

Profile & Trends
NEW ZEALAND'S ANNUAL TERTIARY EDUCATION
ENROLMENTS

2014

1 TERTIARY STUDENTS' OVERVIEW

This chapter includes:

- ▲ trends in formal provider-based tertiary education
- ▲ changes in enrolments from 2013 to 2014
- ▲ tertiary education participation rates
- ▲ raising achievement for Māori and Pasifika students
- ▲ the study load of domestic students
- ▲ enrolments by domestic students by level
- ▲ international students, and
- ▲ an estimate of the total size of the sector.

Trends of students in formal study by level

There were 418,000 students enrolled in formal tertiary education¹ at providers in 2014. Of the students in formal tertiary study of more than one week's duration, 53,900 were international students, 13,300 were in Youth Guarantee fees-free places, 6,470 students (aged 24 years and under) were in fees-free level 1 and 2 certificate provision, and 1,200 participated in Māori and Pasifika Trades Training.²

There were also 5,090 senior secondary students studying via trades academies in 2014.

Of the students in formal tertiary study of less than one week's duration, 15,000 were in the Secondary-Tertiary Alignment Resource (STAR) programme and 8,180 students were in other short courses.

Overview of changes in enrolments from 2013 to 2014

Overall, the number of enrolments in formal qualifications remained stable, with a fall in domestic enrolments being offset by an increase in international enrolments.

Enrolments by domestic students declined in each sub-sector, with the increase in enrolments by international students exceeding the fall for polytechnics and private training establishments and partially offsetting the fall for universities.

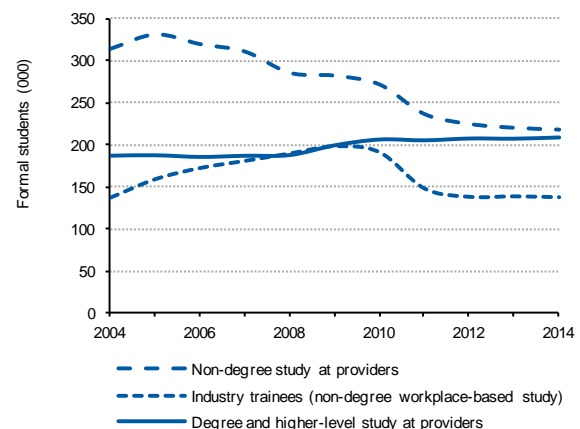
The number of domestic enrolments increased for level 1 and level 3 certificates, bachelors with honours degrees and masters degrees, while they decreased at all other levels.

The decrease in the number of domestic enrolments by women was larger than for men.

Domestic enrolments decreased in number for the European, Asian and Pasifika ethnic groups, while they increased for Māori. The rate of decline for Pasifika students was lower than for European and Asian students.

Enrolments by domestic students aged 18 to 19 years increased in number, while they remained stable for students aged 20 to 24 years and declined for students aged 25 years and over.

Figure 1.1 Trends of students in formal study by level and setting



Note: A report on industry trainees is expected to become available shortly.

Tertiary education participation rates

The total participation rate in provider-based tertiary education decreased slightly from 2013 to 2014 to 10 percent. This compared to 13 percent in 2009. From 2013 to 2014, the rates fell for the Asian and Pasifika ethnic groups, while they remained stable for Māori and Europeans (see Figure 1.2). Māori have the highest participation rate overall, at 15 percent.

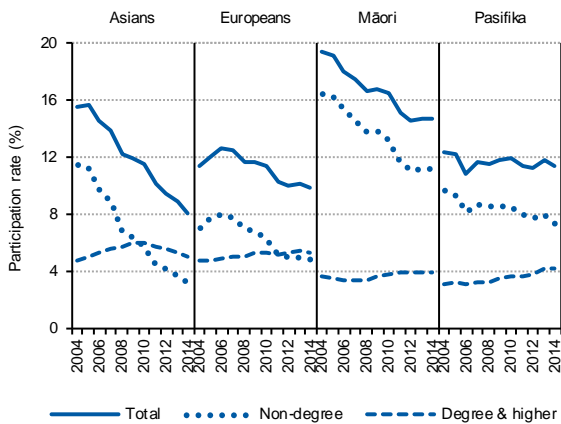
Compared to 10 years earlier, the age-standardised participation rate has been increasing for bachelors and postgraduate qualifications and decreasing for non-degree qualifications. Māori and Pasifika have higher participation rates in non-degree qualifications than Europeans and Asians. Differences among the ethnic groups in the rates for higher-level qualifications have narrowed.

Analytical tables: Data on learners in tertiary education is available at: www.educationcounts.govt.nz/statistics/tertiary_education – select 'participation' or 'retention and achievement'.

¹ The study of qualifications on the New Zealand Qualifications Framework. Learners in Youth Guarantee are required to achieve assessment standards which count towards qualifications on the New Zealand Qualifications Framework.

² Foundation-Focused Training Opportunities ceased in 2014.

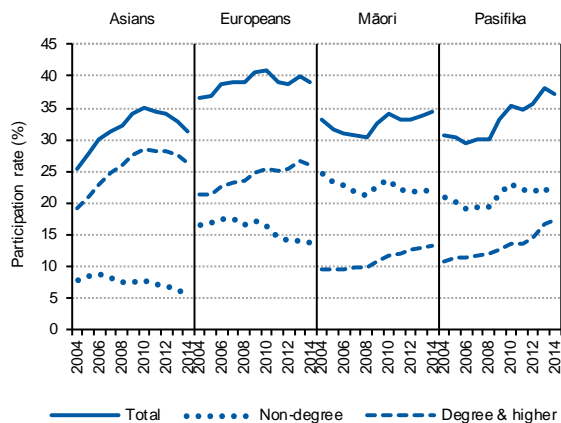
Figure 1.2 Participation rates of people aged 15 years and over in provider-based tertiary education by ethnic group



Note: Figure 1.2 uses age-standardised rates to allow comparisons to be made among ethnic groups.

Among the ethnic groups, the differences in the tertiary education participation rates of people aged 18 to 24 years have narrowed (see Figure 1.3).³ The participation rate in bachelors and higher qualifications has increased for all young people. The participation rate in non-degree qualifications, has decreased for young Europeans and Asians, while it has remained within a narrow, higher range for Māori and Pasifika.

