AN OVERVIEW

The recent substantial increases in level 4 qualifications and in workplace learning are notable features of the tertiary education system at a time when overall learner growth is slowing.

The number of learners in level 4 qualifications in provider-based learning increased significantly between 2004 and 2005, compared with a lower increase for those in level 5 to 7 diplomas and certificates and a slight fall in those enrolled in bachelors qualifications. From 2001 to 2005, the relative growth in the number of learners in level 4 qualifications in provider-based learning was 10 times greater than for those in bachelors qualifications. Over the same period, learners in level 5 to 7 certificate and diploma qualifications increased slightly more than for bachelors qualifications.

The number of learners in workplace learning, industry training and Modern Apprenticeships increased very significantly from 2004 to 2005. Between 2000 and 2005, the numbers of learners in the workplace increased twice as fast as those in provider-based tertiary education. This is in part due to the increased focus by industry and government on skills development and productivity growth in the workplace. Also, the success of the Modern Apprenticeships scheme, and its popularity with industry and young people, are reflected in the significant growth in participation.

LOOKING TO 2006

There are early indications that growth in enrolments at level 4 to 7 certificate and diploma qualifications will continue to slow in 2006. Reasons for this may include reduced demand from learners for particular programmes and the effect of the government’s prioritisation of the provision of sub-degree qualifications in recent years.

The current statement of tertiary education priorities signals the government’s intention to shift funding away from provision that does not contribute to New Zealand’s broad national goals. Since 2004, there have been funding changes intended to shift publicly funded programmes of study to improve their alignment with the priorities for the sector as set out in the statement of tertiary education priorities and the tertiary education strategy. These funding changes included:

- possible funding reductions for some certificates and diplomas as part of the strategic realignment process (Quality Reinvestment Programme) for institutes of technology and polytechnics and wānanga
- no funding of growth in certificate or diploma qualifications above 200 equivalent full-time students in any rolling 12-month period
- a three-year review, started by the Tertiary Education Commission, of student component funding of private training establishments, and
- capping of funding of short awards (qualifications of fewer than 40 credits).

These changes are expected to have an impact on sub-degree enrolments in 2006.

Workplace learning has received increased funding as part of the government’s moves to ensure investment in both high-quality and relevant tertiary education provision. Preliminary information from the Tertiary Education Commission indicates that the number of industry training learners in June 2006 was 13,000 higher than in June 2005.

MID-REGISTER AND WORKPLACE LEARNING QUALIFICATIONS

Level 4 to 6 qualifications, together with level 7 certificates and diplomas, are also known as mid-register or sub-degree qualifications. Workplace learning qualifications can include learning at almost all levels of the register. All of these qualifications are usually of a specialised nature, vocationally oriented, and of shorter duration than a bachelors degree.

Mid-register qualifications provide continuing pathways for learners progressing from school and they create entry points into the system for those seeking to gain vocation-ready qualifications or change careers. The level of complexity of study approximates to advanced trades, technical and business qualifications. They can also be used as pre-requisite qualifications for higher-level programmes such as bachelors degrees.

All qualifications at level 4 are certificates while those at levels 5 to 7 are either certificates (advanced level) or diplomas. These certificates and diplomas are either registered on the National Qualifications Framework or are approved ‘local provider’ qualifications.

ANALYTICAL TABLES: An associated set of tables on the students in mid-register qualifications and workplace qualifications is available on the Education Counts website. Tables ITP1-16, ITA1-4, ITF1 and TTP1-3 refer to industry training. See also the participation and achievement tables. Detailed technical information on the data presented here can be found in chapter 17.
The terms ‘national certificate’, ‘national diploma’ and, more recently, ‘national postgraduate certificate’ refer to qualifications on the National Qualifications Framework. All workplace learning qualifications are listed on the framework. For workplace learning, national certificates at levels 1 to 3 provide entry-level trade and vocational skills while at level 8 – the highest level in which workplace learning is currently undertaken – national postgraduate certificates continue the professional development of the areas that learners studied earlier.¹

The modular nature of certificate and diplomas often allows for them to build on each other. For example, the National Certificate in Electrical Engineering (Electrician) at level 4 can be followed up with study in the National Certificate in Electrical Engineering (advanced trade level) at level 5 and then by the National Diploma in Engineering at level 6.

Many qualifications on the National Qualifications Framework automatically recognise credit from standards-based local provider qualifications which, in many cases, are designed to provide a pathway into framework qualifications offered by a tertiary education provider. For example, some local provider qualifications specialise in pre-trades training and comprise level 2 unit standards from the framework. This enables a learner to enter into an apprenticeship and undertake the required level 3 framework qualification.

This chapter starts with describing the overall provision of mid-register and workplace qualifications. It then looks at key trends for provider-based learners at levels 4 to 7, followed by workplace learners who are learning while in employment. Provider-based learning takes place in tertiary education organisations, such as institutes of technology and polytechnics. Workplace learning involves employees gaining standards-based knowledge and skills that count towards nationally recognised qualifications. While workplace learning spans levels 1 to 8 on the framework, the majority of learners in workplace learning study at level 4, so they are detailed in this chapter.

The second to last section of this chapter has a commentary on the workplace learning programme Skill Enhancement, which is targeted to young Māori and Pasifika peoples, and the last section contains international comparisons.

This chapter only considers learners who are engaged in formal programmes of study of more than one week’s full-time duration at any time during the year.

¹ Currently, there is only one such qualification – the National Postgraduate Certificate in Professional Practice in Design and Construction Consultancy (International Consultancy).

Learners in tertiary education

National Qualifications Framework

A key feature of the National Qualifications Framework is that by design it provides a process for skills, knowledge and understanding gained outside of institutional education or training to be recognised formally and credited to a qualification (commonly known as ‘Recognition of Prior Learning’). This enables people who hold low-level or no qualifications the opportunity to move ahead by achieving nationally recognised qualifications. Also, the National Qualifications Framework comprises unit standards, which are designed in conjunction with industry experts and contribute to relevant and nationally recognised qualifications. The flexibility of transferable credit gained from unit standards also means that knowledge and skills can be transferred between qualifications and tertiary education organisations.

OVERALL PROVISION

The number of learners studying at mid-register levels and the number of qualifications offered at those levels has grown significantly over recent years.

