



CHAPTER SIX

WORKPLACE-BASED LEARNERS // 67-82

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AN OVERVIEW

The number of learners in industry training has continued to increase at a steady rate in recent years, even while the increase in the numbers in provider-based education has been slowing. One driver of the rise has been funding increases from both government and industry, reflecting a shared commitment to solve long-term skills shortages in key New Zealand industries and improve workplace productivity.

The number of learners in industry training increased significantly between 2005 and 2006, while there was a decline in student enrolments in equivalent provider-based study in the same period. This growth also surpassed the increase in workers in the labour force, so that the proportion of workers involved in industry training was higher in 2006 than in 2005.

The significant growth in participation in the Modern Apprenticeships Programme, a part of industry training, can be attributed to a programme of government funding increases and to its popularity with both industry and young people. Gateway, established in 2001 to broaden educational options for senior school students by offering them workplace-based learning, has also continued to expand. Over 6,700 secondary school students participated in Gateway in 2006. There are prospects for further growth in Gateway because the programme will be expanded to all decile 7 to 10 integrated and state secondary schools from 1 January 2008.

Industry training, Modern Apprenticeships and Gateway programmes are all linked to the National Qualifications Framework. This means that participants can earn credits towards national qualifications and in the case of Modern Apprenticeships and the majority of industry training programmes, participation is linked to the completion of national certificates and diplomas. Learners in industry training can gain credits through flexible, limited and supplementary credit programmes, or study towards qualifications such as national certificates, national diplomas and, less frequently these days, trade certificates.

All three programmes saw significant increases in credit achievement over 2006, while national certificate and other qualifications attainment also grew at a steady rate.

THE 2007 YEAR

Early indications suggest that the number of learners in industry training will continue to grow throughout 2007. The government signalled a continued commitment to increasing participation in workplace-based learning in Budget 2007 by allocating an additional \$53 million in funding over four years. Government also invested \$15.8 million, over four years, to establish a sector leadership component for industry training organisations that will better support them in performing their sector leadership and national standard-setting roles within the tertiary system. This will enable them to expand their ability to identify current and future skill and training needs, and to support them developing national qualifications.

In March this year, the 3,000th modern apprentice completed his training programme, gaining a National Certificate in Carpentry at level 4 through the Building and Construction Industry Training Organisation. At the time of announcing the completion, government emphasised the Modern Apprenticeships Programme as the vehicle through which to achieve the transformation of New Zealand into a higher-growth, higher-skilled economy.

At the annual Industry Training Federation conference in July, government also announced work to develop a skills strategy, aimed at meeting New Zealand's skills and productivity needs. This strategy would take in industry training and workplace learning, with a strong role for industry training organisations in building the capacity of the sector to ensure increased skills. The proposed skills strategy and their new national strategic leadership role will enable industry training organisations to consolidate their relationships with the wider tertiary sector.

The commitment of industry training organisations to the new sector priorities was illustrated in the merger, announced in February, of the furniture and the forestry industry training organisations. The new industry training organisation will operate under the name of the Forestry Industry Training and Education Council (FITEC), with FITEC Furniture operating as an independent sub-sector organisation. The reasons for the merger were cited as indicative of the heightened cooperation between tertiary education organisations, and the enlarged leadership role of industry training organisations, as well as growing similarities between the furniture and forestry industries.

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

The main component of workplace-based learning is industry training. Industry training is a workplace learning programme that provides training and learning which count towards a national qualification. The Modern Apprenticeships Scheme complements and builds on industry training by attracting young people into careers in industry and providing additional mentoring and support for their training. Gateway is a scheme designed to offer workplace learning for senior secondary school students.

UPWARD TREND IN INDUSTRY TRAINEES¹

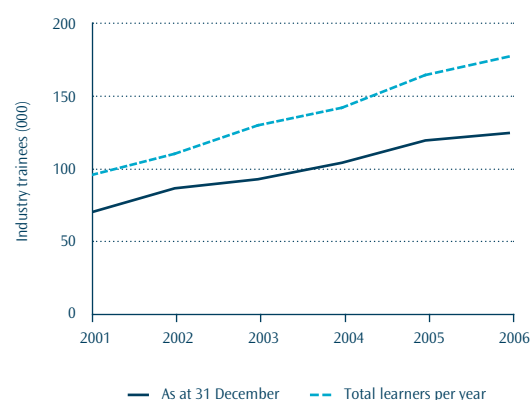
There has been strong growth in the number of learners in industry training in recent years. This reflects the significant increases in the financial investment in industry training and also the increases in the number of participating employers.

The number of industry trainees in 2006:

Total learners	176,000	(up 8.1% on 2005)
As at 31 December	124,000	(up 4.5% on 2005)
Modern Apprenticeships	9,470	(up 13% on 2005)

Source: Tertiary Education Commission.

Figure 6.1// Learners in industry training



PARTICIPATION RATE IN INDUSTRY TRAINING

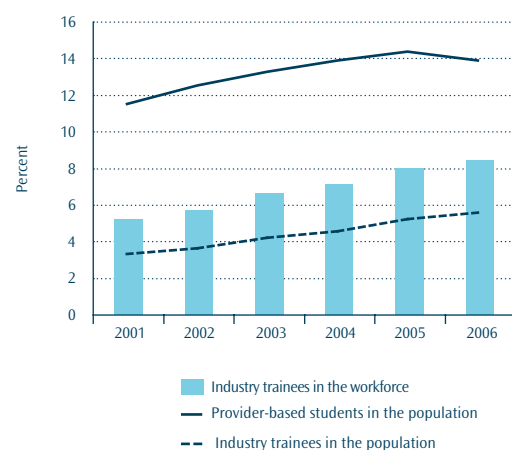
The proportion of workers undertaking industry training is another measure of access and demand for workplace learning. An estimate of the proportion of workers in industry training from the March quarter *Household Labour Force Survey* shows that this has been increasing in recent years. In Figure 6.2 this measure is shown together with the proportions of industry trainees and provider-based formal students in the population aged 15 years or over.

Estimates of participation:

	2001	2005	2006
	%	%	%
Industry training	5.2	8.0	8.4
Provider-based learning	11.4	14.2	13.7

Source: Tertiary Education Commission and Statistics New Zealand.

Figure 6.2// Participation rates for industry training and provider-based learners



MORE EMPLOYERS PARTICIPATING IN TRAINING

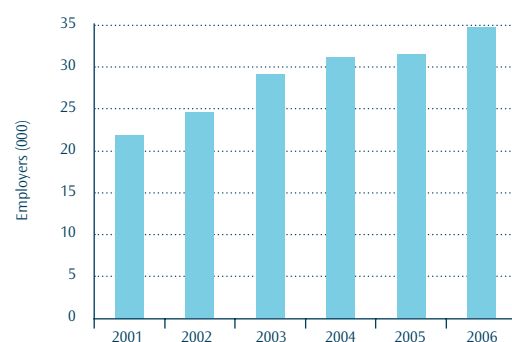
The number of employers providing industry training has increased since 2002 and a high proportion of New Zealand's employers and employees now have access to formal training. The annual report of the Tertiary Education Commission stated that an estimated two-thirds of New Zealand's employers and 72 percent of employees were covered in 2005 by an industry training organisation. All primary industries and 96 percent of manufacturing and construction industries were covered.

