

Finding out more

Profile & Trends

2005

NEW ZEALAND'S TERTIARY EDUCATION SECTOR



- Chapter 17238–254
- Contact details for tertiary education.....238
- Definitions243
- Acronyms248
- Technical notes249
- Index.....252

This chapter is to provide you with sources of 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, 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 tertiary education statistics and research website: <http://educationcounts.edcentre.govt.nz/>
- New Zealand tertiary education portal: 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, which has links to tertiary information for learners, parents and educators
- Ministry of Education's website that contains supporting documents, publications and has links to other education-related sites: www.moe.govt.nz
- Team-Up Programme on the Ministry of Education's website that aims to provide more and better information to parents, caregivers and families so they can support and encourage their children's learning: www.teamup.co.nz
- websites of the Tertiary Education Commission, New Zealand Qualifications Authority, New Zealand Career Services rapuara and other tertiary education agencies
- websites of many providers which are accessible through links from the above websites or from Career Services' KiwiCareers 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:

- providing resources for the delivery of education
- 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: 04-463 8000 fax: 04-463 8001

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

- Tertiary Education Learning Outcomes Policy
- Tertiary Education: Outcomes and Strategy
- Māori Tertiary Education
- Tertiary Information Systems and Sector Liaison
- Tertiary Sector Performance Analysis and Reporting
- Crown Entities Monitoring team
- Data Management and Analysis
- International Education Policy and Development

TERTIARY EDUCATION COMMISSION

Level 10
Vector Building
44 The Terrace
PO Box 27-048
Wellington
phone: 04-462 5200 fax: 04-462 5400
email: info@tec.govt.nz

NEW ZEALAND QUALIFICATIONS AUTHORITY

Level 13
125 The Terrace
PO Box 160
Wellington
phone: 04-802 3000 fax: 04-802 3112
email: helpdesk@nzqa.govt.nz

NEW ZEALAND TEACHERS' COUNCIL

Level 7
93 The Terrace
PO Box 5326
Wellington
phone: 04-471 0852 fax: 04-471 0870
email: inquiries@teacherscouncil.govt.nz



Finding out more

KEY TERTIARY EDUCATION AGENCIES

NEW ZEALAND CAREER SERVICES RAPUARA

Level 4
CMC Building
89 Courtenay Place
PO Box 9446
Te Aro
Wellington
phone: 04-801 5177 fax: 04-801 5161
email: careers@careers.govt.nz

CAREER INFORMATION RESOURCES UNIT

CareerPoint: 0800 222 733
phone: 04-801 5177 fax: 04-801 5745
email: kiwicareers@careers.govt.nz
careerpoint@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

TERTIARY EDUCATION FUNDING INFORMATION

FUNDING INFORMATION SERVICE INC.

114-118 Lambton Quay
PO Box 1521
Wellington
phone: 04-499 4090 fax: 04-499 6224
<http://www.fis.org.nz/>

Links to New Zealand's universities can be found at
www.nzvcc.ac.nz

TERTIARY EDUCATION INSTITUTIONS

THE UNIVERSITY OF AUCKLAND

Private Bag 92019
Auckland 1142
NEW ZEALAND
phone: +64-9-373 7999
phone: +64-9-373 7599
<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 9860

Wellesley Campus

Main Reception
WA Building, Wellesley St.
freephone: 0800 288 864
phone: +64-9-921 9999
fax: +64-9-921 9860
<http://www.aut.ac.nz/>

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
<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
<http://www.massey.ac.nz/>

TERTIARY EDUCATION INSTITUTIONS

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
<http://www.vuw.ac.nz/home/index.asp>

UNIVERSITY OF CANTERBURY

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

LINCOLN UNIVERSITY

PO Box 84
Lincoln
Ellesmere Junction Road/Springs Road
Canterbury 7647
phone: + 64-3-325 2811
fax: +64-3-325 2944
<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
<http://www.otago.ac.nz/>

COLLEGES OF EDUCATION

In 1991, there were six colleges of education. They have progressively merged with their nearest universities with Christchurch and Dunedin Colleges of Education the only remaining colleges of education. They are well advanced with their plans to merge with the University of Canterbury and University of Otago, respectively and they plan to complete their mergers in time for the 2007 academic year.

TERTIARY EDUCATION INSTITUTIONS

INSTITUTES OF TECHNOLOGY AND POLYTECHNICS

Links to these organisations can be found at:
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
 - Unitec New Zealand
 - Universal College of Learning
 - Waiariki Institute of Technology
 - Waikato Institute of Technology
 - Wellington Institute of Technology
 - Western Institute of Technology at Taranaki
 - Whanganui Universal College of Learning
 - Whireia Community Polytechnic
-

WĀNANGA

Links to these organisations can be found at
<http://www.tauihu-wananga.maori.nz/>

- Te Wānanga o Aotearoa
- Te Whare Wānanga o Awanuiārangī
- Te Wānanga-o-Raukawa



Finding out more

INDUSTRY TRAINING ORGANISATIONS

Links to these organisations can be found at www.itf.org.nz

As at 31 August 2006:

- Agriculture Industry Training Organisation
- Apparel and Textile Industry Training Organisation
- Aviation, Tourism and Travel Industry Training Organisation
- Boating Industries Association of NZ
- Building and Construction Industry Training Organisation
- Building Services Contractors of NZ
- Community Support Services Industry Training Organisation
- Competenz Industry Training Organisation – engineering, food and manufacturing
- Electricity Supply Industry Training Organisation
- Electrotechnology Industry Training Organisation
- Fire and Rescue Services Industry Training Organisation
- Forest Industries Training and Education Council
- Funeral Service Training Trust of NZ
- Hospitality Standards Institute
- InfraTrain NZ
- Joinery Industry Training Organisation
- Plumbing, Gasfitting & Drainlaying NZ
- NZ Road and Transport Logistics Training Organisation
- NZ Equine Industry Training Organisation
- NZ Extractive Industries Training Organisation
- NZ Flooring Industry Training Organisation
- NZ Furniture Industry Training Organisation
- NZ Hairdressing Industry Training Organisation
- NZ Horticulture Industry Training Organisation
- NZ Industry Training Organisation
- NZ Journalists' Training Organisation
- NZ Local Government Association
- NZ Motor Industry Training Organisation
- NZ Painting Industry Training Organisation
- NZ Retail Meat Industry Training Organisation
- NZ Seafood Industry Council
- NZ Sports Turf Industry Training Organisation
- Opportunity – the Training Organisation
- Pharmacy Industry Training Organisation

INDUSTRY TRAINING ORGANISATIONS

- Plastics and Materials Processing Industry Training Organisation
- Print NZ Industry Training Organisation
- Public Sector Training Organisation
- Real Estate Institute of NZ
- Retail Training NZ
- Sport, Fitness and Recreation Industry Training Organisation
- Te Kaiawhina Ahumahi (Social Services) Industry Training Organisation

SECTOR REPRESENTATIVE GROUPS

AOTEAROA MĀORI PROVIDERS OF TRAINING EDUCATION AND EMPLOYMENT

Level 1
 274 Taranaki Street
 PO Box 2796
 Wellington
 phone: 04-495 7660 fax: 04-495 7665
 email: teatahou@xtra.co.nz

ASSOCIATION OF PRIVATE PROVIDERS OF ENGLISH LANGUAGE

Stewart Dawson Building
 Cnr Willis St & Lambton Quay
 PO Box 24-194
 Wellington
 phone: 0508 4 APPEL (427735) fax: 04-499 8156
 email: secretary@appel.org.nz

ASSOCIATION OF TERTIARY EDUCATION MANAGERS

ATEM New Zealand Branch
 PO Box 20-097
 Christchurch
 phone: 03-359 3465 fax: 03-359 3450
 email: atem-nz@xtra.co.nz

SECTOR REPRESENTATIVE GROUPS

INDEPENDENT TERTIARY INSTITUTIONS

Stewart Dawson Building
Cnr Willis St & Lambton Quay
PO Box 24-194
Wellington
phone: 04-499 8159
email: dave@ed.co.nz

INDUSTRY TRAINING FEDERATION

Level 2
Stewart Dawson Building
Cnr Willis St & Lambton Quay
PO Box 24-194
Wellington
phone: 04-499 8155 fax: 04-499 8156
email: toni@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: 04-471 1162 fax: 04-473 2350
email: paulinew@itpnz.ac.nz

NEW ZEALAND ASSOCIATION OF PRIVATE EDUCATION PROVIDERS

Level 5, Compudigm House
49 Boulcott St
PO Box 6411
Wellington
phone: 04-471 2460 fax: 0800 NZAPEP (692 737)
email: exec@nzapep.co.nz

NEW ZEALAND UNIVERSITIES ACADEMIC AUDIT UNIT

Level 3
Education House
178 Willis St
PO Box 9747
Wellington 6141
phone: 04-801 7924 fax: 04-801 7926
email: director@aau.ac.nz

SECTOR REPRESENTATIVE GROUPS

NEW ZEALAND VICE-CHANCELLORS' COMMITTEE

Level 11, Xacta Tower
94 Dixon Street
PO Box 11-915
Wellington 6142
phone: 04-381 8500 fax: 04-381 8501
email: jackie@nzvcc.ac.nz

PACIFIC ISLANDS TERTIARY EDUCATION PROVIDERS OF NEW ZEALAND INC

c/- PO Box 15-809
New Lynn
Auckland
phone: 09-825 0136 fax: 09-825 0141

TE TAU IHU O NGĀ WĀNANGA – THE NATIONAL ASSOCIATION OF WĀNANGA

PO Box 119
Otaki
phone: 04-233 9343 fax: 04-233 0994
email: info@tau ihu-wananga-maori.nz

STUDENTS' ASSOCIATIONS

NEW ZEALAND UNION OF STUDENTS ASSOCIATION

Level 3
354 Lambton Quay
PO Box 10-191
Wellington
phone: 04-498 2500 fax: 04-473 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: 04-498 2506 fax: 04-473 2391
email: tma.kaituhono@xtra.co.nz



Finding out more

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.

