

INTRODUCTION

Qualifications at level 7 of the New Zealand Register of Quality Assured Qualifications can be either a bachelors degree or a graduate certificate or diploma. Bachelors degrees are theoretically-based qualifications that require three years or more of full-time study to complete. Graduate certificates and diplomas are designed as vehicles for graduates to pursue further study at an undergraduate level. This chapter looks at students enrolled in these qualifications who are funded through the Student Component fund.

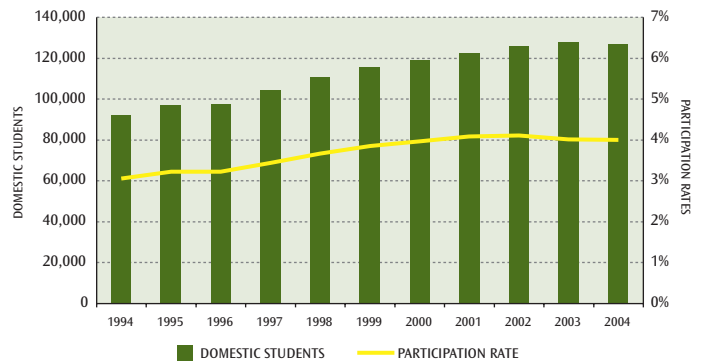
AN OVERVIEW

There were 151,660 students (including 25,030 international students) enrolled in bachelors-level study in 2004, an increase of 3,860 students, or 2.5 percent over 2003. There were 126,630 domestic students enrolled in bachelors-level study in 2004, a decrease of 0.9 percent, or 1,200 students, over 2003. This is the first decrease in domestic students studying at bachelors level in recent years. The percentage of New Zealanders aged 15 years and over involved in bachelors-level study at some time during 2004 was 4.0 percent, the same as in 2003. Bachelors-level students made up 28 percent of all domestic students in 2004.

The number of equivalent full-time students (EFTS) enrolled in bachelors-level study in 2004 was 118,130, up by 4,731 EFTS (4.0 percent) over 2003. There were 97,050 domestic EFTS enrolled in bachelors-level study in 2004, virtually unchanged from 2003. Bachelors-level EFTS made up 40 percent of all domestic EFTS in 2004.

In the 11 years since 1994, the number of domestic bachelors-level students grew by 37 percent, while the percentage of the population 15 and over participating in bachelors-level study rose from 3.1 percent in 1994 to 4.0 percent in 2004. Participation at bachelors level has remained at similar levels since 2000. Most of the growth in domestic students (68 percent) occurred before 2000, and since 1999, growth has occurred because of population increases rather than increased rates of participation.

FIGURE 10.1: PARTICIPATION IN BACHELORS-LEVEL STUDY 1994-2004



Note: Data prior to 1999 excludes PTEs and OTEPs.

International student numbers at bachelors level continued to grow in 2004, increasing by 5,060 (or 20 percent) over 2003. The number of international students increased from 2,750 in 1994 to 25,030 in 2004. The rate of growth in international student numbers was increasing between 2000 and 2002; however, the rate of growth has slowed over the last two years.

A total of 23,110 domestic students completed 24,440 bachelors-level qualifications in 2004. This represented a 1.8 percent increase over the previous year in the number of students who completed qualifications, and an increase of 4.0 percent on the number of students completing in 2000.

An estimated 42 percent of domestic students who started a bachelors-level qualification in 2000 had completed after five years. Around 49 percent of those who started a bachelors-level qualification in 2000 had left without completing it five years later, and 9 percent were still studying towards it five years later. These rates have remained relatively unchanged over the last three years. The first-year attrition rate of students who started a bachelors-level qualification in 2003 was 25 percent.

On average, a student who started a bachelors degree in 1998 took 3.1 EFTS years to complete, and was enrolled with or without breaks over four calendar years. Students who did not complete left, on average, after 1.3 EFTS years and, of those, half left in the first year.¹

Of those completing a bachelors-level qualification in 2003, 15 percent went on to study at a higher level in 2004, and 19 percent went on to study at the same level or at a lower level, while 66 percent did not continue their studies. These progression rates have been increasing slightly since 2000.

¹ Refer to Scott, David (2005), *How long do people spend in tertiary education?* Ministry of Education, page 10.



Learners in tertiary education

SUB-SECTOR TRENDS

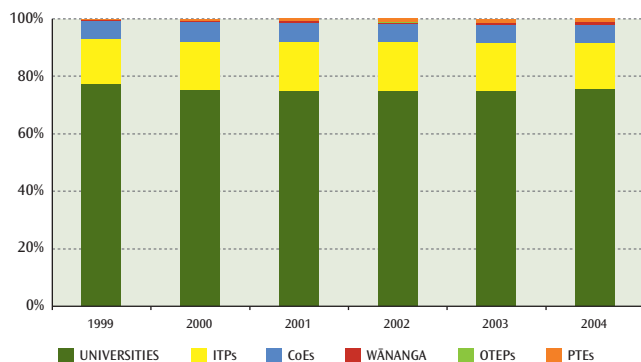
Universities continue to be the largest type of tertiary education organisation (TEO) in terms of the number of domestic students enrolled in bachelors-level study, with 76 percent of all students in 2004 working towards bachelors-level qualifications, compared with 16 percent for institutes of technology and polytechnics (ITPs), 6.1 percent for colleges of education (CoEs), 1.2 percent for private training establishments (PTEs), and 1.1 percent for wānanga. Almost 99 percent of all bachelors-level students studied at public tertiary education institutions (TEIs) in 2004.² These trends did not change when the number of students was converted to EFTS. Domestic student numbers at this level decreased across all sub-sectors over 2003, except wānanga.

