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## Chapter 18: Finding out more

### Finding out more

This chapter provides additional information on New Zealand's tertiary education sector. It includes the contact details of key agencies in the tertiary education sector, sector representative groups, students' associations, tertiary education institutions, and industry training organisations.

Also included are the report's index, a list of the definitions and acronyms used, and a set of notes designed to provide additional technical information about the statistics in this report, the statistical methods applied and the various data sources used.

There are numerous sources of additional information on New Zealand's tertiary education sector. They include the:

- New Zealand education statistics and research website: [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)
- New Zealand tertiary education portal: [www.TEd.govt.nz](http://www.TEd.govt.nz), which has links to important sites for those interested in tertiary education
- New Zealand education portal edCentre: [www.edCentre.govt.nz](http://www.edCentre.govt.nz), with links to tertiary information for learners, parents and educators
- Ministry of Education's website, which contains supporting documents and publications and has links to other education-related sites: [www.minedu.govt.nz](http://www.minedu.govt.nz)
- websites of the Tertiary Education Commission [www.tec.govt.nz](http://www.tec.govt.nz), New Zealand Qualifications Authority [www.nzqa.govt.nz](http://www.nzqa.govt.nz), New Zealand Career Services Rapuara [www.careers.govt.nz](http://www.careers.govt.nz) and other tertiary education agencies
- websites of many providers which are accessible through links from the above websites or from the Career Services' site, and
- annual reports and other information published by tertiary education organisations.

The government has a number of distinct but interrelated roles in the tertiary education sector in New Zealand, from providing resources for the delivery of education to operating as a regulator by administering educational legislation, promulgating regulations and guidelines, monitoring compliance, and monitoring the effectiveness and efficiency of educational delivery. Government policy is developed within a framework that aims to create an environment for learning as the basis for New Zealand's future economic and social wellbeing.

### Key tertiary education agencies

#### Ministry of Education

45-47 Pipitea Street  
Private Box 1666  
Wellington  
phone: +64 4 463 8000 fax: +64 4 463 8001

The divisions that contribute to the Ministry of Education's activities in tertiary education are:

- Tertiary Education Policy
- Tertiary Sector Performance Analysis and Reporting
- Crown Entity Monitoring Unit
- Māori Education Strategy and Policy
- Education Information and Analysis
- International Education
- Sector and Business Services

#### Tertiary Education Commission

Level 10  
Vector Building  
44 The Terrace  
PO Box 27-048  
Wellington  
phone: +64 4 462 5200 fax: +64 4 462 5400  
email: [info@tec.govt.nz](mailto:info@tec.govt.nz)

#### New Zealand Qualifications Authority

Level 13  
125 The Terrace  
PO Box 160  
Wellington  
phone: +64 4 463 3000 fax: +64 4 802 3112  
email: [helpdesk@nzqa.govt.nz](mailto:helpdesk@nzqa.govt.nz)

#### New Zealand Teachers' Council

Level 7  
93 The Terrace  
PO Box 5326  
Wellington  
phone: +64 4 471 0852 fax: +64 4 471 0870  
email: [inquiries@teacherscouncil.govt.nz](mailto:inquiries@teacherscouncil.govt.nz)

## Key tertiary education agencies

### New Zealand Career Services Rapuara

Level 4, CMC Building  
89 Courtenay Place  
PO Box 9446  
Te Aro  
Wellington  
phone: +64 4 801 5177 fax: +64 4 801 5161  
call free: 0800 222 733  
email: [careers@careers.govt.nz](mailto:careers@careers.govt.nz)

### Career Information Resources Unit

Advice Line: 0800 222 733  
phone: +64 4 801 5177 fax: +64 4 801 5161  
email: [careers@careers.govt.nz](mailto:careers@careers.govt.nz)  
[www.careers.govt.nz](http://www.careers.govt.nz)

### Inland Revenue

National Office  
PO Box 2198  
Wellington  
phone (student loans helpline): 0800 377 778

### StudyLink – Ministry of Social Development

Freepost 113907  
Palmerston North 5301  
freephone: 0800 88 99 00 freefax: 0800 88 33 88  
email: [studylink@msd.govt.nz](mailto:studylink@msd.govt.nz)

## Tertiary education scholarships information

### Funding Information Service Inc.

[www.fis.org.nz](http://www.fis.org.nz)

### Studylink – Ministry of Social Development.

[www.studylink.govt.nz](http://www.studylink.govt.nz)

### New Zealand Vice-Chancellors' Committee

[www.nzvcc.ac.nz](http://www.nzvcc.ac.nz)

## Tertiary education institutions

### The University of Auckland

Private Bag 92019  
Auckland 1142  
NEW ZEALAND  
phone: +64 9 373 7999 (operator)  
phone: +64 9 373 7599 (auto attendant)  
email: [postmaster@auckland.ac.nz](mailto:postmaster@auckland.ac.nz)  
[www.auckland.ac.nz](http://www.auckland.ac.nz)

### Auckland University of Technology

Private Bag 92006  
Auckland 1020

### Akoranga Campus

Main Reception  
AG Building, Level 1  
freephone: 0800 288 864  
phone: +64 9 921 9999 fax: +64 9 921 9985  
[www.aut.ac.nz](http://www.aut.ac.nz)

