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Chapter 7: Students in level 1 to 3 provider-based qualifications

Enrolments in level 1 to 3 certificates have continued to decrease across all areas of provision. The number of students in foundation education qualifications has decreased by 18 percent and the number in vocational qualifications by 4.1 percent. There have also been decreases in the number of people in Training Opportunities and Youth Training programmes.

A continued improvement in the labour market is one of the reasons for the decreased participation at this level. Most people entering level 1 to 3 certificates at providers were already in employment. Students in vocational certificates are enrolling for less than six full-time equivalent weeks.

The decreased participation has also been the result of continued reviews of the quality and relevance of provision at this level, as described in last year's edition of *Profile & trends*. This has had a strong impact on the numbers in general foundation education qualifications and short courses. At the same time, the government has increased its support for quality provision of literacy, language and numeracy, with a particular emphasis on embedding this within vocational education.

2008 year

The 2008 year is the first year of the new investment plans. Institutes of technology and polytechnics and wānanga have been asked to have a greater focus on provision at level 4 and above, as well as to increase students' progression from lower levels of study. This is likely to further reduce enrolments in level 1 to 3 certificates and increase the focus of this level as a pathway into higher levels of study.

The government is also investing heavily in literacy, language and numeracy through an action plan covering the years 2008 through to 2012. A discussion on this plan is included later in this chapter. The focus in 2008 has been on building capability and quality of provision, particularly supporting institutes of technology and polytechnics and wānanga to make organisational changes to build capability to include literacy and numeracy across their certificate-level provision. Development of provision within industry training is also included. These changes will set the platform for significantly increased provision in 2009.

On the other hand, the slowing of the economy in the March 2008 quarter could increase enrolments in lower-level certificates by those without qualifications or only lower-level qualifications.

Enhanced literacy, language and numeracy provision

In 2006/07, the Foundation Learning Pool provided funding for 16,700 learners to participate in formal courses in enhanced literacy, language and numeracy. These courses were distributed across polytechnics, private providers and industry training organisations. They included foundation and vocational qualifications, as well as targeted training programmes.

STUDENT-COMPONENT FUNDED LEARNERS

STUDENTS IN FOUNDATION EDUCATION

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

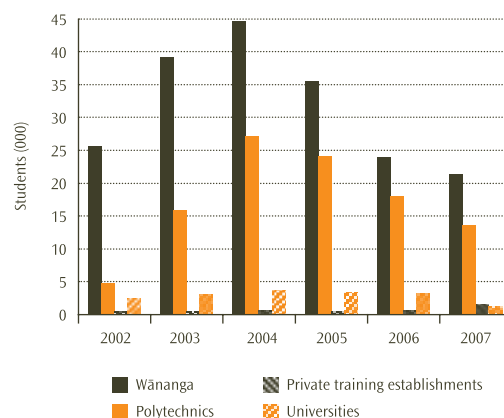
After peaking in 2004, the number enrolled in foundation education qualifications has decreased significantly. This is in part due to reviews that have resulted in shifting foundation education provision away from general life skills towards longer-duration, higher-quality provision.

Students in foundation education in 2007:

Total	36,800	(down 18% on 2006)
Wānanga	21,400	(down 11% on 2006)
Polytechnics	13,600	(down 25% on 2006)

Expressed as equivalent full-time students, enrolments in foundation education totalled 14,600 in 2007, down only 1 percent from 2006.

Figure 7.1: Students in foundation education by sub-sector



FOUR MAIN FOUNDATION PROGRAMMES

Over half of all foundation education students (57 percent) were in four national programmes:

Mauri Ora, Te Wānanga o Aotearoa	(9,820 students/2,760 equivalent full-time students)
Certificate in Vocational and Personal Development, The Open Polytechnic of New Zealand	(4,700 students/1,360 equivalent full-time students)
KiwiOra – foundation studies for migrant settlers, Te Wānanga o Aotearoa	(3,401 students/726 equivalent full-time students)
Te Ara Reo Māori – level 2, Te Wānanga o Aotearoa	(3,220 students/2,390 equivalent full-time students)