ITPs attract a growing proportion of bachelors-level students, with the number of domestic students enrolled increasing by 13,740 in the 11 years since 1994 to reach 20,830 during 2004. Over 95 percent of this growth occurred between 1995 and 2000 and the rate of growth of bachelors-level enrolments at ITPs has slowed since 2000.

Domestic student numbers in CoEs³ in 2004 were about the same as in 2003. There were 7,730 students enrolled during 2004, the same as the number enrolled in 2003. There have been decreasing student numbers at CoEs over the previous three years, following strong growth between 1998 and 2000.

Wānanga continued their growth in bachelors-level student numbers, with an increase of 870 since 1999 and 190 since 2003, to reach 1,340 enrolled during 2004. In terms of headcount, wānanga students made up 1.1 percent of all domestic bachelors-level students enrolled in 2004, up from 0.4 percent in 1999.

FIGURE 10.2: PERCENTAGE OF DOMESTIC BACHELORS-LEVEL STUDENTS ENROLLED BY SUB-SECTOR 1999-2004



In 2004, 57 percent of students who graduated from a university, and 67 percent of those graduating from CoEs, achieved a bachelors-level qualification. By contrast, other parts of the sector were more focused on lower-level diploma and certificate qualifications. About 5.6 percent of students completing a qualification at an ITP in 2004 completed a bachelors-level qualification. The corresponding figures were 1.4 percent and 0.9 percent for PTE and wānanga students, respectively. Around 74 percent of all bachelors-level qualifications awarded in 2004 were from a university.

Completion rates were highest at CoEs, where 64 percent of students starting a qualification completed within five years, over 1.5 times the rate for universities. This is different at sub-degree level, where five-year completion rates for CoEs were the lowest. ITPs had the lowest completion rates at bachelors level (30 percent in 2004), a rate similar to completions at sub-degree and postgraduate level for ITPs. First-year attrition rates have dropped in 2004 across all sub-sectors. The decreases in first-year attrition rates vary from 15% for wānanga to 1.8% for PTEs.

TABLE 10.1: FIRST-YEAR ATTRITION AND FIVE-YEAR RETENTION AND COMPLETION RATES BY SUB-SECTOR

Sub-sector	First-year attrition (2003-2004)	Five-year retention (2000-2004)	Five-year completion (2000-2004)
Universities	24%	50%	41%
ITPs	37%	36%	30%
CoEs	20%	67%	64%
Wānanga	36%	40%	36%
OTEPs	13%	79%	79%
PTEs	48%	46%	45%
Total	25%	51%	42%

Of all students completing a bachelors-level qualification at a university in 2003, 19 percent were studying at a higher level in 2004. This compares with 12 percent for wānanga, 6.7 percent for ITPs, 3.6 percent for CoEs, and 2.2 percent for PTEs. Bachelors-level students studying at wānanga are more likely to progress to any form of further study, with 71 percent progressing to further study in 2004.

² As opposed to PTEs and other tertiary education providers (OTEPs).

³ These numbers include enrolments at both Auckland College of Education and Wellington College of Education. In 2004 these two CoEs became part of the University of Auckland and Victoria University of Wellington respectively.

FIELD OF STUDY

Study in society and culture-related, and management and commerce-related fields were the most popular at bachelors level in 2004. The society and culture field of study had around 34,400 students (or 27 percent of all domestic students in 2004), while the management and commerce field of study had around 28,000 students (or 22 percent). Study in the broad field of society and culture includes, for example, law, economics, philosophy, sociology, history, language studies, human welfare support and services, and sport and recreation.