Figure 1.3 Participation rates of people aged 18 to 24 years in provider-based tertiary education by ethnic group



³ Following the 2013 Population Census, the population estimates, and population numbers for previous years, have been revised. The overall tertiary education participation rates for 18 to 24 year-olds now vary from 31 to 39 percent, while prior to these revisions, the rates were similar at 28 percent.

Raising achievement for Māori and Pasifika students is a key priority⁴

The participation rate of Māori aged 18 to 24 years in bachelors and higher qualifications continued to increase slightly from 2013 to 2014 to just over 13 percent. For Māori aged 18 to 24 years in level 4 and higher qualifications, the participation rate was 23 percent in 2013 and 2014.

The participation rate of Pasifika aged 18 to 24 years in bachelors and higher qualifications continued to increase from 2013 to 2014 to 17 percent. For Pasifika aged 18 to 24 years in level 4 and higher qualifications, the participation was 29 percent in 2013 and 28 percent in 2014. This slight decrease was due to lower participation in non-degree tertiary study

Study loads of domestic students

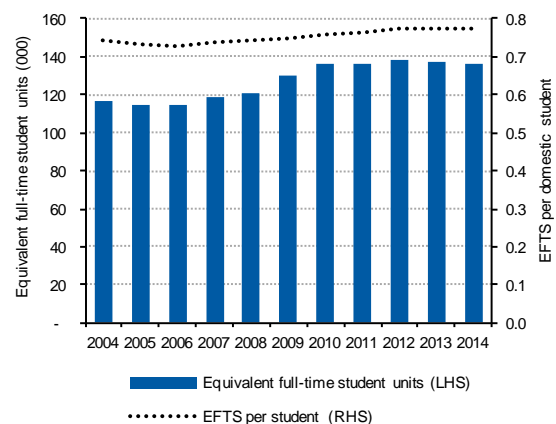
The average study load of domestic students was unchanged from 2013 to 2014.

The domestic study load has been 0.66 equivalent full-time student units (on average) since 2012. This compares to a low point in 2006 when the average study load was 0.54 equivalent full-time student units.

The average study load of domestic students in bachelors or higher qualifications remained stable from 2013 to 2014, at 0.77 equivalent full-time student units (Figure 1.4).

In the case of bachelors or higher qualifications, 57 percent of domestic equivalent full-time student units were at this level in 2014. This was one percentage point higher than in 2013.

Figure 1.4 Domestic equivalent full-time student units in bachelors and higher qualifications



⁴ To consult Ka Hikitia Accelerating Success 2013-2017, the government's strategy for Māori education, go to: www.minedu.govt.nz/KaHikitiaResourcesInMaori. To consult the Pasifika Education Plan 2013-2017 go to: www.minedu.govt.nz/PasifikaEducationPlan2013.

EQUIVALENT FULL-TIME STUDENT UNIT

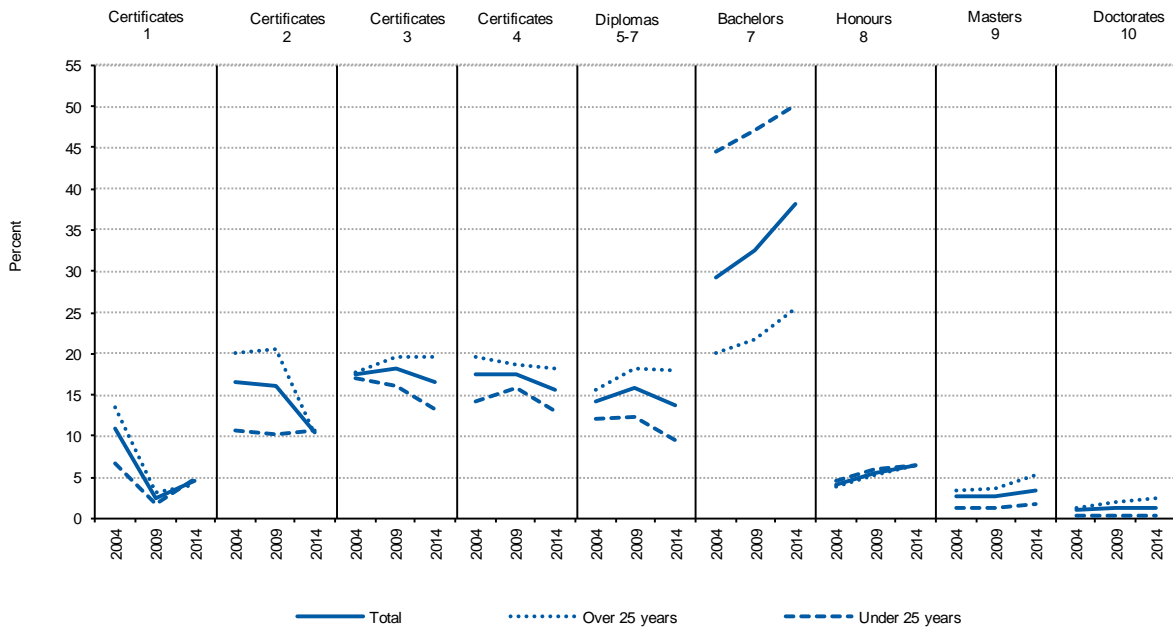
- ▲ One equivalent full-time student unit is defined as the student workload that would normally be carried out in a single academic year (or a 12-month period) by a student enrolled full-time.
- ▲ The equivalent full-time student unit value of a qualification represents the assessment of the normal minimum time for a successful full-time student to complete the qualification. The credit value assigned to the course by the quality assurance system is part of the EFTS measure.
- ▲ Qualifications are disaggregated into component courses. The Tertiary Education Commission assigns each approved course an EFTS factor that represents the proportion of the whole qualification that the course constitutes.
- ▲ For courses included in the New Zealand Qualifications Framework, one equivalent full-time student unit is defined as 120 credits, representing one year of full-time study.
- ▲ The equivalent full-time student count in this report is the sum of the EFTS units for a year.