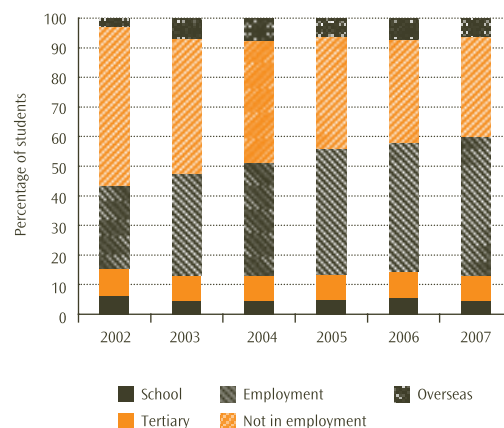
BACKGROUND OF FOUNDATION STUDENTS

In 2007, nearly half of the students in foundation qualifications (47 percent) were employed prior to study rather than being school leavers or entering study from unemployment. This compares to 28 percent in 2002.

Characteristics of foundation education students in 2007:

Enrolled for less than 13 weeks of equivalent full-time study	82%
No school qualifications	74%
Female	70%
Aged 25 years and over 84%, aged 40 years and over 49%.	
European 38%, Māori 38%, Asian 23%, Pasifika 5.2%, other ethnic groups 5.5%.	

Figure 7.2: Students in foundation education qualifications by prior activity



STUDENT-COMPONENT FUNDED LEARNERS

STUDENTS IN VOCATIONAL QUALIFICATIONS

Vocational qualifications provide entry-level trade skills.¹ The number of students enrolled in vocational qualifications increased steadily from 2002 to 2005 but has decreased overall since then.

Students in vocational qualifications in 2007:

Total	134,000	(down 3.8% on 2006)
Polytechnics	103,000	(down 1.2% on 2006)
Private training establishments	20,000	(down 6.1% on 2006)
Wānanga	7,700	(down 19% on 2006)

Expressed as equivalent full-time students, enrolments in vocational qualifications totalled 37,300 in 2007, up 1.4 percent from 2006.

Figure 7.3: Students in vocational certificates by sub-sector

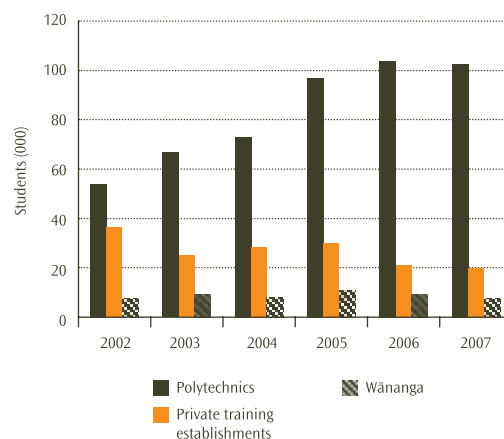


Figure 7.4: Students in vocational certificates by field of study and annual study load

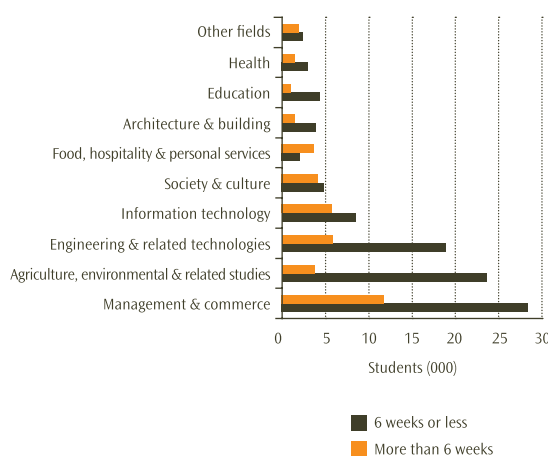
MOST ENROLMENTS IN SHORT VOCATIONAL CERTIFICATES

Nearly three-quarters of vocational students were enrolled in certificates for less than six full-time equivalent weeks. These students were concentrated in management and commerce, agriculture and transport (which is included under engineering).

Students enrolled in vocational qualifications in 2007 for:

6 weeks or less	96,200	(down 4.1% on 2005)
More than 6 weeks	37,500	(down 3.1% on 2005)

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



CHARACTERISTICS OF VOCATIONAL STUDENTS

Characteristics of students in vocational qualifications in 2007:

Employed in the year prior to enrolment	64%
No school qualifications	33%
Female	47%

Aged 25 years and over 72%, aged 40 years and over 42%.