Enrolments in provider-based level 4 qualifications grew by 9 percent between 2004 and 2005, compared to 2 percent for those in level 5 to 7 sub-degree qualifications. In workplace learning, the number of learners grew by 16 percent between 2004 and 2005.

Over the last five years, the number of learners in the workplace has increased by 70 percent – nearly twice that of provider-based learners (36 percent) – with workplace learners accounting for 25 percent of all learners in 2005 (Table 7.1).

In provider-based education alone, the number of learners in these qualifications increased by 59 percent over the last five years, and accounted for 18 percent of all learners in 2005. In particular, the growth in the number of learners in level 4 certificates has increased substantially – by 155 percent over the last five years, compared to 14 percent for learners in bachelors degree-level qualifications and 36 percent for learners in all qualifications.

This increase in learners is reflected by the 46 percent increase in the number of certificate and diploma qualifications offered at levels 4 to 7 over the last five years. This compares with a 20
percent increase for all qualifications in all levels in the same period. The number of different level 4 certificates alone has increased by 88 percent over this period.

Similarly, in workplace learning, the number of different qualifications undertaken by learners, at all levels, has increased by 533 (55 percent) over the last five years. Notably, there has been a significant increase in the number of higher-level qualifications – from only one qualification higher than level 4 in 2001 to 127 in 2005.

### Table 7.1: Number of learners and qualifications offered by level of study and mode of learning

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provider-based learning (all types of qualifications)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 Certificate</td>
<td>153,603</td>
<td>238,337</td>
<td>84,734</td>
<td>55</td>
<td>1,631</td>
<td>1,720</td>
</tr>
<tr>
<td>4 Certificate</td>
<td>21,091</td>
<td>53,828</td>
<td>32,737</td>
<td>155</td>
<td>418</td>
<td>196</td>
</tr>
<tr>
<td>5-7 Certificate or diploma</td>
<td>56,100</td>
<td>126,433</td>
<td>60,333</td>
<td>23</td>
<td>615</td>
<td>804</td>
</tr>
<tr>
<td>7 Bachelor degree/graduate certificate</td>
<td>134,267</td>
<td>153,277</td>
<td>19,010</td>
<td>14</td>
<td>633</td>
<td>738</td>
</tr>
<tr>
<td>8 Honours degree/postgraduate certificate</td>
<td>13,303</td>
<td>17,902</td>
<td>4,599</td>
<td>35</td>
<td>350</td>
<td>427</td>
</tr>
<tr>
<td>9 Masters degree</td>
<td>10,969</td>
<td>13,139</td>
<td>2,170</td>
<td>20</td>
<td>210</td>
<td>263</td>
</tr>
<tr>
<td>10 Doctorate degree</td>
<td>3,812</td>
<td>4,832</td>
<td>1,020</td>
<td>27</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>4 to 7 Certificate or diploma</td>
<td>77,191</td>
<td>122,571</td>
<td>45,380</td>
<td>59</td>
<td>837</td>
<td>1,222</td>
</tr>
<tr>
<td>Sub-total (a)</td>
<td>371,310</td>
<td>504,434</td>
<td>133,124</td>
<td>36</td>
<td>3,677</td>
<td>716</td>
</tr>
<tr>
<td><strong>Workplace learning (all NQF qualifications)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1 National certificate</td>
<td>4,783</td>
<td>14,981</td>
<td>10,198</td>
<td>213</td>
<td>42</td>
<td>57</td>
</tr>
<tr>
<td>2 National certificate</td>
<td>21,543</td>
<td>41,602</td>
<td>20,059</td>
<td>93</td>
<td>199</td>
<td>249</td>
</tr>
<tr>
<td>3 National certificate</td>
<td>28,546</td>
<td>64,641</td>
<td>36,095</td>
<td>126</td>
<td>270</td>
<td>436</td>
</tr>
<tr>
<td>4 National certificate</td>
<td>49,219</td>
<td>71,872</td>
<td>22,653</td>
<td>46</td>
<td>464</td>
<td>640</td>
</tr>
<tr>
<td>5 National certificate or diploma</td>
<td>7</td>
<td>3,018</td>
<td>3,011</td>
<td>1</td>
<td>82</td>
<td>81,100</td>
</tr>
<tr>
<td>6 National certificate or diploma</td>
<td>0</td>
<td>1,082</td>
<td>1,082</td>
<td>0</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>7 National certificate or diploma</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>8 National postgraduate certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4 to 7 National certificate or diploma</td>
<td>49,226</td>
<td>75,974</td>
<td>26,748</td>
<td>54</td>
<td>465</td>
<td>766</td>
</tr>
<tr>
<td>Sub-total (b)</td>
<td>95,263</td>
<td>161,676</td>
<td>66,413</td>
<td>70</td>
<td>976</td>
<td>1,509</td>
</tr>
<tr>
<td><strong>Total (a) + (b)</strong></td>
<td>466,573</td>
<td>666,110</td>
<td>199,537</td>
<td>43</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>

Source: Workplace learner data is from the Tertiary Education Commission.

Notes:
1. All learner data relates to the total number of learners during the year.
2. Some learners and qualifications are in both modes of learning. The grand total for learners is a count of the total number of unique learners. However, a unique count of all qualifications cannot be calculated readily.
3. Workplace learner data only comprises the two main workplace learning programmes – Industry Training or Modern Apprenticeships. It excludes learners in Gateway, Skill Enhancement, Training Opportunities, Youth Training and Workplace Literacy.
4. Similarly, provider-based learning comprises those learners in student component-funded tertiary education and excludes learners in targeted or schools-related programmes (such as the Secondary-Tertiary Alignment Resource [STAR]).
5. Learners who were enrolled in more than one qualification level have been counted in each level. Consequently, the sum of the learners in each level may not add to the sub-total number of learners.
The increase in the number of qualifications has resulted in greater diversity of specialisation. In recent years there have been significantly more learners studying qualifications that specialise in: community and social services, entrepreneurship, security, viticulture, multimedia, hospitality, seafood processing, and community and social services. Also, the breadth of industry training ensures diversity amongst National Qualifications Framework qualifications. The Tertiary Education Commission’s 2005 annual report on industry training notes that the industry training organisations’ coverage includes: 100 percent of all primary industries (agriculture, forestry, fishing, and mining), 99 percent of all infrastructure and business service industries, 96 percent of all manufacturing and construction industries, 27 percent of the property and business services industry and 28 percent of community service industries. The New Zealand Qualifications Authority website notes that there are national certificates in areas as diverse as adventure tourism, animal care, aircraft servicing, aquaculture, boatbuilding, casino gaming, computing, customer service, early childhood care, electronics, engineering, design, forestry, fitness, hospitality, joinery, mental health, performing arts, pharmacy, printing, science, skiing, surveying, tourism, whakairo and woolhandling.