The number of employers involved in training:

	2001	2005	2006
	21,900	31,500	34,800

Source: Tertiary Education Commission and Statistics New Zealand.

Figure 6.3// Employers providing workplace learning for employees



ANALYTICAL TABLES: An associated set of tables on workplace-based learners is available on the Education Counts website, Tables ITP1-17, ITA1-5, PSE4 and FNR9. See also the participation and achievement tables. Detailed technical information on the data presented here can be found in chapter 18.

1. Unless otherwise stated, industry training numbers are for the whole year, and include modern apprentices.

INDUSTRY TRAINING ORGANISATIONS

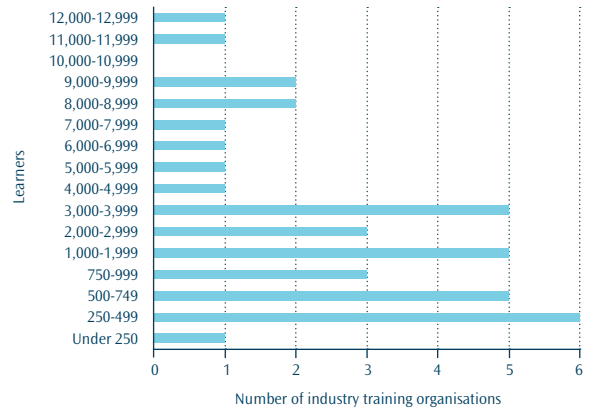
Figure 6.4// Distribution of industry training organisations by number of learners (December 2006)

Industry training occurs on the job in employment situations, and industry training organisations make arrangements for workplace assessment and off-job training. Each organisation covers a specific industry area and the number of organisations with learners has decreased over time.

There were 38 industry training organisations with learners as at December 2006.

The size of industry training organisations varies greatly and the average number of learners per organisation increased to 3,200 at December 2006. About half have fewer than 1,700 learners (1,500 in 2005). The two largest organisations are Competenz (engineering, food and manufacturing industries) and FITEC (forestry industries), both of which have over 11,000 learners.

Source: Tertiary Education Commission.



INCREASED FUNDING OF INDUSTRY TRAINING

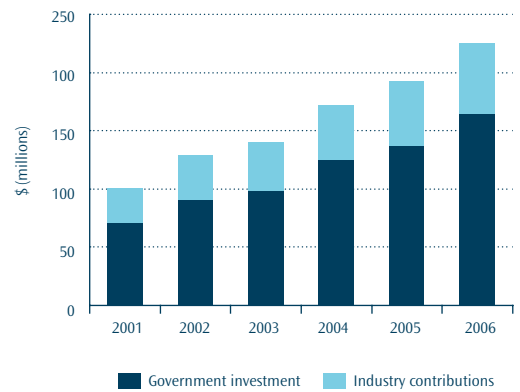
Figure 6.5// Industry training funding by source

Industry training funding totalled \$225 million in 2006, an increase of 17 percent on 2005. Industry training is jointly funded by government and industry. Government's contribution is made through the industry training and Modern Apprenticeships funds, with industry contributions being in cash or in kind. Employees may bear some of the costs, by meeting some proportion of the training fees or accepting a lower rate of pay as part of the training arrangement.

Funding of industry training:

	2004	2005	2006
		\$ (millions)	
Government investment	125.4	137.3	164.4
Industry contribution	46.6	55.5	60.5

Source: Tertiary Education Commission.



INCREASED ETHNIC DIVERSITY

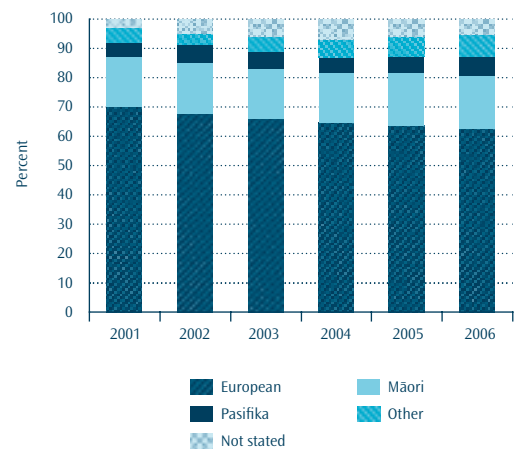
Figure 6.6// Industry training learners by ethnic group

The demographic profile of industry training learners continues to diversify. Over the last five years, learners in the Other ethnic group increased as a proportion of total trainees, while there was a small increase in the proportion who identified themselves as Māori and Pasifika. The proportion of learners identified as European declined over this period.

The proportions of industry trainees by ethnic group in 2006:

Māori	18%	(17% in 2001)
Pasifika	6%	(5% in 2001)
European	63%	(70% in 2001)
Other	8%	(5% in 2001)

Note: Ethnic group is based on the single prioritised method of reporting.



INCREASED PARTICIPATION BY WOMEN

An increasing proportion of industry training learners is women, but they are spread unevenly among different industries.

The proportion of industry training learners who are women:

	2001	2005	2006
	23%	28%	29%

The most popular industries for women to participate in workplace-based learning in 2006:

Pharmacy	96%
Community support services	96%
Hairdressing	94%
Te Kaiawhina Ahumahi (social services)	77%

Industries with few women participating are boating, building and construction, and plumbing and gasfitting.

Source: Tertiary Education Commission.

Figure 6.7// Industry training learners by gender



INCREASED PARTICIPATION BY YOUNG PEOPLE

Diversity in the ages of learners in industry training has increased in recent years. The number of learners aged 15 to 19 years has increased by 177 percent since 2000 (compared to 116 percent for all ages), showing the impact of the Modern Apprenticeships scheme. The apprenticeships were introduced to facilitate increased access for young people to industry training. The proportion of industry training learners aged 15 to 19 years was 10 percent in 2006 (8 percent in 2001).

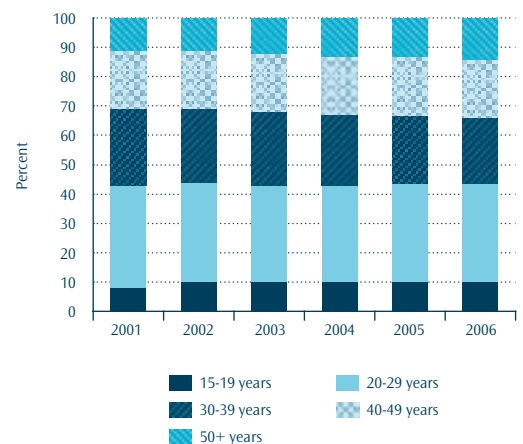
An estimate of the workforce participation in industry training by age group from the Household Labour Force Survey shows that participation by those workers in the 15 to 19 year age group has increased.

Participation in industry training by 15 to 19 year-olds:

	2004	2005	2006
	11%	12%	13%

Source: Tertiary Education Commission.