European 67%, Māori 22%, Pasifika 7.5%, Asian 6.7%, other ethnic groups 3.1%.

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

STUDENT-COMPONENT FUNDED LEARNERS

FEWER ENROL IN SHORT COURSES

The number of students enrolling for a week or less during the year has decreased significantly, after peaking in 2005.² Most of the decrease was in first-aid courses, which were no longer funded by government.

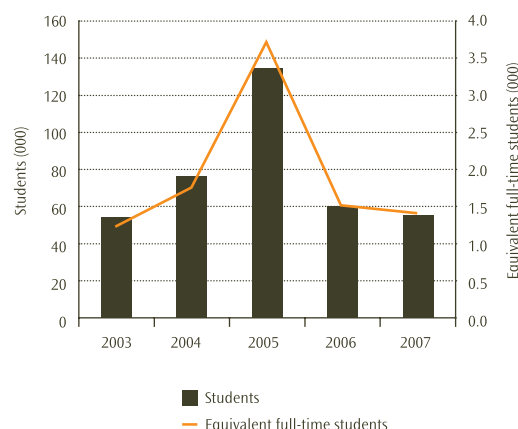
Students enrolled in short courses in 2007:

Total students	55,200	(down 7.9% on 2006)
Equivalent full-time students	1,380	(down 7.1% on 2006)
Polytechnics	98%	
Building	63%	
Engineering and related technologies (including vehicle operation, road construction and electrical engineering)	12%	

Courses were provided by all 20 polytechnics, six private training establishments,* one wānanga, and one other tertiary education provider.

* With more than four students enrolling for less than one week.

Figure 7.5: Students in courses of one week or less



FEWER STUDENTS STAY TO COMPLETE³

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

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

All students 59% (down from 64% for students starting in 2004)

Wānanga had the highest rate at 83%.

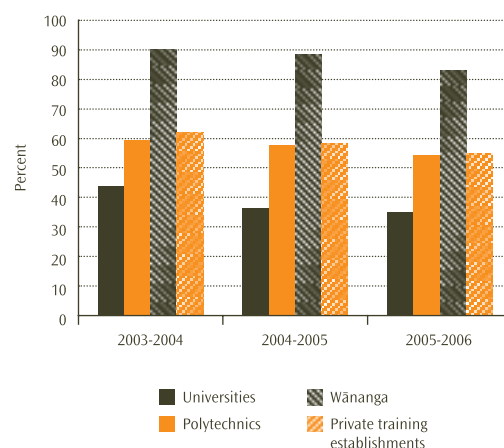
Women had a higher rate at 63%, compared to 54% for men.

Asian students had the highest rate at 74%, followed by Māori at 60%.

Students aged 25 to 39 years had the highest rate at 63%.

Note: Due to a change in the Ministry's data collection the retention rates to 2007 are not yet available.

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



YOUNGER STUDENTS MORE LIKELY TO COMPLETE

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

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

All students 36% (up from 34% for students starting in 2001)

Universities and wānanga had the highest rate at 40%.

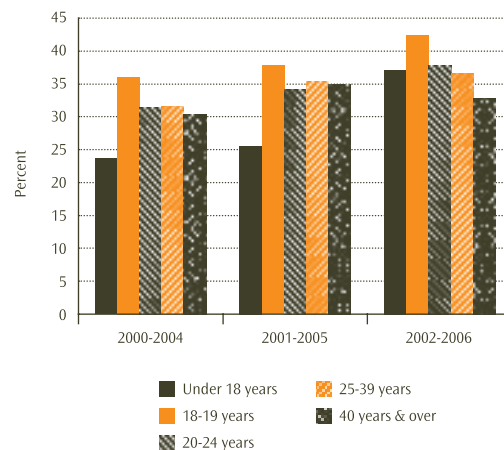
Women had a higher rate at 40%, compared to 31% for men.

Asian students had the highest rate at 49%, followed by Māori at 41%.

Students aged 18 to 19 years had the highest rate at 42%.