Domestic enrolments by qualification level

Level 2 certificate enrolments decreased substantially in number from 2013 to 2014. This fall was partially offset by an increase in level 1 and level 3 certificate enrolments. As a result of these changes, level 1 to 3 certificate enrolments decreased substantially overall. There have been significant changes to the funding of level 1 to 3 qualifications in 2013 and 2014:

- ▲ Foundation-Focused Training Opportunities was discontinued at the end of 2013.
- ▲ From 2013, student achievement component funding for levels 1 and 2 was separated out. A portion of this funding was allocated through a competitive process. This enabled private training establishments to deliver qualifications at this level. The remaining funding was allocated through investment plans.
- ▲ In 2014, Youth Guarantee fees-free places were extended to include 18 to 19 year-olds.
- ▲ In 2014, new funding was provided for Māori and Pasifika Trades Training to enable more Māori and Pasifika learners, aged 18 to 34 years, to obtain trade apprenticeships and qualifications. These programmes use a partnership approach involving Māori and Pasifika organisations, tertiary education providers and employers.
- ▲ There was also new funding to establish fees-free places at levels 1 and 2 for under-25-year-olds.

Figure 1.5 Distribution of the number of domestic tertiary education students by qualification level



Enrolments by domestic students in level 4 certificates and level 5 to 7 diplomas decreased substantially in number from 2013 to 2014. Also, enrolments decreased for bachelors degrees and graduate certificates/diplomas. Partially offsetting these falls were higher enrolments in postgraduate qualifications.

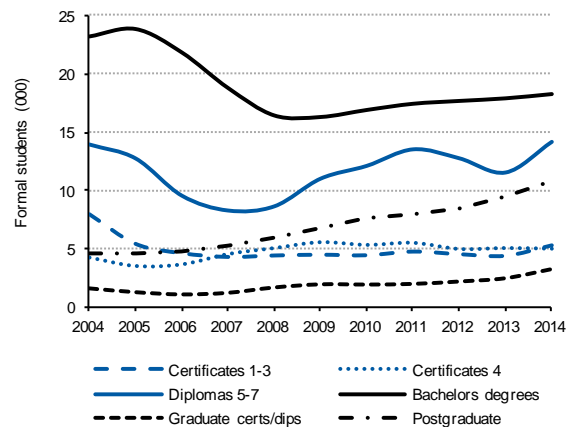
The provider-based enrolments also need to be seen against the trend in workplace-based learners. The number of apprenticeships has been increasing and from 2013 to 2014 the number of apprenticeships increased by 3,280.

Overall, the enrolment changes from 2013 to 2014 led to a substantial fall in level 4 and higher qualifications. Nevertheless, the proportion of domestic students in level 4 or higher qualifications has remained stable, at 76 percent. This was the result of enrolments in non-degree qualifications decreasing more strongly than those in bachelors and higher qualifications (Figure 1.5)

International tertiary education students

The upward trend in international students continued from 2013 to 2014, in terms of both the number of students and equivalent full-time student units. There were 53,900 international students in 2014 and this converted to 36,600 equivalent full-time student units. In 2013, the number of enrolments by international students was 48,000 and this converted to 33,100 equivalent full-time student units.

Figure 1.6 International tertiary education students by level of study



PROVIDER-BASED TERTIARY ENROLMENTS

Tertiary education in New Zealand provides a wide range of learning, ranging from education in foundation skills to doctoral studies. The system embraces technical and vocational education and training, higher education, workplace training, adult and community education, and tertiary education within the senior secondary school system.

While the system has evolved to meet the needs of New Zealand's society and economy, New Zealand also provides learning opportunities for a significant number of tertiary students from other countries.

The government provides some funding for New Zealand students undertaking formal tertiary learning and training. The funding per student is called the student achievement component – the largest tertiary education fund. Other funds which provide training programmes targeted to particular types of students include:

▲ **Youth Guarantee** aims to increase the educational achievement of targeted 16 to 19 year-olds by providing them with fees-free access to level 1 to 3 qualifications on the New Zealand Qualifications Framework. It also aims to improve the transitions from school to tertiary education and work, via the establishment of secondary-tertiary programmes based on partnerships between training providers, industry and employers.

▲ **Level 1 and 2 fees-free provision for 20 to 24 year-olds** aims to provide students who have previously not achieved a level 1 or 2 qualification with foundation education within the student achievement component fund. Level 1 and 2 qualifications deliver core foundational skills enabling students to go on to higher-level vocational study, training and employment.

▲ **Māori and Pasifika Trades Training** aims to enable more young learners, aged 18 to 34 years, obtain trades apprenticeships and qualifications leading to skilled and sustainable employment.

▲ **The Secondary-Tertiary Alignment Resource (STAR)** aims to assist schools to meet the needs of their senior secondary students (year 11 and above) by providing funding for a wide range of courses.

▲ **Adult literacy and numeracy education** strengthens people's reading, writing, listening, speaking and general numeracy skills. Adult literacy and numeracy provision is covered by a number of different funds and it may be for people already in employment or in other types of training. All level 1 and 2 programmes are now required to include explicit teaching and assessment of literacy and numeracy.

▲ **Adult and community education (ACE)** provides a bridge to further learning opportunities. It is non-formal learning in that it does not lead to a recognised qualification. The priorities for government-funded ACE are to engage learners whose initial learning was not successful, improve the literacy, language and numeracy of individuals and whānau, and strengthen social cohesion.

STUDENT ENROLMENTS IN 2014³

There were approx. 565,000 students (including international students) in 2014.*

Provider-based students (more than 1 week's duration)		
Levels 1-10 (excl. programmes listed below)	393,000	(389,000 in 2013)
Youth Guarantee fees-free places	13,300	(9,900 in 2013)
Trades academies and tertiary high school	5,090	(4,080 in 2013)
Estimate for non-government-funded students	15,000	
Total	427,000	
Workplace-based learners in 2014 (more than 1 week's duration)		
Industry trainees (incl. apprentices)	139,000	(down 0.2% on 2013)
Apprentices	41,800	(up 12% on 2013)
Gateway	14,600	(up 4.2% on 2013)
Tertiary study of less than 1 week's duration (short courses)		
Secondary-Tertiary Alignment Resource	15,000	(up 9.9% on 2013)
Other short qualifications	8,180	(up 9.5% on 2013)

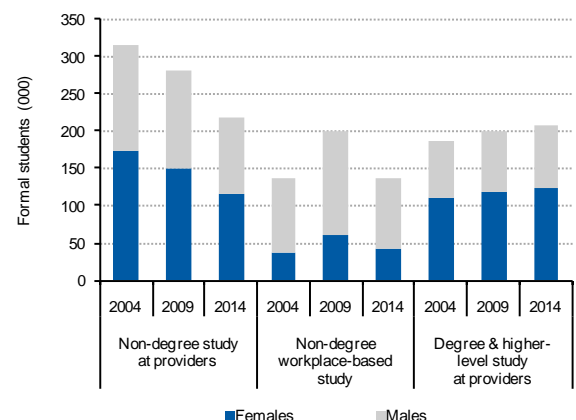
*Students in formal study of more than one week's duration, excluding students in short courses and in non-government-funded provision. See Table 1.1 for further information on the size of the tertiary education sector and apprentices. A report on industry trainees will be separately published.

