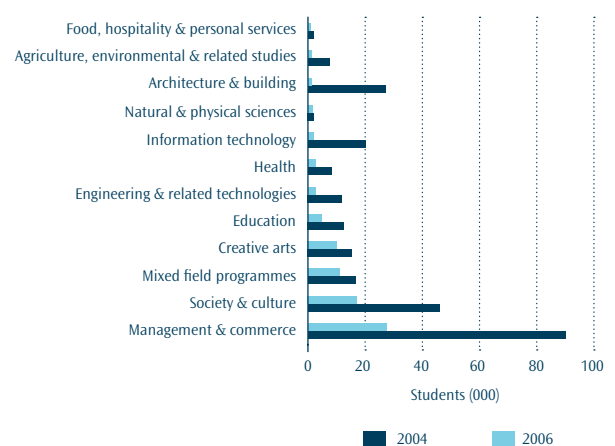
**Figure 7.27 // Students in adult and community education at tertiary education institutions**



The largest decrease in student numbers was at polytechnics, which had 84 percent of adult and community education students in 2004. The number of students at polytechnics decreased by 69 percent from 2004 to 2006, so that by 2006 their share of adult and community education students had decreased to 70 percent. There was a similar proportional decrease at wānanga of 67 percent. However, only one of the three wānanga was offering substantial provision in this area. The number of students at universities decreased by 23 percent.

The subject area with the largest decrease in students was office studies, which included introductory computer application courses. The number of students in office studies decreased from 86,000 in 2004 to 24,800 in 2006.

**Figure 7.28 // Students in adult and community education at tertiary education institutions by largest 12 subject areas**



From 2004 to 2006, the number of European and Māori students in adult and community education courses decreased by the same proportion, 63 percent. There were smaller proportional decreases for Pasifika and Asian students of 58 percent and 47 percent, respectively. This means that Pasifika and Asian students as a proportion of adult and community education students increased from 4.5 and 4.7 percent to 5.0 and 6.6 percent, respectively.

The number of men enrolled in adult and community education courses decreased by 67 percent from 2004 to 2006, while the number of women decreased by only 60 percent. This resulted in an increased proportion of women in adult education courses of 60 percent in 2006, compared to 55 percent in 2004. There were fairly even decreases across age groups, with the exception of 25 to 39 year-olds, where the decrease from 2002 to 2004 was 66 percent, compared to 63 percent overall.

### Short awards

Short awards are qualifications of fewer than 40 credits.<sup>6</sup> A one-year, full-time course is worth 120 credits. Private training establishments are ineligible for student component funding for short awards, unless they are recognised as ‘other tertiary education providers’ under section 321 of the Education Act 1989. This means that short awards are only funded at the public tertiary education institutions and the 11 other tertiary education providers.

6. For the purposes of this analysis, short awards are classified as those with 40 credits or fewer, or an equivalent full-time student value of less than 0.3, where the credit points were not recorded. This is the equivalent of around 10 to 12 weeks’ full-time study. In 2006, the new 5.3 short awards funding category was used to identify enrolments.

The awards generally focus on specific areas of vocational skill and are mostly offered at certificate level. From 2002 to 2003 there was sudden growth in the number of students and equivalent full-time students in short awards, particularly in the provision of first-aid training. There was also concern that restrictions on adult and community education funding could lead to providers shifting courses into short awards.

From 2006, funding for short awards was capped at \$22.8 million (excluding goods and services tax) and ring-fenced within the Student Component Fund. First-aid and public sector knowledge short-awards were no longer eligible for funding as stand-alone qualifications. These decisions reflected the role of tertiary education funding rather than the value of these courses.

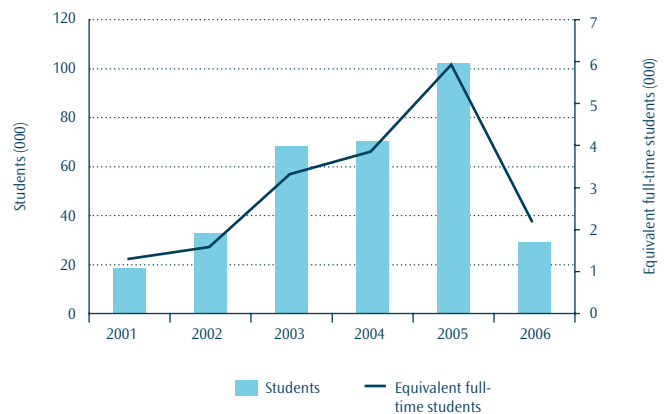
**Impact of the changes**

The policy change has led to a dramatic drop in the number of students and equivalent full-time students in short awards in 2006, bringing provision back to around 2002 levels. The largest reductions have been in courses of less than two weeks' full-time equivalent study and in the area of health, particularly first-aid courses. The largest reductions have been at polytechnics and in level 1 to 3 certificates.

From 2002 to 2003, the number of equivalent full-time students in short awards more than doubled from 1,530 to 3,260, and the number of students enrolling increased from 32,800 to 68,230. From 2003 to 2004, equivalent full-time students increased by a smaller amount, while student numbers remained about the same. In 2005 there was a further increase in both equivalent full-time students and student numbers, peaking at 5,880 and 102,000, respectively.