Note: Due to a change in the Ministry's data collection the completion rates to 2007 are not yet available.

Figure 7.7: Five-year completion rates for level 1 to 3 certificates by age group



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

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

STUDENT-COMPONENT FUNDED LEARNERS

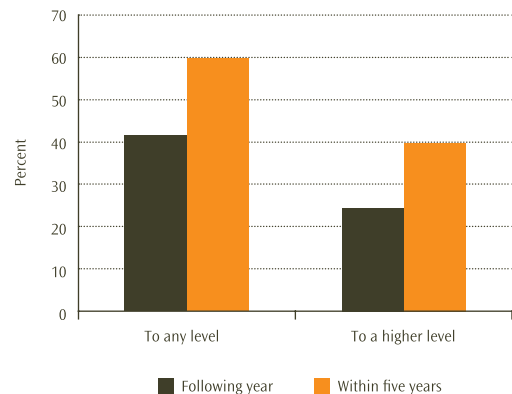
STUDENTS GOING ON TO FURTHER STUDY

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

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

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

Note: Due to a change in the Ministry's data collection the progression rates to 2007 are not yet available.



FEWER GOING DIRECTLY TO HIGHER LEVELS

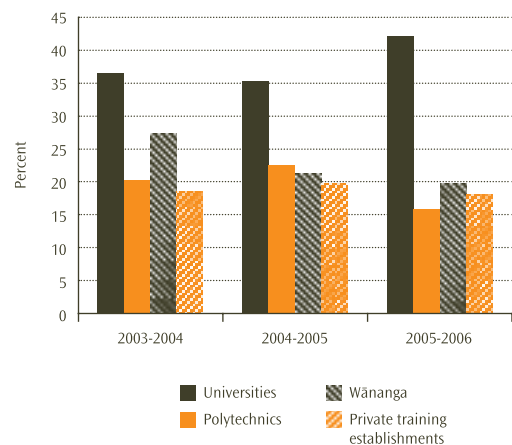
The proportion of students moving on to higher-level study the year after completing a level 1 to 3 certificate is decreasing overall. The rates are increasing for students completing at universities and decreasing for those completing at polytechnics.

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

All students 18% (down from 22% for students who completed in 2004)
 Universities had the highest rate at 42%.
 Women had a higher rate at 21%, compared to 14% for men.
 Māori had the highest rate at 25%, followed by Pasifika at 20%.
 Students aged 18 to 19 years had the highest rate at 33%.

Note: Due to a change in the Ministry's data collection the progression rates to 2007 are not yet available.

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



MĀORI MOST LIKELY TO GO ON TO HIGHER LEVELS OVER FIVE YEARS

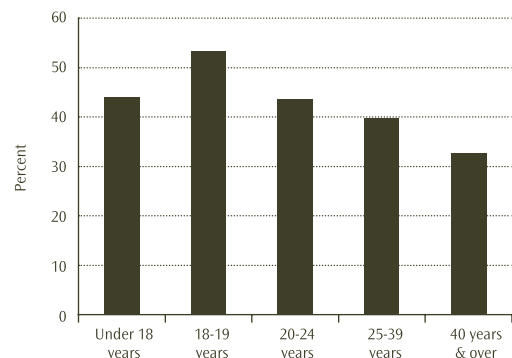
The proportion of students moving on to higher-level study within five years of completing a level 1 to 3 certificate has remained fairly steady.

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

All students 41% (up from 40% for students who completed in 2000)
 Wānanga and universities had the highest rate at 53%.
 Women had a higher rate at 42%, compared to 38% for men.
 Māori had the highest rate at 49%.
 Students aged 18 to 19 years had the highest rate at 53%.

Note: Due to a change in the Ministry's data collection the progression rates to 2007 are not yet available.