TRENDS IN FORMAL TERTIARY EDUCATION

Formal tertiary education enrolments remained stable from 2013 to 2014. This was due to the increase in the number of international students being offset by a decrease in the number of domestic students. The amount of study, in terms of equivalent full-time student units, fell by 0.6 percent from 2013 to 2014.

The tertiary education participation rate of New Zealanders in bachelors and higher qualifications has been stable since 2009. Following strong declines from 2005 to 2011, the downward trend in the participation rate in non-degree

Figure 1.7 Students in formal study by level, setting and gender



has slowed. In 2014, the participation rate in non-degree qualifications was 5.5 percent, compared to 9.6 percent in 2005.

Students in provider-based formal study by level and setting in 2014

Non-degree	218,000	(down 1.0% on 2013)	Domestic participation rate 5.4%
Degree or higher	209,000	(up 0.7% on 2013)	Domestic participation rate 4.9%

Source: Ministry of Education and Tertiary Education Commission.

Figure 1.8 Trends of students in formal study by level and setting



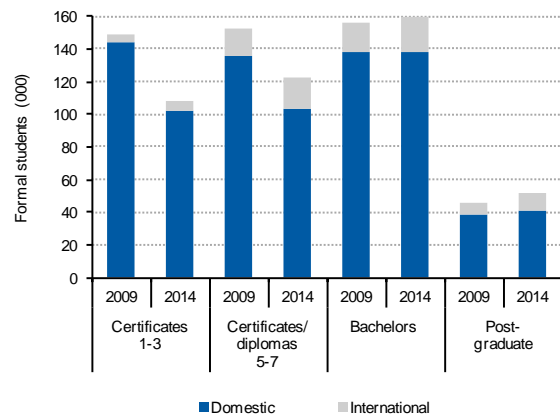
PROVIDER-BASED ENROLMENTS BY LEVEL OF STUDY

From 2013 to 2014, enrolments in non-degree qualifications by domestic students decreased by 5,400 overall, while those in bachelors and higher qualifications decreased by 1,040 overall. Enrolments by international students increased strongly from 2013 to 2014. This was due to more enrolments at most qualification levels.

Provider-based formal enrolments in 2014

	Domestic		International		Total	
	2014	% change from 2013	2014	% change from 2013	2014	% change from 2013
All study levels	364,000	-1.5	53,900	+12.3	418,000	+0.1
Certificates 1-3	102,000	-2.3	5,320	+20.2	108,000	-1.3
Certificates 4	56,400	-3.4	5,020	-1.2	61,500	-3.2
Diplomas 5-7	49,600	-4.8	14,200	+22.4	63,700	+0.1
Bachelors degrees	129,000	-0.9	18,300	+2.1	147,000	-0.6
Graduate certs/dips	10,800	-3.0	3,350	+30.9	14,200	+3.4
Postgraduate	40,300	+1.6	10,900	+15.0	51,100	+4.2

Figure 1.9 Provider-based enrolments by level of study



³ These highlights refer to students enrolled at any time during the year with a tertiary education provider in formal study (that is, contributing towards a recognised qualification) of more than one week's duration, unless otherwise stated. Students are counted in each type of programme and qualification level for which they are enrolled so the sum of the components will not add to the totals.

PROVIDER-BASED EQUIVALENT FULL-TIME STUDENTS

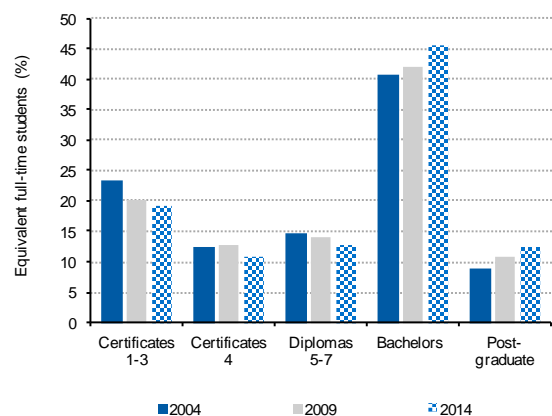
The total equivalent full-time student unit count decreased by 0.6 percent from 2013 to 2014, while the total student headcount remained stable. Bachelors and higher qualifications comprised 58 percent of total equivalent full-time student units in 2014, up from 57 percent in 2013. From 2013 to 2014, the average study load remained stable overall for domestic students at 0.66 equivalent full-time student units, while it declined from 0.69 to 0.68 equivalent full-time student units for international students.

Enrolments expressed in equivalent full-time student units by level of study

	Domestic		International		% of total EFTS*
	2014	% change from 2013	2014	% change from 2013	
All study levels	240,000	-2.1	36,600	+10.5	13.2
Certificates 1-3	50,400	-4.2	2,030	+21.4	3.9
Certificates 4	27,700	-4.2	2,260	-1.3	7.6
Diplomas 5-7	25,500	-4.4	9,100	+25.0	26.3
Bachelors	110,000	-1.1	15,200	+3.4	12.1
Postgraduate	26,000	+2.5	7,950	+11.6	23.4

*As a percentage of the total equivalent full-time student unit count.

