

7 STUDENTS IN LEVEL 1 TO 3 PROVIDER-BASED QUALIFICATIONS

AN OVERVIEW

Level 1 to 3 qualifications cover provision funded in a range of ways. Most provision at these levels is funded through the student achievement component and includes enrolments in level 1 to 3 certificate courses at polytechnics, wānanga and private training establishments. These courses can be divided into those that cover vocational certificates, which focus on work-related skills, and foundation certificates, which focus on general skills, literacy and language. For people disadvantaged in the labour market, the government provides targeted training programmes through Training Opportunities and Youth Training. In addition, schools purchase courses at levels 1 to 3 from tertiary education providers through the Secondary-Tertiary Alignment Resource (STAR). Not many international students study at this level.

Enrolments in provider-based level 1 to 3 certificates have continued to decrease. The number of students in vocational certificates decreased from 2007 to 2008 by 12 percent and in foundation certificates by 14 percent. Over the same period, the number of students in Youth Training decreased by 2.8 percent. Contrary to this trend, the number of students in Training Opportunities increased from 2007 to 2008 by 3.1 percent.

The decreases in certificate-level enrolments reflect both the continued effects of policy and funding changes introduced in 2005 as well as improvements in the labour market in the period up to the middle of 2008. This was before the employment effects of the current recession had begun to be felt. Most people enrolled in level 1 to 3 certificates were already in employment and the strong labour market made work more attractive than continuing in study. This is also evident in the decreasing retention, completion and progression rates for students in level 1 to 3 certificates. The decrease in Youth Training numbers is also due to tighter restrictions on gaining exemptions from school, which can be seen most clearly in the reduced number of under-16-year-olds on the programme.

The decreased participation has also been the result of the full implementation of reviews of quality and relevance of provision at this level, as described in the 2006 edition of *Profile & Trends*. This has had an impact on the number of students in foundation certificates and in courses of less than one week. The outcomes of these reviews were carried through into the agreements made for the 2008 to 2011 investment plans of tertiary education organisations.

2009 YEAR

Information available as at April 2009 indicates that the number of domestic students enrolled at providers in level 1 to 3 certificates will continue to decline. Despite fewer students enrolling, there was an increase in the equivalent full-time student count at this level, implying a shift to more full-time study. Early indications are that the number of international students studying at this level has increased in 2009, after a period of consistent decline.

The government announced that the new Youth Guarantee programme will start in 2010, providing up to 2,000 full-time equivalent student unit places for 16 and 17 year-olds to study vocational certificates at tertiary education providers. The places will be targeted to students who might otherwise have left education entirely and will provide free study towards level 1 to 3 qualifications at polytechnics, wānanga and private training establishments.

STUDENTS IN LEVEL 1 TO 3 QUALIFICATIONS

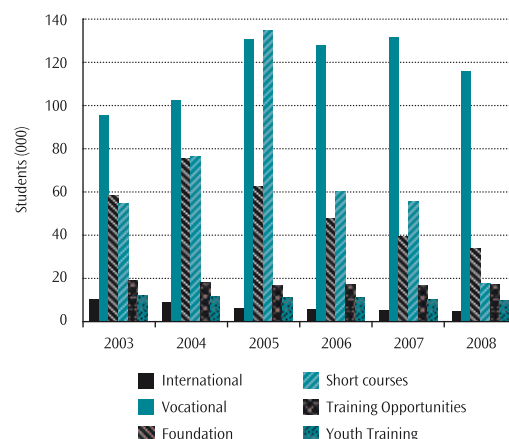
The number of students at levels 1 to 3 peaked in 2005 and since then has decreased. The decreases have been due to tighter funding rules (particularly for short courses) and to improvements in the labour market during this period, making work more attractive than study.

The largest decrease has been in the number of short courses and in foundation education. The number in vocational education courses has remained steadier.

Training Opportunities and Youth Training make up a relatively small part of the provision, as do international enrolments.