College of education

A college of education is a tertiary education institution that provides training and research, mostly related to early childhood, compulsory and post-compulsory education.

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 schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10 percent of schools with the lowest proportion of these students. A school's decile does not indicate the overall socio-economic mix of the school.

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 or '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.

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

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 <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, arrange appropriate training, 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.

ISCED level

ISCED refers to the International Standard Classification for 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.
- First stage of 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, at NQF levels 5 and above.
- Second stage of tertiary education (ISCED 6) – programmes leading to an advanced research qualification. In the New Zealand tertiary education system, only PhD qualifications fit into this category.

National Certificate of Educational Achievement

The National Certificate of Educational Achievement (NCEA) is New Zealand's main national qualification for senior school students and part of the National Qualifications Framework. 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 show the



Finding out more

separate skills and knowledge the student has to achieve for each subject. 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.

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 4. 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. Levels 8 to 10 are for postgraduate study.

New Zealand Standard Classification for Education

The New Zealand Standard Classification for Education (NZSCED) is a subject-based classification system for courses in tertiary education. The classification system consists of three levels – broad, narrow and detailed fields. It is used to improve the quality and consistency of statistics collected by the Ministry of Education and other collection agencies in relation to tertiary study.

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 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.

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.

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 unable to support themselves or do not have access to alternative sources of support while undertaking full-time study.

Student component

The student component is a key government tertiary education funding mechanism. It is part of the Integrated Funding Framework and is used to fund the costs of tuition carried out in public tertiary education institutions. The component has replaced the equivalent full-time student funding system.

The student component uses equivalent full-time student (defined on page 243) as a measure in the allocation of funding. Government funding of the student component is a subsidy;

it is a contribution towards the cost of tertiary education and training that meets part, but not all, of the cost of provision of a course. These subsidies are paid to approved tertiary education providers on behalf of domestic students enrolled in quality-assured courses leading to qualifications.

Tertiary education

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

- foundation education, such as adult literacy
- certificates and diplomas
- bachelor degrees
- industry 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
- colleges of education
- wānanga, and
- 'specialist colleges'.

There were no specialist colleges in New Zealand in 2005.

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.



Finding out more

Tertiary education providers

Section 159 of the Education Act 1989 defines tertiary education providers as 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 typically last four or more years. In the case of New Zealand, tertiary-type A qualifications include bachelor degrees, graduate certificates and diplomas and all postgraduate-level qualifications, except doctorates. (See also the ISCED Level definition on page 244)

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 on page 244)

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, usually 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 are the money that is appropriated by the government through Vote Education and used to provide subsidies through the student component for valid student enrolments offered by recognised providers. In 2006, the government signalled a move away from funding through subsidies and that it intends to take an investment-based approach from 2008.

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



Finding out more

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 2005* 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 2005, 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 243-247 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 2005* is also released on the Ministry of Education's website in a set of analytical tables:

<http://educationcounts.edcentre.govt.nz/statistics/tertiary/index.html>. This data needs to be used in conjunction with 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 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 this is not possible due to constraints of data sources, it is noted in the accompanying text.

Category totals shown in this report, and in the analytical tables, include students with unknown or unspecified values, for example, no age given.

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 self-reporting of having a disability by the student 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 or '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.

The rates have also been adjusted using the 2005 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 2005 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 completing a qualification in any one year, 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 and completion rate

Students are considered to have completed a qualification when they have fulfilled all the 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). The qualification completion rate by level relates to the proportion of students who complete a qualification at the same level as the one on which they started.

Note: 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.



Finding out more

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

The five-year retention rate is defined as the percentage of learners starting a qualification in one year who have completed it or who are still enrolled five years later.

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

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 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 identify accurately where the counts overlap. In Table 5.1 an estimate has been made of the total number of students adjusting for these overlaps.

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 that do not receive tuition subsidies and are not approved for student loans or allowances.

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.

INDEX

Characteristics listed in this index, e.g. gender, may apply to learners, staff, students or other groups.

Academic Migrant Grants, 91

academic staff, **see chapter 14 (204-212)**, 8, 9, 166, 168, 169, 171, 172, 177, 188

See also full-time equivalent (FTE) staff, personnel costs/ expenditure and university staff/staffing.

academic year, 71, 72, 116, 121, 122, 141, 142, 230, 240, 243

acronyms, 248

administration fee(s), 142, 146

adult and community education (ACE), **see chapter 6 (78-92)**, 4, 5, 7, 11, 13, 18, 28-30, 68-70, 72, 161, 214, 243, 246, 248, 251

See also non-formal education.

adult learners/learning, 19, 91, 205

adult literacy, 5, 13, 15, 18, 25, 29, 70, 79, 246, 248

See also literacy.

Adult Literacy Advisory Services, 91

adult literacy and foundation education, 30

Adult Literacy Innovations Pool, 30

Adult Literacy Pool, 90

advanced research, **see chapter 11 (166-180)**, 44, 46, 76, 129, 130, 168, 170, 247

age distribution, 75, 81, 106, 210, 250

age group(s), 41, 44, 45, 53, 54, 76, 77, 81, 83-87, 89, 101, 105, 106, 120-122, 130, 134-137, 145, 152, 161-163, 209, 250

age-standardised participation rates, 120, 133, 250

allowance(s), 158, 159, 229

See also Emergency Maintenance Allowance, Medical Trainee Intern Allowance, student allowances and Training Incentive Allowance.

amnesty, 14, 15, 140, 233

analytical tables, 249

annual expenditure, 228

annual fee movement limit, 224, 225

annual report on industry training, 97, 104

apprentices/apprenticeships, **see chapter 7 (94-113)**

See also Modern Apprenticeship(s) and Modern Apprenticeships co-ordinator(s).

approved qualifications, 114, 214, 217

Asian, 7, 54, 75, 76, 80, 81, 83-85, 87, 89, 90, 92, 99, 101, 102, 114, 119-121, 132, 133, 135-138, 144, 145, 152, 153, 161, 162, 210, 211

assessment of strategic relevance, 68, 244

asset levels, 202

asset productivity, 192, 193

associate professor, 207, 208, 210, 211

at home (allowances), 151, 234

attainment, **see chapter 4 (38-65)**, 5, 6, 28, 31, 34, 79, 86-90, 111, 117, 158, 162

attainment of credits, 88, 89

attrition rate(s), 4, 5, 83, 84, 100, 101, 116, 117, 121, 122, 134, 249

average amount borrowed, 140, 141, 145, 146

average domestic fee, 9, 214, 224, 226

average international fee, 226

average living standards score, 64

average loan balance, 147

average weekly income, 18

away from home (allowances), 151, 234

bachelors degree(s), **see chapter 8 (114-126)**, 6-8, 18, 34, 38, 39, 41, 43-45, 47, 48, 52, 54, 55, 59-61, 64, 68, 71, 94-96, 108, 128-135, 156, 160-162, 244, 250, 251

bachelors degree with honours, **see chapter 8 (114-126)**, 34, 128-134

bachelors or higher/higher-level qualification(s), 4, 6, 38-44, 46-51, 53, 54, 58-60, 64, 120, 250

bankrupt borrowers, 142, 148, 150

base funding rates, 9, 214, 218, 219

bibliometrics, 172, 173, 176, 180

Bonded Merit Scholarships, 12, 154, 156, 230, 233

borrowers (student loan), **see chapter 10 (140-159)**, 8, 10, 13-15, 22, 54-56, 230, 233

bridge to employment, 157

Bright Future, 156

broad fields of study, *see field(s) of study*

budget, 11, 12, 34, 211, 214, 216, 228, 232-235

business, 12, 20, 26, 30, 34, 35, 47, 49, 57, 68, 78, 82, 94, 97, 100, 103, 112, 113, 125, 156, 157, 166, 169, 170, 174, 183, 187, 189, 230, 235