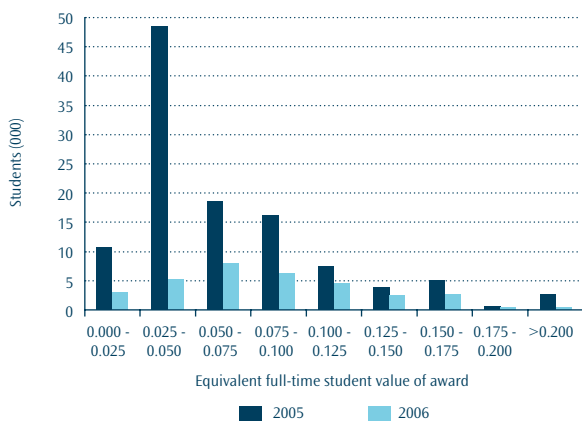
The funding limits introduced in 2006 have resulted in a major reduction in equivalent full-time students and in students, bringing numbers down to levels similar to 2002. Equivalent full-time students dropped by 64 percent to 2,140 and student numbers dropped by 72 percent to 29,100.

**Figure 7.29 // Students and equivalent full-time students in short awards**



The most significant impact of the policy change has been to drastically reduce the number of students enrolled in awards of less than two weeks' full-time equivalent study. In 2003, enrolments in awards of less than two weeks' full-time equivalent study accounted for 58 percent of enrolments in short awards. In 2006, the proportion decreased to 28 percent.

**Figure 7.30 // Students in short awards by the equivalent full-time student value**

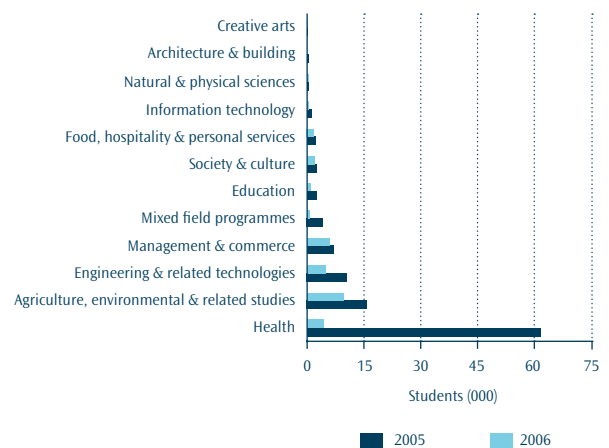


A large proportion of the decrease in enrolments was in health-related courses, which were mostly first-aid certificates. Enrolments in the field of health decreased from 61,500 in 2005 to 4,300 in 2006. There were more moderate decreases across other fields of study.

In 2005, 97 percent of students enrolled in short awards were at polytechnics. The number of students at polytechnics decreased by 73 percent from 2005 to 2006, compared to decreases of around 50 percent for universities and wānanga. As a result, the proportion of students in short awards enrolled at polytechnics dropped to 92 percent in 2006.

In 2005, 94 percent of students in short awards were enrolled in level 1 to 3 certificates. From 2005 to 2006, the number of students at this level decreased by 73 percent, while the numbers at higher levels decreased by less than 50 percent. As a result, the proportion of students in short awards enrolled in level 1 to 3 certificates dropped to 88 percent in 2006.

**Figure 7.31 // Students in short awards by field of study**



There was a slightly disproportionate decrease in the number of females enrolled in short awards. In 2005, 49 percent of students in short awards were female. The number of females decreased by 77 percent from 2005 to 2006, while the number of males decreased by 67 percent. This resulted in the proportion of females decreasing to 41 percent in 2006.

The decreases were also weighted more towards students aged under 40 years. In 2005, 54 percent of students in short awards were aged under 40 years. The number of students under 40 years decreased by 75 percent from 2005 to 2006, compared to a decrease of 67 percent for students aged 40 years and over. This resulted in the proportion of students aged under 40 years decreasing to 47 percent in 2006.

The proportional decreases were fairly even across ethnic groups.

## WHERE TO FROM LEVEL 1 TO 3 CERTIFICATES?

The year 2002 marked the start of considerable growth in enrolments in level 1 to 3 certificates. This article examines the educational outcomes of students who enrolled in level 1 to 3 certificates funded through the student component.

In this article, a cohort of students whose first enrolment in 2002 was in a student component-funded level 1 to 3 certificate is examined in terms of further study and qualification completion in the period to 2006. Further study included all formal tertiary study, including industry training and study funded from other sources, such as targeted training programmes. Further study was counted whether or not students completed the level 1 to 3 certificates they first enrolled in.

This article presents descriptive data on the proportions of students in various groups progressing to further study. This is underpinned with commentary based on logistic regression models that examined which factors had the most influence on the students' progression. The purpose of these models is to confirm the degree to which progression was related to the factor under consideration, or whether it was influenced by other factors. Both progression to a higher level and progression to diploma or degree studies were considered. The models were run with and without completion of the level 1 to 3 certificate in which the student had first enrolled, to judge the effect of this on progression. The factors are presented here in order of importance for progression to higher-level study.<sup>7</sup>

As with most studies looking at factors influencing success in tertiary education, the explanatory power of information recorded through the enrolment process is fairly low.<sup>8</sup> This suggests there is a range of other factors that influence decisions to carry on in study beyond those discussed in this article. One of the most important is likely to be the purpose for which students are engaging in study at this level.