Source: Ministry of Education and Tertiary Education Commission.

Figure 7.1: Students in level 1 to 3 qualifications



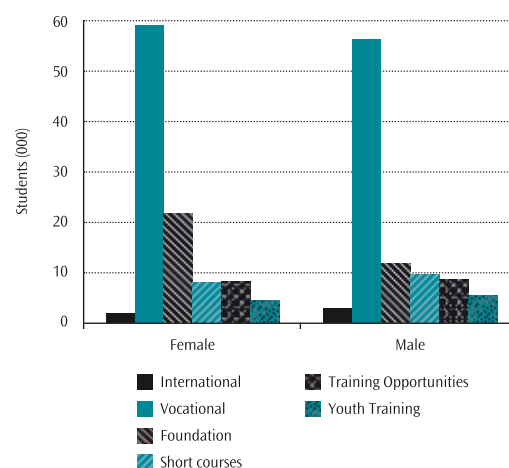
STUDENTS AT LEVELS 1 TO 3 BY GENDER

There were larger numbers of women than men enrolled in vocational and foundation certificates.

There was a larger proportion of men than women among international students, and those in short courses and Youth Training.

Source: Ministry of Education and Tertiary Education Commission.

Figure 7.2: Students at levels 1 to 3 in 2008 by gender



INTERNATIONAL STUDENTS AT LEVELS 1 TO 3

The number of international students enrolled at levels 1 to 3 has been decreasing, from 10,200 in 2003 to 4,700 in 2008. However, in terms of equivalent full-time student units, international enrolments increased from 2007 to 2008 by 11 percent to 2,460. Thirty-eight percent of international students were enrolled in English language courses in 2008.

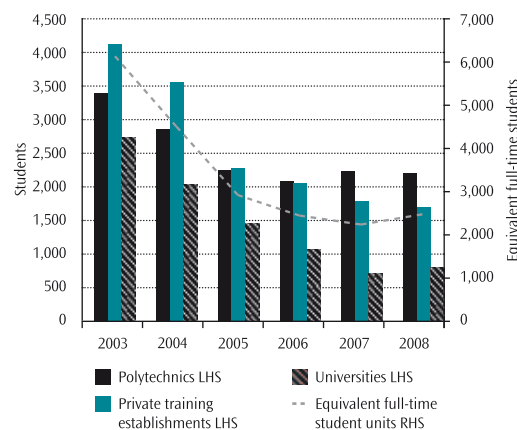
International students in level 1 to 3 qualifications in 2008:

Total	4,700	(same as 2007)
Polytechnics	2,200	(down 1.2% on 2007)
Private training establishments	1,710	(down 4.9% on 2007)
Universities	811	(up 13% on 2007)

Country of origin for international students in level 1 to 3 qualifications in 2008:

Asia	3,110	(down 8.1% on 2007)
Europe	420	(same as 2007)
Middle East	400	(up 62% on 2007)
Pacific	380	(up 44% on 2007)

Figure 7.3: International students in level 1 to 3 qualifications



STUDENT ACHIEVEMENT COMPONENT-FUNDED LEARNERS

STUDENTS IN VOCATIONAL CERTIFICATES

Level 1 to 3 vocational certificates provide entry-level trade skills.* The number of students enrolled in vocational certificates increased steadily from 2002 to 2006 but decreased overall from 2007 to 2008.