Business New Zealand, 102, 103, 113

capital expenditure, 9, 190, 200, 202, 203, 214, 215

capital funding, 28, 182, 234

career pathways, 204



Finding out more

Career Services rapuara, 2, 21, 22, 216, 236, 238, 248, 264

cash, 20, 104, 193, 200-203, 223, 229

cash flow, 8, 150, 190, 192, 193, 200, 201

centres of research excellence, **see chapters 11 and 12 (166-190)**, 25, 26, 28, 35, 214, 216, 222, 242

See also funding.

certificate(s), **see chapters 5 to 9 (68-139)**, 5-8, 13, 15, 18, 19, 31, 33, 34, 44-46, 50-52, 54, 55, 58-60, 160, 217, 227, 232, 236, 244-250

See also mid-register, national certificate(s), national diploma(s), national postgraduate certificates and sub-degree.

certificate of proficiency, 114

charters, 21, 22, 24, 244

See also profile(s).

citations, **see chapter 11 (166-180)**

class size, 190, 206

collaboration(s), 10, 18, 174

college(s) of education, 18, 19, 21, 68, 72-74, 76, 92, 98, 101, 102, 118, 125, 132, 143, 144, 153, 162, 184, 185, 188, 195, 196, 198, 200-202, 204, 205, 208, 211, 212, 217-219, 225, 226, 236, 240, 246, 249

Committee on University Academic Programmes, 23, 248

community education, *see* adult and community education

community education funding, 8, 10, 192

community education grants, 214

completion rate(s), 4, 8, 38, 83, 94, 100, 101, 114-118, 120, 121, 124, 126, 128, 130, 131, 133, 135, 138, 170, 180, 224, 250

See also rates of completion.

compulsory fees, 142, 146, 156

compulsory repayment obligations, 148

contestable funds/funding, 8, 166, 172, 186, 187

contestable research funds, 182, 183, 186, 187

cost(s), *see* living, personnel, and tuition cost(s).

cost components, 198

cost(s) of tuition, 214, 217

cost structure(s), 199, 227, 228

cost(s) of tertiary study, 140, 142, 230, 233

counting tertiary students, 251

course(s), 5-9, 23, 25, 30-33, 60, 68, 69, 70, 72, 76, 78, 82, 83, 85, 89, 91, 92, 114, 116, 117, 121, 130, 140-142, 146, 151, 152, 156, 183, 197-200, 205, 214, 217, 220, 221, 224, 225, 227, 236, 243-246, 248, 249, 251

course classification, 183

course-related costs, 142, 146

credit(s), **see chapters 6 and 7 (78-113)**, 23, 24, 31, 33, 114, 123, 235, 243, 245, 246, 249

Crown expenditure, 215, 216

Crown research institute(s), 35, 174, 187, 248

data matches, 142

data sources, 160, 238, 249

debt(s), **see chapter 10 (140-159)**, 10, 193, 200, 201, 203

deceased (borrowers), 150

decile, 89, 224, 235, 243

definitions, 34, 206, 227, 238, 243, 248, 249

degree(s), *see* bachelors, bachelors or higher, bachelors with honours, doctoral, doctorate, masters, and postgraduate

delivery methods, 206

demographic change, 160, 161

Department of Labour, 22, 65, 91

dependant(s)/dependent children/student/spouse, 151, 152, 153

diploma(s), **see chapter 7 (94-113)**, 5, 7, 8, 13, 15, 18, 19, 33, 34, 44-46, 50-52, 54, 55, 59, 60, 64, 68, 69, 71-74, 76, 77

See also certificate(s), graduate, national diploma(s), and postgraduate.

disability(ies), 26, 99, 125, 136, 155, 224, 246, 247, 249

disparity(ies), 4, 6, 38, 40, 49-51, 53, 59, 60, 65, 208

distance education/learning, 30, 198, 243

diversity, 11, 18, 75, 97-99, 105, 108, 204, 209, 214, 228, 245

doctor of philosophy, 8, 166, 167, 233

doctoral completions, 168, 169, 175, 176

doctoral degrees, 8, 34, 128, 166-170

doctoral enrolments, 68, 69, 71, 167-169, 176

doctoral scholarships, 10, 155, 156, 214

doctoral students, 68, 74-76, 130, 135-138, 168, 170

doctoral studies, 5, 28, 156

doctorate degree, 96, 128, 130, 131, 135, 183, 234

doctorate level, 71, 74, 76, 77, 128-130, 134, 136-138, 211

doctorate study, 7, 128-131, 136-138

domestic enrolment(s), 5, 167

domestic bachelors-level students, **see chapter 8 (114-126)**

domestic equivalent full-time student(s), 115, 129, 198, 224, 225, 227

domestic fee(s), 9, 28, 196, 214, 224, 226, 227

domestic fee policies, 196

domestic postgraduate fees, 225

domestic student(s), **see chapter 8 (114-126)**

domestic student fee(s), 194, 196, 226

domestic student numbers, 71, 114

domestic student tuition fee revenue, 196

earning differential, 53

earnings, **see chapter 4 (38-65)**, 4, 6, 170, 203
See also low income(s), parental income, research contract income, and research income.

economic and social wellbeing, 31, 238

Economic Living Standard Index, 38, 64, 248

economic(s), 65, 118, 132, 141, 143, 159, 160, 178, 180, 187, 209, 224, 238, 246

economics department(s), 177-179

EdCentre, 10, 25, 142, 238, 249, 264

Education Act 1989, 11, 18, 21, 23, 166, 182, 186, 221, 222, 243-247, 251

Education Counts website, 1, 4

Education New Zealand, 62, 65

educational achievement/attainment, **see chapter 4 (38-65)**, 4, 29, 31, 86, 244, 248

educational expectancy, 77

e-learning, 26, 30, 243, 246

e-learning Collaborative Development Fund, 14, 26, 30, 248

eligible staff, *see* Performance-Based Research Fund-eligible staff.

eligibility for public funding, 24

eligibility for student allowance(s), 12, 140, 152, 233

eligibility for student loan(s), 244

Emergency Maintenance Allowance, 155, 247

employee(s), 20, 47, 56, 91, 95, 97, 102-105, 107, 109, 111, 201, 223, 235

employer(s), 2, 11, 18-20, 28, 29, 32, 69, 91, 97, 103, 104, 111, 112, 148, 235, 244

employment, 50-52, 55-58, 60, 71, 73, 76, 79, 80, 84, 86-88, 90, 91, 95, 97, 99, 100, 102, 103, 111-113, 149, 155-157, 159, 205, 208, 209, 223, 241, 244, 247, 248

employment rate(s), 50, 51

employment agreement, 10-12, 111

Employment Relations Authority, 11

employment-related training, 155, 247

engineering and technology, 174, 177, 178

English for Migrants/English for Migrants scheme, 31, 91

English for speakers of other languages, 5, 25, 30, 31, 79, 91, 248

enrolment rate(s), 76, 77
See also rate(s) of enrolment.

enrolments-based funding/research funding/top-ups, 182, 184, 186, 189, 222

Enterprise Scholarships, 12, 14, 155-157, 214

entitlement (allowances/loans), 22, 91, 141, 142, 151, 154, 230, 234

entry rate, 76, 113, 115, 129

entry-level trade, 79, 95

equivalent full-time student(s), 5, 6, 8, 9, 13, 19, 30, 68, 69, 71, 72, 74, 76, 78-80, 85, 89, 92, 94, 114, 115, 124, 128, 129, 137, 140, 142, 144, 145, 162, 196, 198, 199, 202, 204, 206, 214, 217-219, 220, 221, 224-227, 243, 246, 248-251

equivalent full-time student places, 9, 214, 222

equivalent full-time student unit(s), 4, 5, 28, 68, 71, 72, 74, 75, 79, 100, 115, 124, 161, 197, 198, 217-219, 225, 230, 232, 236, 243, 249, 251

equivalent full-time student value, 124, 135, 137

equivalent full-time years, 130

ESOL, 31, 32, 70, 80, 91, 108, 248
See also English for speakers of other languages.

ESOL Advisory Services, 91

ESOL Assessment and Access Specialist Services, 31

ethnic distribution(s), 99, 110

ethnic group(s)/ethnicity, *see* Asian, European, Māori, Pasifika, and the Other ethnic group.