Investing in New Zealand’s human and social capital

Most level 4 to 7 certificates and diplomas, including workplace learning qualifications, are vocationally specialised and therefore have close links with industry. Education in these qualifications produces, amongst others, many of New Zealand’s technicians, tradespersons, information technology professionals, business administrators, contemporary artists, and tourism and hospitality professionals.

The New Zealand Qualifications Authority says that “the skills and knowledge that are required for...[these qualifications]...are exactly what employers say they need. These qualifications are nationally recognised because industry designs them”. They cater for the needs of New Zealand’s primary and secondary industries, infrastructure and business service industries, and community service industries, and they also respond to the development needs of newer niche industries such as viticulture and multimedia.

Mid-register qualifications are increasingly sought-after qualifications; the total number of learners gaining these qualifications in provider-based education has increased by 60 percent over the last five years. The number completing bachelors degrees over the same period rose by 14 percent. Some of the reasons for this growth are the:

- skill shortages in the labour market over recent years and desire to gain vocation-ready qualifications quickly
- increasing employment and financial returns for those with vocationally specialised sub-degree qualifications
- increased promotion of industry training via the Skill New Zealand campaign
- employees and employers seeking productivity gains and skills via workplace learning
- tertiary education organisations responding to new or growing industry needs, and
- increased government funding.

Workplace learning is making a very significant contribution to upskilling the labour force and enhancing business productivity. Also, workplace learning is providing educational opportunities for disadvantaged people, a key objective of the government’s industry training policy.

Mid-register, sub-degree qualifications also contribute significantly to New Zealand’s social development. Thirty percent of mid-register qualifications listed on the KiwiQuals website have a focus on arts, society and culture, with specialisation in fashion, screen acting, creative design, religion, te reo Māori, Māoritanga, youth and community.
The significant increase in the number of New Zealanders engaging in provider-based tertiary education over the last five years has resulted in a greater diversity in its learner population and in its types of provision.

From 2004 to 2005, the numbers of learners enrolled in mid-register qualifications at levels 4 to 7 increased by 5 percent. Growth over the last two years has slowed compared to that of previous years and Figure 7.1 shows the stabilising of the participation rates for these qualifications. Between 2001 and 2005, enrolments at levels 4 to 7 increased by 59 percent.

In particular, the number in level 4 certificates alone increased by 155 percent over this period.

In 2005, 1.7 percent of all New Zealanders aged 15 years or over were enrolled in a level 4 certificate while 2.1 percent were enrolled in a level 5 to 7 certificate or diploma qualification.

The last five years have seen the institutes of technology and polytechnics, the main traditional provider of level 4 certificates, grow their enrolments at this level by 153 percent to 27,100. This is just over half of all provider-based learners in level 4 certificates (Figure 7.2). Between 1999 and 2003, the wānanga also experienced significant growth at this level – mostly in te reo Māori qualifications. By contrast, the number of learners in level 5 to 7 certificate and diploma qualifications has increased at a slower rate (Figure 7.3). Again nearly half of these learners are in polytechnics (48 percent) but in recent years the growth in the number of learners has been greatest in the wānanga, up 178 percent over the last five years.

The average age of learners across all levels of the register was 28 years in 2005. This reflects a significant increase in the number of older learners engaging in tertiary education over recent years, mainly at levels 1 to 3. Around two-thirds of learners in below bachelors-level qualifications were aged 25 years or over, compared with 37 percent at bachelors level.

Of all the register levels, level 4 has seen the greatest increase in mature learners. In 2005, there were more than four times as many learners aged 40 years and over as there were in 2001. The number of level 4 learners was 18,000 in 2005 and just over half of these were women. Māori accounted for 34 percent. By comparison, the number of learners aged over 40 years in level 5 to 7 certificate and diploma qualifications grew by only 33 percent over the last five years to 17,100 in 2005. Women accounted for 66 percent of these learners, while Māori accounted for 22 percent.
The age profile of first-time learners in the mid-register levels is skewed by the few school leavers who go directly into these qualifications after leaving school. Only 18 percent of first-year learners in level 4 certificates in 2005 were attending secondary school in 2004 and, similarly, only 25 percent of first-time learners in levels 5 to 7 certificate and diploma qualifications in 2005 were attending secondary school in 2004. These figures contrast with the number of first-year learners in bachelors degree-level qualifications, 60 percent of whom had attended secondary school in 2004.

All of the four main ethnic groups are represented in the learners in level 4 to 7 certificate and diploma qualifications. Their growth rates reflect the success of tertiary providers at engaging many non-traditional learner groups over recent years including mature learners and those with low or no qualifications. In 2005, the majority of learners studying in level 4 to 7 certificate and diploma qualifications identified as being of a European ethnicity (58 percent) followed by those who identified as Māori (23 percent), Asian (15 percent) and Pasifika (6 percent). The growth in the number of learners in level 4 certificates offered has led to increased representation by Māori and Pasifika at this level. The number of Māori learners in level 4 certificates has increased by 277 percent over the last five years to 15,900 in 2005, while the number of Pasifika learners increased by 114 percent to 3,600 (Figure 7.4). European learners in these qualifications increased by 147 percent to 32,500. The dip in Māori learners in 2004 reflects the fall in enrolments in the wānanga sector in 2004. Compared with level 4 certificates, learner growth in level 5 to 7 certificate and diploma qualifications has been relatively slow.

Of all learners in level 4 to 7 certificate and diploma qualifications in 2005, employment was the main activity in the previous year for 60 percent, while secondary school was the main activity for 12 percent, and those who were not in the workforce or education and training accounted for 10 percent. Like level 1 to 3 certificates, level 4 certificates provide access to tertiary education for those with low-level qualifications. In 2005, nearly a third of all learners in level 4 certificates had few (less than 13 NCEA credits) or no school qualifications compared with 16 percent of all learners in level 5 to 7 certificate and diploma qualifications. Furthermore, 52 percent of learners in level 4 certificates did not hold a school qualification greater than NCEA level 1 (formerly School Certificate), compared with 34 percent for level 5 to 7 certificates and diplomas.