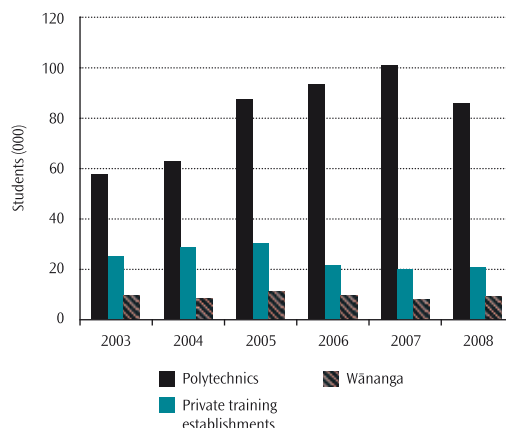
Students in vocational certificates in 2008:

Total	116,000	(down 12% on 2007)
Polytechnics	85,400	(down 15% on 2007)
Private training establishments	20,400	(up 2.1% on 2007)
Wānanga	8,890	(up 16% on 2007)

Expressed as equivalent full-time student units, enrolments in vocational certificates totalled 35,900 in 2008, which was down 1.3 percent on 2007.

* Vocational qualifications are defined here as those that are not classified as foundation education qualifications, which are described later in this chapter.

Figure 7.4: Students in vocational certificates at polytechnics, wānanga and private training establishments



CHARACTERISTICS OF VOCATIONAL STUDENTS

Characteristics of students in vocational certificates in 2008:

Employed in the year prior to enrolment	60%
No school qualifications	36%
Female	51%
Aged 25 years and over 70%, aged 40 years and over 40%.	
Europeans 65%, Māori 23%, Pasifika 8.5%, Asians 7.3%, other ethnic groups 2.9%.	

Note: Students are counted in each ethnic group they affiliate with.

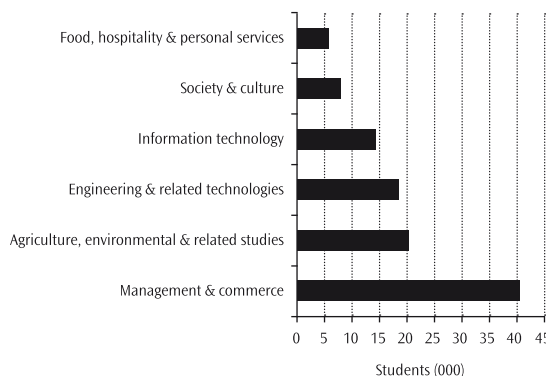
FIELD OF STUDY FOR VOCATIONAL CERTIFICATES

In 2008, just over a third of students in level 1 to 3 vocational certificates were enrolled in management and commerce. The next largest numbers were enrolled in agriculture, environmental and related studies, and engineering and related technologies.

Students in vocational certificates in 2008:

Management & commerce	40,400	(up 0.8% from 2007)
Agriculture, environmental & related studies	20,300	(down 26% from 2007)
Engineering & related technologies	18,500	(down 25% from 2007)
Information technology	14,300	(same as 2007)
Society & culture	7,880	(down 7.3% from 2007)
Food, hospitality & personal services	5,800	(up 1.9% from 2007)

Figure 7.5: Students in vocational certificates by field of study



STUDENT ACHIEVEMENT COMPONENT-FUNDED LEARNERS

STUDENTS COMPLETING VOCATIONAL CERTIFICATES*

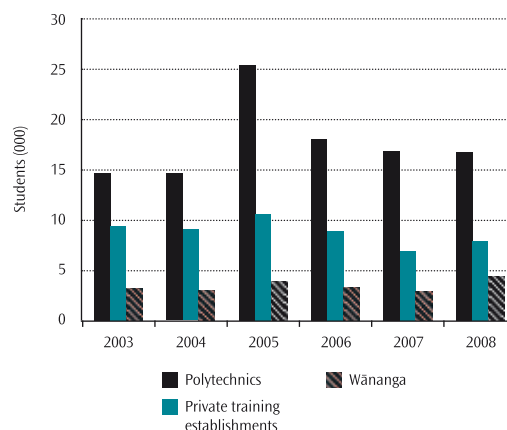
The number of students completing level 1 to 3 vocational certificates has been reasonably steady, with the exception of a significant rise in 2005.