### Wellesley Campus

Main Reception  
WA Building, Level 2, Wellesley St.  
freephone: 0800 288 864  
phone: +64 9 921 9999 fax: +64 9 921 9985

### The University of Waikato

Te Whare Wānanga o Waikato  
Private Bag 3105  
Hamilton 3240  
phone: +64 7 856 2889 automated: +64 7 838 4466  
fax: +64 7 838 4300  
email: [info@waikato.ac.nz](mailto:info@waikato.ac.nz)  
[www.waikato.ac.nz](http://www.waikato.ac.nz)

### Massey University

Private Bag 11 222  
Palmerston North  
phone: +64 6 356 9099 fax: +64 6 350 5618  
email: [contact@massey.ac.nz](mailto:contact@massey.ac.nz)  
[www.massey.ac.nz](http://www.massey.ac.nz)

### Victoria University of Wellington

PO Box 600  
Wellington 6140  
phone: +64 4 472 1000 (operator)  
phone: +64 4 463 5233 (auto attendant)  
fax: +64 4 499 4601  
[www.vuw.ac.nz/home/index.asp](http://www.vuw.ac.nz/home/index.asp)

## Tertiary education institutions

### University of Canterbury

Private Bag 4800  
Christchurch 8140  
phone: +64 3 366 7001 (operator)  
phone: +64 3 364 2987 (auto attendant)  
[www.canterbury.ac.nz/](http://www.canterbury.ac.nz/)

### Lincoln University

PO Box 84  
Lincoln University Post Office  
Ellesmere Junction Road/Springs Road  
Canterbury 7647  
phone: +64 3 325 2811 fax: +64 3 325 2944  
[www.lincoln.ac.nz](http://www.lincoln.ac.nz)

### University of Otago

PO Box 56  
Dunedin  
phone: +64 3 479 1100 fax: +64 3 479 8692  
email: [university@otago.ac.nz](mailto:university@otago.ac.nz)  
[www.otago.ac.nz/](http://www.otago.ac.nz/)

### Institutes of Technology and Polytechnics

Links to these organisations can be found at: [www.itpnz.ac.nz](http://www.itpnz.ac.nz)

- Aoraki Polytechnic
- Bay of Plenty Polytechnic
- Christchurch Polytechnic Institute of Technology
- Eastern Institute of Technology Hawke's Bay
- Manukau Institute of Technology
- Nelson Marlborough Institute of Technology
- Northland Polytechnic
- Otago Polytechnic
- Southern Institute of Technology
- Tai Poutini Polytechnic
- Tairāwhiti Polytechnic
- Telford Rural Polytechnic
- The Open Polytechnic of New Zealand
- Universal College of Learning
- Unitec
- Waiariki Institute of Technology
- Waikato Institute of Technology
- Wellington Institute of Technology
- Western Institute of Technology at Taranaki
- Whitireia Community Polytechnic

### Wānanga

Links to these organisations can be found at  
[www.tauihu-wananga.maori.nz/](http://www.tauihu-wananga.maori.nz/)

Te Wānanga o Aotearoa  
Te Whare Wānanga o Awanuiārangi  
Te Wānanga-o-Raukawa

## Industry training organisations

Links to these organisations can be found at [www.itf.org.nz](http://www.itf.org.nz)

- Agriculture Industry Training Organisation
- Apparel and Textile Industry Training Organisation
- Aviation, Tourism and Travel Industry Training Organisation
- Boating Industry Training Organisation
- Building & Construction Industry Training Organisation
- Building Service Contractors of NZ
- Careerforce (Community Support Services Industry Training Organisation)
- Competenz Industry Training Organisation – engineering, food and manufacturing
- Electricity Supply Industry Training Organisation
- ElectroTechnology Industry Training Organisation
- Equine Industry Training Organisation
- Extractives Industry Training Organisation
- Fire & Rescue Services Industry Training Organisation
- Flooring Industry Training Organisation
- FITEC (Forest Industries Training and Education Council)
- Hairdressing Industry Training Organisation
- Horticulture Industry Training Organisation
- Hospitality Standards Institute
- Infratrains NZ
- Joinery Industry Training Organisation
- Learning State (Public Sector Training Organisation)
- Local Government Industry Training Organisation
- Motor Industry Training Organisation
- NZ Industry Training Organisation
- NZ Sports Turf Industry Training Organisation
- Opportunity Training Organisation
- Painting Industry Training Organisation
- Pharmacy Industry Training Organisation
- Plastics & Materials Processing Industry Training Organisation
- Plumbing, Gasfitting & Drainlaying Industry Training Organisation
- PrintNZ Training
- Retail Industry Training Organisation
- Retail Meat Industry Training Organisation
- Seafood Industry Training Organisation
- Sport, Fitness & Recreation Industry Training Organisation
- Te Kaiāwhina Ahumahi (Social Services Industry Training Organisation)
- Tranzqual (Transport & Logistics Industry Training Organisation)

## Sector groups

### Aotearoa Māori Providers of Training Education and Employment

80 Queens Drive  
Lyll Bay  
PO Box 2796  
Wellington  
phone: +64 4 387 5640 fax: +64 4 387 5645  
email: teatahou@xtra.co.nz

### Association of Tertiary Education Managers

A TEM New Zealand Branch  
PO Box 13-678  
Christchurch 8013  
phone: +64 3 379 9190 fax: +64 3 379 6607