Figure 1.10 Distribution of equivalent full-time students by level of study



FORMAL STUDENTS BY PROVIDER TYPE

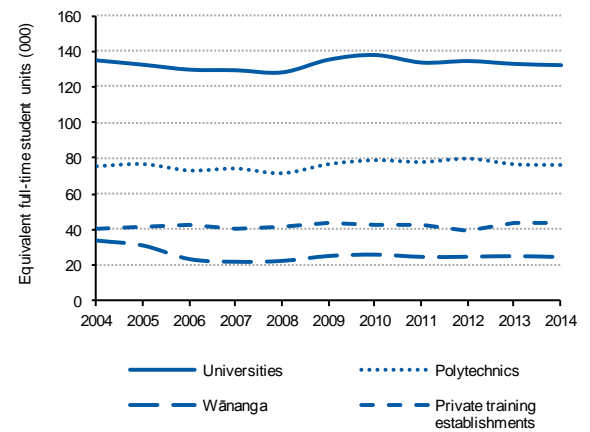
The equivalent full-time student unit count decreased at public tertiary education institutions, while it remained stable for private training establishments. At private training establishments, the decreases in non-degree qualifications were offset by increases in bachelors and higher qualifications. At polytechnics, the decreases in non-degree qualifications were partially offset by increases at higher qualification levels. At universities and wānanga, the decreases were also mainly for non-degree qualifications, accompanied by smaller decreases in bachelors and higher qualifications.

Equivalent full-time student units by selected provider type in 2014

All formal enrolments	276,000	(down 0.6% on 2013)
Tertiary education institutions	232,000	(down 0.7% on 2013)
Private training establishments	44,100	(no change)
Universities	132,000	(down 0.6% on 2013)
Polytechnics	76,000	(down 0.5% on 2013)
Wānanga	24,600	(down 2.0% on 2013)

Note: In Figure 1.11 college of education data has been added to the universities for each year shown in the graphs to enable comparisons to be made over time.

Figure 1.11 Equivalent full-time student units by provider type



AGE-STANDARDISED PARTICIPATION RATES BY ETHNIC GROUP

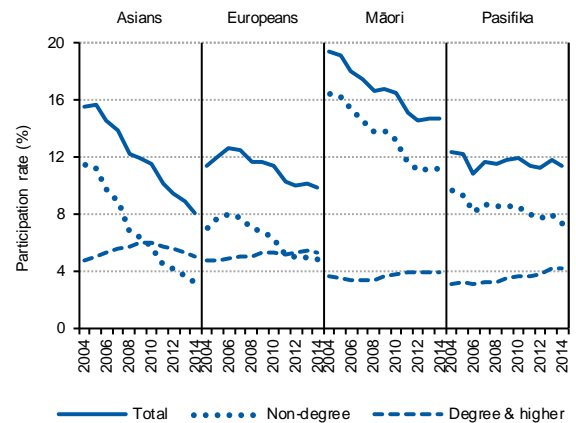
The overall participation rate in provider-based tertiary education decreased from 10.5 percent in 2013 to 10.2 percent in 2014. The rate fell for the Asian and Pasifika ethnic groups, while it remained stable for Māori and Europeans. Māori have the highest participation rate overall, at 15 percent. Comparing 2004 with 2014, the age-standardised participation rate in higher-level qualifications has increased for all ethnic groups and differences among them have narrowed. The rate for non-degree qualifications has decreased for all ethnic groups. Māori and Pasifika have the highest participation rates in non-degree qualifications.

Age-standardised tertiary education participation rates for the population aged 15 years and over

	Non-degree		Degree and higher		All levels	
	2009	2014	2009	2014	2009	2014
Asians	6.4%	3.2%	6.0%	5.1%	12.0%	8.2%
Europeans	6.8%	4.8%	5.3%	5.3%	11.7%	9.9%
Māori	13.8%	11.2%	3.7%	3.9%	16.9%	14.7%
Pasifika	8.6%	7.4%	3.5%	4.2%	11.8%	11.4%
Total	7.6%	5.4%	5.1%	4.9%	12.3%	10.2%

Notes: This highlight uses age-standardised rates to allow comparisons to be made among the ethnic groups. Students may be counted in more than one ethnic group.

Figure 1.12 Participation rates of the population aged 15 years and over years in provider-based tertiary education by ethnic group



PARTICIPATION RATES FOR 18 TO 24 YEAR-OLDS

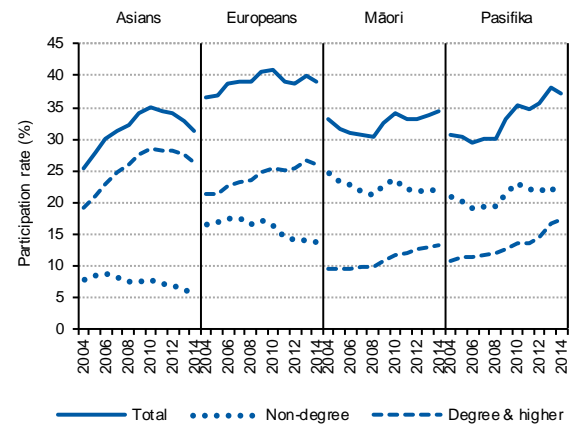
Among the ethnic groups, the participation rate for 18 to 24 year-olds is increasing in bachelors and higher qualifications. For non-degree qualifications, the rate is decreasing for Europeans and Asians, while it remains within a narrow, higher range for Māori and Pasifika. In most qualification levels, women participate at higher rates than men.

Age-standardised participation rates in tertiary education for the population aged 18 to 24 years and over by gender

	Females	Males	Total
All study levels	40.9%	33.3%	37.0%
Certificates 1	1.0%	1.0%	1.0%
Certificates 2	2.2%	2.4%	2.3%
Certificates 3	4.6%	4.1%	4.4%
Certificates 4	4.5%	5.2%	4.9%
Diplomas 5-7	4.1%	3.4%	3.7%
Bachelors degrees	24.1%	15.9%	19.9%
Graduate certificates/diplomas	0.8%	0.4%	0.6%
Honours	2.2%	3.0%	2.6%
Masters	0.8%	0.6%	0.7%
Doctorates	0.1%	0.1%	0.1%

Note: Honours includes bachelors with honours degrees and postgraduate certificates/diplomas.