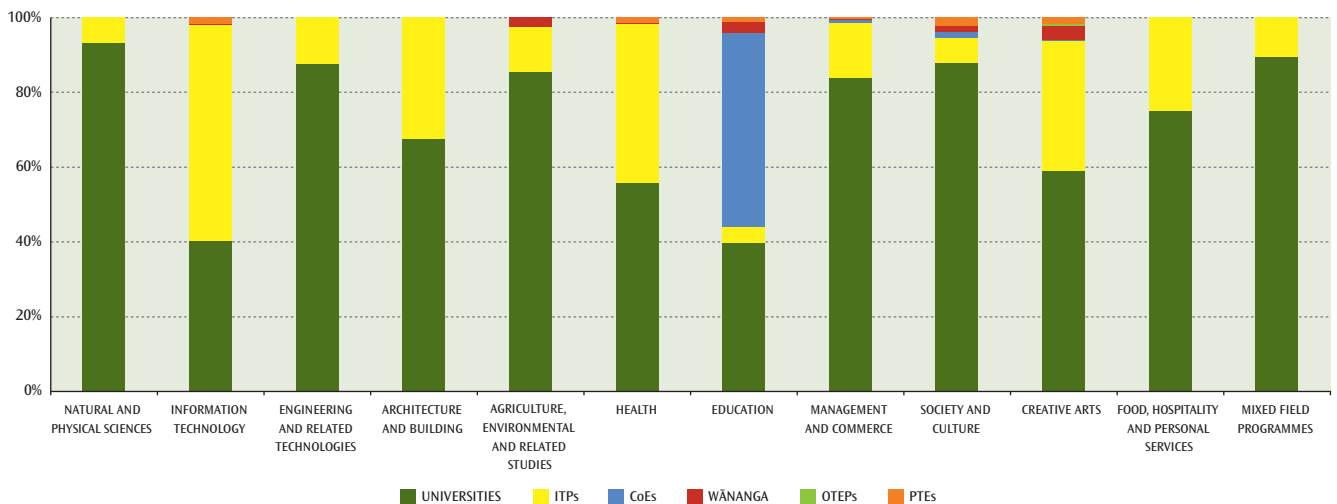
Seventy-three percent of study in natural and physical sciences was done at bachelors level, while study in natural and physical sciences-related fields made up 11 percent of all bachelors-level study in 2004. Other popular broad fields of study were education (10 percent of domestic students in 2004), creative arts (7.0 percent), and engineering and related technologies (5.0 percent).

Not surprisingly, most bachelors-level studies (90 percent) at CoEs were in education-related fields, while study in the CoEs made up 54 percent of all bachelors-level study in education-related fields.

ITPs were popular for study in health (with 28 percent of students in 2004), management and commerce (20 percent), society and culture (12 percent), and information technology (9.3 percent). Study in ITPs, at bachelors level, made up 58 percent of all study in information technology.

The most popular fields of study for wānanga students, at bachelors level, were society and culture (with 37 percent of students in 2004), education (28 percent), and creative arts (23 percent).

FIGURE 10.3: DISTRIBUTION OF DOMESTIC BACHELORS-LEVEL STUDENTS BY FIELD OF STUDY AND SUB-SECTOR 2004



ETHNIC GROUP

In 1994, 79 percent of bachelors-level students were of European ethnic group. By 2004, this share had fallen to 72 percent, despite the number of domestic students of European ethnic group having increased by 17,330 over this period. There was a decrease of over 3,000 European students (3.4 percent) in 2004, the first decrease since 1996.

Māori students studying at bachelors level make up 16 percent of all Māori students in tertiary education, compared with the overall average of 28 percent. Māori student numbers have increased steadily between 1994 and 2004. There were 15,260 Māori students



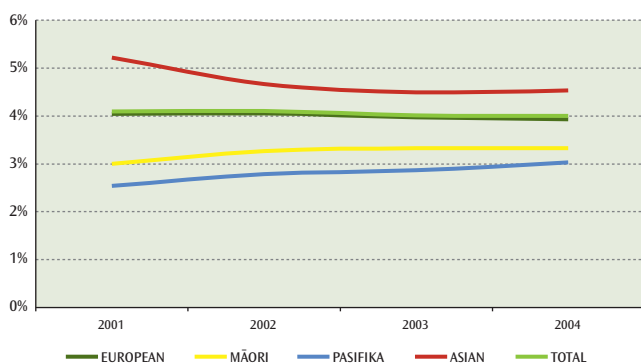
Learners in tertiary education

studying at bachelors level in 2004, up 79 percent on 1994. When adjusted for age differences, 3.3 percent of Māori aged 15 and over participated in bachelors-level study, compared with 4.0 percent for all groups. Māori women have a participation rate of 4.3 percent, compared with 2.2 percent for Māori men. In comparison, participation by Māori at sub-degree level is the highest of any ethnic group.

There were 6,480 Pasifika bachelors-level students in 2004, up 5.2 percent from 2003. Between 2000 and 2002, Pasifika students were the fastest-growing ethnic group in bachelors-level qualifications. When adjusted for age differences Pasifika people participated at a lower rate than other ethnic groups (3.0 percent compared with 4.0 percent). However, unlike the overall trend, this participation rate has improved over the last four years, from 2.5 percent in 2001.

Domestic Asian students are the second largest ethnic group in bachelors-level study, with 17,560 students in 2004. Between 1994 and 2004, Asian students were the fastest-growing ethnic group in bachelors-level study. That rate of growth has slowed since 2001 to between 3.4 and 6.0 percent annually. Participation at bachelors level by Asian New Zealanders aged 15 and over was 6.0 percent. Even when adjusted for the younger age distribution of Asians, the rate of participation was 4.5 percent, the highest of any ethnic group.

FIGURE 10.4: AGE-STANDARDISED PARTICIPATION RATES IN BACHELORS-LEVEL STUDY BY ETHNIC GROUP 2001-2004



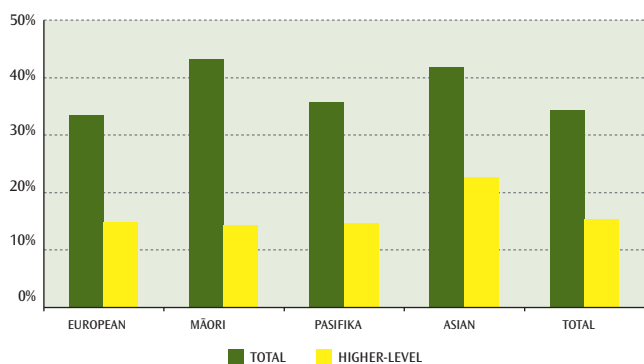
Asian and European students had the highest rates of completion at bachelors level while Pasifika students had the lowest rates of completion. This is a similar trend to sub-degree and postgraduate-level study. Five-year completion rates by ethnic group have remained at similar levels over the last five years.