### Independent Tertiary Institutions

c/- Apartment 5  
125 Molesworth Street  
PO Box 12-249  
Wellington 6144  
phone: 027 449 9447  
email: neil@ncm.co.nz

### Industry Training Federation

Level 2  
276 Cuba Street  
PO Box 24-194  
Wellington 6142  
phone: +64 4 499 8155 fax: +64 4 499 8156  
www.itf.org.nz

### Institutes of Technology and Polytechnics of New Zealand

Level 12, St John's House  
114 The Terrace  
PO Box 10-344  
Wellington  
phone: +64 4 471 1162 fax: +64 4 473 2350  
email: enquiries@itpnz.ac.nz

### New Zealand Association of Private Education Providers

Level 5, Compudigm House  
49 Boulcott St  
PO Box 6411  
Wellington 6141  
phone: +64 4 471 2460 fax: 0800 NZAPEP (692 737)  
email: exec@nzapep.co.nz

### New Zealand Universities Academic Audit Unit

Level 3, West Block  
Education House  
178 Willis St  
PO Box 9747  
Wellington 6141  
phone: +64 4 801 7924 fax: +64 4 801 7926  
email: admin@nzaau.ac.nz

### New Zealand Vice-Chancellors' Committee

Level 11, Orbit Systems House  
94 Dixon Street  
PO Box 11-915  
Wellington 6142  
phone: +64 4 381 8500 fax: +64 4 381 8501  
email: jackie@nzvcc.ac.nz

### Pacific Islands Tertiary Education Providers of New Zealand Inc

c/- PO Box 15-809  
New Lynn  
Auckland  
phone: +64 9 825 0136 fax: +64 9 825 0141  
www.besttraining.ac.nz

### Te Taihū o Ngā Wānanga – The National Association of Wānanga

PO Box 119  
Otaki  
phone: +64 4 233 9343 fax: +64 4 233 0994  
email: info@taihu-wananga-maori.nz

## Students' associations

### New Zealand Union of Students' Associations

Level 3  
354 Lambton Quay  
PO Box 10-191  
Wellington  
phone: +64 4 498 2500 fax: +64 4 473 2391  
email: admin@students.org.nz

### Te Mana Akonga – National Māori University Students' Association

Level 3  
354 Lambton Quay  
PO Box 10-191  
Wellington  
phone: +64 4 498 2506 fax: +64 4 473 2391  
email: tma.kaituhono@xtra.co.nz

## Definitions

### Academic year

The academic year is defined in the Education Act 1989 as a calendar year, 1 January to 31 December.

### Adult and community education

Adult and community education (ACE) enables adults to engage in a range of educational activities in a context that is post-school and relevant to the learner. Most ACE provision does not lead to a qualification. There are few barriers to participation. Provision is generally focused on personal development and skill enhancement while there are also social, civic and community benefits.

There is a range of providers that deliver ACE, including schools, tertiary education institutions, other tertiary education providers (OTEPs), such as Literacy Aotearoa, and community groups.

### Centres of research excellence

The centres of research excellence (CoREs) support leading edge, international standard innovative research that fosters excellence and contributes both to New Zealand's national goals and to knowledge transfer. The centres are primarily inter-institutional research networks, with the researchers working together on a commonly agreed work programme. Each centre is hosted by a tertiary education institution.

### Course

A course is a component of education encompassing teaching, learning, research and assessment. Papers, modules and unit standards are all terms that are sometimes applied to courses. A course or collection of courses forms a programme of study which, if completed successfully, results in the award of a qualification.

### Decile

A school's decile indicates the extent to which a school draws its students from low socio-economic communities. Decile 1 schools are the 10 percent of all schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10 percent of all schools with the lowest proportion of these students.

### Distance education

Distance education occurs when students and the instructor are separated by geographic distance or time. The student's learning is usually facilitated using correspondence study, audio conferencing, video conferencing, email or the internet.

### E-Learning

E-Learning is education, both formal and informal, that uses electronic delivery methods such as internet-based learning delivery packages, CD-ROM, video conferencing, websites or email to manage the relationship between teacher and learners.

### Equivalent full-time student

The equivalent full-time student (EFTS) unit is a measure of the 'size' of each student's enrolment. One equivalent full-time student unit represents the load taken by a student enrolled full-time for one year. Each course is given an EFTS factor that represents its proportion of a full-time, full-year programme of study.

For courses included in the National Qualifications Framework, 1 equivalent full-time student unit is defined as 120 credits on the National Qualifications Framework. Part-time study years are expressed as proportions of an equivalent full-time student, for example, 0.75 EFTS. The equivalent full-time student count taken by a student is the sum of the EFTS units for the courses taken by that student in the year. The equivalent full-time student count for a tertiary education organisation is the sum of the EFTS units for all the students at that organisation in the year.

### Fiscal year

The government's accounting year is based on the fiscal year which is a 12-month period starting on 1 July and finishing on 30 June.

### Full-time/part-time

The terms 'full-time' and 'part-time' describe a student's study load. The expression part-time may be applied to a qualification as well as a student. For example, there are qualifications that are specifically designed for part-time study, e.g. the Massey University MBA. And a student may elect to study a full-time qualification on a part-

time basis, by enrolling in fewer courses than the normal student full-time workload.