Figure 1.13 Participation rates of the population aged 18 to 24 years in provider-based tertiary education by ethnic group



PARTICIPATION RATES FOR PEOPLE AGED 25 TO 64 YEARS

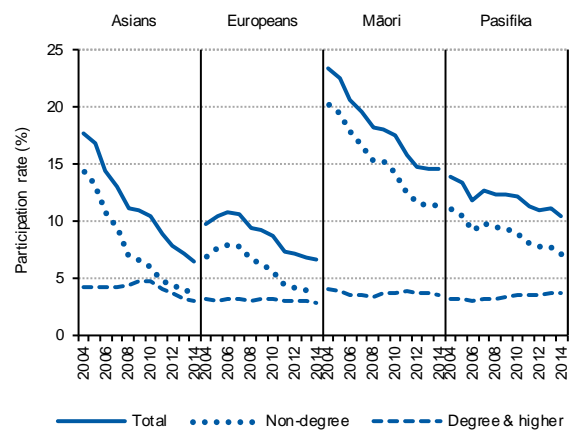
The most notable change in the tertiary education participation rate for people aged 25 to 64 years, has been the decline in non-degree qualifications. In most qualification levels, women participate at higher rates than men.

Age-standardised participation rates in tertiary education for the population aged 25 to 64 years by gender

	Females	Males	Total
All study levels	9.1%	5.9%	7.5%
Certificates 1	0.3%	0.3%	0.3%
Certificates 2	0.9%	0.6%	0.8%
Certificates 3	1.7%	1.3%	1.5%
Certificates 4	1.5%	1.2%	1.4%
Diplomas 5-7	1.7%	1.0%	1.4%
Bachelors degrees	2.1%	1.1%	1.6%
Graduate certificates/diplomas	0.4%	0.3%	0.3%
Honours	0.7%	0.3%	0.5%
Masters	0.5%	0.3%	0.4%
Doctorates	0.2%	0.2%	0.2%

Note: Honours includes bachelors with honours degrees and postgraduate certificates/diplomas.

Figure 1.14 Participation rates of the population aged 25 to 64 years in provider-based tertiary education by ethnic group



INTERNATIONAL STUDENTS

Following an upward trend since 2009, international student numbers increased strongly from 2013 to 2014.

International students at tertiary education providers in 2014

Total students	53,900	(up 12% on 2013)
Equivalent full-time students	36,600	(up 11% on 2013)
Proportion of total tertiary students	13%	(12% in 2013)
In bachelors qualifications	21,500	(up 5.8% on 2013)
In doctoral degrees	3,900	(up 6.6% on 2013)
In non-degree qualifications	23,300	(up 16% on 2013)
Asia 77%; Europe 6.9%; Northern America 5.1%; Middle East 4.1%; Pacific 3.5%; Central/South America 2.3%; and Africa 1.1%		

Note: Since 2006, doctoral study by international students has been funded on the same basis as domestic doctoral students, and this has substantially lowered these fees for international students.

Figure 1.15 International students by level of study

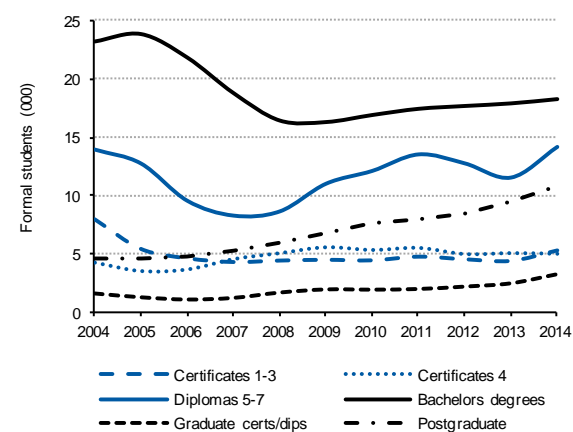


Table 1 Estimate of the size of the tertiary education sector in 2014 by level of study

Estimated numbers of learners	Certificates 1-3	Certificates 4 and diplomas 5-7	Bachelors	Postgraduate	Total
Students in formal study					
Provider-based					
Domestic students (excl. industry trainees and programmes listed below)	84,356	96,140	138,516	40,275	339,593
International students (excl. industry trainees)	5,321	18,800	21,527	10,874	53,890
Students in non-government-funded providers	10,000	5,000	-	-	15,000
Youth Guarantee fees-free places	13,283	-	-	-	13,283
Trades academies (senior secondary students)	5,087	-	-	-	5,087
Students in qualifications of > 1 week's duration	118,047	119,940	160,043	51,149	426,853
Secondary-Tertiary Alignment Resource < 1 week's duration	14,746	78	151	-	14,977
Students in qualifications of < 1 week's duration	6,162	1,960	83	-	8,182
Total provider-based students	138,955	121,978	160,277	51,149	450,032
Workplace-based					
– Learners in industry training (excluding apprenticeships)	82,754	19,075	-	-	97,957
– New Zealand Apprentices	-	25,182	-	-	25,182
– All other types of apprentices	-	16,657	-	-	16,657
– Gateway learners	14,615	-	-	-	14,615
Total workplace-based learners					154,411
Total provider- and workplace-based learners	236,324	181,869	160,277	51,149	604,443
Learners in non-formal study					
ACE through tertiary education institutions (domestic and international)					43,531
ACE through private training establishments					1,823
International students in non-formal tertiary education					3,642
ACE funded through schools				Number of hours:	399,245
ACE through community organisations (provisional)					55,100
Student achievement component-funded learners in 2014	79,683	95,146	139,261	43,212	338,310

Notes:

1. Provider-based students are counted in each type of programme they enrol in, so the sum of the various levels will not add to the totals.
2. Youth Guarantee and the Secondary-Tertiary Alignment Resource are included in chapter 2 and ACE programmes in chapter 5.
3. More information on learners in industry training (including apprenticeships) and Gateway is expected to become available shortly.
4. 'Bachelors' includes degrees and graduate certificates and diplomas.
5. In 2014, 57 percent of domestic provider-based enrolments of more than one week's duration were made by women. The comparable figure in 2004 was also 57 percent.
6. Youth Training was discontinued in 2012 and providers could apply to deliver Youth Guarantee fees-free places.
7. The Foundation-Focused Training Opportunities programme was discontinued in 2014. It will be replaced by an extended range of programmes to help beneficiaries and young people get into work.
8. The data includes government-funded apprentices, apprentices funded through other sources and unfunded apprentices. The category 'All other types of apprentices' includes modern apprentices and 'industry training apprentice equivalents' (who are trainees whose qualification is at level 4 or higher and whose credit load is 120 credits per year or more).