Figure 6.8// Proportions of industry training learners by age group



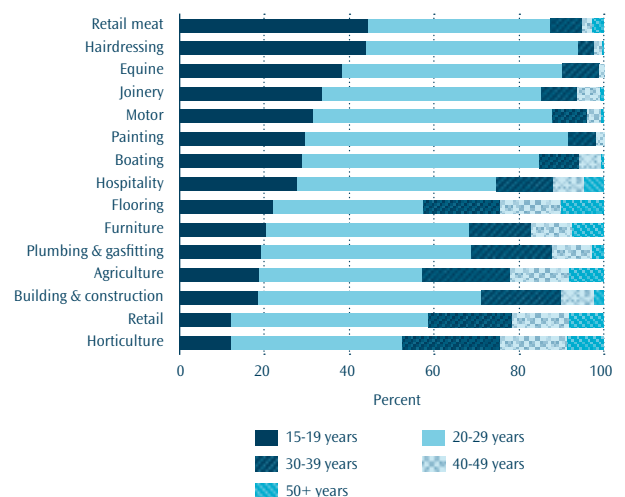
AGE DISTRIBUTIONS VARY AMONG INDUSTRIES

Figure 6.9// Distribution of learners by selected industry and age group (December 2006)

There is variation in the age distribution across industry training areas. Industry trainees aged 15 to 19 years accounted for 30 percent of all learners in the industry area of painting, 31 percent in motor engineering, 33 percent in joinery, 38 percent in equine, 44 percent in hairdressing and 45 percent in retail meat.

Industry trainees aged 40 years and over accounted for over half of all learners in local government (56 percent), 57 percent in extractives, 57 percent in fire and rescue, 61 percent in apparel and textile, 62 percent in building service contractors, 65 percent in Te Kaiawhina Ahumahi (the social services industry training organisation) and 70 percent in community support services.

Source: Tertiary Education Commission.



IMPROVING ACCESS TO QUALIFICATIONS

A key goal of industry training is to improve access to training and to nationally recognised qualifications. About half of industry trainees have no qualifications or low-level qualifications before entering training. The proportion of industry training participants with no previous qualifications is decreasing, while the share of participants in most of the other categories has risen slightly.

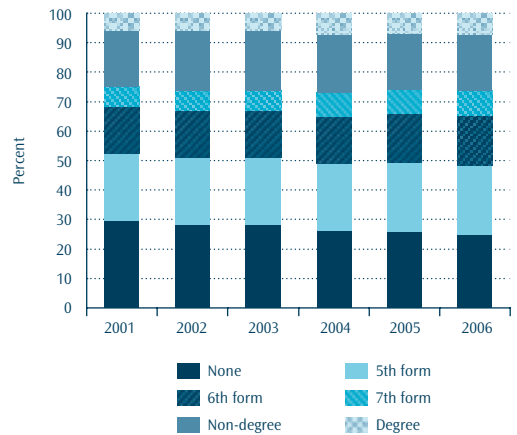
In 2006, 25 percent of industry trainees had no previous qualifications, while 7 percent had a degree. Approximately 34 percent of Māori trainees and 35 percent of Pasifika trainees had no previous qualifications.

Notes:

1. This is an estimate based on the participants whose previous qualification is known. Previous qualification data is self-reported and unvalidated.
2. Qualification categories used here include equivalent qualifications: 5th form refers to attainment at year 11 or equivalent, 6th form at year 12 or equivalent, and 7th form at year 13 or equivalent.

Source: Tertiary Education Commission.

Figure 6.10// Distribution of learners by previous highest qualification



MOST INDUSTRY TRAINING IS AT LEVELS 3 AND 4

Figure 6.11// Distribution of programmes by National Qualifications Framework level and ethnic group

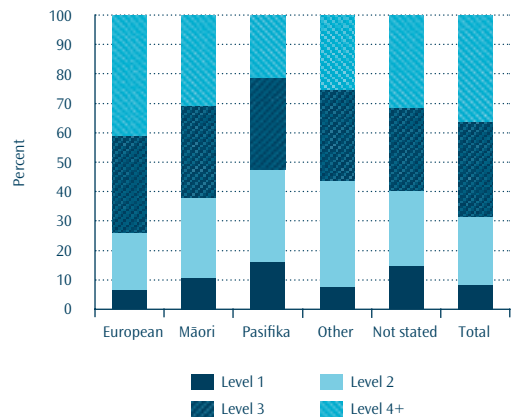
Sixty-eight percent of industry training participants in 2006 were enrolled at levels 3, 4 or above on the National Qualifications Framework and 34 percent were enrolled at level 4. Sixty-four percent were enrolled in qualifications at levels 1 to 3. Only 2 percent studied for qualifications at level 5 or higher.

Māori, Pasifika peoples, and trainees in the Other ethnic group are more likely than European learners to be participating in programmes at level 1 or 2 on the National Qualifications Framework.

Notes:

1. Ethnic group is based on the single prioritised method of reporting.
2. Trainees may be enrolled in programmes at more than one level.

Source: Tertiary Education Commission.



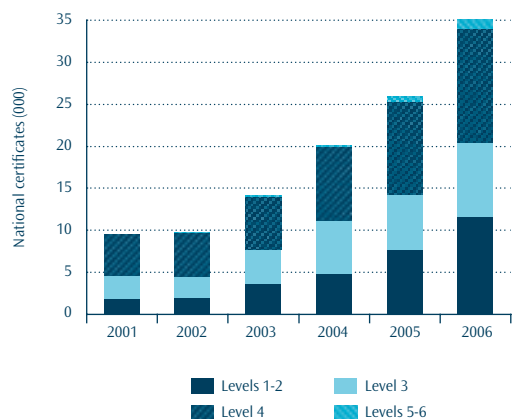
INCREASED QUALIFICATION ACHIEVEMENT

Figure 6.12// National certificates awarded by qualification level

There were 35,000 national certificates awarded to industry training learners in 2006. This constituted a 35 percent increase in the number of qualifications achieved over 2005. Fifty-eight percent of national certificates were awarded at levels 1 to 3 and 39 percent at level 4. Only 3 percent were awarded at level 5 or higher.

Increasingly, national certificates are awarded at levels 1 to 3. The number of people completing national certificates at level 4 also increased in 2006, but it declined as a proportion of the total awards.

Source: Tertiary Education Commission.



SHIFTS IN THE LEVEL OF ACHIEVEMENT

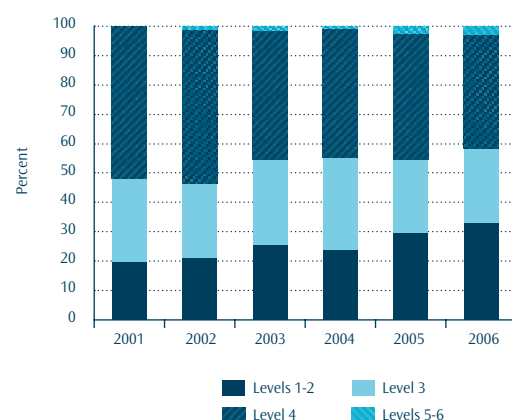
Figure 6.13// Distribution of national certificates awarded by qualification level

The number of national certificates awarded increased by 35 percent from 2005 to 2006. Level 1 to 2 national certificate attainment has risen as a proportion of total achievement from 20 percent in 2001 to 33 percent in 2006. Over the same period, level 3 national certificate attainment has remained at around 25 to 30 percent of the total. Achievement at level 4 has decreased proportionately in recent years even though there was a 176 percent rise in the number of level 4 awards made. Level 5 and over attainment has grown as a proportion of the total.

The number of national certificates awarded:

	2005	2006	% change from 2005
Total	25,900	35,100	35
Levels 1-2	7,740	11,600	50
Level 3	6,470	8,810	36
Level 4	11,100	13,600	23
Level 5 and over	596	985	65

Source: Tertiary Education Commission.