The following definition of full-time is used for the purposes of eligibility for student loans and allowances:

Any programme of study of 32 weeks or more and at least 0.8 EFTS is designated full-time/full-year. A programme of study that has a lower EFTS value on a pro rata basis is called part-time. Any programme of study of at least 12 weeks but less than 32 weeks and at least 0.3 EFTS or the equivalent on a pro rata basis (e.g. 24 weeks and 0.6 EFTS) is designated full-time/part-year.

For full information on the student loans and allowances eligibility criteria refer to [www.workandincome.govt.nz/manuals-and-procedures/students/index.htm](http://www.workandincome.govt.nz/manuals-and-procedures/students/index.htm)

### Government training establishments

A government training establishment (GTE) is a government department or a Crown entity, other than a tertiary education institution, approved by the Minister of Education and registered by the New Zealand Qualifications Authority as a tertiary education provider. GTEs offer training, subject to the approval and accreditation requirements of the Education Act 1989.

### Industry training organisations

Industry training organisations (ITOs) facilitate workplace learning for trainees in employment by setting national skill standards for their industry. In addition to providing leadership to industry on skill and training needs, ITOs develop appropriate training arrangements for their industry, monitor training quality and arrange for the assessment of trainees. ITOs also provide information and advice to trainees and their employers.

### Institute of technology

The term 'institute of technology' is a synonym for 'polytechnic'.

### Integrated Funding Framework

The Integrated Funding Framework is the tertiary funding system introduced by the government in 2003. The framework,

operating in the context of charters, profiles and the assessment of strategic relevance, was intended to improve the alignment of funding with the tertiary education strategy. It has been replaced from 2008 by a new funding system, built on investment plans and including a student achievement component, funding for research and a tertiary education organisation component.

#### ISCED level

ISCED refers to the International Standard Classification of Education, developed by UNESCO. It is used by countries and international agencies as a means of compiling internationally comparable statistics on education and identifies the level of that educational provision. For tertiary education, the applicable classifications are:

- post-secondary/non-tertiary (ISCED 4) – while these programmes are included in tertiary education in New Zealand, from an international standpoint they straddle the boundary between upper secondary (ISCED 3) and tertiary education. Examples of such programmes include pre-degree foundation courses and national certificates that lead to higher qualifications
- tertiary education (ISCED 5) – where programmes are largely theoretically based and are intended to provide qualifications for entry into ISCED 6 or a profession with high skills requirements. Level 5A represents more academically or theoretically based study, while level 5B represents more vocationally oriented study. Typical programmes at level 5A include bachelors degrees, honours degrees, masters degrees, and postgraduate diplomas or certificates. Level 5B programmes include undergraduate diplomas and certificates, and
- tertiary education (ISCED 6) – programmes leading to an advanced research qualification. In the New Zealand tertiary education system, only doctorate qualifications fit into this category.

#### National Certificate of Educational Achievement

The National Certificate of Educational Achievement (NCEA) is New Zealand's official national qualification for senior secondary school students. NCEA replaced School Certificate in 2002, Sixth Form Certificate in 2003 and University Bursaries, Entrance and Scholarships in 2004. The NCEA sets national standards. Standards describe the separate skills and knowledge the student is expected to achieve. Standards can include achievement standards relating to the national curriculum and unit standards from the National Qualifications Framework that relate to industry-related skills. Students can gain NCEA credits for all learning in regular school curriculum subjects and in industry-related areas. NCEA provides the bridge between school, the workplace and lifelong learning. Three levels of NCEA can be awarded.

#### National Qualifications Framework

The National Qualifications Framework (NQF) is the unit standards-based system of national qualifications developed by the New Zealand Qualifications Authority. Unit standards are categorised by field of study, which is further broken down into subfields and domains. Standards and national qualifications are also categorised by level of student achievement. Certificates can be awarded up to level 7. Diploma qualifications can be awarded at levels 5, 6 or 7 on the framework, level 7 being equivalent to the level achieved at the end of a first degree.

#### New Zealand Standard Classification of Education

The New Zealand Standard Classification of Education (NZSCED) is a classification used to classify subjects or field of tertiary education study. The classification system consists of three levels – broad, narrow and detailed fields.

#### Other tertiary education providers

Other tertiary education providers (OTEPs) are organisations that deliver programmes of tertiary education or in support of tertiary education of some national significance, and are recognised by the Minister of Education under section 321 of the Education Act 1989.

#### Part-time/full-time

See definitions under full-time/part-time.

#### Pasifika peoples

Pasifika peoples comprise a diverse range of peoples from the South Pacific region or people within New Zealand who have strong family and cultural connections to Pacific Island countries. Pasifika peoples include those who have been born in New Zealand or overseas. It is a collective term used to refer to men, women and children of Samoan, Cook Island, Tongan, Niuean, Tokelauan, Fijian and other Pasifika heritages.

#### Performance-Based Research Fund

The Performance-Based Research Fund (PBRF) is a means of allocating research funding to tertiary education providers. It seeks to reward excellence in research in tertiary education organisations and improve the average quality of research in the tertiary sector. The PBRF allocates funding on the basis of an evaluation of the quality of research, a provider's external research income and its postgraduate research degree completions.

#### Polytechnic

A polytechnic is a public tertiary institution that is characterised by a wide diversity of vocational and professional programmes. Polytechnics are now collectively referred to as institutes of technology and polytechnics (ITPs).