2 PROVIDER-BASED STUDENTS IN LEVEL 1 TO 3 QUALIFICATIONS

This chapter includes:

- ▲ an overview of students in level 1 to 3 qualifications
- ▲ student achievement component-eligible learners, including level 1 and 2 fees-free provision
- ▲ Youth Guarantee fees-free places
- ▲ Māori and Pasifika Trades Training at level 1 to 3, and
- ▲ the Secondary-Tertiary Alignment Resource.

In 2013 and 2014, there were small decreases in the overall number of students in provider-based level 1 to 3 qualifications.

There was another substantial decrease, from 2013 to 2014, in the number of student achievement component-eligible students at level 2, while the number of students at levels 1 and 3 increased. The number studying level 1 and 2 certificates decreased overall at polytechnics and wānanga, while increasing at private training establishments. For level 3 certificates there were increased numbers studying at wānanga, and decreased numbers at polytechnics and private training establishments.

There have been significant changes to the funding of level 1 to 3 qualifications in 2013 and 2014:

- ▲ Foundation-Focused Training Opportunities ceased operation at the end of 2013.
- ▲ From 2013, student achievement component funding for levels 1 and 2 was separated out. A portion of this funding was allocated through a competitive process. This enabled private training establishments to deliver qualifications at this level. The remaining funding was allocated through investment plans.
- ▲ In 2014, Youth Guarantee fees-free places were extended to include 18 to 19 year-olds.
- ▲ In 2014, new funding was provided for Māori and Pasifika Trades Training. These programmes involve collaborative arrangements to enable more Māori and Pasifika learners, aged 18 to 34 years, to obtain trade apprenticeships and qualifications.
- ▲ There was also new funding to establish fees-free places at levels 1 and 2 for under-25-year-olds.

In 2014, 12 consortia were contracted by the Tertiary Education Commission to provide Māori and Pasifika Trades Training. There were 872 students enrolled in level 1 to 3 certificates, of which 625 were Māori and 306 were Pasifika.¹ The programme involved 11 tertiary education providers in 2014 and most of these were polytechnics.

The number of students in Youth Guarantee fees-free places increased from 9,900 in 2013 to 13,300 in 2014. The largest increases were at polytechnics and wānanga.

The number of international students studying level 1 to 3 qualifications increased from 2013 to 2014. The largest number of students continues to come from Asia.

PROVIDER-BASED LEARNING AT LEVELS 1 TO 3

- ▲ Provision of level 1 to 3 qualifications is funded through the student achievement component and specific training funds. It includes enrolments in level 1 to 3 certificates at polytechnics, wānanga and private training establishments.
- ▲ International students can also enrol in level 1 to 3 qualifications at providers.
- ▲ Tertiary study options are also provided through programmes aimed at improving the transition and pathways from senior secondary school to vocational education. These include fees-free places for 16 to 19 year-olds, as part of the Youth Guarantee programme, Māori and Pasifika Trades Training, fees-free places at levels 1 and 2 for under-25-year-olds, and the Secondary-Tertiary Alignment Resource, which allows schools to purchase courses from tertiary education providers (see chapter 1 for more detailed descriptions of the various types of tertiary education enrolments).

Analytical tables: Data on learners in level 1 to 3 qualifications is available at: www.educationcounts.govt.nz/statistics/tertiary_education – select 'participation' or 'retention and achievement'.

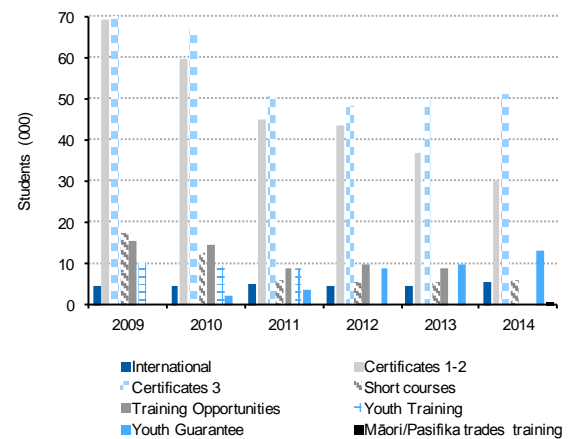
¹ Students can identify with more than one ethnic group.

STUDENTS IN LEVEL 1 TO 3 QUALIFICATIONS

Most domestic students in level 1 to 3 qualifications are funded through the student achievement component fund. The overall number of these students decreased from 2013 to 2014, with the number enrolled in level 3 qualifications staying about the same. The number of students in Youth Guarantee fees-free programmes increased by just over 34 percent on 2013, as more places were made available. Māori and Pasifika Trades Training began operation in 2014, with 872 students enrolled at levels 1 to 3. Foundation-Focused Training Opportunities ceased at the end of 2013.

Source: Ministry of Education and Tertiary Education Commission.

Figure 2.1 Students in level 1 to 3 qualifications by type of enrolment



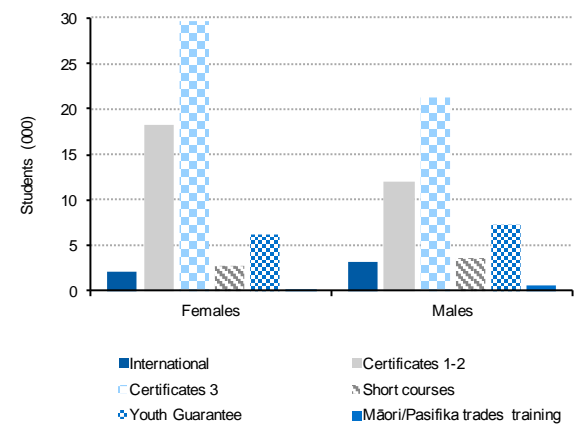
LEVEL 1 TO 3 STUDENTS BY GENDER

Women make up a higher proportion than men of students in level 1 to 3 certificates.

A higher proportion of men than women were enrolled in short courses, Youth Guarantee fees-free places, Māori and Pacific Trades Training and as international students.