Pasifika continued to have the lowest rates of retention, and therefore highest attrition at bachelors level. Rates of retention for Māori students remained below the average for all ethnic groups (43 percent compared with 51 percent for all ethnic groups). First-year attrition rates improved across all ethnic groups in 2004 by between 10 and 14 percentage points.

At bachelors level, as with sub-degree and postgraduate levels, Māori had the highest rates of progression. Forty-three percent of those completing a bachelors-level qualification in 2003 continued studying (to higher, the same or lower-level qualifications) in 2004. This compared with 34 percent for all ethnic groups. Over the last five years, there has been an improvement in the progression rate for Māori; 33 percent of those completing a qualification in 2000 continued studying in 2001. While Māori had the highest total rate of progression from bachelors-level qualifications, their progression to higher levels was about 14 percent, the lowest for any ethnic group.

Pasifika and European students had rates of progression to higher-level study that were similar to the bachelors-level average, whereas for Asian students, progression to higher-level study was higher than other ethnic groups.

FIGURE 10.5: TOTAL AND HIGHER-LEVEL PROGRESSION RATES BY ETHNIC GROUP 2004



AGE

In 1994, the average age of a bachelors-level student was 25.7 years; by 2004, the average had increased to 27.1 years. Although the age of bachelors-level students is getting older, the change has been less dramatic than the change in the age structure among sub-degree-level students. Students aged under 25 years made up 59 percent of all students, down only slightly from 63 percent in 1994. Over one in four students, 26 percent, were aged 25 to 39 years, similar to the share in 1994, while 15 percent of students were aged 40 years and over, up from 12 percent in 1994. Bachelors-level students are younger on average than sub-degree and postgraduate students.

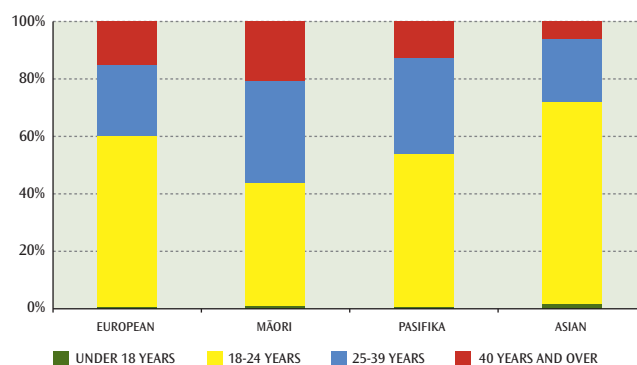
The rate of participation in bachelors-level study for students aged 18 to 24 years has improved since 1994, up from 12.7 percent to 18.3 percent in 2004. However, growth in the number of students aged 18 to 24 years since 2000 has been due to increases in population rather than an increase in the rates of participation. This follows the overall trend in participation at bachelors level.

There were 32,900 students aged 25 to 39 years enrolled in bachelors-level study in 2004, down 5.2 percent from 2003. The rate of participation for students in this age group rose from 3.3 percent in 1999 to 3.9 percent in 2004.

Students aged 40 years and over were the fastest-growing age group in bachelors-level study. Since 1994, numbers have increased by 7,990 (74 percent) to reach 18,810 in 2004. The growth in bachelors-level enrolments in this age group has not been as strong as it has been at sub-degree and postgraduate levels (310 percent and 150 percent respectively). Despite this, students aged 40 years and over were down by 940 (5.0 percent) over 2003. Students aged 40 years and over studying at bachelors level make up just 14 percent of all students aged 40 years and over in tertiary education, compared with the overall average of 28 percent. The rate of participation at bachelors level for students aged 40 years and over is 1.1 percent.

There are marked differences in the age structure of the ethnic groups. Māori students studying at bachelors level are more likely to be aged 25 years and over than other ethnic groups. Asian students were more likely to be aged under 25 years. Around 72 percent of domestic Asian students were aged under 25 years during 2004, compared with the overall average of 59 percent.

FIGURE 10.6: DISTRIBUTION OF DOMESTIC BACHELORS-LEVEL STUDENTS BY ETHNIC GROUP AND AGE GROUP 2004



While universities are the most popular place for bachelors-level study for students in all age groups, students aged 25 years and over are more likely to study for a bachelors-level qualification at ITPs or CoEs. Over 80 percent of students studying at bachelors level at wānanga were aged 25 years and over. Those students aged under 25 years are more likely to be studying at a university.

Students aged under 25 years had higher completion rates than other age groups. However, older students are more likely to be studying part-time or have external work or family commitments that limit their ability to commit as fully as younger students. These factors are likely to explain why actual rates are higher for younger students and, once adjusted for these factors, older students do better than younger students.⁴

First-year attrition is higher for students aged 25 years and over at bachelors level. The first-year attrition rate in 2004 was 44 percent for students aged 40 years and over, and 38 percent for students aged 25 to 39 years, compared with 14 percent for students aged 18 to 24 years.