#### Private training establishments

A private training establishment (PTE) is defined in the Education Act 1989 as 'an establishment, other than a public tertiary education institution, that provides post-school education or vocational training'. PTEs include not only privately owned providers, but also those operated by iwi, trusts and other organisations.

#### Programme of study

A programme of study is a collection of courses, classes or work in which a student enrolls that contributes to meeting the requirements for the award of a qualification(s).

### Qualification

A qualification is an official award given in recognition of the successful completion of a programme of study, which has been quality assured by a recognised quality assurance agency. All recognised qualifications are registered on the Register of Quality Assured Qualifications.

### New Zealand Register of Quality Assured Qualifications

The New Zealand Register of Quality Assured Qualifications lists all quality-assured qualifications. The aim of the register is to:

- ensure that all qualifications have a purpose and relation to each other that students and the public can understand
- maintain and enhance learners' ability to transfer credit by the establishment of a common system of credit, and
- enhance and build on the international recognition of New Zealand qualifications.

### Student achievement component

Student achievement component funding provides the government's contribution to the costs of teaching and learning and other costs related directly to student numbers. The volume of provision and the types of courses funded through the student achievement component are approved by the Tertiary Education Commission through each tertiary education organisation's three-year plan.

The student achievement component rates are differentiated by discipline to reflect the costs associated with different types of study. For example, the funding rates for arts courses are lower than those for science courses. There are also differences in the rates of funding per equivalent full-time student paid in the sub-sectors of tertiary education.

### Skill Enhancement

Skill Enhancement is vocational training for young Māori and Pasifika peoples. It is designed to meet the skills required for an identified industry, leading to qualifications recognised by the industry

and incorporating workplace learning in the industry. Programmes lead to a qualification at level 3 or above on the National Qualifications Framework, or equivalent, and are expected to meet the needs of both learners and the labour market and provide support for the learners. Skill Enhancement is delivered in two strands, Rangatahi Māia for young Māori, and Tupulaga Le Lumana'i for young Pasifika peoples.

### Strategic development component

The strategic development component is part of the Integrated Funding Framework designed to support the strategic development of the system. It is a combination of a number of funds including institutional base grants, grants to support participation and achievement by Māori and Pasifika students, grants to support students with disabilities and e-learning and polytechnic regional economic development funds.

### Student allowances

Student allowances are grants designed to provide assistance to those students who are less able to support themselves financially or do not have access to alternative sources of financial support while undertaking full-time study.

### Student component

The Student Component Fund was a key government tertiary education funding mechanism. It was part of the Integrated Funding Framework and used to fund the costs of tuition carried out in public tertiary education institutions. The component replaced the equivalent full-time student funding system. The student component used equivalent full-time student as a measure in the allocation of funding. Government funding of the student component was a subsidy, a contribution towards the cost of tertiary education and training that met part, but not all, of the cost of provision of a course. The subsidies were paid to approved tertiary education providers on behalf of domestic students enrolled in quality-assured courses leading to qualifications.

In 2008, a new funding system was introduced that has three broad

components: funding for the teaching and learning of domestic students – the student achievement component; funding for research; and funding to build tertiary education provider capability – the tertiary education organisation component.

### Tertiary education

Tertiary education comprises all involvement in post-school learning activities. It includes:

- foundation education, such as adult literacy
- certificates and diplomas
- bachelors degrees
- industry training, including Modern Apprenticeship training
- adult and community education, and
- postgraduate qualifications.

### Tertiary education institutions

Tertiary education institutions (TEIs) are public providers of tertiary education. There are five kinds of institution as defined in section 159 of the Education Act 1989:

- universities
- polytechnics and institutes of technology
- colleges of education
- wānanga, and
- 'specialist colleges'.

There were no specialist colleges or colleges of education in New Zealand in 2008.

### Tertiary education organisation component

The tertiary education organisation component is a single fund comprising a core component that supports the distinctive contribution of providers and a strategic component which promotes and supports innovation in teaching and learning and assists providers when

making major changes in their portfolio of provision. There is no tertiary education organisation component set for private training establishments.

#### **Tertiary education organisations**

Tertiary education organisations (TEOs), as defined in section 159B of the Education Act 1989, are all the institutions and organisations that provide or facilitate tertiary education and training. These include:

- public tertiary education institutions
- private training establishments
- other tertiary education providers
- government training establishments, and
- industry training organisations.

#### **Tertiary education providers**

Section 159 of the Education Act 1989 defines tertiary education providers as public tertiary education institutions, private training establishments and government training establishments. The definition does not include industry training organisations.

#### **Tertiary-type A**

The Organisation for Economic Co-operation and Development (OECD) classifies qualifications at ISCED Level 5 into tertiary-type A education and tertiary-type B. Tertiary-type A programmes (ISCED 5A) are largely theory-based and are designed to provide sufficient qualifications for entry to advanced research programmes and professions with high skill requirements. They have a minimum cumulative theoretical duration (at tertiary level) of three years or more full-time equivalent study, although they may last four or more years. In the case of New Zealand, tertiary-type A qualifications include bachelors degrees, graduate certificates and diplomas and all postgraduate-level qualifications, except doctorates. (See also the ISCED level definition.)

#### **Tertiary-type B**

Tertiary-type B programmes (ISCED 5B) are typically shorter and focus on practical technical or occupational skills for direct entry into the labour force. They have a minimum duration of two years' full-time equivalent study at tertiary level. (See also the ISCED level definition.)

