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 rauapera 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

**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 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/

---

**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

---

**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
– Tairawhiti Polytechnic
– Telford Rural Polytechnic
– The Open Polytechnic of New Zealand
– Unitec New Zealand
– Universal College of Learning
– Waiairaki Institute of Technology
– Waikato Institute of Technology
– Wellington Institute of Technology
– Western Institute of Technology at Taranaki
– Whanganui Universal College of Learning
– Whitireia 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 Awanuiārangi
Te Wānanga-o-Raukawa
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
SECTION 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: pauline@itpnz.ac.nz

NEW ZEALAND ASSOCIATION OF PRIVATE EDUCATION PROVIDERS
Level 5, Compudigim 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

SECTION 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 TAUIHU O NGĀ WĀNANGA – THE NATIONAL ASSOCIATION OF WĀNANGA
PO Box 119
Otaki
phone: 04-233 9343 fax: 04-233 0994
email: info@tauihu-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
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.
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.
<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE</td>
<td>Adult and Community Education</td>
</tr>
<tr>
<td>ALAF</td>
<td>Adult Literacy Achievement Framework</td>
</tr>
<tr>
<td>ALL</td>
<td>Adult Literacy and Life-Skills Survey</td>
</tr>
<tr>
<td>ALQM</td>
<td>Adult Literacy Quality Mark</td>
</tr>
<tr>
<td>AMPTEE</td>
<td>Association of Māori Providers of Tertiary Education and Employment</td>
</tr>
<tr>
<td>APPEL</td>
<td>Association of Private Providers of English Language</td>
</tr>
<tr>
<td>ATEM</td>
<td>Association of Tertiary Education Managers</td>
</tr>
<tr>
<td>CLANZ</td>
<td>Community Learning Aotearoa New Zealand</td>
</tr>
<tr>
<td>COP</td>
<td>Code of Practice for the Pastoral Care of International Students</td>
</tr>
<tr>
<td>CoRE</td>
<td>Centre of research excellence</td>
</tr>
<tr>
<td>CPI</td>
<td>Consumers Price Index</td>
</tr>
<tr>
<td>CRI</td>
<td>Crown Research Institute</td>
</tr>
<tr>
<td>CUAP</td>
<td>The Committee on University Academic Programmes</td>
</tr>
<tr>
<td>e-CDF</td>
<td>e-Learning Collaborative Development Fund</td>
</tr>
<tr>
<td>EFTS</td>
<td>Equivalent full-time student</td>
</tr>
<tr>
<td>ELSI</td>
<td>Economic Living Standard Index</td>
</tr>
<tr>
<td>ERO</td>
<td>The Education Review Office</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
</tr>
<tr>
<td>FCCM</td>
<td>Fee and course costs maxima</td>
</tr>
<tr>
<td>FRST</td>
<td>Foundation for Research, Science and Technology</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-time equivalent</td>
</tr>
<tr>
<td>GTE</td>
<td>Government training establishment</td>
</tr>
<tr>
<td>HLFS</td>
<td>Household Labour Force Survey</td>
</tr>
<tr>
<td>HRC</td>
<td>Health Research Council</td>
</tr>
<tr>
<td>IALS</td>
<td>International Adult Literacy Survey</td>
</tr>
<tr>
<td>IDF</td>
<td>Innovation and Development Fund</td>