European(s), 6, 7, 10, 38, 40, 48-50, 53, 75, 80, 81, 83-90, 92, 99, 101, 102, 108-112, 114, 119, 120, 124, 132, 133, 137, 138, 145, 155, 161, 172, 210, 211

executive staff, 207, 208

exemption, 87, 142, 149, 152, 225, 233

expenditure, *see* capital, operating, government, private, Crown, research, and tertiary education.

expenses, 193, 194, 199, 202, 214, 229

external research contract(s), 186, 195

external research income/external research contract income, 171, 183, 185, 186, 188, 197, 222, 245

extramural, 30, 124, 135, 162

face value, 141, 147, 150

development expenditure, 190



Finding out more

fair value, 150, 215

fee and course costs maxima, 141, 146, 224, 225, 248

fee income, 194, 195, 197

fee stabilisation, 9, 146, 149, 194, 214, 218, 224

fee(s), **see chapter 15 (214-230)**, 9, 14, 15, 19, 28, 60, 91, 140, 142, 144, 146, 148-150, 156, 158, 159, 191, 194-197, 201, 233, 247, 248

female(s), 6, 38, 42, 45, 48, 50, 51, 53, 58, 60, 61, 63, 73, 81, 83-85, 87-90, 92, 101, 102, 107, 108, 113, 121, 122, 134, 135, 137, 138, 145, 153, 191, 207, 208, 210, 211

See also women.

female staff, 207, 208, 210

female students, 90, 122, 135, 145

field(s) of study, 6, 34, 38, 42, 43, 50, 55, 57, 58, 66, 67, 82, 85, 89, 92, 100, 118, 119, 122, 125, 132, 137, 156, 169, 170, 183, 245

financial health, 199, 200

financial performance, 2, 8, 192, 193

financial statements, 142, 150, 188

financial support, 2, 8, 22, 67, 140, 141, 155, 159

first-time borrowers, 143

first-time domestic students, 123, 124

first-time graduates, 116, 130

first-time learners/students, 76, 99, 100, 122, 123

first-year attrition, 5, 83, 84, 100, 101, 115, 116, 118, 120-122, 130, 131, 134, 136, 138, 249

first-year learners/students, 73, 99, 100

fiscal management, 230

fiscal year, 146, 148, 150, 215, 243

five-year completion, 7, 8, 84, 101, 114, 116, 118, 120, 121, 128, 130, 131, 133-135, 138

five-year retention, 84, 101, 115, 118, 120, 121, 130, 131, 133, 135, 138, 251

footnotes, 249

formal learning/programme/study, 5, 28, 30, 68-73, 75, 95, 227, 251

formal workplace learning/training, 68, 70

See also industry training, work-based learning/training and workplace learners/learning.

foundation education/learning, **see chapter 6 (78-92)**, 5, 6, 11, 12, 14, 18, 19, 25, 30, 31, 33, 230, 246

foundation education qualifications, 6, 78, 80, 81, 83

Foundation for Research, Science and Technology, 35, 171, 172, 187-189, 248

foundation skills, 5, 20, 28, 30-32, 79, 223

framework, *see* National Qualifications Framework.

full-time equivalent (FTE) staff, **see chapter 14 (204-212)**, 168, 177, 178, 248

See also academic staff.

full-time equivalent student(s), *see* equivalent full-time student(s).

full-time student(s), 116, 140, 142-144, 151, 204, 217

funding, **see chapter 15 (214-230)**, 2, 4, 5, 7-15, 18, 19, 21-26, 28, 30, 31, 33, 35, 61, 68, 69, 71, 72, 81, 83, 85, 89-92, 94, 97, 104, 111, 130, 140, 142, 155-157, 160, 166, 167, 170-172, 175, 180, 191, 192, 194, 196-198, 200, 204, 207-210, 232, 234, 235, 239, 244-247, 251, 264

See also chapter 12 on research funding (182-190), top-up(s) funding, and research top-up(s).

funding cap, 218

funding categories/category, 10, 12, 68, 78, 83, 219, 220, 221

Funding Information Service, 155, 239, 264

funding rate(s), 8, 9, 12, 68, 78, 92, 140, 196, 214, 218, 219, 224, 226, 230, 251

Gateway, **see chapter 6 (78-92)**, 7, 18, 25, 31, 70, 73, 96, 103, 216, 217, 224, 232, 235, 264

gender, 12, 38, 42, 45, 48, 50-55, 59, 61, 66, 67, 74, 84, 85, 92, 101, 107, 108, 112, 119, 121, 122, 134, 135, 137, 145, 152, 153, 157, 167, 168, 207, 208, 211

gender gap, 6, 38, 42, 45, 48, 51

goods and services tax, 104, 111, 182, 192, 215, 218, 219, 223-227, 230

government expenditure/spending, 9, 140, 151, 214, 215, 217, 218, 223, 226, 228, 229

government-funded, 5, 10, 70, 73, 159, 191, 194, 217, 218, 220, 227, 236, 251

government funding, 2, 18, 19, 22, 23, 26, 68, 69, 71, 97, 111, 142, 182, 184, 186, 187, 191, 194, 197, 214, 215, 220-224, 228, 230, 246

government policy, 72, 196, 238

government revenue, 194-196

government training establishment(s), 14, 19, 244, 246-248

graduate(s), 11, 33-35, 57, 58, 61, 65, 71, 96, 113-117, 121, 130, 158, 166, 168, 169, 247

graduate certificate(s), **see chapter 8 (114-126)**, 33, 34, 96, 247

graduate certificates and diplomas, 114-117, 247

graduate diploma(s), **see chapter 8 (114-126)**, 33, 34

graduation/graduation rate(s), 9, 11, 26, 44, 45, 57, 101, 113, 116, 130, 156, 170

grants, 14, 26, 30, 91, 182, 214, 218, 224, 229, 246

gross domestic product, 9, 141, 190, 214, 215, 227, 228

Health Research Council, 171, 172, 175, 187-189, 248

higher doctorate(s), 34, 128

higher income(s), 53, 58, 152, 159

honorary doctorates, 34

honours, 8, 33, 34, 71, 73, 96, 115, 116, 128-137, 227, 232, 236, 244

Household Labour Force Survey, 39-43, 47-51, 62, 65, 105, 107, 109, 113, 248, 250

human capital, 61, 62, 65, 160

human resources, 2, 4, 12, 65

immigration, 22, 91, 209

in-field (employment), 57, 58

incentives, 88, 156

income(s), *see earnings, low income(s), parental income, research contract income, and research income.*

income and expenditure survey, 10

income disparity, 6, 38, 60

income distribution, 59, 60

income growth, 149, 196

income index, 58

income premium(s), 6, 38, 54-58

income thresholds, 141, 151-153

indexed research publications, 8, 166, 172-175

industries, 14, 20, 28, 29, 47, 55, 73, 90, 97, 103, 104, 106, 107, 111, 112, 230, 235, 241

industry trainee(s), 13, 85, 86, 102

industry training, **see chapter 7 (94-113)**, 4, 5, 7, 10, 12, 15, 18, 20, 23, 29, 30, 68-70, 73, 75, 79, 85-88, 214, 216, 217, 221, 223, 230, 235, 241, 242, 244, 246-249, 251, 264

See also workplace-based formal learning and workplace-based learning/training.

Industry Training Act 1992, 21, 103,

Industry Training Federation, 2, 103, 113, 242, 248, 249, 264

Industry Training Fund, 19, 20, 23, 25, 104, 214, 216, 217, 223, 230

industry training organisation(s), **see chapter 7 (94-113)**, 13, 15, 18-20, 24, 25, 29, 97, 103, 104, 106-108, 110, 230, 235, 238, 241, 244, 246-248, 251

Inland Revenue, 2, 14, 22, 140, 142, 146-148, 233, 239, 249, 264

innovation, 5, 6, 11-14, 18, 20, 26, 28, 30, 34, 35, 38, 157, 159, 166, 174, 180, 231, 232, 234, 235, 247, 248

Innovation and Development Fund, 13, 14, 30, 248

Institute of Scientific Information, 172, 173

institutes of technology and polytechnics, 8, 10, 13, 14, 18, 19, 23, 24, 26, 32, 33, 35, 68, 69, 72-74, 76, 79, 80, 81, 83-85, 88, 89, 92, 94-96, 98, 174, 101-103, 117-119, 122, 124, 125, 131, 132, 144, 153, 155, 162, 163, 166, 184, 185, 192, 193, 195-202, 204-209, 211, 212, 217-220, 225-227, 236, 240, 242, 244-246, 248, 250, 264