#### **Training Incentive Allowance**

The Training Incentive Allowance (TIA) is designed to provide financial assistance to people receiving a Domestic Purposes Benefit, an Invalid's Benefit, a Widow's Benefit, or an Emergency Maintenance Allowance to enable them to undertake employment-related training.

#### **Training Opportunities**

The Training Opportunities programme is targeted towards job seekers, aged 18 years or more, long-term unemployed with low qualifications, people with disabilities, certain benefit recipients, refugees, ex-prisoners, or Work and Income priority clients. Training is free for trainees, usually includes work-based learning and is designed to provide trainees with practical pathways to employment or further education.

#### **Tuition fees**

Tuition fees are the fees charged to students by tertiary education providers.

#### **Tuition subsidies**

Tuition subsidies or the money that is appropriated by the government through Vote Education and used to provide subsidies through the student component or student achievement component for valid student enrolments offered by recognised providers.

#### **University**

A university is a public tertiary education institution that is primarily concerned with advanced learning and knowledge, research and teaching to a postgraduate level.

#### **Wānanga**

A wānanga is a public tertiary institution that provides programmes with an emphasis on the application of knowledge

regarding ahuatanga Māori (Māori traditions) according to tikanga Māori (Māori custom).

#### **Youth Training**

Youth Training provides a bridge towards employment, further education or training for school leavers with low or no qualifications. It aims to significantly raise the educational and vocational achievement of eligible young people while providing opportunities for them to explore work options. Youth Training is characterised by innovation, providing a diverse range of learning opportunities shaped according to the learning needs and vocational goals of the young person. It develops young people as independent learners preparing for the world of work.

## Acronyms

ACE	Adult and community education	ITP Quality	Institutes of Technology and Polytechnics Quality	TOPNZ	The Open Polytechnic of New Zealand
ALAF	Adult Literacy Achievement Framework	LLN	Literacy, Language and Numeracy	TWOA	Te Wānanga o Aotearoa
ALL	Adult Literacy and Life Skills Survey	MoRST	Ministry of Research, Science and Technology	UBSH	Unemployment Benefit Student Hardship
ALQM	Adult Literacy Quality Mark	MSD	Ministry of Social Development	WBSDF	Workbase Basic Skills Development Fund
AMPTEE	Association of Māori Providers of Tertiary Education and Employment	NCEA	National Certificate of Educational Achievement	WINHEC	World Indigenous Nations Higher Education Consortium
APPEL	Association of Private Providers of English Language	NQF	National Qualifications Framework	WIPCE	World Indigenous Peoples Conference on Education
ATEM	Association of Tertiary Education Managers	NSN	National Student Number		
CLANZ	Community Learning Aotearoa New Zealand	NZAPEP	New Zealand Association of Private Education Providers		
COP	Code of Practice for the Pastoral Care of International Students	NZIS	New Zealand Income Survey		
CoRE	Centre of research excellence	NZQA	New Zealand Qualifications Authority		
CPI	Consumers Price Index	NZSCED	New Zealand Standard Classification of Education		
CRI	Crown research institute	NZUAAU	New Zealand Universities Academic Audit Unit		
CUAP	The Committee on University Academic Programmes	NZVCC	New Zealand Vice-Chancellors' Committee		
e-CDF	e-Learning Collaborative Development Fund	OECD	Organisation for Economic Co-operation and Development		
EFTS	Equivalent full-time student	OTEP	Other tertiary education provider		
ELSI	Economic Living Standard Index	PBRF	Performance-Based Research Fund		
ERO	The Education Review Office	PITPONZ	Pacific Islands Training Providers of New Zealand		
ESOL	English for Speakers of Other Languages	PTE	Private training establishment		
FCCM	Fee and Course Costs Maxima	REAP	Rural Education Activities Programme		
FRST	Foundation for Research, Science and Technology	SAC	Student achievement component		
FTE	Full-time equivalent	SLS	Student Loan Scheme		
GTE	Government training establishment	SNZ	Statistics New Zealand		
HLFS	Household Labour Force Survey	SPF	Strategic Priorities Fund		
HRC	Health Research Council	SSG	Special Supplementary Grant		
IALS	International Adult Literacy Survey	STAR	Secondary-Tertiary Alignment Resource		
IDF	Innovation and Development Fund	STEP	Statement of tertiary education priorities		
IIQABCG	Inter-Institutional Quality Assurance Bodies Consultative Group	STM	Standard Training Measure		
ISCED	International Standard Classification of Education	TANZ	Tertiary Accord of New Zealand		
ITF	Industry Training Federation	TCS	The Correspondence School		
ITI	Independent Tertiary Institutions	TEC	Tertiary Education Commission		
ITO	Industry training organisation	TEI	Tertiary education institution		
ITPNZ	Institutes of Technology and Polytechnics of New Zealand	TEOC	Tertiary education organisation component		
		TEO	Tertiary education organisation		
		TEP	Tertiary education provider		
		TES	Tertiary education strategy		
		TIA	Training Incentive Allowance		

## Technical notes

The information in this report needs to be used in conjunction with these technical notes.

Most of the education statistics provided in *Profile & Trends 2007* are derived from the enrolment and completion collections (Single Data Returns) provided by tertiary education providers to the Ministry of Education.