GENDER

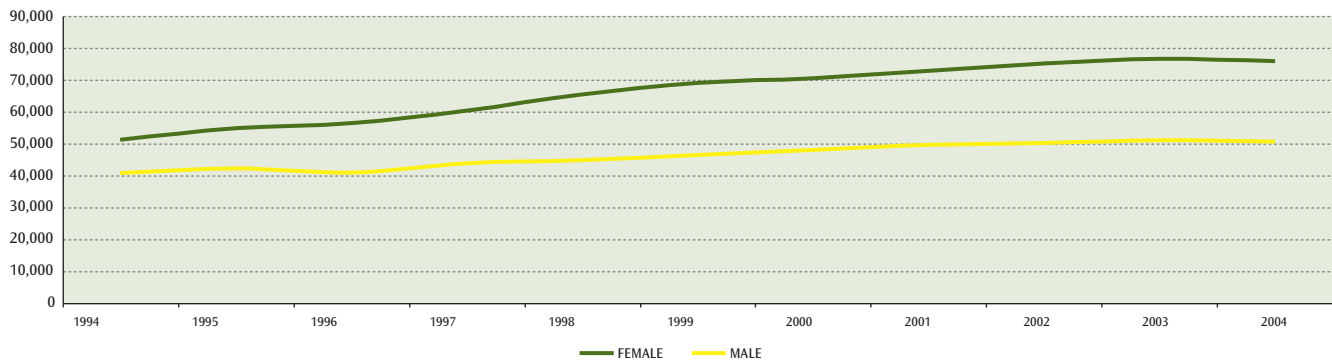
The share of women in bachelors-level study has increased from 56 percent in 1994 to 60 percent in 2004. This is a similar share to postgraduate study (61 percent) but higher than sub-degree study (56 percent). 4.7 percent of all women aged 15 years and over participated in bachelors-level study, compared with 3.2 percent of men. There was a decrease in both female and male domestic students in 2004. Growth in the numbers of women has been similar to that of men over the last five years; however, the growth in the numbers of women in the 11 years between 1994 and 2004 has been almost double that of men.

⁴ Refer to Scott, David, Warren Smart (2005), *What factors make a difference to getting a degree in New Zealand*, Ministry of Education, page 17.



Learners in tertiary education

FIGURE 10.7: DOMESTIC BACHELORS-LEVEL STUDENTS BY GENDER 1994-2004

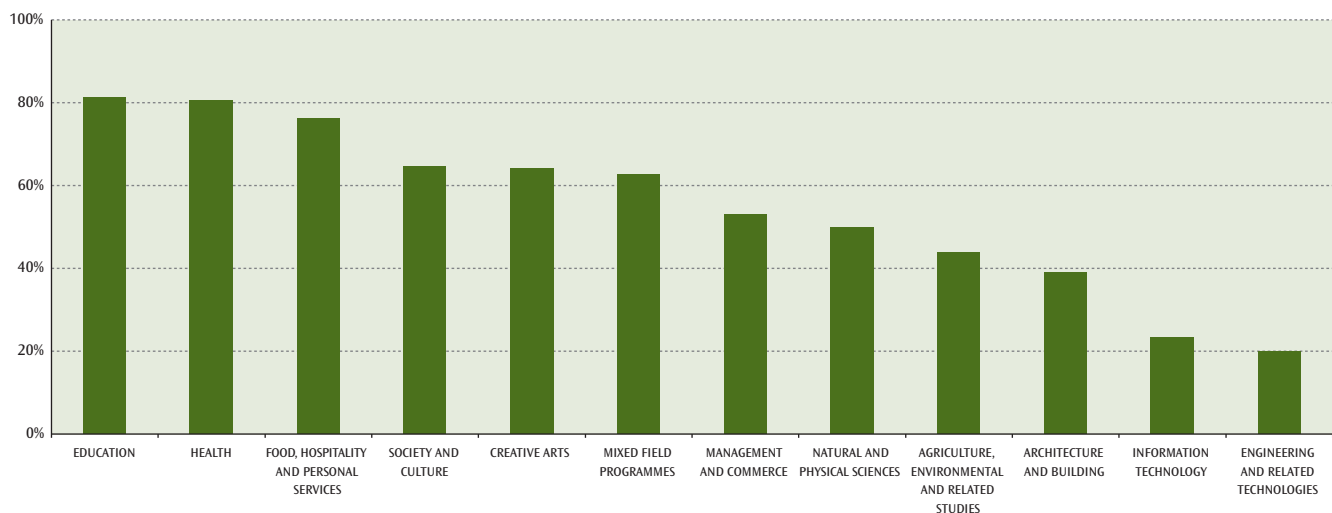


Women made up 80 percent of CoE students, 71 percent of wānanga, and 67 percent of ITP students, compared with 57 percent of university and PTE students, and 53 percent of other tertiary education provider (OTEP) students.

There is a greater gender difference for Māori and Pasifika students than for other ethnic groups. Māori women make up 67 percent of all Māori bachelors-level students and Pasifika women make up 62 percent of all Pasifika students. Asian men participated in bachelors-level study at a higher rate (4.4 percent) than men in other ethnic groups, and only slightly less than Asian women (4.6 percent).