Completions of vocational certificates in 2008:

Total	29,500	(up 8.0% on 2007)
Polytechnics	16,700	(same as 2007)
Private training establishments	7,950	(up 14% on 2007)
Wānanga	4,310	(up 49% on 2007)

* The completion numbers include all vocational certificates completed by domestic students through a tertiary education provider, irrespective of how the students were funded.

Figure 7.6: Students completing vocational certificates at polytechnics, wānanga and private training establishments



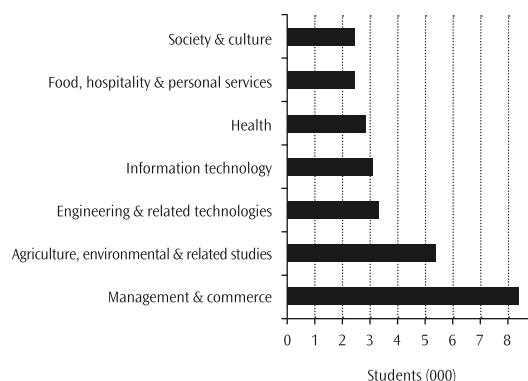
COMPLETIONS OF VOCATIONAL CERTIFICATES BY FIELD OF STUDY

In 2008, 28 percent of completed certificates were in management and commerce.

Completions of vocational certificates in 2008:

Management & commerce	8,370	(up 10% on 2007)
Agriculture, environmental & related studies	5,350	(same as 2007)
Engineering & related technologies	3,300	(up 1.1% on 2007)
Information technology	3,090	(up 19% on 2007)
Health	2,830	(up 30% on 2007)

Figure 7.7: Students completing vocational certificates by field of study



STUDENTS IN FOUNDATION CERTIFICATES

Foundation certificates include programmes to develop work and study skills, English language, English as a second or other language, and te reo and tikanga Māori.

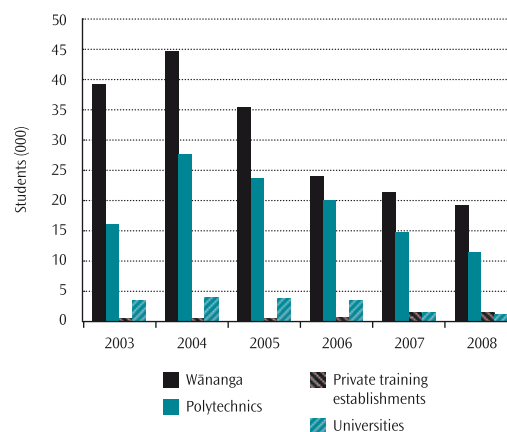
After peaking in 2004, the number of students in foundation certificates has decreased significantly.

Students in foundation certificates in 2008:

Total	33,400	(down 14% on 2007)
Wānanga	19,200	(down 10% on 2007)
Polytechnics	11,400	(down 23% on 2007)

Expressed as equivalent full-time student units, enrolments in foundation certificates totalled 13,900 in 2008, down 9.1 percent on 2007.

Figure 7.8: Students in foundation certificates by sub-sector



STUDENT ACHIEVEMENT COMPONENT-FUNDED LEARNERS

STUDENTS IN FOUNDATION EDUCATION

Over half of all students in foundation certificates (58 percent) were in four programmes provided by Te Wānanga o Aotearoa:

Mauri Ora	(9,960 students/3,040 equivalent full-time student units)
Te Ara Reo Māori	(3,930 students/2,780 equivalent full-time student units)
English for Speakers of Other Languages	(2,840 students/1,340 equivalent full-time student units)
National Certificate of Employment Skills	(2,520 students/620 equivalent full-time student units)

BACKGROUND CHARACTERISTICS OF FOUNDATION STUDENTS

In 2008, more than half of the students in foundation certificates (53 percent) were employed prior to study rather than entering study from unemployment or as a school leaver. This compared to 35 percent in 2003, reflecting the improved employment market in 2008.