Of the 122,600 learners in level 4 to 7 certificate and diploma qualifications, 89 percent (110,600) were domestic learners and 11 percent (13,000) were international learners. Ninety percent of international learners were enrolled in level 5 to 7 certificate and diploma qualifications. After significant growth at the beginning of the decade the number of international learners in tertiary education is beginning to decline.

There has been a slight increase in the diversity of regions which international learners in level 4 certificates are from, with more from the Middle East, North America and the Pacific region. Most international learners studying in level 4 certificates, however, continue to be citizens of countries in Asia (72 percent) or Europe (12 percent). There is no change to the regional distribution of international learners in level 5 to 7 certificate and diploma qualifications, with the majority (91 percent) being from Asia, followed by 4 percent from the Pacific region.

Finally, mid-register qualifications are an increasingly popular option for learners with disabilities. In 2005, 26 percent (6,600) of all learners who identified themselves as having a disability were studying in level 4 to 7 certificate and diploma programmes, up from 22 percent in 2004.
Study choices of learners

Just over half of all provider-based learners in level 4 to 7 certificate and diploma qualifications were enrolled in programmes classified as ‘management and commerce’ and ‘society and culture’ (Figure 7.5). Popular specialisations in the field of management and commerce included international travel and tourism, business marketing, e-business, real estate studies and marine sales and services. Popular specialisations in society and culture included social work, legal studies, organisational psychology, employment support, and theology.

In terms of study load, a learner studying full-time for a full academic year is counted as having a study load of one equivalent full-time student unit (EFTS). A feature of learners at these levels is that the majority study part-time. In 2005, a fifth of all learners in these qualifications had a study load of less that 0.2 EFTS (less than seven weeks of full-time study) while less than a third of learners in level 4 certificates had a study load of 0.8 EFTS or more, compared to 42 percent for level 5 to 7 certificates and diplomas.

Pathways of learners

Provider-based level 4 to 7 certificate and diploma qualifications experience higher rates of first-year learner attrition and lower rates of completion than for most other qualifications.

Two-fifths of learners who started a certificate or diploma at levels 4 to 7 in 2004 did not complete it and were not enrolled in it in 2005 (Table 7.2). This compares with 29 percent for all learners in all qualifications. Also, of the learners who started a level 5 to 7 certificate or diploma, only 29 percent had completed it or were still studying towards it in 2005, compared with 36 percent for learners in level 4 certificates and 39 percent for all learners in all qualifications.

The highest rates of first-year attrition for these mid-register qualifications occur in universities. These rates may be reflective of specialised programmes of study and smaller numbers of learners. Learners in polytechnics have the lowest first-year attrition rates in level 4 certificates (33 percent), while learners in wānanga have the lowest first-year attrition rates in level 5 to 7 certificates and diploma qualifications (28 percent). Compared with all other sectors, learners in private training establishments and wānanga have very high rates of retention and completion over a five-year period.
Table 7.2: Attrition, retention and completion rates of level 4 to 7 certificates and diplomas by sub-sector

<table>
<thead>
<tr>
<th>Sub-sector</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>58 49 39 24 39 22</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>33 49 27 27 24 22</td>
</tr>
<tr>
<td>Colleges of education</td>
<td>40 48 41 35 41 33</td>
</tr>
<tr>
<td>Wānanga</td>
<td>50 28 46 44 45 41</td>
</tr>
<tr>
<td>Private training establishments</td>
<td>49 34 45 44 44 43</td>
</tr>
<tr>
<td>Total</td>
<td>42 42 38 34 36 29</td>
</tr>
</tbody>
</table>

Notes:
1. Data relates to domestic students only.
2. Other tertiary education providers have been included in the total for private training establishments.

Male learners’ first-year attrition rates are higher than those of female learners in these qualifications and male learners are also less likely to complete their qualification than their female counterparts (Table 7.3). Nearly half of all Asian learners in level 4 certificates drop out in their first year, while those who continue have relatively high rates of qualification completion after five years. By contrast, in level 5 to 7 certificate and diploma qualifications, Asian learners are the least likely learners of any ethnic group to drop out in their first year of study and are the most likely to complete their qualification. Pasifika learners are the least likely of all learners to remain enrolled and/or have completed their qualifications within five years. Older learners are much more likely to complete a level 4 certificate than a level 5 to 7 certificate and diploma qualification.

Table 7.3: Attrition, retention and completion rates of level 4 to 7 certificates and diplomas by gender, ethnic group and age group

<table>
<thead>
<tr>
<th>Sub-sector</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>41 41 43 36 41 31</td>
</tr>
<tr>
<td>Male</td>
<td>43 44 32 31 29 26</td>
</tr>
<tr>
<td>European</td>
<td>40 42 37 34 34 30</td>
</tr>
<tr>
<td>Māori</td>
<td>42 46 42 32 40 28</td>
</tr>
<tr>
<td>Pasifika</td>
<td>43 41 31 30 30 26</td>
</tr>
<tr>
<td>Asian</td>
<td>49 39 38 36 38 33</td>
</tr>
<tr>
<td>Other</td>
<td>42 42 39 32 37 29</td>
</tr>
<tr>
<td>Under 18</td>
<td>39 42 35 34 33 31</td>
</tr>
<tr>
<td>18-24</td>
<td>41 39 37 39 34 35</td>
</tr>
<tr>
<td>25-39</td>
<td>42 44 38 32 36 27</td>
</tr>
<tr>
<td>40 and over</td>
<td>42 44 39 30 37 26</td>
</tr>
<tr>
<td>Total</td>
<td>42 42 38 34 36 29</td>
</tr>
</tbody>
</table>

Note: Refer to notes for Table 7.2.

Continued study at a higher level after completion of a level 4 certificate is becoming more popular. Over the last three years, there has been an increasing percentage of learners who, after completing their level 4 certificate, have continued studying in the next year in a higher qualification.

Learners gaining a level 4 to 7 certificate or diploma from a college of education in 2004 were more likely to continue studying at a higher qualification in 2005 than learners from other sub-sectors (Table 7.4). However, it is noticeable that 66 percent of learners who gain a level 4 certificate from a wānanga progress to higher learning within five years of completion.