INCREASED ACHIEVEMENT BY TRAINEES WITH LOW PREVIOUS QUALIFICATIONS

Figure 6.14// National certificates awarded by previous highest qualification

The distribution of national certificate achievement across previous highest qualification level has been relatively stable. About 45 percent of national certificates are awarded to trainees with no, or lower-level, previous qualifications, up on 41 percent in 2004.

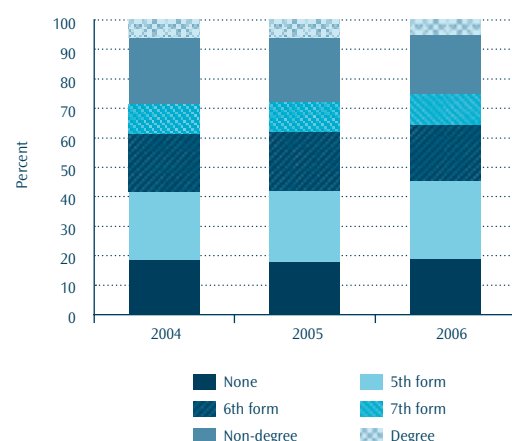
The proportion of national certificates awarded by previous qualification level:

	2004	2005	2006
	%	%	%
None	18	18	19
5th form	23	24	26
6th form	20	20	19
7th form	10	10	10

Notes:

- This is an estimate based on the participants whose previous qualification is known. Previous qualification data is self-reported and unvalidated.
- Qualification categories used here include equivalent qualifications: 5th form refers to attainment at year 11 or equivalent, 6th form at year 12 or equivalent, and 7th form at year 13 or equivalent.

Source: Tertiary Education Commission.



CREDIT ACHIEVEMENT INCREASED IN 2006

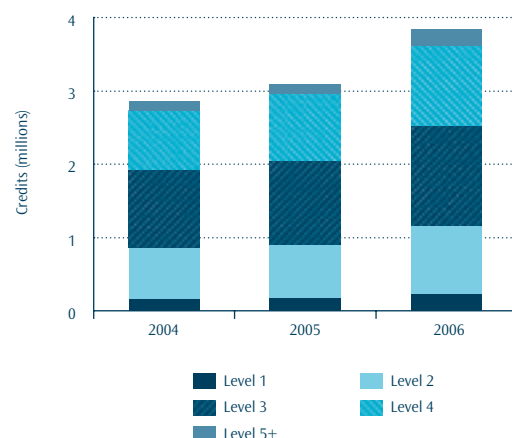
Figure 6.15// Credit achievement by qualification level

Industry training learners achieved 3.8 million credits towards national qualifications in 2006. This represents a 22 percent increase over the number of credits achieved in 2005. Overall, the distribution by levels of credit achievement as a proportion of the total has remained relatively stable from 2004.

The proportions of credits achieved by qualification level:

	2004	2005	2006
	%	%	%
Levels 1-2	32	29	30
Level 3	35	37	36
Level 4	28	29	28
Level 5 and over	5	4	6

Source: Tertiary Education Commission.



MORE MODERN APPRENTICES²

There has been a steady increase in the participation in Modern Apprenticeships. Since 2002, growth in the number of apprentices has averaged 19 percent per year. The estimated proportion of workers aged 15 to 19 years in Modern Apprenticeships using the *Household Labour Force Survey* was 5.1 percent in 2006, up from 4.7 percent in 2005.

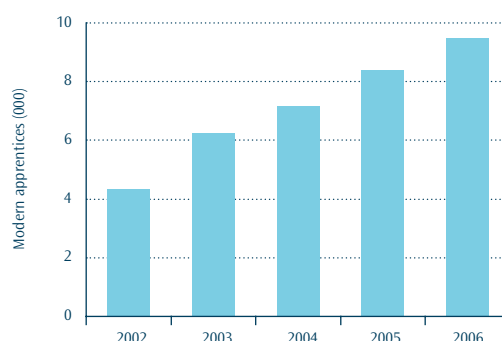
The number of modern apprentices:

	2002	2003	2004	2005	2006
Modern apprentices	4,340	6,260	7,180	8,390	9,470
Change from previous year (%)	-	44	15	17	13

Note: Data relates to the total number of modern apprentices at 31 December.

Source: Tertiary Education Commission.

Figure 6.16// The number of modern apprentices



APPRENTICES BY ETHNIC GROUP

The participation by ethnic group has remained similar over time. The slight fall in the European group as a proportion of the total coincides with a corresponding rise in apprentices who have not stated their ethnic group. The great majority are European males aged 17 or 18 years in level 4 training programmes while 10 percent are in level 3 training programmes.

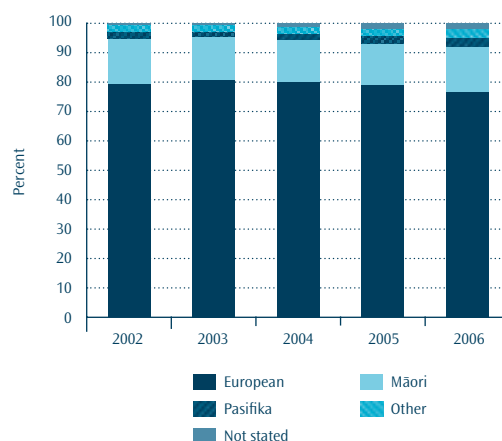
The proportions of modern apprentices by ethnic group in 2006:

European	77%	(80% in 2002)
Māori	15%	(15% in 2002)
Pasifika	3%	(2% in 2002)
Other	3%	(3% in 2002)

Note: Ethnic group is based on the single prioritised method of reporting.

Source: Tertiary Education Commission.

Figure 6.17// Distribution of modern apprentices by ethnic group



MORE FEMALE MODERN APPRENTICES

While females represent only a small proportion of modern apprentices in 2006, their numbers have been increasing more quickly in recent years than those of male apprentices. The number of women participating in Modern Apprenticeships in 2006 has increased by 20 percent compared with a year earlier.

The proportion of modern apprentices by gender in 2006:

Male	91%	(94% in 2002)
Female	9%	(6% in 2002)

Source: Tertiary Education Commission.

Figure 6.18// Modern apprentices by gender



2. Unless otherwise stated, Modern Apprenticeship numbers are at 31 December of each year.

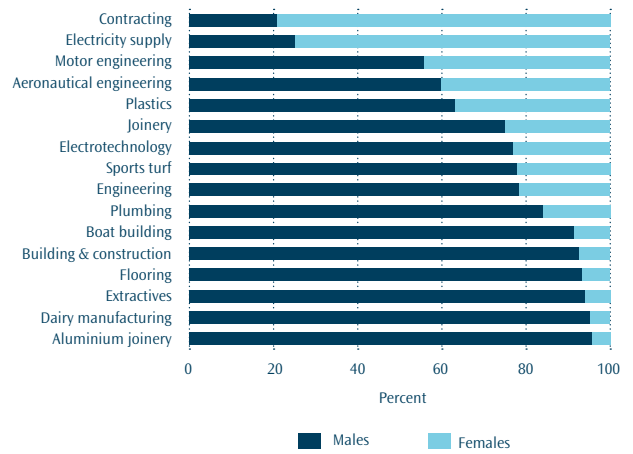
FEMALE APPRENTICES CONCENTRATED IN CERTAIN INDUSTRIES

There is variation in the gender distribution of Modern Apprenticeships across industry training areas. Female learners accounted for over 30 percent of all learners in the industry areas of hospitality (37 percent), seafood (40 percent), retail (44 percent), public sector (75 percent) and tourism (79 percent).