There continues to be a marked difference in the gender split in some fields of study at bachelors level, as shown in the following figure.

FIGURE 10.8: PERCENTAGE OF FEMALE DOMESTIC BACHELORS-LEVEL STUDENTS BY FIELD OF STUDY 2004



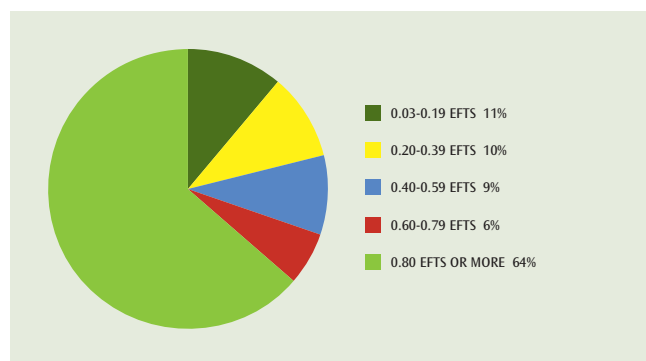
Women were more likely to complete a bachelors-level qualification than men. For all ethnic groups, the rate at which men completed was between 5 and 9 percentage points lower than the rate for women. Women had higher rates of five-year retention than men: 53 percent of women who started bachelors-level study in 2000 had completed or were still enrolled in 2004, compared with 49 percent of men. Progression rates for women and men were similar.

STUDY LOAD

The level of full-time, full-year study (1.0 EFTS or more) at bachelors level has remained constant since 1998 with around 42 percent of bachelors-level students taking this load. The average EFTS study load for students between 1998 and 2003 was a little over 0.8 EFTS. In

2004, 64 percent of bachelors-level students were enrolled with an EFTS value of 0.8 or more. A higher proportion of bachelors-level students were enrolled with an EFTS value of 0.8 or more than at either the sub-degree or postgraduate levels. The distribution of bachelors-level students' EFTS consumption has remained relatively constant over the last six years.

FIGURE 10.9: DISTRIBUTION OF DOMESTIC BACHELORS-LEVEL STUDENTS BY STUDY LOAD 2004



OTEPs and wānanga had the highest share of students studying at bachelors level in high-EFTS qualifications, with 98 percent of OTEP students and 79 percent of wānanga students enrolled with an EFTS value of 0.8 or more, compared with the bachelors-level average of 64 percent. ITPs and PTEs had the lowest, with 53 percent and 58 percent of students enrolled with an EFTS value of 0.8 or more respectively.

Study load was a major factor influencing six-year completion rates. The actual six-year completion rate for students⁵ studying at 1.0 EFTS was 69 percent, compared with 48 percent for all students. As in other countries, those who spend more time in study on average do better than those who don't. This holds after demographic and other study-related factors are adjusted for.⁶

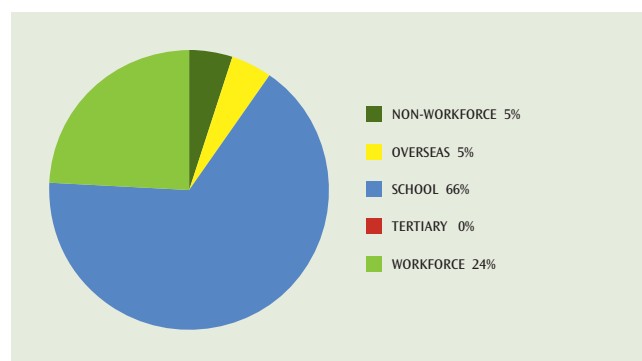
FIRST-TIME STUDENTS, PRIOR ACTIVITY AND SCHOOL LEAVERS

There were 19,820 domestic students enrolled at bachelors level for the first time during 2004. This represented around 16 percent of all domestic students. For the first time in five years there was growth in first-time students.

Of all first-time, bachelors-level students enrolled during 2004, 66 percent came directly from school. Conversely, of all 2003 school

leavers going directly to tertiary education in 2004, 44 percent enrolled at bachelors level. Twenty-four percent of first-time bachelors-level students were previously employed and 5.1 percent were either non-employed, retired or beneficiaries. A growing minority (4.7 percent) stated their prior activity as being overseas.

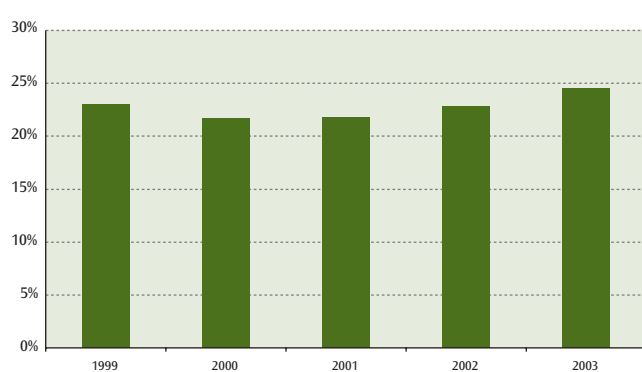
FIGURE 10.10: DISTRIBUTION OF FIRST-TIME DOMESTIC BACHELORS-LEVEL STUDENTS BY PRIOR ACTIVITY 2004



Note: Prior activity refers to a student's main activity at 1 October in the previous year. Care is needed in interpreting trends, as many students' predominant activity in the previous year may be different from what they were doing at 1 October. In addition, data on whether a student is new to tertiary education or not has traditionally been less reliable than other fields.