Characteristics of students in foundation certificates in 2008:

No school qualifications	41%
Females	65%
Aged 25 years and over	83%
aged 40 years and over	51%
Europeans	43%
Māori	43%
Asians	16%
Pasifika	5.9%
other ethnic groups	3.5%

Note: Students are counted in each ethnic group they affiliate with.

Figure 7.9: Students in foundation certificates by prior activity



FEWER ENROL IN SHORT COURSES

The number of students enrolling in courses of one week or less decreased further in 2008. Most of the decrease was in construction-site safety courses, which were no longer funded by the government.

Students in short courses in 2008:

Total students	17,570	(down 68% on 2007)
Equivalent full-time student units	450	(down 67% on 2007)
Polytechnics	97%	

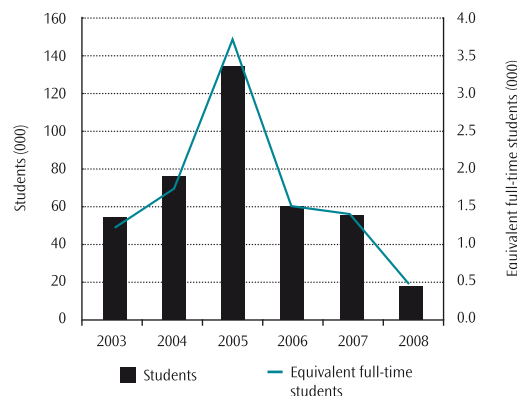
Common subject areas for students in short courses in 2008:

Computer skills for the office	18%
Parenting skills	16%
Truck & other transport licences	5.4%

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

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

Figure 7.10: Students in courses of one week or less



STUDENT ACHIEVEMENT COMPONENT-FUNDED LEARNERS

FEWER STUDENTS STAY IN STUDY¹

The proportion of students who either completed a qualification or continued in study after a year has decreased since 2003 as the labour market improved and students chose work over completing study.

First-year retention rates in 2008 (for students who started study in 2007):

All students 61% (down from 62% for students starting in 2006)

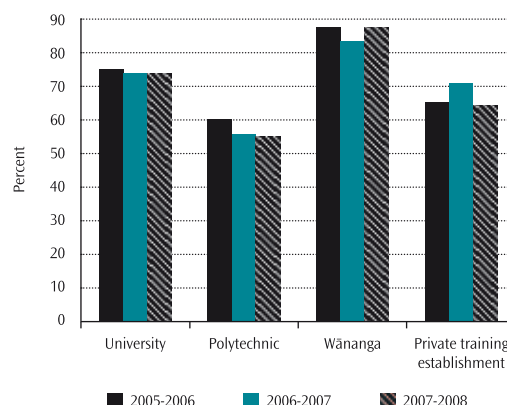
Wānanga had the highest rate at 88%.

Women had a higher rate at 70%, compared to 53% for men.

Asian students had the highest rate at 75%, followed by Māori and Pasifika both at 67%.

Students aged 18 to 19 years had the highest rate at 70%.

Figure 7.11: First-year retention rates of students in level 1 to 3 certificates by sub-sector



FEWER STUDENTS COMPLETING CERTIFICATES

The proportion of students completing certificates within three years of starting study decreased from 44 percent (for those who started study in 2003) to 35 percent (for those who started study in 2006).

Completion rates were highest for students who started study before they turned 20 years old. In 2008, the proportion of under-18-year-olds completing a qualification within three years increased while for the other age groups it fell.

Three-year completion rates in 2008 (for students who started study in 2006):

All students 35% (down from 41% for students starting in 2005)

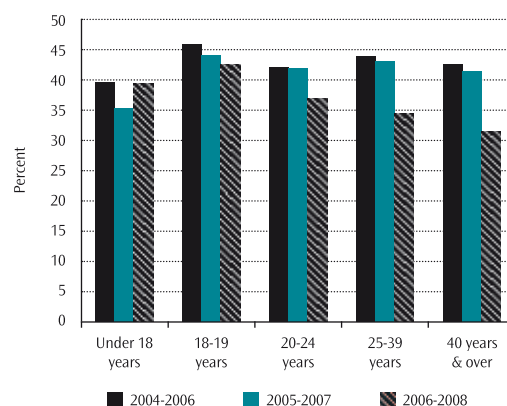
Wānanga had the highest rate at 61%.