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



TARGETED TRAINING PROGRAMMES

TRAINING OPPORTUNITIES NUMBERS

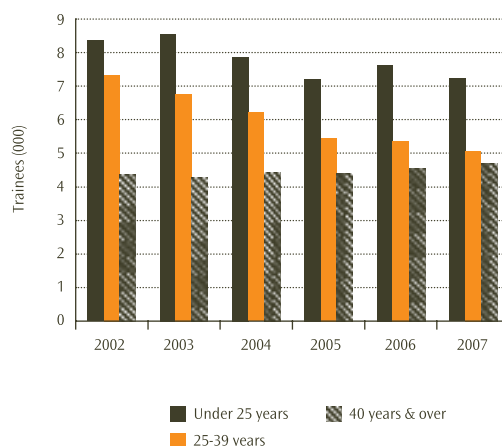
Training Opportunities is a full-time, fully funded labour market programme providing foundation and vocational skills training to people who are disadvantaged in terms of employment and educational achievement.

The number of trainees in Training Opportunities fell during the period from 2001 to 2005 as unemployment fell. Since then the numbers have more or less levelled out.

Trainees in 2007:

Total	16,600	(down 2.9% on 2006)
Māori	41%	
European	36%	
Pasifika	13%	
Asian	6.5%	
other ethnic groups	5.7%	
Women	51%	
Aged 18 to 24 years	44%	
aged 25 to 39 years	21%	
aged 40 years and over	38%	

Figure 7.11: Trainees in Training Opportunities by age group



CREDITS GAINED IN TRAINING OPPORTUNITIES

The proportion of trainees attaining credits on the National Qualifications Framework through training opportunities decreased in 2007.

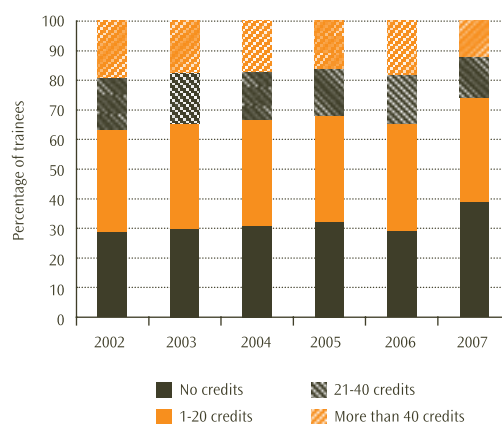
Credits gained in Training Opportunities in 2007:

No credits	39%	(up from 29% in 2006)
1-20 credits	35%	(down from 36% in 2006)
More than 20 credits	26%	(down from 34% in 2006)

There were very few differences in credit attainment across ethnic groups.

Men were slightly more likely than women to gain 20 or more credits and slightly less likely to gain none.

Figure 7.12: Credits gained by trainees in Training Opportunities



OUTCOMES OF TRAINING OPPORTUNITIES

In 2007, a similar proportion of trainees to that as in 2006 went on to employment or further education and training within two months of finishing their course.

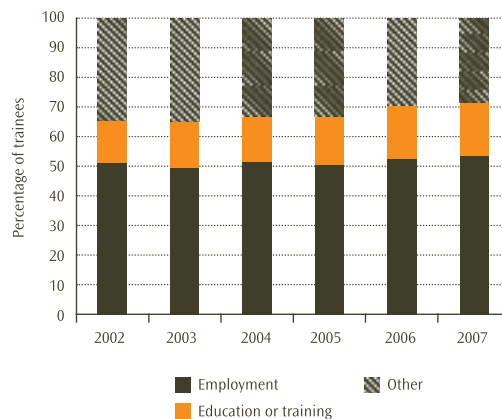
Outcomes of Training Opportunities programmes in 2007:

To employment	54%	(up from 53% in 2006)
To education or training	17%	(down from 18% in 2006)

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

Men were more likely than women to move to employment and less likely to move to further education.

Figure 7.13: Outcome achieved by trainees in Training Opportunities



TARGETED TRAINING PROGRAMMES

YOUTH TRAINING

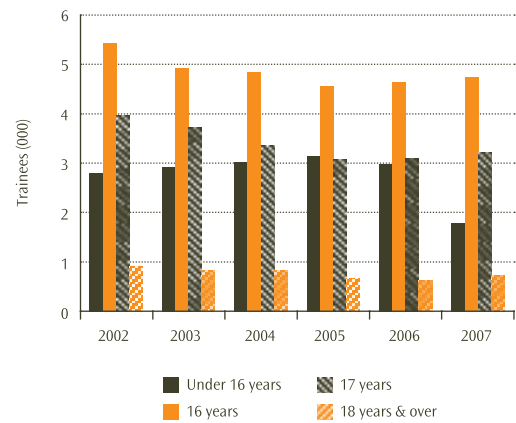
Youth training provides full-time, fully funded foundation and vocational skills training to young people who have left school with no or very few qualifications.