Not included in this study were students in targeted training and industry training. Additionally, students who started the year in a higher-level programme or were concurrently enrolled in a higher-level programme were also excluded from this study. This exclusion removed a group of students, enrolled in higher-level qualifications, who were enrolled in level 1 to 3 certificates to attain additional skills in areas such as computing.

## Level 1 to 3 students in 2002

In 2002, there were 86,000 students whose first enrolment in the year was in a level 1 to 3 certificate. Eighty percent of them were enrolled in vocational certificates and 20 percent in foundation education qualifications.<sup>9</sup> Forty-one percent of the students in vocational courses, and 46 percent of those in foundation courses, were enrolling in tertiary education for the first time.

The vocational students were mostly enrolled with polytechnics (52 percent) and private training establishments (37 percent). The majority of foundation students (69 percent) were enrolled with wānanga. Around 15 percent of vocational students enrolled extramurally. However, 72 percent of foundation students were in extramural programmes, mostly through the wānanga.

Twenty percent of vocational students were under 20 years of age and 13 percent entered tertiary study directly from school. Only 10 percent of foundation students were aged under 20 years and 6.4 percent entered straight from school. The majority of vocational students (54 percent) were employed prior to study. The majority of foundation students (52 percent) were unemployed or not in the labour market prior to study.

Vocational students were fairly evenly split between men and women, whereas 75 percent of foundation students were women. Among vocational students, European students made up 68 percent of students and Māori 22 percent. Among foundation students, Māori made up 61 percent of students – perhaps reflecting the dominance of the wānanga in provision of this type – and European 31 percent. Pasifika students made up 8.4 percent of foundation students and 7.8 percent of vocational students.

The largest numbers of vocational students were enrolled in the fields of management and commerce and information technology. These areas included courses on the use of computers. Women made up a greater proportion of students in these fields of study. The next largest field of study was engineering and related technologies, where the majority of students were men.

## Key findings

Most students who studied a level 1 to 3 certificate in 2002 either left and did no further study or continued and progressed to a higher level by 2006. There was only a very small proportion who continued

7. Importance is estimated by the Wald Chi-square for the factor as a proportion of the total Wald Chi-square for the model. The order was taken from the models for progression to a higher level, which did not include completion of the first level 1 to 3 certificate.

8. The R-squared values for the models were in the range of 14 to 17 percent for vocational students and 19 to 23 percent for foundation students.

9. See the highlights in chapter 7 for definitions of vocational and foundation education qualifications.

studying at levels 1 to 3 without progressing to a higher level within the next four years. This finding dispels the idea of there being considerable recirculation of students in level 1 to 3 certificates.

The most important factor influencing progression from both vocational and foundation certificates was whether students studied full-time, full-year or not. Students who studied full-time, full-year in tertiary education in 2002 were much more likely to progress to further study, including to degree-level study.

Previous educational experience had a strong effect on a student's chance of progression. Students who had had previous tertiary enrolments were more likely to progress to higher-level study. Students with higher levels of school education were more likely to go on to degree studies. Being in school or tertiary education the previous year was also important in some cases.

The variety of pathways involved in level 1 to 3 study is evident. Students entered study from a range of different prior activities, covering school, tertiary study, employment and unemployment. Not everyone studied with the intent of progressing to higher-level study. Pathways differed among subjects, with trade subjects more often leading only as far as level 4 certificates, while other subjects provided pathways to diploma and degree study.

Completing the first level 1 to 3 certificate that students enrolled in did make a difference as to whether students were more likely to progress to higher levels of study. However, completion was by no means essential to progression, with many students who did not complete still progressing to higher levels. Students who progressed to diploma- and degree-level study tended to enrol for shorter periods at levels 1 to 3 than those who did not.

In general, students under 20 years of age were more likely to progress to higher levels of study than students aged 20 years and over. However, there were distinct differences between students who entered study under the age of 18 years and those who entered aged 18 to 19 years. The former were much less likely to go on to degree-level studies.

Māori students were more likely to go on to higher-level study than other students, even once other factors have been controlled for. Women were more likely to go on to higher levels than men. This gender difference was even stronger once other factors were controlled for.

In general, the factors influencing progression were similar for vocational and foundation qualifications. Students in foundation qualifications were more likely to go on to further study, which reflects the intent of these qualifications. This greater likelihood of progression remained, even when other factors were held constant.<sup>10</sup> However, the difference was not large, indicating that vocational certificates provided similarly robust pathways for study at higher levels.

### Educational outcomes for vocational students

Thirty percent of students who studied vocational level 1 to 3 certificates in 2002 went on to further study at a higher level in the period to 2006. In addition, 2.6 percent of students undertook further level 1 to 3 studies but did not study at any higher level.

Two-thirds of the students who went on to higher-level study went on to study at diploma level and above, with about a third going on to study at bachelors level and above.<sup>11</sup> Out of the students who went on to further study:

- 38 percent studied their highest level at a polytechnic, mostly in level 4 certificates and level 5 to 7 diplomas
- 22 percent studied their highest level at a university,<sup>12</sup> mostly in bachelors degrees
- 17 percent studied their highest level at a private training establishment,<sup>13</sup> mostly in level 4 certificates and level 5 to 7 diplomas
- 13 percent studied their highest level through an industry training organisation, mostly in level 4 certificates, and
- 10 percent studied their highest level at a wānanga, mostly in level 4 certificates.