Integrated Funding Framework, 19, 25, 244, 246

Inter-Institutional Quality Assurance Bodies Consultative Group, 24, 248

interest charges, 14, 140

interest rate(s), 22, 61, 149, 150

interest write-offs, 140, 142, 149, 233

interest-free student loans, 15, 140-142, 147, 149, 150, 215, 230, 232, 233

internal rate of return, 6, 38, 60, 61

International Baccalaureate, 123

international comparison(s), 6, 38, 43, 66, 76, 95, 113, 115, 116, 129, 130, 180, 191, 227

international education, 11, 65, 238

international fee(s), 9, 195-197, 214, 226

International Financial Reporting Standards, 147, 150

international learners, 99

international research students, 221

International Standard Classification for Education (ISCED), 113, 244, 247, 248

international standards, 19, 34, 166, 167, 186

international student(s), 5, 7-9, 11, 19, 28, 29, 62, 66-71, 77, 114, 115, 117, 125, 128, 129, 131, 136-138, 168, 169, 182-184, 192, 193, 195-197, 200, 201, 214, 226, 227, 236, 248

international student enrolments, 8, 9, 192, 197, 214, 226, 236

international student numbers, 68, 69, 193, 196

intramural/intramurally, 117, 124, 131

Invalids Benefit, 155

ISCED, *see International Standard Classification for Education.*

ITP Business Links Fund, 26

ITP Quality, 23, 248

job seekers, 247



Finding out more

journal articles, 172, 177-179
KiwiCareers, 238, 239
KiwiQuals, 97, 113
knowledge creation and innovation, 166
labour force, 22, 39, 48-50, 75, 97, 105, 107, 109, 160, 247
labour force participation rates, 48, 49, 62
labour force status, 39
labour market, 4, 22, 29, 37, 42, 43, 48, 50, 52, 57-60, 65, 68, 86, 87, 97, 112, 113, 209, 223, 236, 246
labour market demand, 43
labour market outcomes, 37, 42, 48, 57, 58, 65
labour market participation, 209
language, 5, 15, 19, 25, 30-33, 79, 80, 91, 92, 118, 132, 157, 230, 235, 241, 248, 264
lead provider, 187
learners, **see chapters 5 to 9 (68-139)**, 1, 4, 7, 12, 18, 19, 21, 29-31, 33, 34, 59, 66, 160-163, 204, 214, 235, 236, 238, 243, 246, 247, 251
See first-time learners/students, part-time students/study, mature learners, and learners with disabilities.
learners with disabilities, 99
learning environments, 30
Learning for Living, 5, 11, 14, 32, 214, 230
learning opportunities, 17, 28-30, 91, 247
learning outcomes, 11, 22, 33, 217, 238
learning support, 206
lecturer(s), 207, 210, 211
legislation, 15, 17, 21, 167, 233, 238
level (of study), *see chapters 5 to 9 (68-139)*.
See also bachelors, certificate(s), diploma(s), doctoral, doctorate, masters, national, postgraduate, school qualification(s), sub-degree, and tertiary qualification(s).
liquidity/liquidity level(s), 8, 191-193, 200-202
literacy, 5, 13, 15, 30-32, 62, 80, 90, 91, 96, 103, 230, 235, 243
See also adult literacy.
living at home, 151, 234
living away from home, 151, 234
living costs, 142, 146, 151, 154, 214, 228
living standard distribution, 64
loan(s), 11, 13
See also student loan(s) and chapter 10 (140-159).

'local provider' qualifications, 94, 95
low income/low-income, 14, 59-60, 140, 149, 151, 156, 214
male(s), 6, 38, 42, 45, 48, 50, 51, 53, 58, 60, 61, 63, 74, 80, 81, 83-85, 87, 88, 90, 101, 102, 107, 111, 113, 121, 122, 134, 135, 137, 138, 145, 153, 207, 208, 210, 211
See also men.
manager(s), 11, 34, 48, 207, 241, 248, 264
managing growth, 76, 217, 230
Māori, 4, 6, 18-20, 25, 29, 38, 40, 41, 48-50, 53, 54, 72, 75, 76, 80-87, 89, 92, 95, 97-99, 101, 102, 105, 108-112, 119-124, 132, 133, 135-138, 145, 155, 157, 158, 161-163, 167, 169, 210, 211, 223, 224, 238, 240-242, 246-248, 250
Marsden Fund, 187
masters degree(s), **see chapter 9 (128-139)**, 34, 54, 55, 96, 211, 244
masters level, **see chapter 9 (128-139)**, 71, 232, 236
matching data, 142
mature learners, 98, 99
median annual income, 57, 58
median amount borrowed, 146
median hourly wage, 53, 54
median income, 6, 38, 54, 57-69
median weekly income, 52
medical school(s), 171-173, 175, 188
medical sciences, 172-174, 177, 178
Medical Trainee Intern Allowance, 230
men, 42, 48, 50, 53, 54, 60, 63, 73, 74, 83, 84, 86, 92, 107, 108, 121, 122, 148, 149, 152, 156, 157, 167, 207, 208, 211, 245
See also male(s).
merger(s), 11, 19, 76, 117, 153, 188, 192, 204-206, 208, 212, 218, 219, 240
mid-register, 7, 66, 71, 94, 95, 97-100
migrant(s), 31, 91, 205
migration, 163
See also immigration.
Minister for Tertiary Education, 2, 14, 18, 232
Ministry of Education, 2, 4, 5, 10, 11, 13, 15, 21, 25, 32, 35, 65, 113, 117, 126, 138, 140, 157, 159, 163, 164, 167, 174, 180, 190, 207, 216, 225, 238, 245, 249, 264
Ministry of Health, 62, 65
Ministry of Health medical training, 234

- Ministry of Research, Science and Technology, 8, 162, 172-174, 177, 178, 180, 190, 248, 264
- Ministry of Social Development, 2, 22, 38, 64, 65, 140, 142, 215, 216, 239, 248, 249, 264
- mixed field programme(s), 55, 56, 80, 19, 125, 132
- modern apprentices, 5, 85, 103, 106, 111, 112, 235
See also Modern Apprenticeship(s).
- Modern Apprenticeship(s), **see chapter 7 (94-113)**, 7, 10, 12, 13, 18, 20, 21, 25, 29, 70, 74, 75, 90, 214, 216, 217, 223, 230, 232, 235
See also modern apprentices.
- Modern Apprenticeships co-ordinator(s), 29, 112
- monitoring, 4, 11, 13, 20-25, 65, 111, 113, 192, 232, 238, 244, 264
- moratorium, 221, 222
- Multicultural Centre for Learning and Support Services, 31
- Multicultural Learning and Support Services, 91
- multiple campuses, 162
- multi-year funding, 2, 18, 28, 232
- National Association of ESOL Home Tutor Schemes, 31, 91, 248
- national centre for tertiary teaching excellence, 10-13
- National Certificate of Educational Achievement (NCEA), 31, 244, 248
- national certificate(s)/national certificate qualification(s), 31, 33, 86, 95, 97, 105, 111, 113, 244
- national development goals, 4, 232
- national diploma(s)/national diploma qualification(s), 95, 105, 113, 227
- national innovation system, 28, 166
- national postgraduate certificates, 95
- National Qualifications Framework, 20, 21, 23, 29, 31-33, 86, 87, 89, 90, 94, 95, 97, 103-105, 111, 112, 123, 221, 223, 235, 243-246, 248, 249
- natural and physical sciences, 43, 119, 125, 132, 137
- natural sciences, 172, 173, 174
- net entry rate, 113, 115, 129
- New Zealand Council of Trade Unions, 103
- New Zealand labour force, 48, 160
- New Zealand Qualifications Authority, 2, 10-15, 19, 21, 23-25, 33, 97, 216, 238, 244, 245, 248, 249, 264
- New Zealand Register of Quality Assured Qualifications, 5, 6, 21, 23, 24, 28, 32, 33, 71, 78, 113, 114, 128, 245, 249, 251
- New Zealand Scholarships, 155, 158, 214
- New Zealand Science and Technology Postdoctoral Fellowships, 155, 157, 180
- New Zealand Standard Classification for Education (NZSCED), 245, 248
- New Zealand Trade and Enterprise, 15
- New Zealand Union of Students' Associations, 242
- New Zealand universities, 174, 178, 190, 204
- New Zealand Universities Academic Audit Unit, 14, 15, 23, 24, 242, 248, 264
- New Zealand University Students' Association, 10, 264
See also New Zealand Union of Students' Associations.
- New Zealand Vice-Chancellors' Committee, 11, 14, 23, 24, 204, 242, 248, 264
- no interest while studying, 141, 143
- nominal terms, 194, 198, 215
- non-academic staff, 9, 191, 204-206
- non-degree/non-degree level, 10, 220, 221, 224, 251
- non-European, 75, 108, 109, 110, 111
- non-formal courses, 197, 200
- non-formal education, **see chapter 6 (90-92)**, 5, 7, 66, 69, 70, 78, 79, 198
- non-resident, 15, 140, 233
- numeracy, 5, 15, 30, 32, 33, 80, 230, 235
See also adult literacy and foundation education/learning
- NZSCED, *see* New Zealand Standard Classification for Education.
- OECD, *see* Organisation for Economic Co-operation and Development.
- off-job training, 29, 71, 103
See also workplace learning/learners.
- off-job industry training, 69, 251
- offshore education counsellor, 10, 11
- older students, 7, 69, 74, 83, 114, 116, 120, 121, 123, 134, 138
- on-job and off-job assessment, 103
- on-job training, 20, 29, 103
See also workplace learning/learners.
- open access, 228
- operating deficit, 8, 9, 192, 199, 200
- operating environment, 8, 192, 193
- operating expenditure, 9, 214-216
- operating surplus, 8, 9, 191-193, 199, 200