The proportion of school leavers going directly to bachelors-level study in the following year increased in 2003. Of the 53,471 school leavers in 2003, 25 percent went on to bachelors-level study in 2004, up from 23 percent for 2002 school leavers.

FIGURE 10.11: PROPORTION OF SCHOOL LEAVERS WHO PROCEEDED DIRECTLY TO BACHELORS-LEVEL STUDY BY SCHOOL YEAR IN THE FOLLOWING YEAR 1999-2003



Over 85 percent of first-time, bachelors-level students in 2004 were studying at universities. Around 18 percent of students at

⁵ Based on a survey of 38,000 students who began a bachelors degree in a New Zealand public TEI in 1998, and whether they had completed or not by 2003.

⁶ Refer to Scott, David, Warren Smart (2005), *What factors make a difference to getting a degree in New Zealand?* Ministry of Education, page 21.



Learners in tertiary education

universities were enrolled for the first time in 2004, compared with 10 percent at ITPs, 9 percent at CoEs, and 8 percent at wānanga and PTEs.

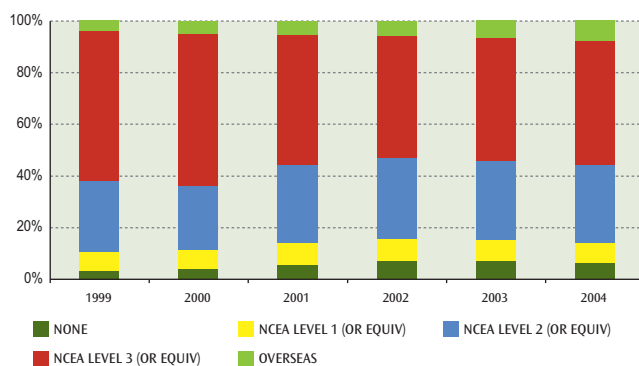
As one would expect, most students (86 percent) aged under 18 years are first-time students. There is, however, a decreasing number of first-time students in the 25 to 39 years and 40 years and over age groups. Seventy-eight percent of first-time students are in the 18 to 24 years age group.

HIGHEST SCHOOL QUALIFICATION

There is a growing proportion of students entering bachelors-level study with qualifications other than the traditional year 13 qualification, National Certificate of Educational Achievement (NCEA) level 3 qualifications, or the equivalent predecessor. The number of students entering with no formal school qualifications has more than doubled to 7,692 over the last five years. The number of students entering with overseas qualifications has also more than doubled to 9,416. The number of students entering with NCEA level 2 or equivalent has increased by 38 percent since 1999 to 36,709.

While students with NCEA level 3 qualifications or equivalent still represent the highest proportion of students studying at bachelors level in 2004, at 48 percent, the number of students with this qualification has increased only 5.5 percent over the last five years, and hence the proportion of students with NCEA level 3 qualifications has dropped from 63 percent in 1994.

FIGURE 10.12: DISTRIBUTION OF BACHELORS-LEVEL DOMESTIC STUDENTS BY HIGHEST SCHOOL QUALIFICATION 1999-2004



There is a noticeable difference in the age structure of students studying at bachelors level with different school qualifications.

Students aged 40 years and over are more likely to enter bachelors-level study with no qualifications than other age groups, while 70 percent of students entering with no qualifications are aged 40 years and over. Given the 74 percent increase in students aged 40 years and over in the last 11 years, this explains the increase in students entering bachelors-level study with no qualifications. Meanwhile, students aged 18 to 24 years are more likely to enter with NCEA level 3, and 77 percent of students with NCEA level 3 qualifications are aged 18 to 24 years.

STUDENTS WITH DISABILITIES

Since information on disability was first collected in 1998, the number of students with disabilities in bachelors-level study has grown from 3,280 (excluding PTEs) in 1998 to over 4,800 during 2004. In that year, students who self-reported a disability represented 3.8 percent of all bachelors-level students, up from 3.0 in 1998. Students with disabilities are over-represented at wānanga, where 18 percent of bachelors-level students reported a disability.

MODE OF STUDY

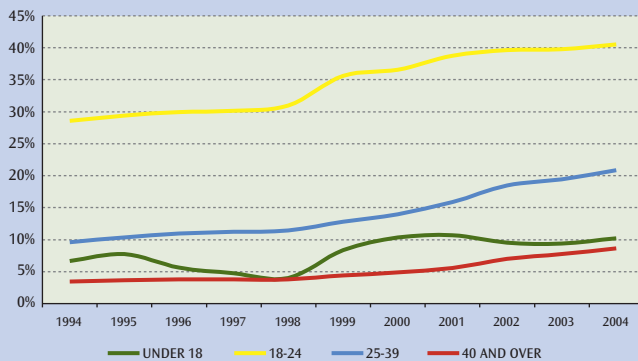
During 2004, 17,700 bachelors-level students (14 percent) studied extramurally, while in terms of EFTS, extramural students make up 6.0 percent of all students. One in three extramural bachelors-level students (34 percent) were enrolled with an EFTS value of 0.8 or more, compared with the bachelors-level average of 79 percent. Growth in student numbers studying extramurally was strong between 1999 and 2003; however, in 2004 the numbers dropped by 26 percent.