The reference period used in this report is the year ended 31 December 2007, unless otherwise indicated.

Information and statistics have also been provided by the Tertiary Education Commission, the New Zealand Qualifications Authority, the Ministry of Social Development, Inland Revenue, Career Services, Statistics New Zealand and other government agencies, as well as the Industry Training Federation and quality assurance agencies.

On pages 232 to 236 there are comprehensive definitions of the sector-related concepts used in this report and descriptions of the many tertiary education organisations. A full list of acronyms used is also provided.

### Analytical tables

Most of the information that underlies the analysis in *Profile & Trends 2007* is also released on the Ministry of Education's website in a set of analytical tables: [www.educationcounts.govt.nz/statistics/tertiary/index.html](http://www.educationcounts.govt.nz/statistics/tertiary/index.html)

In using this data, care needs to be taken to read the footnotes provided in the tables and these technical notes.

### Attrition rate

The first-year attrition rate is the proportion of students that start a qualification, do not complete it and who are not enrolled in the following year.

### Blank cells in tables

These relate to data that is missing, not available or not applicable.

### Counting methods

Generally, students are counted in each category they belong to, but only once in the total student count. For example, students who identify with more than one ethnic group

have been counted in each group. This means that the sum of the students in each ethnic group may exceed the total student count.

Where the above method of counting is not possible due to constraints of data sources, it is noted in the accompanying text.

Tables typically do not include rows specifically for students with unknown values, for example, no ethnic group given. However, those students are included in the total.

Note: Institutions are counted in the group they belong to in that particular year regardless of subsequent regroupings that have occurred. For example, a number of colleges of education have merged with universities, while the Auckland Institute of Technology was redesignated as the Auckland University of Technology in 2000. In some cases this means that there will be shifts in trend lines that are attributable to changes in the classification of organisations.

### Credits

The New Zealand Register of Quality Assured Qualifications describes the typical learning effort required to achieve a qualification in terms of credits. A full year of study is 120 credits, which equates to 1,200 notional learning hours (including teaching, classroom activities and study). The minimum number of credits required for a certificate is 40 credits.

### Disability

Figures for students with disabilities are based on students' self-reporting of having a disability at the time of enrolment. The recommended question for providers to include on their enrolment form is "Do you live with the effects of significant injury, long-term illness, or disability?" However, the actual question used may vary among providers. Providers are also required to provide information on how many students access disability support services.

### Equivalent full-time student

The equivalent full-time student (EFTS) unit is a measure of the 'size' of each student's enrolment. One equivalent full-time student unit represents the load taken by a student enrolled full-time for one year. Each course is given an EFTS factor

that represents its proportion of a full-time, full-year programme of study.

For courses included in the National Qualifications Framework, 1 equivalent full-time student unit is defined as 120 credits on the National Qualifications Framework. Part-time study years are expressed as proportions of an equivalent full-time student, for example, 0.75 EFTS. The equivalent full-time student count is the sum of the EFTS units for a year.

### Highest school qualification

This information is collected by the enrolling tertiary institution from the student at the time of enrolment. It may or may not be verified by the institution.

### Participation rate

The tertiary education participation rate is the total domestic student enrolment count expressed as a percentage of the population aged 15 and over.

Age-standardised rates are also provided for males and females and different ethnic groups. The rates have also been adjusted using the 2007 national age distribution estimates to produce age-standardised participation rates. These provide fairer comparisons by estimating what the rate would be if the student ages matched the 2007 national age distribution.

### Prior activity

Prior activity refers to the student's main activity at 1 October in the year prior to the first year of formal enrolment with the student's current provider.

### Progression rate

The progression rate is the proportion of students that have completed a qualification in any one year and who subsequently enrol in further study.

The direct progression rate is the proportion of completing students who enrol for further study in the year following qualification completion.

The five-year progression rate for 2005 is the proportion of completing students

who enrol in further study at some time in the following five years.

Note: Progression rates for groups with fewer than 30 students are not reported.

### Qualifications

The qualification categories referred to in this report in chapter 4 on the outcomes of tertiary education are defined as follows:

- 'Bachelors or higher qualifications' refers to bachelors degrees, postgraduate degrees and postgraduate diplomas and certificates.
- 'Other tertiary qualifications' refers to university certificates/diplomas, teaching certificates/diplomas, nursing certificates/diplomas, New Zealand certificates/diplomas, technician's certificates, local polytechnic certificates/diplomas, and trade certificates or advanced trade certificates.
- 'School qualifications' refers to year 11, 12 and 13 qualifications and overseas school qualifications.

### Qualification completion rate

Students are considered to have completed a qualification when they have fulfilled all the academic requirements for that qualification. This means the qualification does not necessarily have to be conferred.

The qualification completion rate is the proportion of students who have started a registered qualification and have completed this after a defined period (often five years).

Note: Retention and completion rates for groups with fewer than 30 students are not reported.

### Reliability of estimates

This report includes information from the *Household Labour Force* and the *New Zealand Income Surveys* conducted by Statistics New Zealand. Errors from these surveys are divided into two classes. Non-sampling error includes errors arising from biases in the patterns of response and non-response, inaccuracies in reporting by respondents, and errors in the recording and coding of data. Sampling error is a measure of the variability that occurs by

chance because a sample, rather than an entire population, was surveyed.