Overall, female learners are more likely to progress to higher-level study than males. Pasifika learners are the most likely learners to progress to higher study in the year following completion of their level 4 certificate while Māori learners are the most likely to progress onto higher study within five years after completing their level 4 certificate. Also, learners aged 18 to 24 years are generally the most likely to progress to higher levels of learning within five years of graduation.
Table 7.4: Progression rates for level 4 to 7 certificates and diplomas

<table>
<thead>
<tr>
<th>Learner groups</th>
<th>Number of students</th>
<th>Percentage of students</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners completing in</td>
<td>2005</td>
<td>2004</td>
<td>2000</td>
</tr>
<tr>
<td>Level 4</td>
<td>Levels 5-7</td>
<td>Level 4</td>
<td>Levels 5-7</td>
</tr>
<tr>
<td>Female</td>
<td>9,099</td>
<td>7,231</td>
<td>20</td>
</tr>
<tr>
<td>Male</td>
<td>4,843</td>
<td>4,458</td>
<td>16</td>
</tr>
<tr>
<td>European</td>
<td>7,732</td>
<td>7,730</td>
<td>17</td>
</tr>
<tr>
<td>Māori</td>
<td>4,979</td>
<td>2,315</td>
<td>20</td>
</tr>
<tr>
<td>Pasifika</td>
<td>883</td>
<td>620</td>
<td>24</td>
</tr>
<tr>
<td>Asian</td>
<td>1,092</td>
<td>1,133</td>
<td>21</td>
</tr>
<tr>
<td>Other</td>
<td>433</td>
<td>500</td>
<td>16</td>
</tr>
<tr>
<td>Under 18</td>
<td>408</td>
<td>323</td>
<td>18</td>
</tr>
<tr>
<td>18-24</td>
<td>2,868</td>
<td>3,946</td>
<td>24</td>
</tr>
<tr>
<td>25-39</td>
<td>4,859</td>
<td>4,013</td>
<td>19</td>
</tr>
<tr>
<td>40 and over</td>
<td>5,807</td>
<td>3,407</td>
<td>15</td>
</tr>
<tr>
<td>Universities</td>
<td>683</td>
<td>1,665</td>
<td>31</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>4,422</td>
<td>4,477</td>
<td>18</td>
</tr>
<tr>
<td>Colleges of education</td>
<td>136</td>
<td>629</td>
<td>34</td>
</tr>
<tr>
<td>Wānanga</td>
<td>5,655</td>
<td>1,397</td>
<td>19</td>
</tr>
<tr>
<td>Private training establishments</td>
<td>3,091</td>
<td>3,536</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>13,942</td>
<td>11,689</td>
<td>19</td>
</tr>
</tbody>
</table>

Notes:
1. Data relates to domestic students only.
2. Other tertiary education providers have been included in the total for private training establishments.

PROFILING WORKPLACE LEARNERS

The number of workplace learners increased by 16 percent from 2004 to 2005. The main part of this sector, industry training, is growing relatively faster than the provider-based learning sector. Figure 7.6 shows that while the rate of participation in industry training is lower (5 percent versus 14.2 percent), the demand for industry training learning is increasing faster than that for provider-based learning.

Figure 7.6: Estimated participation rates for learners in industry training and provider-based education

Notes:
1. Data relates to total learners during the year.
2. In this figure, data on industry training learners and provider-based learners is calculated as the proportion of the population aged 15 years or over who are undertaking learning at any time during the year for a duration of more than one week full-time.
3. Data on employees in industry training is calculated as the number of industry trainees as a percentage of those in employment.
4. Industry training learners also include those in Modern Apprenticeships.

Figure 7.7 shows that the number of learners participating in industry training has increased by 70 percent over the last five years, compared to 36 percent for all other learners. Also, the 161,700 learners in industry training in 2005 surpassed the government’s target of 150,000 learners in industry training set for that year.
Learners in tertiary education

Figure 7.7: Learners in industry training and provider-based education

Source: The industry training data is from the Tertiary Education Commission.

Notes:
1. Data relates to total learners during the year.
2. Industry training learners also include those in Modern Apprenticeships.

Workplace learning is an essential component of the New Zealand tertiary education system. It is designed to facilitate a more skilled and innovative workforce. To a considerable extent skill issues of the workforce have to be addressed in the workplace by industries themselves. The provision of workplace learning is therefore industry-led, while jointly funded by government and industry.

For employees, workplace learning provides the opportunity to gain a qualification while in employment and, for employers, workplace learning provides productivity gains. A Business New Zealand and Industry Training Federation survey showed that 94 percent of firms, in 2003, saw training and skills development as having a positive impact on productivity and staff motivation. Seventy-seven percent thought that training had a positive effect on profitability.

The main workplace learning programmes are:

- Industry training – a workplace learning programme which provides training and learning in the workplace that counts towards a qualification
- Modern Apprenticeships – complements and builds on industry training by attracting young people into careers in industry
- Gateway – a scheme designed to offer workplace learning to senior secondary school learners
- Workplace Literacy – programmes designed to help lift literacy levels for working people.

Gateway and workplace literacy are discussed in chapter 6, which covers learners in level 1 to 3 qualifications.

In both industry training and Modern Apprenticeships, the learner has a training agreement with his/her employer that facilitates the achievement of unit standards or a qualification and that, for Modern Apprentices, has replaced the trade and advanced trade certificates of the past.

Concerns in recent years about skill shortages and barriers to productivity growth have highlighted the need for increased promotion of the benefits of workplace learning. In response to this, a tripartite initiative, Skill New Zealand, was brought together in 2003 by the government, Business New Zealand and the New Zealand Council of Trade Unions. The Skill New Zealand initiative is driven by the needs of employers and employees in business and industry. For further information refer to the Skill New Zealand website at: www.skillnz.org.nz

Industry training

Industry training was introduced in 1992 to assist in the development of an internationally competitive and highly skilled workforce. Since 2000, it has also included the Modern Apprenticeships Scheme.

The Industry Training Act 1992 provided the framework for industry to control the development, implementation and management of industry training programmes. It created industry training organisations that are responsible for setting skill standards and arranging training programmes in the industry they represent. All industry training is assessed against national standards set by the industry training organisations. Industry training leads to credits and qualifications registered on the National Qualifications Framework. Industry training organisations do not provide training themselves, but make arrangements for workplace assessment and off-job delivery of training, such as the purchase of training from a polytechnic or a private training establishment.