There is a higher proportion of bachelors-level students studying extramurally at ITPs and universities, with 17 percent and 14 percent of total students respectively. The lowest proportion of students studying extramurally was at CoEs, with 2.5 percent.

WOMEN IN TERTIARY EDUCATION IN NEW ZEALAND

Women's participation in formal tertiary education has grown rapidly since 1994, with numbers increasing from 129,000 to 259,000 over this time. Women's participation grew more rapidly than men's until 2002, when this trend was reversed. Women now make up 57 percent of enrolments, up from 52 percent in 1994. Sixteen percent of all New Zealand women aged 15 and over participated in tertiary education in 2004, compared with 12 percent of men. Growth has been highest among women aged 40 and over, whose numbers have trebled since 1994. Nine percent of women in this age group participated in tertiary education in 2004, up from 3 percent in 1994.

FIGURE 1: FEMALE PARTICIPATION RATES IN FORMAL TERTIARY EDUCATION BY AGE GROUP 1994-2004



There were more women than men across all levels of study. However, the percentage of students studying at different levels was similar for both sexes, apart from bachelors level and lower-level certificates. Twenty-nine percent of women studied at bachelors level, compared with 26 percent of men, whereas 51 percent of women were enrolled in level 1 to 3 certificates, compared with 55 percent of men. Around 7 percent of women studied at postgraduate level, about the same proportion as men. Women are much more likely to be studying in fields that are traditionally linked to female-dominated careers, such as food, hospitality and personal services, education, and health.

Women's participation in tertiary education is higher than men's for all age groups apart from the under 18 group. Forty percent of New Zealand women aged from 18 to 24 were enrolled in tertiary education during the 2004 year, compared with 33

percent of men. The corresponding figures for the 25 to 39 year age group were 21 percent and 16 percent respectively. Nine percent of women and 6 percent of men aged 40 and over were enrolled in tertiary education in 2004.

Nearly a quarter (24 percent) of all female students were Māori. Māori women have much higher participation rates than both Māori men and women in general. Twenty-six percent of Māori women aged 15 and over were enrolled in tertiary education at some time during 2004, compared with 13 percent of Māori men and 16 percent of all women. Much of this participation was at sub-degree level, but participation by Māori women studying at degree level or higher was about 5 percent, only slightly lower than the 6 percent rate for all women.

FIGURE 2: FEMALE AGE DISTRIBUTION AND PARTICIPATION RATE BY ETHNIC GROUP 2004

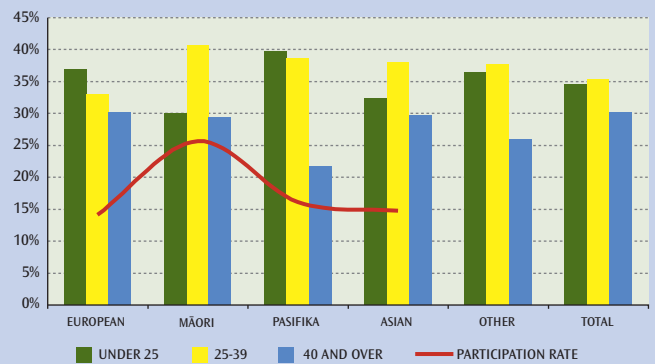


Figure 2 shows that the age distribution of women varies by ethnic group. Relatively more Māori women are studying at older ages whereas Pasifika women students tend to be younger. Around 70 percent of Māori women studying in 2004 were over 24 years of age, compared with 68 percent of Asian women, 63 percent of European women and 60 percent of Pasifika women.

Women dominate the student population at colleges of education (CoEs) and wānanga. In 2004, 81 percent of CoE students and 67 percent of wānanga students were women. Women made up 52 percent of institutes of technology and polytechnics (ITPs) students, 59 percent of private training establishment (PTE) students, and 57 percent of university students.

Five-year completion rates show that women are more likely to complete qualifications than men; 42 percent of women who started a qualification in 2000 had completed it by 2004,



Learners in tertiary education

compared with 35 percent of men. At all qualification levels below masters degrees, women had higher five-year completion rates but this pattern was reversed at masters and doctoral levels. One third of all male doctoral students starting their degrees in 2000 had completed by 2004, compared with less than one quarter of women but there is longer-term evidence which suggests that the gap narrows over time.

There has been consistent growth in the number of industry trainees since the inception of the Industry Training Scheme under the Industry Training Act 1992. Women continue to be a minority group within the scheme, although the proportion of women trainees has increased from 13 percent in 1996, and 22 percent in 2002, to 27 percent in 2004. In total, 37,030 women participated in industry training, including Modern Apprenticeships, in 2004. However, the gender split varied significantly across PTE and industry training organisation (ITO) industry areas, from community support, pharmacy and hairdressing, where over 90 percent of trainees were women, to boating, building and plumbing, where less than 2 percent of trainees were women.