Female learners were not represented in Modern Apprenticeships for the industry areas of aluminium joinery (architectural), dairy manufacturing, extractives and flooring.

Source: Tertiary Education Commission.

Figure 6.19// Distribution of apprentices in selected industries by gender



INCREASE IN OLDER PARTICIPANTS

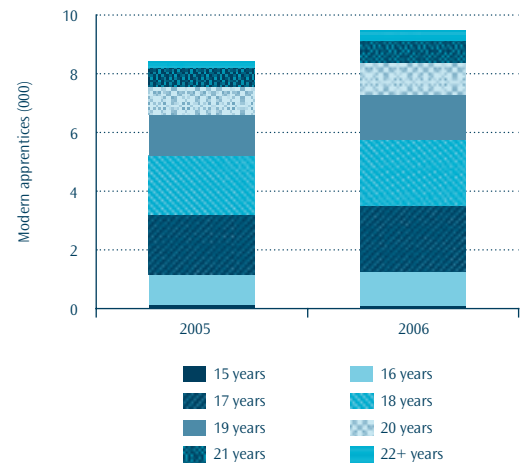
The average age of apprentices in 2006 was 18 years, with over half of all trainees aged 17 or 18 years.

Almost 90 percent of the growth in the number of apprentices in 2006 was in the age group of 21 years or younger. Two-thirds of the total increase was in people at the beginning of their apprenticeship – those aged 15 to 19 years.

Although aimed at younger people, older people seeking a change of career may also be accepted. As a result of this, there were 312 apprentices aged 22 years or over in 2006, an increase of 70 percent from 2005 – the highest-growing age group between 2005 and 2006 but this only accounted for 12 percent of the overall growth. The second highest-growing age group was 21 year-olds, up 19 percent in 2006 compared with a year earlier.

Source: Tertiary Education Commission.

Figure 6.20// Distribution of apprentices by age group



APPRENTICESHIP DISTRIBUTION BY INDUSTRY

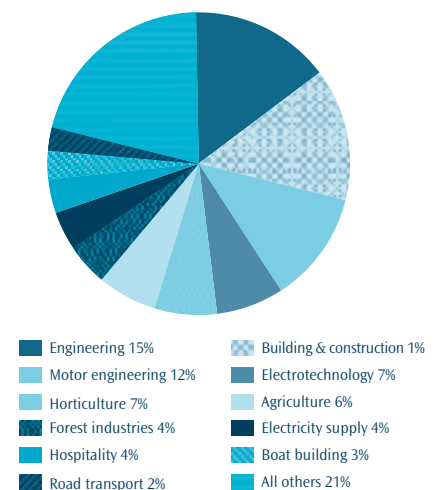
Modern Apprenticeships are available in 30 industries and in 2006 there was an average of 315 apprentices in each industry.

The highest increases and decreases in the number of apprentices in 2006 were in the following industries:

Industry	Number of apprentices	Change from 2005
Road transport	217	(up 140% on 2005)
Aluminium joinery	5	(up 67% on 2005)
Joinery	210	(up 67% on 2005)
Baking	200	(down 2% on 2005)
Forestry	412	(down 3% on 2005)
Dairy manufacturing	12	(down 8% on 2005)
Seafood	10	(down 17% on 2005)
Retail	77	(down 20% on 2005)

Source: Tertiary Education Commission.

Figure 6.21// Distribution of apprentices by selected industries



MORE GATEWAY STUDENTS

The Gateway programme was introduced in 2001 to provide school students with workplace experience while learning. There has been a steady increase in participation in Gateway. The programme was originally established for decile 1 to 5 schools. Gateway is now being expanded to include all decile 1 to 6 schools by 2008 and by 2010 it will include all decile 7 to 10 schools from 1 January 2008.

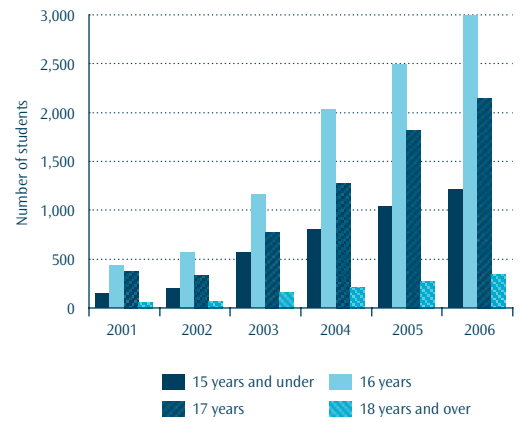
The number of Gateway students:

	2002	2003	2004	2005	2006
Gateway students	1,170	2,670	4,310	5,620	6,680
Change from previous year (%)	15	128	61	30	19

Note: Data relates to trainees with a placement start date during the year.

Source: Tertiary Education Commission.

Figure 6.22// Gateway students by age group



GATEWAY STUDENTS ACHIEVE MORE CREDITS

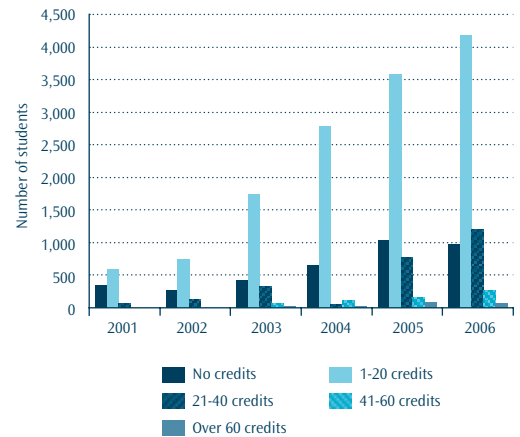
There has been a steady increase in the number of students achieving credits in Gateway. In 2006, 85 percent of students gained credits on the National Qualifications Framework, up from 82 percent in 2005. Sixty-three percent gained between 1 and 20 credits and a further 22 percent gained more than 20 credits. Fifteen percent of Gateway students did not gain credits in 2006, a decrease from 19 percent in 2005.

The number of students attaining credits:

	2002	2003	2004	2005	2006
Gateway students	892	2,180	2,980	4,600	5,710
Change from previous year (%)	34	145	37	54	24

Source: Tertiary Education Commission.

Figure 6.23// Gateway students by credits attained



BETTER OUTCOMES FROM GATEWAY

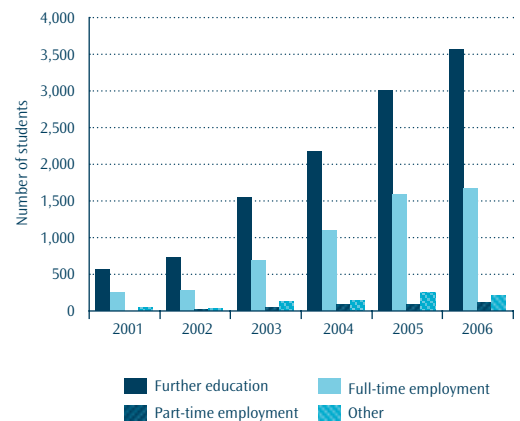
There has been an increase in the number and proportion of students achieving positive outcomes in Gateway. In 2006, 96 percent of students completing a Gateway placement carried on to further education or employment, up from 95 percent in 2005. Sixty-four percent of students carried on to further education at school or with a tertiary provider, while 32 percent entered employment.