The number of trainees in Youth Training continued to decrease in 2007, largely as a result of the tightening up of early leaving exemptions from school.

Learners in Youth Training in 2007:

Total	10,000	(down 8.0% on 2006)
Maori 46%, European 40%, Pasifika 11%, Asian 1.2%.		
Female 55%.		
Aged under 16 years 18%, aged 16 years 47%, aged 17 years 32%, aged 18 years and older 7.1%.		

Figure 7.14: Trainees in Youth Training by age group



CREDITS GAINED IN YOUTH TRAINING

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

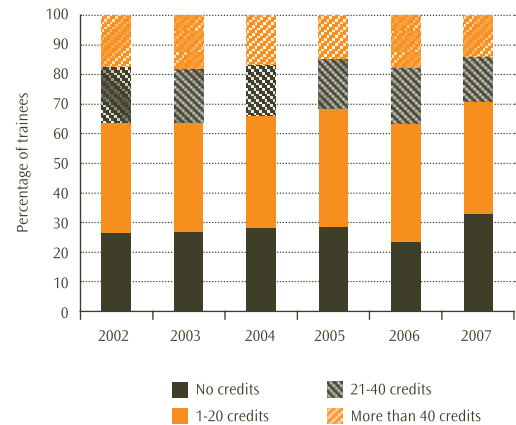
Credits gained in Youth Training in 2007:

No credits	33%	(up from 24% in 2006)
1-20 credits	38%	(down from 40% in 2005)
More than 20 credits	29%	(down from 37% in 2005)

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

Males were more likely than females to gain 20 or more credits.

Figure 7.15: Credits gained by trainees in Youth Training



OUTCOMES OF YOUTH TRAINING

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

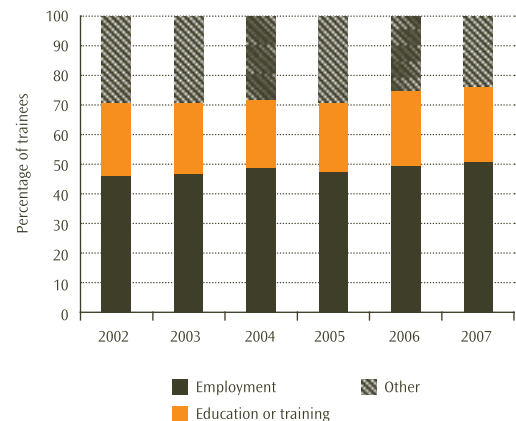
Outcome achieved in Youth Training in 2007:

To employment	51%	(up from 50% in 2006)
To education or training	25%	(same as in 2006)

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

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

Figure 7.16: Outcome achieved by trainees in Youth Training



TERTIARY EDUCATION WITHIN SCHOOLS

SECONDARY-TERTIARY ALIGNMENT RESOURCE

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

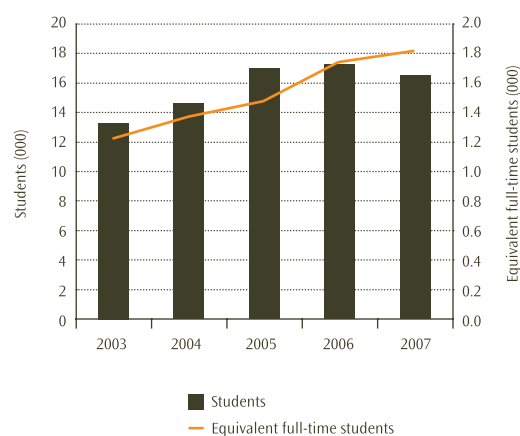
While the number of students enrolled in STAR-funded courses at tertiary education providers has decreased, students are enrolling for longer periods.

STAR students in 2007 at tertiary education providers:

Total	16,500	(down 4.2% on 2006)
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Expressed as equivalent full-time students, secondary school students in STAR-funded courses totalled 1,800 in 2007, up 4.4 percent on 2006.