Finding out more

Organisation for Economic Co-operation and Development (OECD), 6, 8, 38, 43-46, 49-52, 58-65, 69, 76, 77, 113-116, 126, 129, 130, 168, 170, 177, 178, 180, 190, 227-229, 247, 248

Other ethnic group(s), 4, 40, 48-50, 53, 75, 84, 86, 88, 90, 109, 119, 121, 122, 132, 133, 136, 162

other tertiary education providers, 15, 18, 28, 73, 85, 89, 101, 102, 118, 131, 218, 243, 245, 246, 248, 251

other tertiary qualification(s), **see chapter 4 (38-65)**, 6, 250

out-of-field (employment), 57, 58

outcomes of tertiary education, 1, 2, 4, 6, 37-39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 250

outputs, *see* research outputs.

overseas, 10, 22, 24, 40, 69, 81, 83, 122, 123, 142, 148-150, 156, 208, 233, 245, 250

parental income, 8, 140, 141, 151-153, 230, 234

participation rate(s), 4, 7, 48, 49, 62, 66, 70, 75, 98, 102, 104, 105, 107, 109, 114, 119-122, 132-134, 145, 160, 161, 163, 167, 250

partnership projects, 234

partnerships for excellence, 13, 26, 182, 232, 234

part-time basis, 71, 116, 117, 244

part-time borrowers, 144

part-time students/study, 8, 46, 140, 143, 144, 243, 244, 249

part-year, 144, 244

Pasifika/Pasifika peoples, 4, 6, 7, 29, 38, 40, 41, 48-50, 53, 75, 76, 80, 81, 83-90, 92, 95, 99, 101, 102, 105, 108-112, 114, 119, 120, 122, 132, 133, 135, 137, 138, 144, 155, 161, 162, 167-169, 210, 211, 223, 224, 245, 246, 250

patents/patenting, 166, 174

peer review, 10, 11, 170, 179

per capita income, 61, 62

performance indicators, 26, 166, 222

Performance-Based Research Fund, **see chapters 12 (182-190) and 14 (204-212)**, 9-13, 15, 25, 26, 35, 68, 128, 130, 140, 166, 167, 170, 177-180, 194, 214, 216-219, 221, 222, 230, 232, 234, 245, 248

Performance-Based Research Fund-eligible staff, 166, 170, 177, 185-186, 188, 209-211

permanent resident(s), 69, 77, 81, 83, 129, 151

personnel costs/expenditure, **see chapter 14 (204-212)**, 9, 198, 199

physical capital stock, 61, 62

polytechnic(s), *see* institutes of technology and polytechnics.

population projections, 109, 160, 163

positive outcome, 86, 87, 88

postdoctoral fellowship, 155, 157

postgraduate certificate(s), **see chapter 9 (128-139)**, 116, 227, 232, 236

postgraduate certificates and diplomas, 115, 116, 227

postgraduate courses/degrees, 39, 41, 183, 220, 224, 250

postgraduate diploma(s), **see chapter 9 (128-139)**, 8, 33, 34, 244, 250

postgraduate fee increase limit, 224, 225

postgraduate qualification(s), **see chapter 9 (128-139)**, 6-8, 18, 23, 38, 39, 41, 246

postgraduate research, 155, 167, 182-184, 220, 245, 251

postgraduate students, **see chapter 9 (128-139)**, 7, 161

postgraduate study, **see chapter 9 (128-139)**, 5, 7, 8, 19, 34, 71, 76, 121, 142, 149, 236, 245

post-placement support programme, 88

predicted earnings, 55, 56

predicted premiums, 55

pre-employment programmes, 216

pre-trades training, 95

premium, *see* income premium(s) and risk premium.

prior activity, 66, 81, 82, 122-124, 250

priorities, 13, 26, 30, 68, 72, 187, 232, 235

See also statement of tertiary education priorities (STEP).

private expenditure, 229

private internal rate of return, 6, 38, 60, 61

private providers, 69, 72, 73, 214, 217, 221, 241, 248, 264

private sector, 14, 26, 35, 38, 234

private sponsors of research, 183

private training establishment(s), 10, 14, 15, 18, 19, 21, 28, 68, 73, 76, 78-81, 83-85, 89, 94, 100-103, 112, 117, 118, 122, 125, 131, 132, 136, 153, 155, 164, 184, 209, 218, 219, 221, 222, 236, 245-248, 251

productivity, 7, 8, 20, 62, 94, 97, 103, 166, 172, 173, 192, 193, 204, 230-232, 235

professor, 10, 11, 207, 208, 210, 211

profile(s), 2, 15, 18, 21, 22, 24, 25, 32, 78, 232, 244

See also charters.

programme(s) of study, 114, 225, 243-245, 249, 251

progression/progression rate(s), 4, 33, 73, 83-85, 102, 115, 117, 120, 121, 130, 131, 180, 250

projected population change, 162
 projection(s), 109, 150, 160, 161, 163
 provider(s), *see* tertiary education provider(s), private providers, research provider(s), and lead provider.
 provider type(s), 72, 74, 206, 207, 212
 See also sub-sector and type of provider.
 provider-based, 7, 66, 68-71, 73, 75, 94-98, 100, 102-105, 107, 109, 113
 public internal rate of return, 6, 38, 61
 public sector, 68, 78, 170, 241
 public tertiary education, 160, 162, 207
 public tertiary education institution(s)/organisation(s), 9, 15, 18, 19, 21, 26, 28, 165, 182, 184, 192, 204-207, 211, 234, 245-247
 publication(s), 1, 2, 8, 25, 142, 238
 See also research publications.
 purchasing power parities, 227-229
 qualification(s), *see* chapters 5 to 9 (68-139)
 See also bachelors, certificate(s), diploma(s), doctoral, doctorate, masters, national, postgraduate, school qualification(s), sub-degree, and tertiary qualification(s).
 quality and relevance, 2, 4, 11, 25, 72, 76, 113, 236
 quality assessment, 187
 quality assurance agency(ies)/body(ies), 2, 4, 18, 21-25, 33, 232, 245, 248, 249
 quality evaluation, **see chapter 11 (166-180)**, 10, 11, 13, 15, 185, 209-211
 See also Performance-Based Research Fund.
 Quality Reinvestment Programme, 14, 94, 214
 quality standards, 22, 23, 28
 quality teaching and learning, 232
 quality-assured courses, 246
 Rangatahi Māia, 29, 66, 112, 113, 246
 rate(s) of enrolment, 69, 199
 See also enrolment rate(s).
 rate(s) of return, *see* private internal rate of return and public internal rate of return.
 rates of completion, 72, 83, 100, 117, 131
 See also completion rate(s).
 real terms, 8, 166, 190, 211, 215
 Recognition of Prior Learning, 95
 recruitment, 59, 198, 204
 reforms, 2, 4, 18, 25, 28, 35, 69, 160, 232, 233
 Refugee Study Grants, 91
 region of origin, 125, 136
 regional economic development funds, 246
 regional population change, 162, 163
 Register of Quality Assured Qualifications, *see* New Zealand Register of Quality Assured Qualifications.
 remuneration, 208
 repayment(s), **see chapter 10 (140-159)**, 10, 13, 14, 22, 224
 research, **see chapter 11 (166-180)**
 research activity(ies), 5, 19, 26, 28, 35, 182, 186, 202, 209, 220
 research and development, 33, 35, 157, 180, 190, 221, 234
 Research and Development Survey, 35
 research and innovation, 34, 166, 231, 232, 234
 research capability, 157, 232, 234
 research contract(s), 35, 174, 182-184, 186, 187, 194, 195
 research contract income, **see chapter 12 (182-190)**, 4, 8, 166, 170, 171, 174-176, 195, 197
 research contract(s) revenue, 195, 196
 research contribution, 8
 research degree(s), 12, 34, 130, 166-168, 170, 183
 research degree completions, 12, 185, 186, 222, 245
 research excellence, 25, 26, 28, 35, 167, 180, 182-184, 186-189, 214, 216, 222, 234, 243, 248
 research expenditure, 190
 research fellows, 210
 research funding, 9, 26, 35, 167, 170, 171, 182-184, 186, 187, 222, 234, 245
 See also Performance-Based Research Fund.
 research income, 171, 182, 184-190, 222, 245
 research only staff, 205, 208
 research output(s), 135, 166, 172-176, 179, 182, 183, 189
 research performance, 8, 12, 15, 26, 35, 165-167, 171, 178, 183, 234
 research productivity, 166, 172, 173
 research profile, 4, 165, 174-176, 199
 research programme(s), 35, 44, 46, 76, 77, 129, 130, 247
 research provider(s), 35, 174, 187, 188
 research publications, **see chapter 11 (166-180)**, 35, 187, 188
 research quality, 166, 167, 170, 171, 173, 174, 176, 177, 183, 185, 209, 222, 234