The most important factor for whether students went on to study at a higher level was whether they were full-time, full-year in tertiary education in 2002. Students who were full-time for the full year were much more likely to go on to further study at a higher level, including study at diploma and degree level, than those enrolled part-time and/or part-year. One in two full-time, full-year students went on to higher-level study, compared to only one in four of other students.

10. This conclusion is based on a final set of two models run for all students, with type of qualifications (vocational or foundation) included in place of field of study.

11. Level of progression here refers to the highest level of study undertaken in the period 2002 to 2006.

12. Colleges of education have been included with universities for this study, as the remaining four of them were merged or merging with universities over the time period.

13. Other tertiary education providers have been included with private training establishments.

Figure 7.32 // Proportion of vocational students going on to further study by study status in 2002 and highest level studied

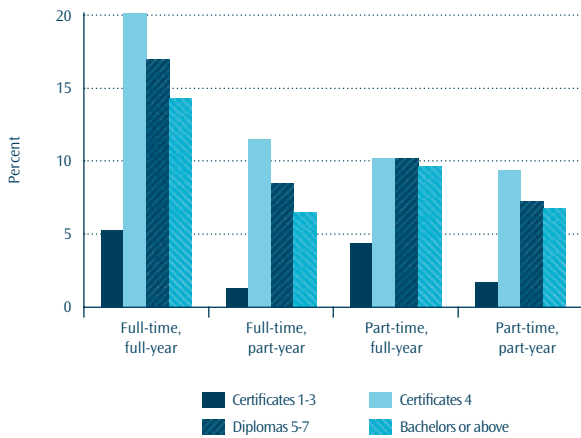
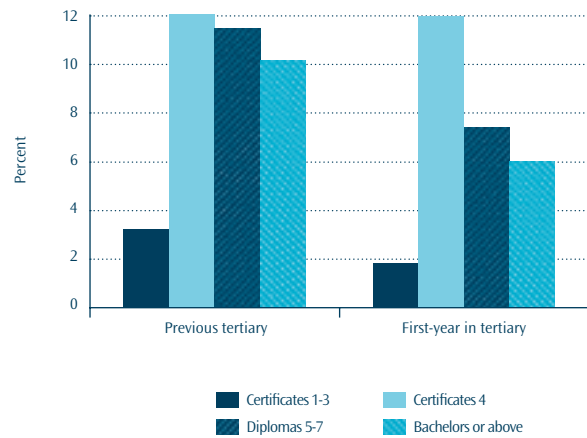


Figure 7.33 // Proportion of vocational students going on to further study by previous tertiary study and highest level studied

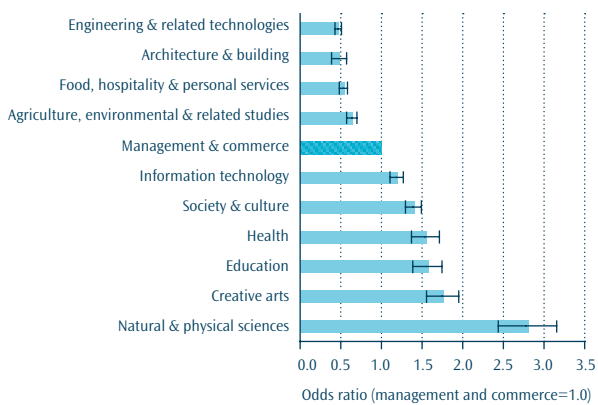


Students who had studied previously at tertiary level were more likely to go on to further study, with 34 percent going on to higher-level study within the four-year period, compared to only 25 percent of those who were first time in tertiary study. The major difference between those with and without previous tertiary study experience was in the proportion studying at diploma- and degree-level, as shown in Figure 7.33.

The proportions of students going on to higher-level study varied considerably by field of study. Students in sciences had the highest rate of progression and were most likely to reach degree level, but only made up 1.9 percent of vocational students in 2002. Students in engineering had the lowest rate of progression and made up 14 percent of students.

Field of study was the most important factor for whether students went on to diploma- and degree-level studies. Students in professional disciplines, such as education and health, were more likely to move into degree studies. Students in trade and technical areas, such as building, agriculture and engineering, were more likely to go only as far as a level 4 certificate. This reflects the differing qualification pathways in different fields of study.

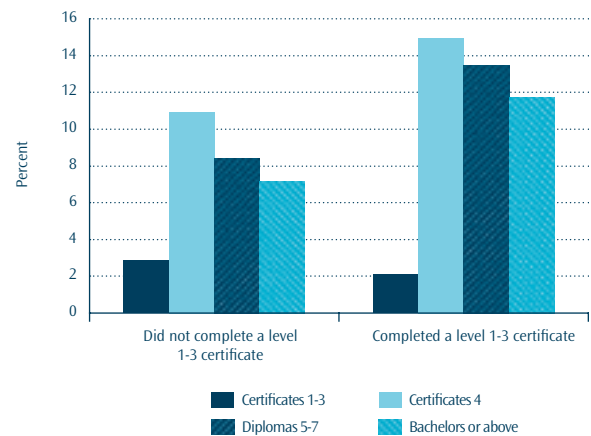
**Figure 7.34 // Likelihood of vocational students going on to diploma- and degree-level study by field of study of level 1 to 3 certificate**



Students who completed the first level 1 to 3 certificate they enrolled in were more likely to go on to further study than those who did not complete. Forty percent of students who completed their certificate went on to higher-level study, compared to 26 percent of those who did not complete.