The proportion of students going on to further education or employment:

	2002	2003	2004	2005	2006
	%	%	%	%	%
Education	69	64	62	61	64
Employment	29	30	34	34	32

Source: Tertiary Education Commission.

Figure 6.24// Gateway students by outcome achieved



THE VARIETY OF INDUSTRY TRAINING PROGRAMMES

Learners in industry training can undertake a variety of qualification pathways. Each participant undertakes a programme of learning, set out in an agreement with the industry training organisation responsible for training in that industry. A programme of learning can be either classified as a qualification, such as a national certificate, national diploma or a trade certificate, or as a limited credit or supplementary credit programme. The mix of learning that occurs depends on the requirements of each industry and the individual needs of the employer and the employee. This article explains the purpose of each of the programme types, reports on their use and examines the differences in participation for the three-year period from 2004 to 2006.

The data considered in this section amalgamates information on all programmes between 2004 and 2006. This data is collected by the Tertiary Education Commission for funding purposes. This analysis may differ from those of the Tertiary Education Commission in several important ways. It reflects the total volume of participation in each programme type, rather than the number of programmes that are available.³

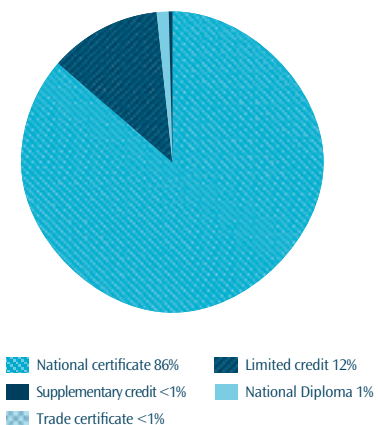
Workplace-based learning was restructured into industry training programmes in 1992 to assist in the development of an internationally competitive and highly skilled workforce. The 1992 Industry Training Act provided the framework for industry to lead the development, implementation and management of industry training programmes. It created industry training organisations, responsible for setting skill standards and arranging training programmes for the industries they represent. When learners participate in workplace-based learning, the appropriate industry training organisation, employer and trainee sign an agreement or plan that outlines the programmes of study.

Limited credit programmes are short, flexible, stand-alone programmes of study that do not in themselves result in a national qualification. They are collections of unit standards on the National Qualifications Framework, developed by industry training organisations to cater for the training needs of industry. Until recently, limited credit programmes constituted the majority of industry training programmes. Their appeal to industry and learners alike is clear: they are linked to the framework, enabling learners to 'staircase' to higher qualifications if they wish to, and, as they are generally shorter in duration than full qualifications, they can be completed quickly and hence enable industries to keep their employees up to date with changes that result from emerging

technologies. They may also be used for 'compliance' courses of study, such as for health and safety in the workplace learning requirements. More recently they have become tied in to national certificates and now function as a step into national certificate study.

In recent years, the government has made the attainment of qualifications such as national certificates and national diplomas in industry training a key priority. The majority of enrolments in industry training are now in programmes of study which lead to national certificates.⁴ Industry training organisations have also found that national qualifications motivate learners to persist with workplace-based learning. Limited credit programmes are used less as stand-alone programmes of study and are now used more as pathways through which learners attain their national certification. Modern apprentices may only study in programmes leading towards national certificates, unlike industry training learners, who can undertake supplementary and limited credit programmes.

Figure 6.25 // Participation in industry training (2004 to 2006) by programme type⁵



Source: Tertiary Education Commission.

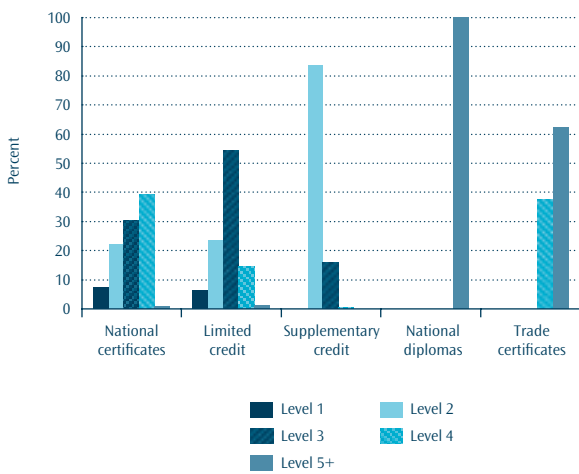
Between 2004 and 2006, national certificates were the core of workplace-based learning programmes, accounting for 86 percent of all industry training provision. National qualifications, supplementary and limited credit programmes can be set at a variety of levels on the National Qualifications Framework. The majority of national certificate programmes in industry training are set at level 4 of the framework.

3. The total participation approach was taken because it allows simple comparisons between categories to be made. It should be noted that this approach differs considerably with Tertiary Education Commission's performance measures and should not be considered to be a replacement of the Commission's performance measures. For example, the number of enrolments reported for industry training, as used for analysis purposes in this report, over-estimates the actual participation in industry training for funding purposes. This is because a new enrolment record is created whenever a significant change is made to a programme.

4. It should be noted that the use of 'programme' in industry training does not align with its use in other parts of the tertiary education sector. A programme in industry training refers to a specific course of study, developed by an industry training organisation. Learners may take several programmes in order to fulfil the requirements of their training agreement or plan.

5. Unless otherwise specified, the following points should be considered for each graph in this section of the report: (a) the data relates to all programmes undertaken in a year, (b) Modern Apprenticeships are included, and (c) learners can study in more than one programme in a year.

Figure 6.26 // Distribution of enrolments (2004 to 2006) by National Qualifications Framework level and by programme type



Source: Tertiary Education Commission.

Note: Data represents the distribution of enrolment for each programme type by National Qualifications Framework level. It does not reflect the total number of enrolments in each programme type.

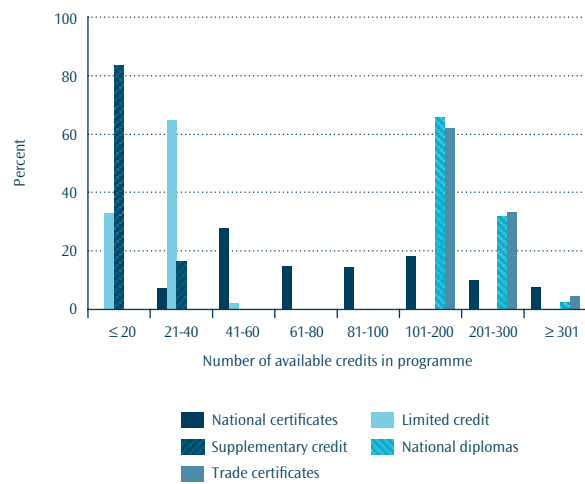
National diplomas are mostly at levels 5 to 7 of the framework. They accounted for just 1.3 percent of industry training programmes in the period from 2004 to 2006.