Finding out more

- research support staff, 208
- research top-up(s), 182-186, 189, 217, 219-222, 251
- research training, 8, 155, 166, 167
- researchers, 8, 9, 12, 35, 157, 166, 167, 170, 183, 187, 204, 205, 209-211, 222, 243
- resource(s), 20, 31, 104, 157, 238, 239
See also human resources.
- resourcing, 4, 14, 65, 182, 198, 204, 208
- retention rate(s), 4, 88, 130, 133-135, 251
- revenue, 8, 9, 26, 61, 165, 182, 183, 186-188, 191-197, 200, 201, 214, 225-227, 233, 239, 249, 264
See also research contract(s) revenue.
- review(s), 2, 10-15, 18, 21, 29, 68, 78, 94, 113, 170, 172, 179, 190, 204, 208, 209
- reviews of education and training provision, 10
- risk premium, 150
- rolling funding triennium, 23
- Royal Society of New Zealand, 171, 172, 187-189
- salary(ies), 12, 14, 190, 204, 208, 225
- scholarship(s), 11, 12, 14, 19, 35, 140, 155-159, 214, 216, 229, 230, 233, 244
See also doctoral scholarships.
- school leaver(s), 14, 15, 99, 114, 123, 162, 247
- school qualification(s), 4, 6, 38-40, 42, 49, 50, 52, 53, 63, 65, 81, 83, 86, 99, 108, 123, 124, 160, 250
- secondary school(s), 5, 6, 15, 18, 28, 30, 31, 33, 68, 79, 89, 91, 99, 103, 123, 151, 155, 157, 162, 223, 224, 232, 235
- Secondary-Tertiary Alignment Resource (STAR), 4, 18, 31, 70, 78, 79, 89, 96, 248
- second-chance education/learning, 5, 28, 79, 216, 217
- sector representative groups, 238, 241, 242
- senior academic, 207, 208, 210, 211
- senior lecturer(s), 207, 208, 210, 211
- senior secondary school students, 31, 89, 151, 224
- share of income, 195
- short award(s), 68, 69, 78, 94
- short courses, 5, 66, 68, 70, 85, 225
- Single Data Returns, 249
- Skill Enhancement, 23, 29, 66, 70, 95, 96, 112, 113, 214, 216, 217, 221, 223, 246
- Skill New Zealand, 97, 103, 209
- social sciences, 68, 78, 169, 172-174, 220
- socio-economic, 10, 224, 243
- special supplementary grant(s), 26, 214, 218, 224, 248
- specialist colleges, 246
- Sport & Recreation New Zealand, 159
- staff/staffing, *see academic, non-academic and university staff.*
- stakeholder, 4, 20, 22, 24, 26, 78, 232
- standards-based, 95, 245
- STAR, *see Secondary-Tertiary Alignment Resource.*
- statement of tertiary education priorities (STEP), 2, 4, 11, 18, 20, 21, 24, 69, 94, 222, 233, 248
- statistical methods, 238
- statistics, 2, 4, 5, 126, 146, 204, 227, 238, 244, 245, 249, 264
- Statistics New Zealand, 2, 35, 39, 105, 107, 109, 113, 160, 163, 174, 180, 248-250
- STEP, *see statement of tertiary education priorities.*
- Step Up Scholarship(s), 155, 156, 214
- Strategic Development Component, 25, 26, 246
- Strategic Priorities Fund, 222, 248
- strategic relevance, 10, 15, 25, 68, 78, 244
- strategic review of the tertiary education workforce, 204, 209
- student achievement, 2, 245
- student allowances, **see chapter 10 (140-159)**, 8, 12, 22, 23, 67, 214, 216, 230, 233, 234, 244, 246, 251
- student allowances 200-week entitlement, 151, 234
- Student Allowances Regulations 1998, 234
- student component, 6, 7, 10, 12, 19, 23, 25, 26, 28, 29, 31, 66, 68, 70, 78-81, 83, 85, 94, 96, 193, 197, 207, 214, 217, 220-222, 230, 232, 234, 246, 247
- Student Component Fund, 5, 79, 85,
- student count, 4, 8, 140, 145, 206, 243, 250
- student loan(s), **see Chapter 10 (140-159)**, 8, 10, 13-15, 22, 23, 54-56, 67, 214-216, 228-230, 232-234, 239, 244, 248, 251
See also borrowers (student loan), interest charges and write-off(s).
- student loan late payment penalties, 140, 233
- Student Loan Scheme, 8, 10, 14, 15, 67, 140-142, 144, 146, 147, 150, 154, 155, 215, 248
- Student Loan Scheme Act 1992, 22, 142, 232, 233
- student loans and allowances, 23, 140, 234, 244
- student number(s), 9, 68, 69, 71, 75, 81, 114, 125, 128, 138, 160-163, 193, 196, 198, 202, 204, 214, 218, 248

- student places, 9, 214, 216, 217, 220, 222
- student population, 46, 145, 160, 161, 163
- student support, 4, 8, 10, 12, 141, 231, 233
- Student Support Services, 10
- student to academic staff ratio, 204, 206, 207
- student tuition fee(s), 194, 195, 217, 226
- students' association(s), 10, 238, 242, 264
- students with disabilities, 26, 125, 136, 224, 246, 249
- study load, 100, 124, 135, 136, 244, 251
- study overseas, 156
- StudyLink, 22, 142, 146, 156, 239, 264
- sub-contracting, 188, 189
- sub-degree, **see chapters 6 and 7 (78-113)**, 6, 38, 39, 43, 54, 68-70, 74-76, 119-121, 124, 134, 135, 160, 161, 230
See also certificate(s) and diploma(s).
- sub-sector, 18, 68, 73, 76, 79-81, 84, 85, 101, 118, 132, 144, 153, 192, 195, 196
See also provider type(s), university(ies), institutes of technology and polytechnics, college(s) of education, wānanga, private training establishment(s) and type of provider.
- subsidies/subsidised/subsidy, 5, 29, 157, 174, 197, 214, 219-222, 226, 228, 229, 246
See also tuition subsidy(ies) and student component.
- survival rate, 46, 116, 130
- targeted training/programmes, 4, 5, 19, 29, 66, 79, 86, 221, 223, 224
See also Training Opportunities, Skill Enhancement and youth/ Youth Training.
- targeted training fund(s), 5, 29, 223
- te reo Māori, 80, 97, 98, 123, 158
- Te Wānanga o Aotearoa, 10-12, 15, 72, 80, 135, 163, 218, 219, 240, 248
- teacher education, 57, 74, 112, 220, 224
- teacher support, 207, 208
- teachers, 2, 12, 15, 156-158, 205, 212, 238, 264
- Teaching Matters Forum, 10, 11, 13
- TeachNZ Scholarships, 12, 155, 157, 158
- Team-Up Programme, 238
- technical notes, 1, 77, 182, 206, 237, 249
- technicians, 48, 97, 205, 210
- Technology for Industry Fellowships, 155, 157
- Tertiary Advisory Monitoring Unit, 192
- tertiary attainment, 6, 38
- Tertiary Education Advisory Commission, 4, 232
- Tertiary Education Commission, 2, 4, 10-16, 19, 21, 23-26, 28, 29, 31, 35, 68, 78, 88, 91, 94, 97, 104, 111-113, 166, 167, 170, 174, 180, 183, 188, 190, 204, 209, 216, 234, 238, 249, 264
- tertiary education courses, 28, 236
- tertiary education expenditure, 9, 214-216
- tertiary education institution income, 194, 195
- tertiary education institution(s), **see chapter 13 (192-203)**, 7-10, 15, 18, 19, 21, 25, 26, 28-30, 62, 69, 70, 72, 73, 78, 91, 92, 156, 157, 162, 163, 168, 169, 182, 184, 186, 191, 204-207, 211, 212, 217, 218-222, 224-228, 230, 234, 235, 238-240, 243-248, 264
- tertiary education organisation(s), 2, 5, 10, 12, 14, 15, 18, 21, 22, 24-26, 32, 35, 69, 78, 95, 97, 112, 128, 131, 142, 165, 166, 170, 182-185, 187, 189, 209, 219, 222, 223, 232, 234, 238, 245, 246, 248, 251, 264
- tertiary education provider(s), **see chapter 13 (192-203)**, 2, 5, 6, 10, 11, 15, 18, 22, 28, 29, 38, 68, 69, 71-77, 85, 89, 95, 101, 102, 117, 118, 131, 140, 141, 146, 159, 163, 191, 207, 217, 218, 220, 222, 227, 228, 236, 242-249, 251
- tertiary education savings scheme, 12
- tertiary education sector, 2, 4, 5, 15, 18, 22, 24, 28, 32-35, 62, 69, 70, 160, 164, 166, 167, 180, 182, 186, 214, 226, 227, 233, 238
- tertiary education strategy, 2, 4, 11, 17, 18, 20, 21, 24-26, 31, 32, 68, 69, 94, 204, 222, 232, 233, 244, 248
- tertiary education system, 1, 2, 4, 7, 17-25, 27-29, 31, 33-35, 39, 43, 62, 65, 94, 103, 113, 114, 126, 141, 191, 215, 228, 232-235, 244
- tertiary education workforce, 204, 207, 209
- tertiary qualification(s), **see chapter 4 (37-65)**, 4-6, 31, 89, 91, 105, 151, 169, 250
See also bachelors, certificate(s), diploma(s), doctoral, doctorate, masters, national, postgraduate, and sub-degree.
- tertiary qualification attainment rate, 45
- tertiary reforms, 28, 160, 233
- tertiary teaching excellence, 10-13
- tertiary-level qualification(s), 6, 38, 44, 48, 54
- tertiary-type A, 44, 46, 115, 116, 227, 229, 247
- tertiary-type B, 44, 46, 227, 247
- Tikanga/tikanga Māori, 19, 72, 82, 247
- Top Achiever Doctoral Scholarships, 101, 155, 156, 214
- top-up(s) funding, 182-184, 189, 221, 251
See also research top-up(s).