Women had a higher rate at 42%, compared to 29% for men.

Asian students had the highest rate at 55%, followed by Pasifika at 37%.

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

Figure 7.12: Three-year completion rates of students in level 1 to 3 certificates by age group



FEWER STUDENTS MOVING TO HIGHER-LEVEL STUDY

The overall proportion of students who started a level 1 to 3 certificate in 2003 and progressed to higher-level study within five years of starting study decreased, reflecting the improved employment market. Pasifika students were the only group to have an increased proportion in 2008, than in 2007, progressing to higher-level study.

Five-year progression rates in 2008 (for students who started study in 2003):

All students 34% (down from 37% for students who started in 2002)

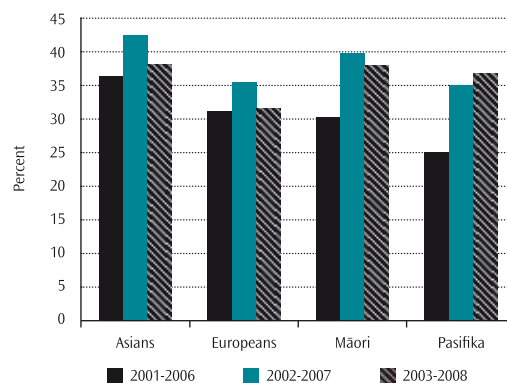
Universities had the highest rate at 65%.

Women had a higher rate at 37%, compared to 31% for men.

Asian and Māori students had the highest rate at 38%, followed by Pasifika at 37%.

Students aged 18 to 19 years had the highest rate at 53%.

Figure 7.13: Five-year progression rates of students in level 1 to 3 certificates by ethnic group



1. The statistics on retention, completion and progression cover provider-based domestic students in level 1 to 3 certificates of more than one week's duration.

TARGETED TRAINING PROGRAMMES

PARTICIPATION IN TRAINING OPPORTUNITIES

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

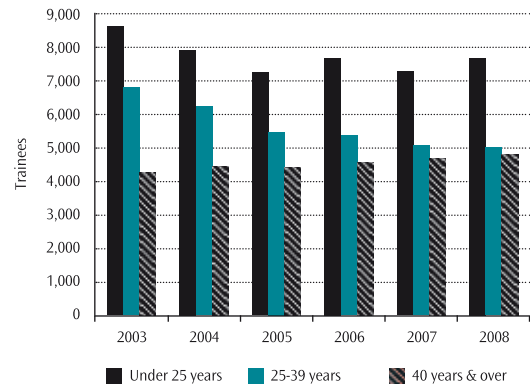
The number of trainees in Training Opportunities increased between 2007 and 2008, for the first time in several years.

Number of trainees in 2008:

Total	16,900	(up 3.1% on 2007)
Women	49%	
Māori 42%, Europeans 37%, Pasifika 13%, Asians 6%, other ethnic groups 5%.		
Aged 18 to 24 years 45%, aged 25 to 39 years 30%, aged 40 years and over 38%.		

Source: Tertiary Education Commission.

Figure 7.14: Trainees in Training Opportunities by age group



CREDITS GAINED IN TRAINING OPPORTUNITIES

The distribution of credits gained on the National Qualifications Framework through Training Opportunities was similar in 2008 to that in 2007.