</tr>
<tr>
<td>IIAQBCG</td>
<td>Inter-Institutional Quality Assurance Bodies Consultative Group</td>
</tr>
<tr>
<td>ISCED</td>
<td>International Standard Classification for Education</td>
</tr>
<tr>
<td>ITF</td>
<td>Industry Training Federation</td>
</tr>
<tr>
<td>ITI</td>
<td>Independent Tertiary Institutions</td>
</tr>
<tr>
<td>ITO</td>
<td>Industry training organisation</td>
</tr>
<tr>
<td>ITPNZ</td>
<td>Institutes of Technology and Polytechnics of New Zealand</td>
</tr>
<tr>
<td>ITP Quality</td>
<td>Institutes of Technology and Polytechnics Quality</td>
</tr>
<tr>
<td>MoRST</td>
<td>Ministry of Research, Science and Technology</td>
</tr>
<tr>
<td>MSD</td>
<td>Ministry of Social Development</td>
</tr>
<tr>
<td>NCEA</td>
<td>National Certificate of Educational Achievement</td>
</tr>
<tr>
<td>NQF</td>
<td>National Qualifications Framework</td>
</tr>
<tr>
<td>NSN</td>
<td>National Student Number</td>
</tr>
<tr>
<td>NZAPEP</td>
<td>New Zealand Association of Private Education Providers</td>
</tr>
<tr>
<td>NZIS</td>
<td>New Zealand Income Survey</td>
</tr>
<tr>
<td>NZQA</td>
<td>New Zealand Qualifications Authority</td>
</tr>
<tr>
<td>NZSCEED</td>
<td>New Zealand Standard Classification for Education</td>
</tr>
<tr>
<td>NZUAAU</td>
<td>New Zealand Universities Academic Audit Unit</td>
</tr>
<tr>
<td>NZVCC</td>
<td>New Zealand Vice-Chancellors' Committee</td>
</tr>
<tr>
<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
</tr>
<tr>
<td>OTEP</td>
<td>Other tertiary education provider</td>
</tr>
<tr>
<td>PBRF</td>
<td>Performance-Based Research Fund</td>
</tr>
<tr>
<td>PITPONZ</td>
<td>Pacific Islands Training Providers of New Zealand</td>
</tr>
<tr>
<td>PTE</td>
<td>Private training establishment</td>
</tr>
<tr>
<td>REAP</td>
<td>Rural Education Activities Programme</td>
</tr>
<tr>
<td>SLS</td>
<td>Student Loan Scheme</td>
</tr>
<tr>
<td>SNZ</td>
<td>Statistics New Zealand</td>
</tr>
<tr>
<td>SPF</td>
<td>Strategic Priorities Fund</td>
</tr>
<tr>
<td>SSG</td>
<td>Special supplementary grant</td>
</tr>
<tr>
<td>STAR</td>
<td>Secondary-Tertiary Alignment Resource</td>
</tr>
<tr>
<td>STEP</td>
<td>Statement of Tertiary Education Priorities</td>
</tr>
<tr>
<td>STM</td>
<td>Standard Training Measure</td>
</tr>
<tr>
<td>TANZ</td>
<td>Tertiary Accord of New Zealand</td>
</tr>
<tr>
<td>TCS</td>
<td>The Correspondence School</td>
</tr>
<tr>
<td>TEC</td>
<td>Tertiary Education Commission</td>
</tr>
<tr>
<td>TEI</td>
<td>Tertiary education institution</td>
</tr>
<tr>
<td>TEO</td>
<td>Tertiary education organisation</td>
</tr>
<tr>
<td>TEP</td>
<td>Tertiary education provider</td>
</tr>
<tr>
<td>TES</td>
<td>Tertiary Education Strategy</td>
</tr>
<tr>
<td>TIA</td>
<td>Training Incentive Allowance</td>
</tr>
<tr>
<td>TOPNZ</td>
<td>The Open Polytechnic of New Zealand</td>
</tr>
<tr>
<td>TWOA</td>
<td>Te Wānanga o Aotearoa</td>
</tr>
<tr>
<td>UBSSH</td>
<td>Unemployment Benefit Student Hardship</td>
</tr>
<tr>
<td>WBSDF</td>
<td>Workbase Basic Skills Development Fund</td>
</tr>
<tr>
<td>WINHEC</td>
<td>World Indigenous Peoples Conference on Education Consortium</td>
</tr>
<tr>
<td>WIPCE</td>
<td>World Indigenous Peoples Conference on Education</td>
</tr>
</tbody>
</table>
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.