The logistic regression models confirmed that students who completed their level 1 to 3 certificate were more likely to progress than those who did not. However, it was not a strong determinant and when this factor was added to the models, it only made a small difference to most of the other factors, with the exception of gender as discussed below. Completion was also less important for explaining the differences for students who progressed to diploma and degree level. Adding completion to the models did not add much to the overall explanatory power of the models.

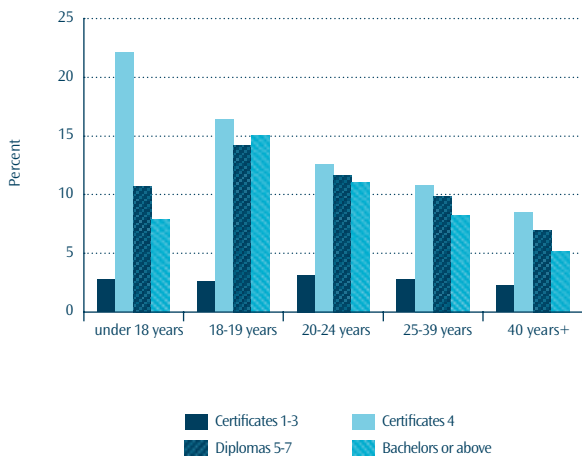
**Figure 7.35 // Proportion of vocational students going on to further study by highest level studied**



**Note:** Here, the odds ratio for a subject is the probability of a student in that subject progressing to further study divided by the probability of a student in 'management and commerce' progressing to further study, after controlling for differences among students across subjects. Therefore, it shows the likelihood of progression for each subject relative to 'management and commerce', which is set at 1.0. The error bars show the 95 percent confidence interval for the estimated ratio for each subject.

The age of students has a significant effect on likelihood to go on to further study. In general, younger students were more likely to go on to higher-level studies than older students. Forty-six percent of 18 to 19 year-olds went on to study at a higher level and 15 percent at degree level, compared to only 12 percent and 5.1 percent, respectively, for students aged 40 years and over. The exception to the pattern was students who entered tertiary education before they turned 18 years of age. Of this group, 41 percent went on to further study at a higher level, mostly in level 4 certificates. Eighty percent of students in this youngest age group had left school with no qualifications or school certificate only. This compared to only 48 percent of 18 to 19 year-olds. Under-18-year-olds made up 9.3 percent of vocational students in 2002.

**Figure 7.36 // Proportion of vocational students going on to further study by age group and highest level studied**



**Figure 7.37 // Proportion of vocational students going on to further study by highest school qualification and highest level studied**



Students with higher school qualifications were more likely to progress to higher levels of study. School qualification was the second most important factor for progressing to diploma and degree levels after field of study. It didn't have a strong relationship to progression to level 4 certificates.

In 2002, 10 percent of students had attained higher school certificate or bursary and, of them, 39 percent went on to higher-level study, with 17 percent going as far as degree level. By contrast, 37 percent of students had no school qualifications, and only 24 percent went on to higher-level study, with only 3.6 percent going as far as degree level.

Students who were in school or tertiary study in 2001 and studied a vocational certificate in 2002 were more likely to progress to higher-level study than those who had not been in study. Nearly half of those who were in school or tertiary study progressed to higher-level study, compared with only a quarter of those who were employed, unemployed or not in the labour force.

Students who studied for a level 1 to 3 certificate at a university were most likely to go on to higher-level studies, particularly a bachelors degree. However, these students represented only 4.2 percent of vocational level 1 to 3 certificate students in 2002. This higher level of progression reflects the fact that university level 1 to 3 certificates are designed as entry points for higher-level qualifications. There was less difference in progression rates across the other sub-sectors, with 26 to 32 percent going on to higher-level study and 14 to 19 percent going on to study at diploma level and above.

The overall progression rates were similar across ethnic groups, ranging from 29 percent of European students going on to higher-level study to 34 percent of Māori students. However, there were much more marked differences in the proportion going on to diploma and degree level, with 14 percent of both Asian students and students in the Other ethnic group going on to degree level, compared to 6.8 to 8.4 percent for European, Māori and Pasifika students.

Some of these differences reflect other influences such as subject choice and the age and gender distributions across ethnic groups. Once these factors were controlled for, Māori students were more likely to go on to higher-level study than any other ethnic group.<sup>14</sup> Asian students and students in the Other ethnic group were more likely to progress to diploma- and degree-level study and Pasifika students were less likely to go on to these levels.

Around 15 percent of students were enrolled in their first level 1 to 3 certificate extramurally. There was little difference between extramural and intramural in the overall proportion progressing to further study. However, extramural students were more likely to progress only to another level 1 to 3 certificate rather than go on to a level 4 certificate. The proportions of intramural and extramural students moving up to diploma and degree levels were very similar.