Credits gained through Training Opportunities in 2008:

No credits	39%	(38% in 2007)
1-20 credits	34%	(35% in 2007)
More than 20 credits	27%	(27% in 2007)

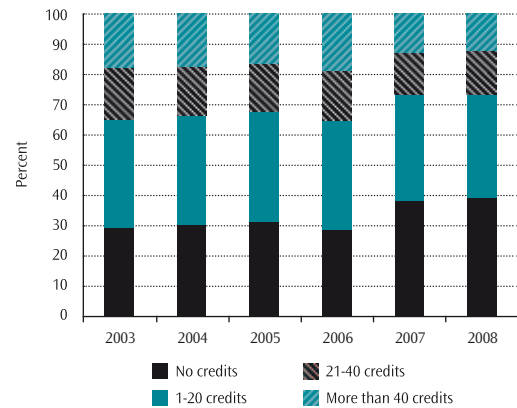
Proportion with no credits: other ethnic groups 43%, Māori 41%, Pasifika 40%, Europeans 38%, Asians 33%.

Men 42%, women 37%.

Note: Students are counted in each ethnic group they affiliate with.

Source: Tertiary Education Commission.

Figure 7.15: Credits gained by trainees in Training Opportunities



OUTCOMES OF TRAINING OPPORTUNITIES

In 2008, a slightly lower proportion of trainees went on to employment than in 2007, and a slightly higher proportion went on to further education and training. Outcomes are measured within two months of trainees finishing their course.

Outcomes achieved by trainees in Training Opportunities in 2008:

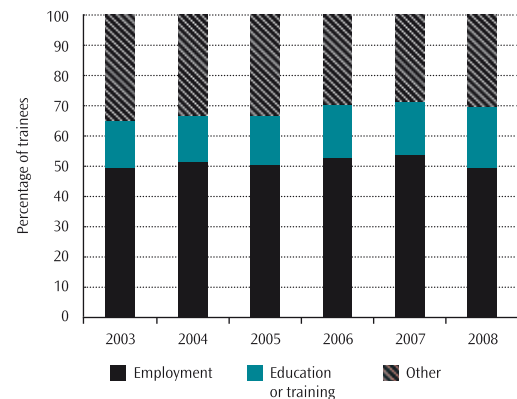
To employment	49%	(54% in 2007)
To education and training	20%	(18% in 2007)

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

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

Source: Tertiary Education Commission.

Figure 7.16: Outcome achieved by trainees in Training Opportunities



TARGETED TRAINING PROGRAMMES

PARTICIPATION IN YOUTH TRAINING

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

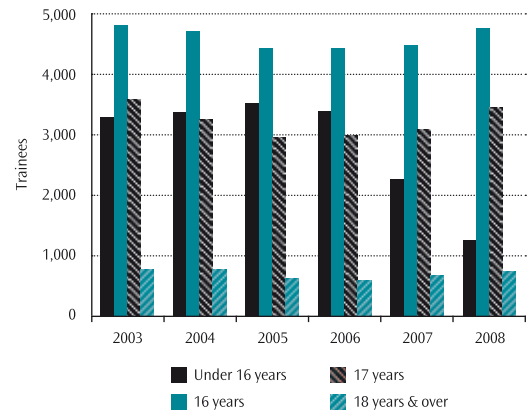
The number of trainees in Youth Training decreased in 2008, largely as a result of tightening up of early leaving exemptions from school.

Trainees in Youth Training in 2008:

Total	9,680	(down 2.8% on 2007)
Females	45%	
Māori 46%, Europeans 39%, Pasifika 13%, other ethnic groups 1.5%, Asians 1.2%.		
Aged under 16 years 13%, aged 16 years 49%, aged 17 years 36%, aged 18 years and older 7.6%.		

Source: Tertiary Education Commission.