Employers who take part in industry training:
- commit to a formal, signed training agreement for each learner
- provide structured on-job training and access to off-job training
- facilitate access to appropriate on-job and off-job assessment
– ensure training meets national standards developed by their industry, and
– enable learners to work towards, and obtain, National Qualifications Framework qualifications.

The Tertiary Education Commission purchases training through the industry training organisations. The training is jointly funded by the government through the Industry Training Fund, and by industry through financial and in-kind (time and resource) contributions.

The proportion of the workforce undertaking industry training is another measure of access and demand for workplace learning. As shown earlier in Figure 7.6, in 2005, 7.9 percent of all people in employment were undertaking industry training – up from 5.6 percent in 2002. This is, however, still considerably less than the participation rate of 14.2 percent for people engaged in provider-based learning in 2005.

The strong growth in industry training between 2000 and 2005 is also a reflection of the significant increases in the levels of financial investment in industry training over recent years and also of the increasing number of employers participating in industry training. In 2005, industry contributed $55 million in cash (inclusive of goods and services tax) to industry training, representing 29 percent of total funding, compared with $27 million in 2000. The government invested $137 million, representing 71 percent of total funding, compared with $65 million in 2000. In 2005, 31,500 employers were providing workplace learning for their employees, compared to 22,400 employers in 2000. These increases mean a high proportion of New Zealand’s employers and employees have access to formal training. The Tertiary Education Commission’s 2005 annual report on industry training states that, in 2005, industry training organisations covered an estimated two-thirds of all employers and over 73 percent of all employees.

The number of industry training organisations facilitating learner training remained at 41 in 2005. The average number of learners per industry training organisation has increased to 3,100. The size of the industry training organisations varies greatly with around half having fewer than 1,500 learners. The two largest organisations are FITEC (forestry industries), and Competenz (engineering, food and manufacturing industries), both of which have over 12,000 learners (Figure 7.8).

![Figure 7.8: Distribution of industry training organisations by number of learners](source: Tertiary Education Commission)

Notes:
1. Data relates to total number of learners at 31 December 2005.
2. Totals also include Modern Apprenticeship numbers.
As mentioned above, a key goal of industry training is to improve access to training and to nationally recognised qualifications. In 2005, 26 percent of all learners had no previous qualifications while 15 percent had a tertiary qualification. Approximately 36 percent of participating Māori and 35 percent of participating Pasifika peoples had no previous qualifications.

As a reflection of these backgrounds, 62 percent of learners in industry training were enrolled in national certificate qualifications at levels 1 to 3. Another 36 percent were enrolled in national certificate qualifications at level 4, and 2 percent in national certificate or national diploma qualifications at level 5 or above.

Of the 23,900 National Qualifications Framework qualifications awarded in 2005, 52 percent were at levels 1 to 3, 45 percent at level 4, and 2 percent at level 5 or above. The success of people with no or few previous qualifications is a significant feature of industry training. In 2005, 72 percent of all qualifications awarded to learners with no previous educational qualifications were at level 3 or above.

The growing numbers of learners in industry training over recent years has resulted in significant increases in the participation of women, young people, older people, and Māori and Pasifika peoples. The following sections detail this diversity.

Age

There has been increased diversity in the ages of learners in industry training over recent years. The number of learners aged 15 to 19 years has increased by 148 percent since 2000, showing the impact of the Modern Apprenticeships scheme, introduced to facilitate increased access for young people to industry training. Since 2000, the number of learners aged 40 years and over has increased by 131 percent, indicating that industry training provides opportunities for ongoing development and updating of skills.

Learners aged 15 to 19 years comprised 10 percent of all learners in 2005, while of the remainder, 33 percent were aged 20 to 29 years, 23 percent were aged 30 to 39 years and 34 percent were aged 40 years and over.

Figure 7.9 shows again that the demand for industry training by younger age groups has been increasing while that for provider-based learning has stabilised in comparison. In 2005, an estimated 5.4 percent of people aged 15 to 19 years were participating in industry training, compared with 9.7 percent of those aged 20 to 29 years, 6.4 percent of those aged 30 to 39 years and 3.1 percent of those aged 40 years or over.
There is variation in the age distributions of learners across industry training areas (Figure 7.10). Learners aged 15 to 19 years (who are not all Modern Apprentices) accounted for over 30 percent of all learners in the industry areas of painting (31 percent), hospitality (31 percent), motor engineering (33 percent), joinery (37 percent), equine (40 percent), hairdressing (41 percent) and retail meat (51 percent). Also, learners aged 40 years and over accounted for over half of all learners in the industry areas of electricity supply (51 percent), fire and rescue (51 percent), power crane (52 percent), pharmacy (55 percent), local government (56 percent), extractives industries (57 percent), apparel and textile (58 percent), building service contractors (59 percent), Te Kaiawhina Ahumahi – the social services industry training organisation (64 percent) and community support services (69 percent).

Notes:
1. Data relates to the total number of learners as at 31 December 2005.
2. Totals also include Modern Apprenticeship numbers.
Gender

In contrast with the profile of provider-based learners, industry training learners are predominately male. The significant uptake in workplace learning over recent years, however, has resulted in greater representation of women in industry training.

The number of women in industry training has increased by 147 percent since 2000, compared with 85 percent for men. From 2004 to 2005, the number of female learners increased by nearly a quarter. As a result, women comprised 28 percent (44,975) of all learners in industry training in 2005, up from 22 percent in 2000. The proportion of women in provider-based learning is considerably higher at 56 percent. In recent years, however, the demand for industry training from women has increased at a faster rate than their demand for provider-based learning (Figure 7.11).

Of all women aged 15 years and over in 2005, 2.7 percent were undertaking learning in industry training, compared with 12.9 percent in provider-based learning. Similarly, 7.5 percent of men aged 15 years and over were learning in industry training, compared to 15.4 percent in provider-based learning.