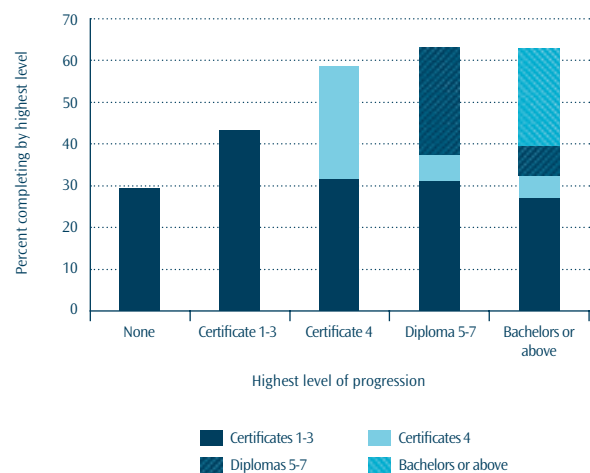
The overall proportions of male and female students going on to higher levels of study were similar. However, female students were more likely to go on to diploma- and degree-level studies than male students. These differences remained once other factors were taken into account, including the greater representation of female students in fields of study that lead towards diploma or degree level.

When completion of the level 1 to 3 certificate was introduced to the models, gender differences became statistically insignificant. This suggests that men who completed their level 1 to 3 certificate were just as likely as women to progress to further study, once other factors were taken into account. However, men were less likely than women to complete and this reduced their probability of progression.

The period of four years is too short to provide a full picture of qualification completion, especially for students who moved into three-year diploma or degree programmes. However, within this time period it was evident that students who moved on to further study were more likely to complete a qualification. Only 29 percent of those students who did no further study completed the qualification they were enrolled in. However, 44 percent of those who went on only to another level 1 to 3 certificate completed at least one of the certificates they were enrolled in. For students who went on to higher levels, around a quarter had completed the highest-level qualification they had enrolled in within the four-year period. This will include students who would have started studying towards a higher-level qualification previously, taken a break and then enrolled in a level 1 to 3 certificate as a pathway back into study again.

14. Ethnicity was recorded and analysed on the basis of multiple response. Each ethnic group was tested independently in the models against all other students who did not identify with that group.

**Figure 7.38 // Proportion of vocational students completing qualifications by highest level of progression**



### Educational outcomes for foundation students

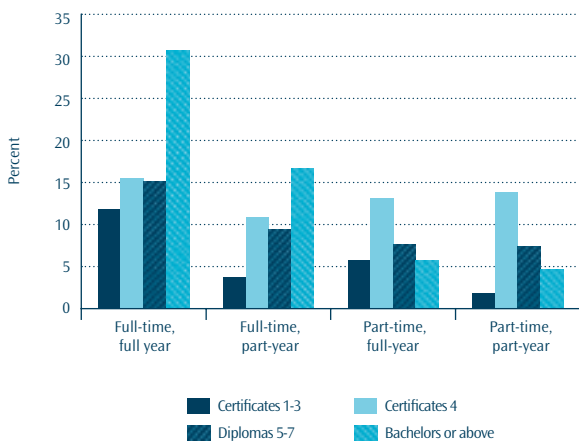
Thirty-two percent of students who studied foundation level 1 to 3 certificates in 2002 went on to further study at a higher level in the period to 2006. In addition, 4.6 percent of students undertook further level 1 to 3 study but did not go on to study at a higher level.

Two-thirds of the students going on to higher-level study went on to study at diploma level and above and about a third went on to study at bachelors level and above. Out of students who went on to further study:

- 30 percent studied their highest level at a wānanga, mostly in level 4 certificates
- 28 percent studied their highest level at a polytechnic, mostly in level 4 certificates and level 5 to 7 diplomas
- 23 percent studied their highest level at a university, mostly in bachelors degrees
- 12 percent studied their highest level at a private training establishment, mostly in level 4 certificates and level 5 to 7 diplomas, and
- 6 percent studied their highest level through an industry training organisation, mostly in level 4 certificates.

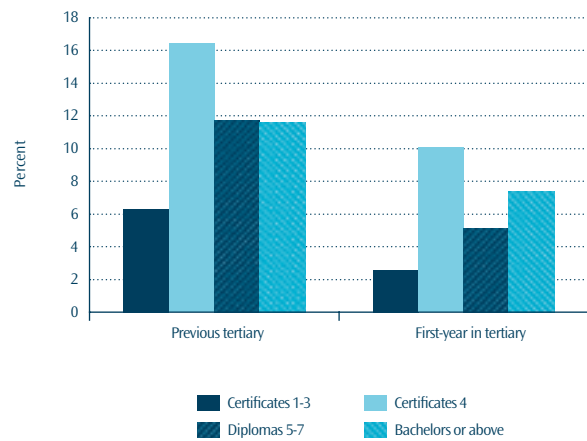
As with vocational students, the most important factor for whether foundation students went on to study at a higher level was whether they were full-time, full-year in tertiary study in 2002. Sixty-one percent of full-time, full-year foundation students went on to study at a higher level, compared to 26 percent of part-time, part-year students. Full-time students, particularly those studying full-year, were much more likely to go to degree-level studies than other students.

**Figure 7.39 // Proportion of foundation students going on to further study by study status in 2002 and highest level studied**



Students who had studied previously at a tertiary level were also more likely to go on to further study, with 46 percent going on to higher-level study within the four-year period, compared to only 25 percent of those who were first time in tertiary study. Those who had studied previously were also more likely to go on to diploma and degree levels than those who were first time in tertiary study.