Between 2004 and 2006, some industry training organisations introduced supplementary credit programmes. These programmes are intended to be an adjunct to national certificates. They operate as a supplement to the knowledge and skills gained by learners through the completion of their national certificate, as technological and other change in industry practice demands that employees learn new skills. During the period under review, supplementary credit programmes accounted for less than 1 percent of total participation in industry training, but their share is gradually increasing. A supplementary credit programme must contain a minimum of 20 credits in order to be funded by the Tertiary Education Commission.

Trade certificates are a vestige of the previous system of trade training that existed before the Industry Training Act was introduced in 1992. Trade certificates are slowly being phased out in favour of national certificates. Trade certificates do not sit on the National Qualifications Framework but are administered by the New Zealand Qualifications

Authority. They consist of some unit standards on the framework, so a credit value can be attached to them. However, with only 45 participants in trade certificate courses between 2004 and 2006, they accounted for a very small proportion of programme types.

Figure 6.27 // Participation in industry training (2004 to 2006) by programme type and available credits

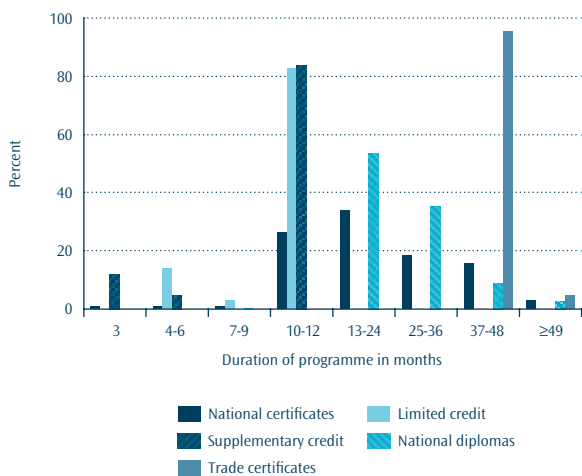


Source: Tertiary Education Commission.

The number of credits attached to a programme also differed by programme type. Between 2004 and 2006, learners undertaking limited credit programmes were more likely to do so in programmes consisting of between 20 and 40 credits in total, while the majority of study in supplementary credit programmes consisted of 20 credits. National certificates are usually registered between levels 1 and 4, and require a minimum of 40 credits, at or above the level at which the qualification is registered. Over the period from 2004 to 2006, the study load for national certificate programmes averaged 60 to 100 credits, but as Figure 6.27 illustrates, they could also comprise many more or fewer credits. Some industry training organisations have designed smaller national certificates, consisting of 30 or 40 credits, perhaps as an alternative to using limited credit programmes.

During the period from 2004 to 2006, national diplomas and trade certificates shared roughly similar credit load profiles, with the majority of programmes consisting between 100 and 300 credits.

Figure 6.28 // Participation in industry training (2004 to 2006) by programme duration and type



Source: Tertiary Education Commission.

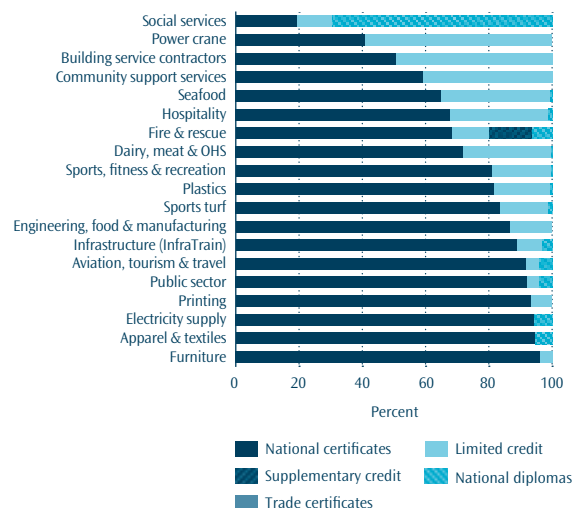
Just as programme types can vary in level and credit load, the length of time for which they are expected to run also varies. The duration of the programme does not mean that the industry training organisation is contracted to arrange the learning for this entire period rather it is the length of time most trainees would be expected to take to complete the programme. The expected duration is flexible, therefore, and some learners may proceed at a faster or slower pace than others. Figure 6.28 illustrates that the majority of limited credit programmes between 2004 and 2006 were expected to last for 10 to 12 months, although a small proportion was expected to run for a shorter period of time.

Supplementary credit programmes were expected to take a similar length of time to complete as limited credit programmes. The expected duration of national certificates was more widely spread, with many expected to last between 10 and 12 months and many also between 19 and 24 months. This may reflect that some industry training organisations have responded to industry need for change in employee learning by adapting national certificate programmes to be of variable lengths. The majority of national diploma programmes were contracted to last for between 22 and 24 months, while trade certificates were mainly contracted to run for between 46 and 48 months.

Industries differed in the way they favoured some types of programmes over others. Each industry training organisation covers a certain range of industries, and their programme portfolio varied in order to meet the differing demands of the industries they serve. Figure 6.29 illustrates that the majority of learners enrolled in industry training between 2004 and 2006 studied in national certificate programmes (approximately 86 percent). However, in some industries, such as power crane, building service contracting, community support services and seafood, learners were more likely to be studying in limited credit programmes. The numbers studying in limited credit programmes peaked at 59 percent of learners in the power crane industry, while the overall proportion was approximately 12 percent.

Learners in the social services industry were more likely to be studying in a national diploma programme than learners in other industries, while supplementary credit programmes have only really been used, to any great extent, in the fire and rescue and agriculture industries.

Figure 6.29 // Distribution of industry training learners (2004 to 2006) by selected industries and programme type



Source: Tertiary Education Commission.

Note: OHS refers to occupational health and safety.

The industries in which learners studied only in national certificate programmes include building and construction, joinery, plumbing and gasfitting, hairdressing, flooring, horticulture, equine, retail meat and pharmacy.

Figure 6.30 // Distribution of programme completions (2004 to 2006) by selected industry and programme type

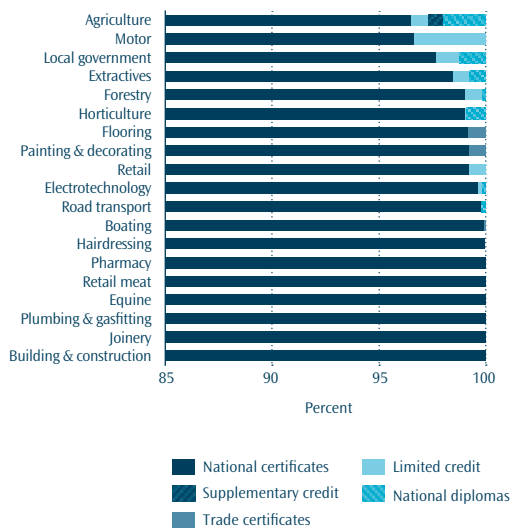
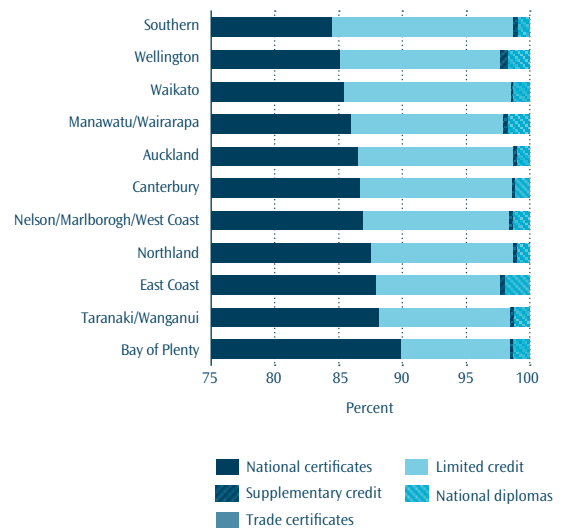


Figure 6.31 // Distribution of learners (2004 to 2006) by region and programme type



Source: Tertiary Education Commission.