Figure 7.17: Students in STAR courses at tertiary education providers



STAR PROVIDERS AND FIELDS OF STUDY

STAR students in 2007:

At 19 polytechnics	84%
At 10 private training establishments	15%
At 4 universities	3.4%
In food, hospitality and personal services courses	23%
In engineering and related technologies courses	18%
In society and culture courses	11%

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

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

See also Gateway – chapter 6.

Raising the literacy, language and numeracy skills of the workforce

A more skilled and productive workforce

Improving the literacy, language and numeracy of the workforce has been identified as one way of improving our national productivity. Low literacy and numeracy skills can affect employees' level of engagement in the workplace and potential for advancement in the labour market. It can mean that firms are not as productive as they could be.

As our society evolves and expectations for literacy grow, there is a substantial number of people whose skill level may limit their capacity to handle the demands of the modern workplace. The Adult Literacy and Life Skills Survey found that 43 percent of adults aged 16 to 65 who participated in the survey have literacy skills below those needed to participate fully in a knowledge society (this equates to approximately 1.1 million New Zealanders overall). Also, 51 percent of adults who participated have numeracy skills lower than those needed to meet the complex demands of everyday life and work.

Raising literacy and numeracy skills in New Zealand is identified as an area of action in the Skills Strategy Action Plan and as a priority in the Tertiary Education Strategy 2007-12.

An action plan for literacy, language and numeracy

The Literacy, Language and Numeracy Action Plan 2008-2012 sets out key actions to increase the number of adults with the literacy and numeracy skills required to meet the changing demands of modern society and workplaces.

The plan aims to build a system that is responsive to changing demands in the workplace and in the wider community. This will be achieved by encouraging an increase in the demand from both employers and employees for learning opportunities by increasing their understanding of how low-level literacy and numeracy skills impact on individuals' and employers' outcomes. At the same time, the supply of learning opportunities will be developed nationally to increase the number, quality and relevance of provision.

Employers and unions are the key to giving effect to this approach and the plan includes initiatives to encourage both employers and unions to become more actively involved in raising workforce literacy and numeracy.

The plan also recognises the need to raise literacy and numeracy skills of those near work, such as students in tertiary study and people who will soon be entering or returning to the workforce, such as parents.

This work will be supported by research, evaluation and monitoring to ensure an ongoing collection of evidence is used to inform further growth and development of provision to meet learners' and employers' needs.

Raising workforce and employer awareness

While there is good evidence for the benefits of improved literacy and numeracy to both employees and employers, demand for work-based literacy, language and numeracy is currently relatively low.

The plan includes a number of actions to raise awareness of the benefits and increase demand for learning opportunities. These include:

- an employer network to champion work-based literacy, language and numeracy programmes
- strengthening the Council of Trade Unions' Learning Representative Projects
- strengthening the leadership role of industry training organisations in this area, and
- a publicity campaign targeted to the workforce.

Investing in quality learning

The plan is supported by new investment to increase the opportunities for quality learning in literacy and numeracy. This includes:

- expanding the number of workplace literacy projects funded
- embedding literacy and numeracy within industry training
- providing one-on-one or small group tuition for employees who are not able to participate in larger projects or industry training
- supporting providers to embed literacy and numeracy in level 1 to 3 certificates
- increased community provision for those looking to enter employment and/or in casual work
- strengthening literacy and numeracy provision within Training Opportunities and Youth Training, and
- continuing to support provision through adult and community education, particularly for those taking their first steps to building their skills.

Building capability

The plan also continues the support to develop a capable and professional teaching workforce for literacy and numeracy through:

- study grants to access recognised qualifications and expanding the range of qualifications available
- providing a programme of professional development for educators, and
- supporting providers to make organisational changes so that literacy and numeracy become core business.

A national infrastructure

It is also intended that a national infrastructure will ensure that literacy and numeracy become part of core tertiary education business. Actions to improve the infrastructure cover:

- a common framework of learning and associated resources
- an adult literacy and numeracy assessment tool
- alignment across funding streams, and
- embedding literacy and numeracy within quality assurance processes.