The sample estimates from these surveys for ethnic groups such as Māori and Pasifika tend to be less stable due to a larger sampling error than that achieved for larger population groups. Similarly, smaller age groups, such as those with a tertiary qualification aged 65 and over, tend to have higher sampling errors. Caution should therefore be exercised in interpreting the estimates for these smaller groups. More technical information about these surveys is available from the Statistics New Zealand website.

### Research top-ups funding

The funding for research top-ups and foreign-based research is an estimate only. The top-ups funding is calculated by multiplying the number of government-funded equivalent full-time students at degree level and above by the margin between the non-degree funding rate and the various funding rates for bachelors degrees, postgraduate-taught and postgraduate-research. The funding for foreign postgraduate research-based students is calculated by multiplying the number of government-funded equivalent full-time students by the rate at which they are funded.

### Retention rate

The first-year retention rate is the proportion of students that start a qualification and who either have completed it or are enrolled in the following year.

### Students/learners

The main methods of counting tertiary students used in this report are listed below:

1. Student enrolment counts refer to the number of students enrolled at any time during the year with a tertiary education provider in:
  - a recognised qualification listed on the New Zealand Register of Quality Assured Qualifications, and
  - a programme of study that is greater than 0.03 EFTS (more than one week's full-time study).

2. Industry training enrolments refer to the number of learners enrolled any time during the year in training funded and approved by an industry training organisation.
3. Separate counts are provided in this report of learners undertaking programmes such as adult and community education and following formal courses of less than or equal to 0.03 EFTS (less than one week's full-time study).

Students can be included in more than one of the above counts. For example, off-job industry training involves formal study with a tertiary education organisation so learners will be counted in student enrolments and industry training. Currently, it is not possible to accurately identify where the counts overlap. In Table 5.1 an estimate has been made of the total number of students engaged in count 1 listed above.

Unless otherwise stated, counts relate to students or learners enrolled at any time during the year.

Excluded from the student enrolment counts prior to 1999 are students enrolled in private training establishments and other tertiary education providers recognised under section 321 of the Education Act 1989.

Also excluded from the student enrolment counts are students enrolled with private training establishments and other tertiary education providers that do not receive tuition subsidies.

However, information on Training Opportunities and Youth Training includes all contracted providers, including those that neither received tuition subsidies nor were approved for student loans or allowances.

### Study load

A student's study load is the total equivalent full-time student unit value of all qualifications enrolled in during the current year.

### Study type

Study type is a measure of a student's full-time/part-time status. This measure is based on a student's formal enrolments with all

providers for a single calendar year.

Study type has four values:

- 1 = 'studying full-time for the full year'
- 2 = 'studying full-time for part of the year'
- 3 = 'studying part-time for the full year'
- 4 = 'studying part-time for part of the year'

A full year is treated as 32 or more weeks in a calendar year, while full-time and part-time are based on the student loan entry threshold method for determining full-time/part-time.

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## Useful Links

### New Zealand education statistics and research

[www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)

### Ministry of Education

[www.minedu.govt.nz](http://www.minedu.govt.nz)

[www.steo.govt.nz](http://www.steo.govt.nz)

(Services for Tertiary Education Organisations)

[www.minedu.govt.nz/goto/crens](http://www.minedu.govt.nz/goto/crens)

(Crown Entities Monitoring)

### Tertiary Education Commission

[www.tec.govt.nz](http://www.tec.govt.nz)

### New Zealand Qualifications Authority

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

### Career Services Rapuara

[www.careers.govt.nz](http://www.careers.govt.nz)

### Association of Tertiary Education Managers

[www.atem.org.au](http://www.atem.org.au)

### Funding Information Service

[www.fis.org.nz](http://www.fis.org.nz)

### Gateway to New Zealand Government

[www.newzealand.govt.nz](http://www.newzealand.govt.nz)

### Industry Training Federation

[www.itf.org.nz](http://www.itf.org.nz)

### Inland Revenue

[www.ird.govt.nz](http://www.ird.govt.nz)

### Institutes of Technology and Polytechnics of New Zealand

[www.itpnz.ac.nz](http://www.itpnz.ac.nz)

### Ministry of Research, Science and Technology

[www.morst.govt.nz](http://www.morst.govt.nz)

### Ministry of Social Development

[www.msd.govt.nz](http://www.msd.govt.nz)

### New Zealand Association of Private Education Providers

[www.nzapep.co.nz](http://www.nzapep.co.nz)

### New Zealand Teachers' Council

[www.teacherscouncil.govt.nz](http://www.teacherscouncil.govt.nz)

### New Zealand Universities Academic Audit Unit

[www.nzuaau.ac.nz](http://www.nzuaau.ac.nz)

### New Zealand University Students' Association

[www.students.org.nz](http://www.students.org.nz)

### New Zealand Vice-Chancellors' Committee

[www.nzvcc.ac.nz](http://www.nzvcc.ac.nz)

### Pacific Islands Training Providers of New Zealand

[www.pitponz.org.nz](http://www.pitponz.org.nz)

### StudyLink

[www.studylink.govt.nz](http://www.studylink.govt.nz)

### New Zealand Tertiary Education Portal

[www.ted.govt.nz](http://www.ted.govt.nz)

### New Zealand Education Portal

[www.edCentre.govt.nz](http://www.edCentre.govt.nz)