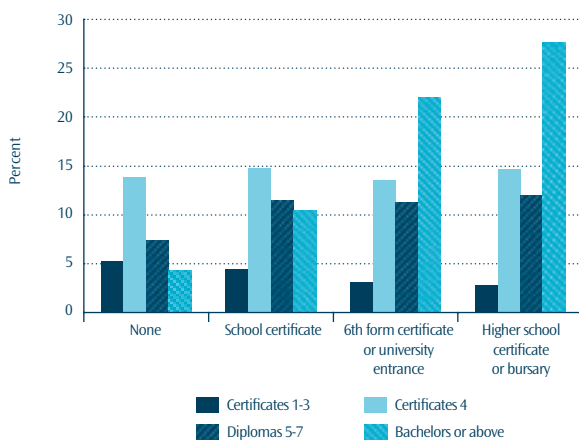
**Figure 7.40 // Proportion of foundation students going on to further study by study status in 2002 and highest level studied**



Foundation students with higher school qualifications were more likely to progress to higher levels of study. As with vocational students, school qualifications were the second most important factor for progressing to degree studies. It did not have a strong effect on whether students progressed to level 4 certificates.

In 2002, 59 percent of foundation students had no school qualifications. Of these students, 25 percent went on to higher-level study and 4.3 percent as far as degree level. By contrast, 4.1 percent of students had higher school certificate or bursary. Of these students, 54 percent went on to higher-level study and 28 percent to degree level.

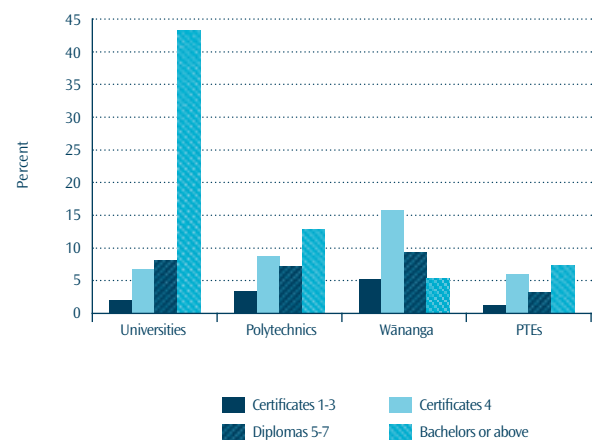
**Figure 7.41 // Proportion of foundation students going on to further study by highest school qualification and highest level studied**



Students who studied a level 1 to 3 certificate at a university were much more likely to go on to degree-level studies. This reflects the fact that these certificates at universities were mostly designed to support entry into degree studies. However, university students made up only 7.1 percent of foundation students.

Students at wānanga were more likely than students at polytechnics to go on to a level 4 certificate, just as likely to go on to a diploma and less likely to go on to degree-level studies. Students at private training establishments were less likely than students at polytechnics to go on to higher-level studies at any level. These patterns were confirmed by the models, even once other differences were controlled for.

**Figure 7.42 // Proportion of foundation students going on to further study by sub-sector of level 1 to 3 certificate and highest level studied**



Across ethnic groups, Asian students were most likely to go on to higher-level study, at 39 percent, and Māori next most likely at 34 percent. Asian students were the most likely ethnic group to go on to degree level, whereas Māori were more likely to only go as far as level 4 certificates.

When other factors were controlled for, fewer differences were found among ethnic groups. However, Māori students were substantially more likely than other students to progress to higher levels and to diploma level and above. Students from the Other ethnic group were found to be somewhat less likely to go on to diploma- and degree-level studies. Statistically significant differences were not found for other ethnic groups, including Asian students.

Figure 7.43 // Proportion of foundation students going on to further study by ethnic group and highest level studied

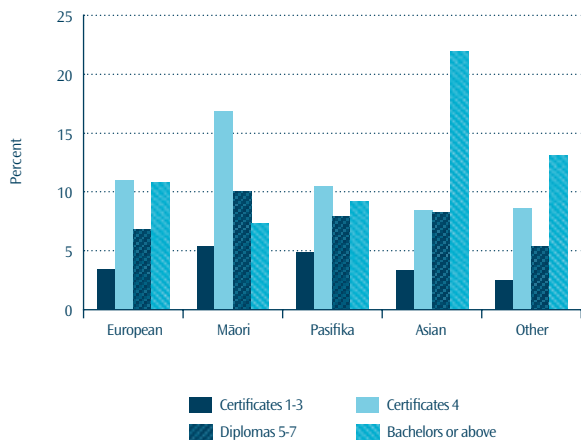
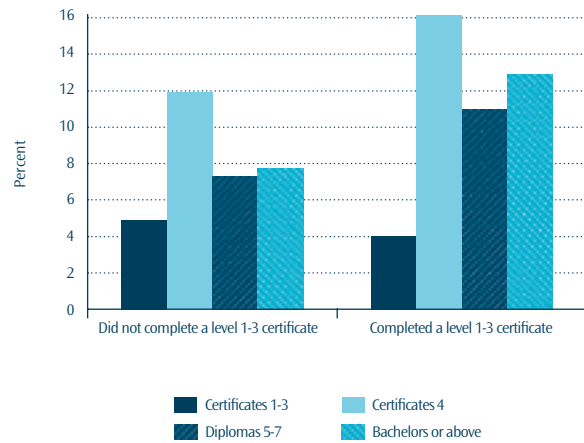


Figure 7.44 // Proportion of foundation students going on to further study by highest level studied



Students who completed the first level 1 to 3 certificate they enrolled in were more likely to go on to further study than those who did not complete. Forty percent of students who completed their certificate went on to higher-level study, compared to 27 percent of those who did not complete.

