



PROFILE & TRENDS 2007

New Zealand's Tertiary Education Sector



CONTENTS

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.

Chapters 5 to 11: Learners in tertiary education

Chapter 5: An overview of learners in tertiary education

- 70 Overview, the 2008 year and the highlights
- 77 International tertiary education
- 83 Literacy and numeracy in New Zealand: findings from the Adult Literacy and Life Skills Survey
- 86 Transitions from school to tertiary study

Chapter 6: Workplace-based learners

- 92 Overview, the 2008 year and the highlights

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

- 104 Overview, the 2008 year and the highlights
- 112 Raising the literacy, language and numeracy skills of the workforce

Chapter 8: Students in level 4 to 7 non-degree provider-based qualifications

- 116 Overview, the 2008 year and the highlights
- 121 Progression to further study within institutions

Chapter 9: Students in bachelors and postgraduate provider-based qualifications

- 126 Overview, the 2008 year and highlights
- 131 People in tertiary education over time: the cumulative cohort participation rate

Chapter 10: Non-formal education

- 136 Adult and community education
- 137 Adult literacy, language and numeracy

Chapter 11: Financial support for students

- 140 Overview, the 2008 year and highlights
- 150 How does government financial support for students affect success for students?
- 155 The impact of student support policies

Chapters 12 and 13: Research and knowledge creation

Chapter 12: Research in the tertiary education sector

- 166 Overview, the 2008 year and the highlights
- 171 Identifying patterns of research performance in New Zealand's universities

Chapter 13: Funding research in tertiary education

- 178 Overview, the 2008 year and the highlights
- 182 The concentration of New Zealand and Australian university research funding

Chapters 14 to 16: Tertiary education sector capability

Chapter 14: The performance of public tertiary education institutions

- 190 Overview, the 2008 year and the highlights

Chapter 15: The tertiary education workforce

- 196 Overview, the 2008 year and the highlights
- 200 The tertiary education workforce: a census income analysis by gender and ethnic group

Chapter 16: Funding of tertiary education

- 210 Overview, the 2008 year and the highlights
- 216 In step or out of step? – government tertiary education funding by age group
- 219 International funding comparisons

Chapters 17: Postscript

- 224 Overview
- 224 Maintaining investment in tertiary education
- 225 New Zealand Skills Strategy and Schools Plus
- 225 Student support changes
- 225 Research
- 225 Quality assurance
- 226 International education
- 226 2008 enrolments

Chapter 18: Finding out more

- 228 Contact details for tertiary education
- 232 Definitions
- 236 Acronyms
- 237 Technical notes
- 239 Index
- 247 Useful links

Foreword by the Secretary for Education

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