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.
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 Apprenticeship 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
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.
certificates, 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
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
dependent(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

e-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 learners/students, 76, 99, 100, 122, 123
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
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, 244, 232, 235, 264
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
grants 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
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, 142
International Standard Classification for Education (ISCED), 113, 244, 247, 248
international standards, 19, 34, 166, 167, 186
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 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
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
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 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
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 (NZSCE), 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
NZSCE, 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 councilor, 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
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
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
politecnic(s), see institutes of technology and polytechnics.
progression or progression rate(s), 4, 33, 73, 83-85, 102, 115, 117, 120, 121, 130, 131, 180, 250
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 or 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 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, private internal 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.
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
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
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, 244, 246, 251
student loans and allowances, 23, 140, 234, 244
Student Allowances Regulations 1998, 224
Student Allowances Regulations 1998, 234
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, 264
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 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, 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 strategy, 2, 4, 11, 17, 18, 20, 21, 24-26, 31, 32, 68, 69, 94, 204, 222, 232, 233, 244, 248
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).
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, 29, 103, 111
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.
ungdergraduate, 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
website(s), 1, 4, 97, 103, 209, 236, 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

<table>
<thead>
<tr>
<th>Link</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Zealand Tertiary Education Statistics</td>
<td><a href="http://www.educationcounts.edcentre.govt.nz">www.educationcounts.edcentre.govt.nz</a></td>
</tr>
<tr>
<td>Association of Private Providers of English Language</td>
<td><a href="http://www.appel.org.nz">www.appel.org.nz</a></td>
</tr>
<tr>
<td>Association of Tertiary Education Managers</td>
<td><a href="http://www.atem.org.au">www.atem.org.au</a></td>
</tr>
<tr>
<td>Career Services rapuara</td>
<td><a href="http://www.careers.govt.nz">www.careers.govt.nz</a></td>
</tr>
<tr>
<td>Funding Information Service</td>
<td><a href="http://www.fis.org.nz">www.fis.org.nz</a></td>
</tr>
<tr>
<td>Gateway to New Zealand Government</td>
<td><a href="http://www.govt.nz">www.govt.nz</a></td>
</tr>
<tr>
<td>Industry Training Federation</td>
<td><a href="http://www.itf.org.nz">www.itf.org.nz</a></td>
</tr>
<tr>
<td>Inland Revenue</td>
<td><a href="http://www.ird.govt.nz">www.ird.govt.nz</a></td>
</tr>
<tr>
<td>Institutes of Technology and Polytechnics of New Zealand</td>
<td><a href="http://www.itpnz.ac.nz">www.itpnz.ac.nz</a></td>
</tr>
<tr>
<td>Ministry of Education</td>
<td><a href="http://www.minedu.govt.nz">www.minedu.govt.nz</a></td>
</tr>
<tr>
<td><a href="http://www.educationcounts.edcentre.govt.nz">www.educationcounts.edcentre.govt.nz</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.steo.govt.nz">www.steo.govt.nz</a></td>
<td></td>
</tr>
<tr>
<td>(Services for Tertiary Education Organisations)</td>
<td><a href="http://www.minedu.govt.nz/goto/crens">www.minedu.govt.nz/goto/crens</a></td>
</tr>
<tr>
<td>(Crown Entities Monitoring Team)</td>
<td></td>
</tr>
<tr>
<td>Tertiary Education Commission</td>
<td><a href="http://www.tec.govt.nz">www.tec.govt.nz</a></td>
</tr>
</tbody>
</table>

## TERTIARY EDUCATION INSTITUTIONS

<table>
<thead>
<tr>
<th>Link</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Research, Science and Technology</td>
<td><a href="http://www.morst.govt.nz">www.morst.govt.nz</a></td>
</tr>
<tr>
<td>Ministry of Social Development</td>
<td><a href="http://www.msd.govt.nz">www.msd.govt.nz</a></td>
</tr>
<tr>
<td>New Zealand Association of Private Education Providers</td>
<td><a href="http://www.nzapep.co.nz">www.nzapep.co.nz</a></td>
</tr>
<tr>
<td>New Zealand Qualifications Authority</td>
<td><a href="http://www.nzqa.govt.nz">www.nzqa.govt.nz</a></td>
</tr>
<tr>
<td>New Zealand Teachers’ Council</td>
<td><a href="http://www.teacherscouncil.govt.nz">www.teacherscouncil.govt.nz</a></td>
</tr>
<tr>
<td>New Zealand Universities Academic Audit Unit</td>
<td><a href="http://www.aau.ac.nz">www.aau.ac.nz</a></td>
</tr>
<tr>
<td>New Zealand University Students’ Association</td>
<td><a href="http://www.students.org.nz">www.students.org.nz</a></td>
</tr>
<tr>
<td>New Zealand Vice-Chancellors’ Committee</td>
<td><a href="http://www.nzvcc.ac.nz">www.nzvcc.ac.nz</a></td>
</tr>
<tr>
<td>Pacific Islands Training Providers of New Zealand</td>
<td><a href="http://www.pitponz.org.nz">www.pitponz.org.nz</a></td>
</tr>
<tr>
<td>StudyLink</td>
<td><a href="http://www.studylink.govt.nz">www.studylink.govt.nz</a></td>
</tr>
<tr>
<td>New Zealand Tertiary Education Portal</td>
<td><a href="http://www.TEd.govt.nz">www.TEd.govt.nz</a></td>
</tr>
<tr>
<td>New Zealand Education Portal</td>
<td><a href="http://www.edCentre.govt.nz">www.edCentre.govt.nz</a></td>
</tr>
</tbody>
</table>