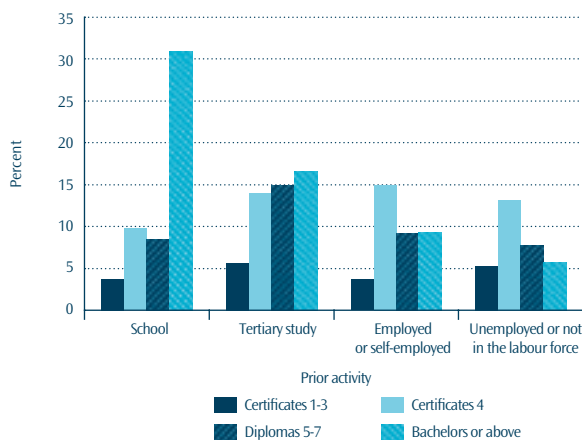
The models confirmed that students who completed their level 1 to 3 certificate were more likely to progress than those who did not. However, as with vocational certificates, this was not a strong determinant, and when added to the models only made a small difference to most of the other factors and did not add significant explanatory power. The one area it did affect was extramural versus intramural study, as discussed below.

Students who were in school or tertiary study in 2001 and studied a foundation education certificate in 2002 were more likely to progress to higher-level study than those who were employed, unemployed or not in the labour force. Students coming from school were most likely to go on to degree-level study within four years. Students who were employed, unemployed or not in the labour market were more likely to only go as far as a level 4 certificate.

When other factors were controlled for, there was no statistically significant difference in the likelihood of progression to higher levels among students coming from school, other tertiary study or employment. However, students who had been unemployed were much less likely to progress than other students. Students coming from school were shown to be much more likely to go on to diploma and degree studies. However, there was no statistically significant difference between students coming from tertiary study and students who had been employed. Students who had been unemployed were much less likely to go on to diploma- and degree-level studies.

There were fairly small differences in progression rates between males and females. Females were slightly more likely to progress to higher-level study than males. Once other factors were controlled for, females were shown to be more likely than males to progress to higher-level study and also to diploma- and degree-level study.

**Figure 7.45 // Proportion of foundation students going on to further study by prior activity and highest level studied**



Students aged 18 to 19 years were much more likely than other students to go on to degree-level study. The proportion going as far as diploma level was similar across all age groups. Once other factors were controlled for, it was shown that students aged under 20 years were more likely to go on to higher-level study and 18 to 19 year-olds to diploma and degree levels.

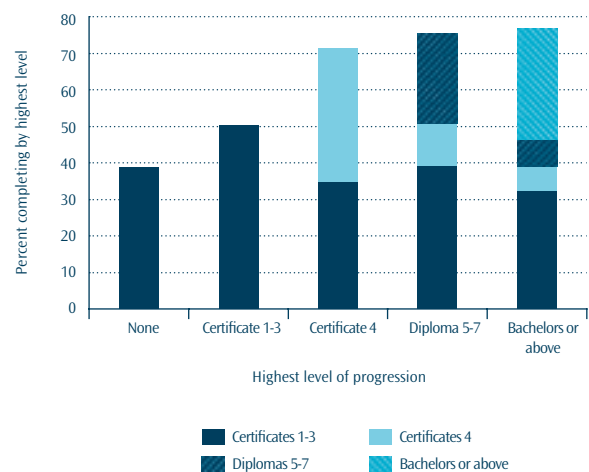
There were clear differences in the proportions of intramural and extramural students going on to higher levels of study. Forty percent of intramural students went on to higher-level study, compared to 29 percent of extramural students. Twenty-one percent of intramural students went on to degree study compared to 5.1 percent of extramural students.

Once other factors were controlled for, it was still evident that extramural students were less likely to progress to further study than intramural students, particularly to diploma and degree levels. However, adding completion of the first level 1 to 3 certificate to the model removed extramural status as a significant factor for progression to a higher level. That is, students who completed their certificate were as likely to progress no matter which mode of study they had engaged in. However, completion only slightly improved the probability of progressing to diploma and degree levels.

As noted in the discussion on vocational qualifications, four years is too short for providing a full picture of qualification completion, particularly for students moving into multi-year qualifications. However, as with vocational qualifications, students who moved on to further study from a foundation certificate were more likely to complete a qualification. Also, completion rates for students progressing from foundation certificates were generally higher than those for students progressing from vocational certificates. This is expected as many students would have enrolled in a foundation certificate for the purposes of entry into, and success at, higher-level studies – this is not necessarily the case in vocational certificates.

For students who went on to higher-level studies, between a quarter and a third completed a qualification at the highest level they studied within the four-year period. These will include students who had already studied at that level, taken a break and then enrolled in a level 1 to 3 foundation certificate as a pathway back into study again.

**Figure 7.46 // Proportion of foundation students completing qualifications by highest level of progression**



**References:**

- Nair, B. (2007) *Measuring the returns on investment in tertiary education three and five years after study*, Wellington: Ministry of Education.