Figure 7.11: Estimated participation rates for learners in industry training and provider-based education by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of industry training learners</th>
<th>Percentage distribution of learners</th>
<th>Number of employees in labour force</th>
<th>Percentage distribution of employees</th>
<th>Percentage of employees in industry training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>116,701</td>
<td>72.2</td>
<td>1,105,300</td>
<td>53.8</td>
<td>10.6</td>
</tr>
<tr>
<td>Female</td>
<td>44,975</td>
<td>27.8</td>
<td>947,300</td>
<td>46.2</td>
<td>4.7</td>
</tr>
<tr>
<td>Total</td>
<td>161,676</td>
<td>100</td>
<td>2,052,600</td>
<td>100</td>
<td>7.9</td>
</tr>
</tbody>
</table>


Note: Data relates to the total number of industry training learners during the year. In percentage terms, the growth in female learners over the last year exceeded that of male learners in industry areas covered by nearly half of the industry training organisations. There remains, however, significant variation in the gender distributions of learners across industries. For example, women made up nearly all learners in the pharmacy, community support, and hairdressing industries, compared with plumbing and building where there were almost no women (Figure 7.12).

Notes:
1. Data relates to the total number of learners during the year.
2. The participation rate is the percentage of the population aged 15 years and over in the selected gender who were enrolled at any time during the year.
3. Industry training learners also include those in Modern Apprenticeships.
Over the last year the number of learners in industry training who did not have any educational qualifications increased by 32 percent for women and 15 percent for men. Forty-two percent of female learners had a school qualification compared with 50 percent for men, 19 percent of female learners had a sub-degree certificate or diploma compared with 20 percent for men, and 10 percent of female learners had a bachelor's degree compared to 5 percent for men.

**Ethnicity**

The rapid growth in the number of learners in industry training over recent years has also increased the diversity in the ethnic composition of workplace learners.

Since 2000, the rate of growth in the number of learners of non-European ethnicity has exceeded that of Europeans. From 2000 to 2005, the numbers of Māori, Pasifika and all other non-
European learners increased by 107 percent, 126 percent and 195 percent, respectively, compared to 78 percent for European learners. These figures are calculated for learners where the ethnicity is known. Māori learners accounted for 18 percent of all industry training learners in 2005 (up from 17 percent in 2000), Pasifika learners accounted for 6 percent (up from 5 percent), and all other non-European learners accounted for 7 percent (up from 5 percent). European learners now make up 64 percent of all learners, down from 71 percent in 2000.

On a population basis, more Māori and Pasifika participated in industry training than any other group (Figure 7.13). An estimated 7.1 percent of all Māori aged 15 years and over participated in industry training in 2005, compared with 5.6 percent for Pasifika peoples and 4.3 percent for all other ethnic groups. Figure 7.13 also shows that demand by Māori and Pasifika peoples for industry training is increasing, while their demand for provider-based learning is stabilising.

Table 7.7: Estimated participation rates in industry training by ethnic group

<table>
<thead>
<tr>
<th>Ethnic group</th>
<th>Number of industry training learners</th>
<th>Percentage distribution of learners</th>
<th>Number of employees in labour force</th>
<th>Percentage distribution of employees</th>
<th>Percentage of employees in industry training</th>
</tr>
</thead>
<tbody>
<tr>
<td>European</td>
<td>103,189</td>
<td>63.8</td>
<td>1,603,800</td>
<td>78.1</td>
<td>6.4</td>
</tr>
<tr>
<td>Māori</td>
<td>28,636</td>
<td>17.7</td>
<td>180,000</td>
<td>8.8</td>
<td>15.9</td>
</tr>
<tr>
<td>Pasifika</td>
<td>9,101</td>
<td>5.6</td>
<td>82,300</td>
<td>4.0</td>
<td>11.1</td>
</tr>
<tr>
<td>Other</td>
<td>10,939</td>
<td>6.8</td>
<td>186,200</td>
<td>9.1</td>
<td>5.9</td>
</tr>
<tr>
<td>Not stated</td>
<td>9,877</td>
<td>6.1</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Total</td>
<td>161,676</td>
<td>100</td>
<td>2,052,600</td>
<td>100</td>
<td>7.9</td>
</tr>
</tbody>
</table>

Notes:
1. Data relates to the total number of industry training learners during the year.
2. Calculated for industry training learners where ethnicity is known.
3. Ethnic group is based on the single prioritised method of reporting.
There is variation in the ethnic distributions of learners across industries (Figure 7.14). The proportion of learners who were Māori was 51 percent in the work areas covered by Te Kaiawhina Ahumahi Industry Training Organisation (social and youth work, mental health and counselling), 39 percent in the forestry-related industries and 25 percent in the seafood-related industries. Pasifika learners made up 27 percent of learners in the industries covered by Building Services Contractors of New Zealand (cleaning, caretaking and security) and the plastics-related industries. Other non-European learners made up 24 percent of the learners in the hospitality industry.

Figure 7.14: Distribution of learners by industry training organisation and ethnic group

Source: Tertiary Education Commission.

Notes:
1. Calculated for industry training learners where ethnicity is known.
2. Data relates to total number of learners as at 31 December 2005.
3. Totals also include Modern Apprenticeship numbers.
Māori and Pasifika who enter industry training are, on average, less qualified than other learners. For example, 36 percent of all Māori and 35 percent of all Pasifika learners had no qualifications in 2005, compared to 23 percent of all Europeans and 19 percent of all other learners.

Again, there is a difference in the levels of learning undertaken by learners of different ethnic groups. European learners are more likely than other learners to be enrolled in qualifications at level 4 or above. In 2005, 44 percent of all European learners were studying towards qualifications at level 4 or above compared with 33 percent for Māori learners, 22 percent for Pasifika learners and 26 percent for all other learners. Of all national certificates awarded to Māori learners in 2005, 68 percent were at level 3 or above, compared with 53 percent for Pasifika learners, 53 percent for other non-European learners and 79 percent for European learners.

It is expected that, in the future, proportionally more Māori and Pasifika will attain qualifications at level 4 and above, as the numbers of Māori and Pasifika learners enrolling in these qualifications has grown by 93 percent and 149 percent respectively since 2000, compared with 75 percent for European learners.

Modern Apprenticeships

The Modern Apprenticeships scheme complements and builds on industry training. Introduced in 2000, the Modern Apprenticeships scheme is a work-based training initiative designed to encourage young people (particularly those aged between 16 and 21 years) to undertake industry training, and to encourage employers to invest in industry training for their young employees.

Modern Apprenticeships are administered by the Tertiary Education Commission and:

- provide systematic, high-quality, workplace learning
- are based on a training agreement and an individual training plan that includes the range of specific and generic skills to be learnt
- lead to national qualifications in a wide range of industries mainly at levels 3 and 4 of the National Qualifications Framework
- cover both industry-specific and generic skills
- develop the apprenticeship concept beyond the traditional industries, and
- complement existing tertiary education and industry training options.