Note: The axes on Figures 6.29 and 6.30 are not comparable. The axis on Figure 6.30 begins at 85 percent. This has been done to illustrate that learners in some industries mostly study in national certificate programmes.

There were also regional differences in the programme portfolios. Industry training learners based in the Bay of Plenty region were less likely to be studying in a limited credit programme than those based in the southern region (encompassing the area from Timaru down to Invercargill). These regional variations may reflect the different regional industry concentrations, leading to distinctive industry training provisions based on location.

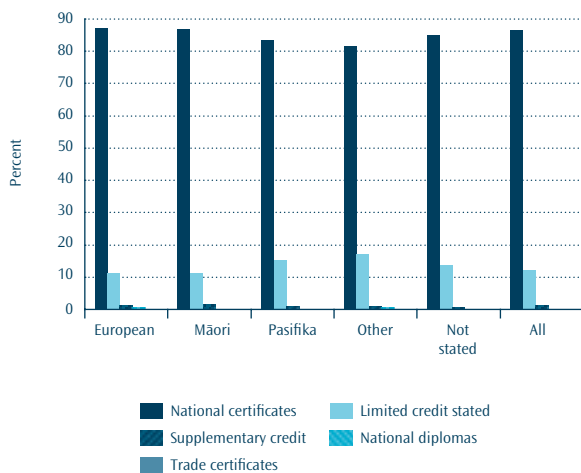
Source: Tertiary Education Commission.

Note: The axis on Figure 6.31 begins at 75 percent. This has been done to more effectively illustrate the regional variation in programme types.

There was also evidence of variation in the programme types used across ethnic groups.⁶ Between 2004 and 2006, Pasifika, the Other ethnic group and the Not stated group were more likely than European or Māori to be studying in limited credit programmes. These ethnic groups were also less likely to be studying in national diploma and certificate programmes than European or Māori learners. The differences between the groups were small, and the trend for all groups was to participate mainly in national certificate programmes. There may be many reasons for these differences, including differences in participation in each industry by ethnic group, and prior qualifications. Some ethnic groups may, for example, be concentrated in particular industries which make more use of limited credit programmes, while some ethnic groups may also have lower-level qualifications, and limited credit programmes may be used to staircase learning up to national certificate level.

6. It should be noted that ethnic group is a self-selection. Where industry training learners have stated different ethnic groups across different enrolments, the latest ethnic group reported has been used. Similarly, if the learner has not stated their ethnic group but has previously stated an ethnic group, then this has been used.

Figure 6.32 // Participation in industry training (2004 to 2006) by programme type and ethnic group



Source: Tertiary Education Commission.

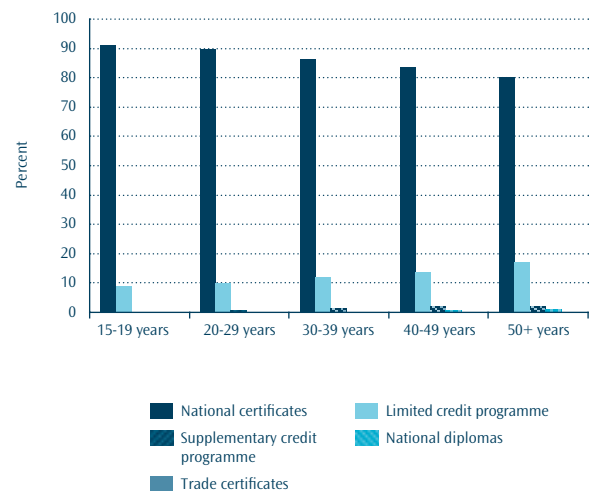
Another difference in the type of programme learners participated in between 2004 and 2006 related to their age groups.⁷ Across all age ranges, industry training learners were mainly involved in learning leading to national certificates. However, older learners were more likely than younger learners to undertake limited credit programmes or supplementary credit programmes.

This is consistent with the hypothesis that older learners are less concerned than younger ones with gaining national qualifications because they have more experience in the workplace, and may already be suitably qualified, or have previously gained national qualifications. They may be more likely than younger learners to wish to restrict their learning to programmes that keep them abreast of change in their industries, as limited credit programmes and supplementary credit programmes are best suited to do. Older workers may also have more responsibilities outside of work, such as family commitments, that would make shorter programmes of study more appealing to them.

It may also be a reflection of the need of people in the younger age groups to acquire credentials or qualifications. Alternatively, the difference could be a feature of the industry coverage and the level of qualifications in the particular industries covered, and not that older workers have less interest in completing a qualification.

7. Each year, the ages of learners are calculated as at 1 July.

Figure 6.33 // Participation in industry training (2004 to 2006) by programme type and age group

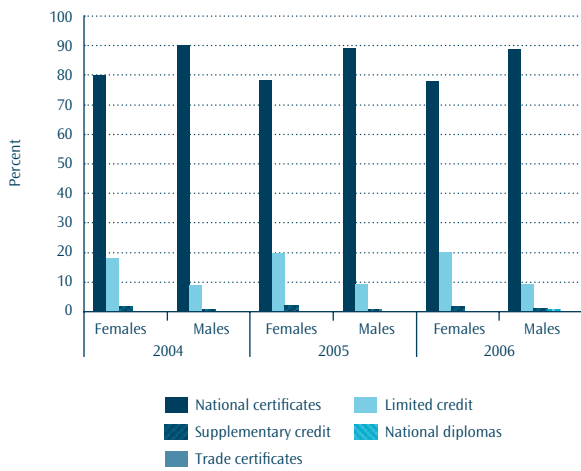


Source: Tertiary Education Commission.

There were also gender differences in the utilisation of programme type. Between 2004 and 2006, women were more likely to be studying in limited credit programmes and national diplomas than men. One factor contributing to this finding may be that women were more likely than men to participate in learning in industries such as hospitality, community support services, and social services: learners in these industries were less likely than others to be in national certificate programmes.

In particular, learners in social service industries were highly likely to be studying in national diplomas, and were also more highly likely to be female. Labour market statistics (such as the *Quarterly Employment Survey*) indicate that women are also more likely than men to be working part-time. They may have other responsibilities outside of work, such as caring for children, that would make limited credit programmes more appealing to them because of the shorter time commitment required.

Figure 6.34 // Participation in industry training (2004 to 2006) by programme type and gender



References:

- Industry Training Federation (2006) *Māori in Industry Training – an update*, Wellington: Industry Training Federation.
- Ministry of Education (2006) *Profile & Trends 2005 – New Zealand’s Tertiary Education Sector*, Wellington: Ministry of Education.
- Skill New Zealand (2001) *Knowledge at work – workplace learning in New Zealand*, Wellington: Skill New Zealand.

Source: Tertiary Education Commission.