Finding out more

- trade training, 220, 236
- trades-related training, 74
- trainees, 5, 10, 29, 73, 85-88, 102, 111, 155, 223, 232, 235, 236, 244, 247
- training agreement, 29, 103, 111
- training benefits, 214
- Training Incentive Allowance, 155, 214, 216, 217, 247, 248
- Training Opportunities, 7, 19, 23, 25, 29, 31, 70, 78, 79, 86, 87, 96, 214, 217, 221, 223, 224, 247, 251
- tuition fee(s), **see chapter 15 (214-230)**, 91, 140, 141, 148, 156, 194, 214, 217, 225, 247
- tuition fee income, 194, 195, 197
- tuition revenue, 191, 196, 226, 227,
- tuition subsidy(ies), **see chapter 15 (214-230)**, 9, 19, 140-142, 159, 182, 191, 194, 196, 197, 247, 251
- tuition subsidy rates, 8, 13, 140, 182
- tupulaga le lumana'i, 29, 66, 112, 113, 246
- tutorial staff/tutors, 12, 14, 91, 205, 206, 208, 210, 235
- type of provider, 66, 67, 91, 98, 117, 118, 125, 131
See also provider type(s) and sub-sector.
- undergraduate, 10, 19, 23, 34, 114, 126, 130, 157, 183, 220, 225, 244
- unemployed, 7, 78, 82, 223, 247
- unemployment and ethnicity, 49
- unemployment benefit training, 216
- unemployment/unemployment rate, **see chapter 4 (37-65)**, 4, 6, 68, 86, 87, 126, 141, 152, 216, 248
- UNESCO, 244
- unit standards, 23, 31, 33, 95, 103, 243, 245
- Unitec New Zealand, 10, 11, 13, 14, 21, 137, 170, 185, 197, 201, 240
- university/universities, *see chapters 7 to 9 (94-137)*, 4, 6, 8, 9-15, 18, 19, 23, 24, 33, 35, 38, 62, 63, 65, 68, 69, 72, 73, 76, 85, 89, 92, 138, 144, 153, 155, 156, 162, 163, 165-180, 182-192, 195-202, 204-212, 214, 218, 219, 225, 226, 234-236, 239, 240, 242, 244, 246-250, 264
- university entrance, 24, 123, 124, 162
- university income, 186, 188, 197
- university staff unions, 14, 208
- university staff/staffing, **see chapter 14 (204-212)**, 10-12, 14, 172
- untargeted, 152
- upper secondary level, 70, 71, 77, 114
- uptake (loans/allowances), 8, 107, 140, 143, 144
- vice-chancellors, 11, 12, 14, 23, 24, 204, 208, 242, 248, 264
- visiting academics, 210
- vocational qualifications/skills, 6, 29, 78, 79, 81-83, 86, 87, 95, 159, 223
- vocationally oriented certificates, 81
- vocation-ready qualifications, 94, 97
- voluntary repayments, 148
- Vote Education, 182, 186, 187, 189, 215, 247
- Vote Research, Science and Technology, 8, 26, 166, 171, 172, 182, 183, 186, 187, 189, 214
- Vote Social Development, 215
- wānanga, 8-15, 18, 19, 21, 68, 72-76, 79-81, 83-85, 92, 94, 98-102, 117-119, 122, 123, 125, 131, 132, 144, 153, 162, 163, 184, 186, 192, 194-196, 198-202, 204-209, 211, 212, 218, 219, 225-227, 236, 239, 240, 242, 246-248
- website(s), 1, 4, 97, 103, 209, 236, 238, 243, 249, 250, 264
- Widows Benefit, 155
- women, 38, 39, 42, 48, 50, 53, 54, 60, 63, 73, 74, 83, 84, 86, 92, 98, 105, 107, 108, 111, 121, 122, 148, 149, 152, 155-157, 167, 168, 207-209, 211, 212, 245
See also female(s).
- Workbase, the New Zealand Centre for Workforce Literacy Development, 31
- work-based learning/training, 31, 89, 111, 247
- workforce, **see chapter 14 (204-212)**, 5, 9, 18, 20, 31, 35, 82, 99, 103, 104, 143, 148, 159, 167, 177, 191, 231, 232, 235, 236
- workforce productivity, 204
- working capital, 201
- working-age population, **see chapter 4 (38-65)**, 6
- Workplace Basic Skills Fund, 91
- workplace learners/learning, **see chapter 7 (94-113)**, 7, 20, 31, 66, 68, 71, 73, 89, 223, 224, 232, 235, 244, 246
- workplace literacy, 31, 91, 103
- Workplace Literacy Fund, 31
- workplace training, 2, 5, 28, 70, 73
- workplace-based, 70, 71, 73, 75
- write-off(s), 22, 140, 142, 149, 150, 233
- younger people, 111
- younger staff, 210
- youth/Youth Training, 7, 19, 23, 25, 29, 70, 78, 79, 87, 88, 91, 97, 110, 113, 180, 214, 216, 217, 221, 223, 224, 247, 251
- zero fee(s)/zero fee courses, 9, 144, 194, 214, 224, 225, 227

USEFUL LINKS

New Zealand Tertiary Education Statistics

www.educationcounts.edcentre.govt.nz

Association of Private Providers of English Language

www.appel.org.nz

Association of Tertiary Education Managers

www.atem.org.au

Career Services rapuara

www.careers.govt.nz

Funding Information Service

www.fis.org.nz

Gateway to New Zealand Government

www.govt.nz

Industry Training Federation

www.itf.org.nz

Inland Revenue

www.ird.govt.nz

Institutes of Technology and Polytechnics of
New Zealand

www.itpnz.ac.nz

Ministry of Education

www.minedu.govt.nz

www.educationcounts.edcentre.govt.nz

www.steo.govt.nz

(Services for Tertiary Education Organisations)

www.minedu.govt.nz/goto/crens

(Crown Entities Monitoring Team)

Tertiary Education Commission

www.tec.govt.nz

TERTIARY EDUCATION INSTITUTIONS

Ministry of Research, Science and Technology

www.morst.govt.nz

Ministry of Social Development

www.msd.govt.nz

New Zealand Association of Private Education Providers

www.nzapep.co.nz

New Zealand Qualifications Authority

www.nzqa.govt.nz

New Zealand Teachers' Council

www.teacherscouncil.govt.nz

New Zealand Universities Academic Audit Unit

www.aau.ac.nz

New Zealand University Students' Association

www.students.org.nz

New Zealand Vice-Chancellors' Committee

www.nzvcc.ac.nz

Pacific Islands Training Providers of New Zealand

www.pitponz.org.nz

StudyLink

www.studylink.govt.nz

New Zealand Tertiary Education Portal

www.TEd.govt.nz

New Zealand Education Portal

www.edCentre.govt.nz