4 Foreword

Chapter 1: Key findings and the 2007 year in brief
6 Overview and the 2008 year
7 Enrolments in 2007
8 Outcomes of tertiary education
9 Workplace-based learning
9 Level 1 to 3 provider-based qualifications
10 Non-degree level 4 to 7 provider-based qualifications
10 Bachelors and postgraduate qualifications
11 Student support
11 Research in the tertiary education sector
12 Sector capability
13 Investing in knowledge and skills
14 2007 year in brief

Chapter 2: The tertiary education system
18 Overview and the 2008 year
20 Distinctive contributions
21 The tertiary education strategy
22 The legislation relating to tertiary education
22 The government agencies responsible for tertiary education
23 How the tertiary education system works

Chapter 3: What the sector provides
30 Overview and the 2008 year
31 New Zealand’s tertiary education provision
35 The New Zealand Register of Quality Assured Qualifications
36 Research and knowledge creation and transfer
38 OECD thematic review: Tertiary education for the knowledge society

Chapter 4: Outcomes of tertiary education
48 Overview, the 2008 year and the highlights
52 The educational inheritance of New Zealanders
57 Higher-level education is strongly associated with greater skills
60 Tertiary education and productivity
63 Healthy and wise – does education improve wellbeing?

Notes:
1. Unless otherwise stated, the data in this publication is for the year ended 31 December 2007 and has been sourced from the Ministry of Education.
2. The information in this report and the analytical tables on the Education Counts website need to be used in conjunction with the technical notes in chapter 18.
3. A list of references to the web tables associated with the data highlights is provided at the beginning of each chapter.
Consideration of what New Zealanders want to achieve through our tertiary education system and how tertiary education organisations can contribute to New Zealand’s goals has been at the forefront of thinking about tertiary education in recent years. The launch of New Zealand’s second tertiary education strategy provided the initial impetus at the end of 2006. Substantial changes were also made to the way that tertiary education was managed. This year’s tertiary education sector report – *Profile & Trends 2007* – describes the system as it was in 2007, and it also describes the transformation that began in January 2008 with the implementation of new planning and funding systems. The report’s forward-looking commentary also gives early insight into how the new funding, steering and monitoring arrangements are expected to work.

In 2007, tertiary education organisations worked with the Tertiary Education Commission to create three-year investment plans with a focus on the distinctive contributions of the various types of tertiary education organisations to the tertiary education strategy and government’s goals. The plans for 110 providers were finalised in 2008 and the remaining plans are expected to be finalised by 2009. It is envisaged that the new funding system will provide more certainty for tertiary education organisations, enabling the sector to make an enduring contribution to New Zealand’s development. The focus in the investment plans on the strategy’s four outcome priorities for tertiary education and research – increasing educational success for young New Zealanders; increasing literacy, numeracy and language levels for the workforce; increasing the achievement of advanced trade, technical and professional qualifications to meet regional and national industry needs; and improving research connections and linkages to create economic opportunities – will ensure a sector more closely aligned to stakeholders’ needs.

*Profile & Trends* begins with an overview of the tertiary education sector in 2007 followed by a description of the system and what it provides. A survey of the outcomes of tertiary education comes next. This analysis shows that the tertiary qualified continue to earn more than those without qualifications and that this earnings advantage persists over time. The report then covers where students are studying, what qualifications they are taking, their field of study and other important characteristics of people undertaking tertiary study including information on the financial support for students. The financial performance of providers, government funding for tertiary education and the human resources in the system complete the picture.

While the statistics provided in this report and on Education Counts, the Ministry of Education’s research and statistics website, are derived mainly from reports provided to the ministry by tertiary education organisations, a considerable amount of information in this report has also come from different agencies and organisations with responsibilities for tertiary education outside the ministry. I would like to thank all contributors for the data and assistance they have provided in preparing this report.

I trust that you will find *Profile & Trends 2007: New Zealand’s Tertiary Sector Report* to be relevant and useful to your understanding of the tertiary education system.

Karen Sewell
SECRETARY FOR EDUCATION