A key feature of the scheme is the use of co-ordinators who provide a mentoring and support function to apprentices and their employers. Co-ordinators facilitate apprenticeship training arrangements by designing individual training plans that set out the steps by which each apprentice will gain his or her qualification(s) and that are used to monitor progress. Co-ordinators also play a key role in promoting the scheme at a local level. Where a young person is interested in an apprenticeship but does not have an employment agreement, a co-ordinator may introduce the person to a potential employer. During the 2005 calendar year, Modern Apprentices and employers were receiving mentoring and support services from 47 co-ordinators.

Since its inception, the scheme has proved popular and successful. Demand for the programme has increased substantially across a range of industries. The government has significantly increased its investment in Modern Apprenticeships, and in the 2005/06 financial year, total government funding was over $30 million (exclusive of goods and services tax). The government’s target for the scheme is 14,000 apprentices in training by December 2008.

The popularity of Modern Apprenticeships with industry, young people, and parents is reflected in significant growth in participation. The figure of 8,390 apprentices as at 31 December 2005 represents an increase of approximately 1,200 apprentices (16 percent) over last year. The number of Modern Apprentices who have successfully completed their qualifications continues to increase in number, with a total of 1,679 modern apprentices having completed their qualifications as at 31 December 2005.

The profile of apprentices has not changed much in recent years. The great majority are European males aged 17 or 18 years in level 4 training programmes; 9 percent are in level 3 training programmes. About 8 percent of apprentices are women, 14 percent are Māori and 3 percent are Pasifika. The average age of apprentices is 18 years, with about half of all trainees aged 17 or 18 years. Although aimed at younger people, provision may be made for older people seeking a change in career. As a result of this, there were 183 apprentices aged over 21 years in 2005 – an increase of 50 from 2004.
The number of industries available for Modern Apprenticeships is 32, with an average of just over 280 apprentices in each industry.

**Figure 7.15: Distribution of apprentices by ethnic group and gender**

Source: Tertiary Education Commission.

Notes:
1. Data relates to the total number of apprentices at 31 December 2005.
2. Ethnic group is based on the single prioritised method of reporting.

In 2005, an independent evaluation of the Modern Apprenticeships scheme was commissioned by the Tertiary Education Commission. The evaluation report concluded that the scheme is a successful initiative that has achieved its goal of encouraging more young people to take up a career in the trades. The co-ordinator role has encouraged employers to employ and train more young people, and has had a significant impact on re-establishing apprenticeships as an attractive career option for young people to consider. The majority of survey respondents agreed that the Modern Apprenticeships co-ordinator helps to ensure that the young person completes the apprenticeship.

**SKILL ENHANCEMENT – RANGATAHI MĀIA/ TUPULAGA LE LUMANA’I**

The Skill Enhancement initiative comprises two strands, the Rangatahi Māia programme targeted at young Māori and the Tupulaga Le Lumana’i programme for young Pasifika peoples. The programmes are designed to meet the skills required for an identified industry and offer young Māori and Pasifika peoples relevant workplace learning that leads to recognised qualifications at level 3 or above on the National Qualifications Framework.

A feature of Skill Enhancement is the focus on cultural support to maximise the opportunity for young Māori and Pasifika peoples to achieve their learning and employment goals. In 2005, Rangatahi Māia offered young Māori diverse job training and education programmes throughout New Zealand, ranging from aquaculture to business management, film and television, and teacher education. Similarly, Tupulaga Le Lumana’i offered young Pasifika people job training and education programmes in such fields as business, management and computing, event management and sport prescription.

The programmes are delivered by tertiary education organisations and are fully funded by the Tertiary Education Commission. In 2005, a total of 48 providers offered Skill Enhancement programmes; of these 34 were private training establishments and 14 were polytechnics. As part of eligibility requirements, learners must demonstrate to the provider that they can achieve successfully in a qualification at level 3.

While Māori account for the majority of learners, their participation has decreased by nearly 50 percent over the last five years. This is possibly in part due to skill shortages in the labour market encouraging people directly into employment. Pasifika participation has increased by 10 percent over this period. In 2005, 769 learners participated in Skill Enhancement training, down from 1,247 in 2001. Māori accounted for 547 learners and Pasifika peoples accounted for 217 learners, while five learners were of European ethnicity.
While there is no age-based targeting for learners enrolling in Rangatahi Māia and Tupulaga Le Lumana'i, the focus of the programme is on youth. In 2005, of the learners in Skill Enhancement, 51 percent were aged 18 years or younger and 30 percent were aged 21 years or older. In 2005, there was an even number of males and females.

Of all learners completing Skill Enhancement in 2005, 36 percent moved on to full-time employment and a further 42 percent moved on to further education or training (Figure 7.17).

In 2005, Skill Enhancement was reviewed as part of the wider review of ethnically targeted policies and programmes. The government decided that the programme should be refocused so that it targets areas of significant labour market disadvantage, and that the quality and relevance should be strengthened through improved monitoring of provision.

INTERNATIONAL COMPARISONS

New Zealand's high level of participation in vocationally focused tertiary education at the sub-degree levels is evident in international studies. New Zealand ranks first in the Organisation for Economic Co-operation and Development’s measure of net entry rate to International Standard Classification of Education (ISCED) 5B level of study, which is equivalent to New Zealand's level 5 to 7 sub-degree qualifications (for provider-based learning).

In 2004, New Zealand’s net entry rate at this level – defined as the sum of new entrants by age divided by the total population at these ages – was 51 percent, compared with the OECD mean of 16 percent. Also, the graduation rate at these levels – defined as the sum of graduates divided by the population aged at the typical graduation age of these qualifications (20 years in New Zealand) – was 21 percent, compared with the OECD average of 9 percent, placing New Zealand second in the OECD. However, care should be used in interpreting this measure, as current high first-time participation, especially at older ages, will tend to artificially inflate the true rate at which New Zealanders will participate in tertiary education over their lifetime. For a fuller summary of international comparisons see chapter 5.

No entry rate is available for ISCED 4 level of study, which is equivalent to New Zealand's level 4 qualifications. The graduation rate for qualifications at this level was, however, 12 percent, compared to the OECD average of 8 percent.

References