Figure 7.17: Trainees in Youth Training by age group



CREDITS GAINED IN YOUTH TRAINING

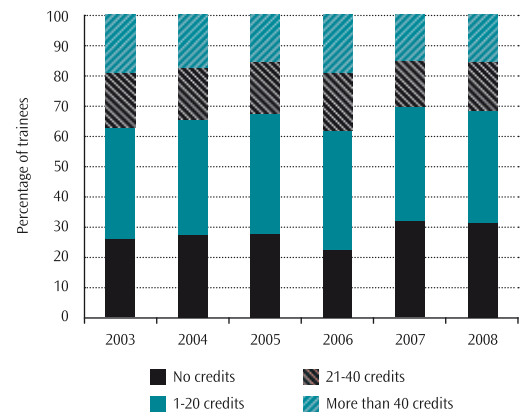
The distribution of credits gained on the National Qualifications Framework through Youth Training was similar in 2008 to that in 2007.

Credits gained through Youth Training in 2008:

No credits	31%	(32% in 2007)
1-20 credits	37%	(38% in 2007)
More than 20 credits	32%	(30% in 2007)
Proportion with no credits: Māori 33%, Pasifika 33%, other ethnic groups 30%, Europeans 29%, Asians 23%.		
Males 32%, females 30%.		

Source: Tertiary Education Commission.

Figure 7.18: Credits gained by trainees in Youth Training



OUTCOMES OF YOUTH TRAINING

In 2008, more trainees went on to further education and training and fewer to employment than in 2007. Outcomes are measured within two months of trainees finishing their course.

Outcomes achieved by trainees in Youth Training 2008:

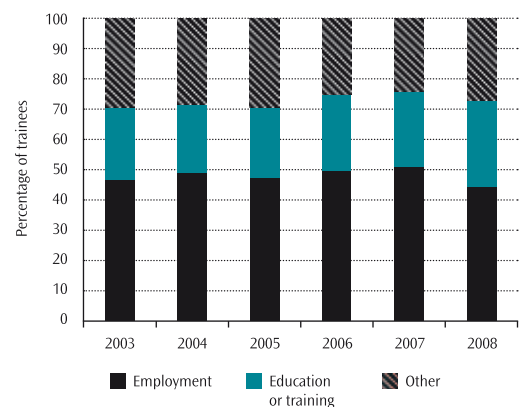
To employment	44%	(51% in 2007)
To education and training	29%	(25% in 2007)

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

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

Source: Tertiary Education Commission.

Figure 7.19: Outcome achieved by trainees in Youth Training



TERTIARY EDUCATION IN SCHOOLS

SECONDARY-TERTIARY ALIGNMENT RESOURCE

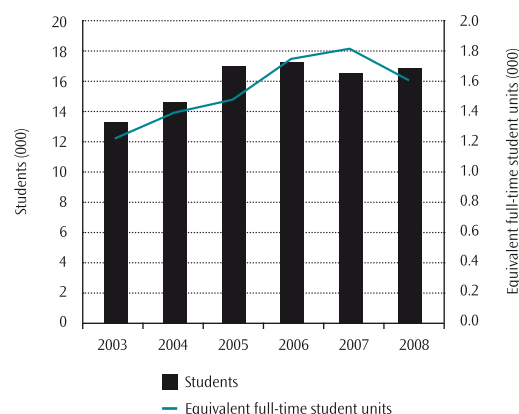
Figure 7.20: Students in STAR courses at tertiary education providers

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 help schools provide courses themselves. Information is only available on students enrolled in courses that are purchased from tertiary education providers.

The number of students enrolled in STAR-funded courses at tertiary education providers remained steady in 2008, although students were enrolled for shorter periods.

STAR students at tertiary education providers in 2008:

Students	16,800	(up 1.9% on 2007)
Equivalent full-time students	1,590	(down 12% on 2007)



STAR PROVIDERS AND FIELDS OF STUDY

STAR students in 2008:

At 19 polytechnics	85%
At 11 private training establishments	14%
At 4 universities	3.2%
In food, hospitality & personal services	24%
In engineering & related technologies	18%
In society & culture	13%
In agriculture, environmental & related studies	12%

STAR students represented 11% of secondary school students aged 15 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.