Source: Ministry of Education and Tertiary Education Commission.

Figure 2.2 Students in level 1 to 3 certificates by gender



INTERNATIONAL STUDENTS IN LEVEL 1 TO 3 QUALIFICATIONS

The number of international students enrolled in level 1 to 3 qualifications increased by 20 percent from 2013 to 2014. While the largest number of students continued to come from Asia, there has also been strong growth from other regions.

International students in level 1 to 3 qualifications in 2014

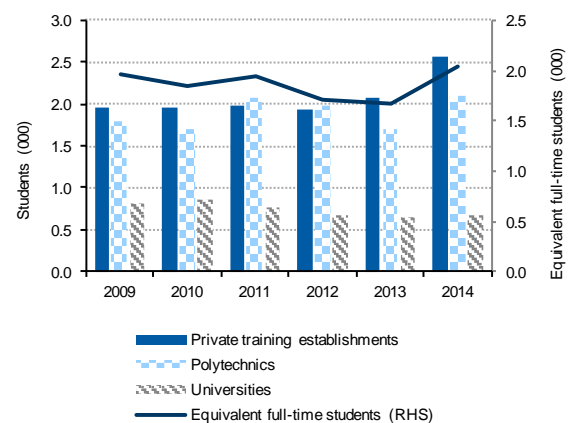
Total	5,320	(up 20% on 2013)
Private training establishments	2,570	(up 23% on 2013)
Polytechnics	2,090	(up 24% on 2013)
Universities	673	(up 5.3% on 2013)

Region of origin for international students in level 1 to 3 qualifications in 2014

Asia	3,690	(up 20% on 2013)
Europe	570	(up 23% on 2013)
Central and South America	385	(up 73% on 2013)
Middle East	290	(up 47% on 2013)

The amount of study at levels 1 to 3 by international students increased from 2013 to 2014 to 2,030 equivalent full-time student units (up 21 percent).

Figure 2.3 Enrolments by international students in level 1 to 3 qualifications



STUDENT ACHIEVEMENT COMPONENT-FUNDED STUDENTS¹

FOUNDATION SKILLS AND ENTRY-LEVEL JOB SKILLS

Level 1 to 3 certificates provide foundation skills and entry-level job skills. Qualifications at levels 1 and 2 are considered to be equivalent to secondary school education. Level 3 provides entry to vocational qualifications. The largest number of student achievement component-eligible learners at these levels study towards level 3 certificates. The number of students studying at level 2 has continued to decrease, while there have been small increases in student studying at levels 1 and 3.

Student achievement component-eligible learners in 2014

Level 1	8,420	(up 2.2% on 2013)
Level 2	23,400	(down 21% on 2013)
Level 3	50,800	(up 2.2% on 2013)
Total	77,000	(down 5.3% on 2013)

Expressed as equivalent full-time student units, enrolments in student achievement component-eligible certificates totalled 36,900, down 6.3 percent from 2013 to 2014.

LEVEL 1 AND 2 STUDENTS BY SUB-SECTOR

From 2013, funding for level 1 and 2 certificates was tightened to focus on providing foundation skills to people who had not previously gained them. Private training establishments became eligible to receive funding for these qualifications. The number of students studying towards level 1 and 2 certificates has been decreasing. Most of the decrease since 2009 has been in students studying at polytechnics. The number of students studying at private training establishments increased to nearly 3,000 in 2014.

Students in level 1 to 2 certificates in 2014

Total	30,100	(down 18% on 2013)
Polytechnics	15,700	(down 6.2% on 2013)
Wānanga	10,700	(down 28% on 2013)
Private training establishments	2,970	(up 7.1% on 2013)
Universities	348	(down 81% on 2013)

The funding of qualifications in universities at this level is a result of Telford Rural Polytechnic merging with Lincoln University in 2011.

LEVEL 1 AND 2 STUDENTS BY FIELD OF STUDY

The largest number of students at levels 1 and 2 were studying towards certificates in society and culture. These were mostly in Māori language and culture and English as an additional language. Mixed field programmes were the next largest field of study, which includes foundation education and employment skills. This was the only field where the number of students had increased.

Students in level 1 to 2 certificates in 2014

Most common fields of study

Society and culture	8,720	(down 21% on 2013)
Mixed field programmes	6,360	(up 15% on 2013)
Agriculture, environmental and related studies	3,910	(down 24% on 2013)
Information technology	3,780	(down 4.3% on 2013)
Management and commerce	3,070	(down 40% on 2013)

Note: Field of study here is based on the student's qualification.

Figure 2.4 Student achievement component-eligible students by qualification level

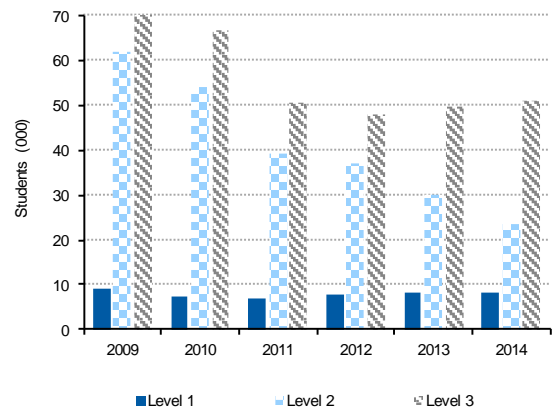


Figure 2.5 Students in level 1 and 2 certificates by sub-sector

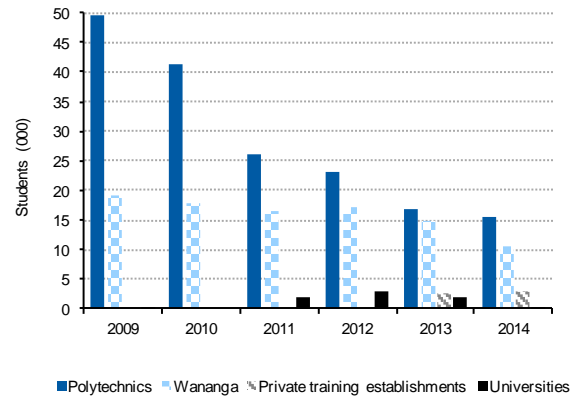
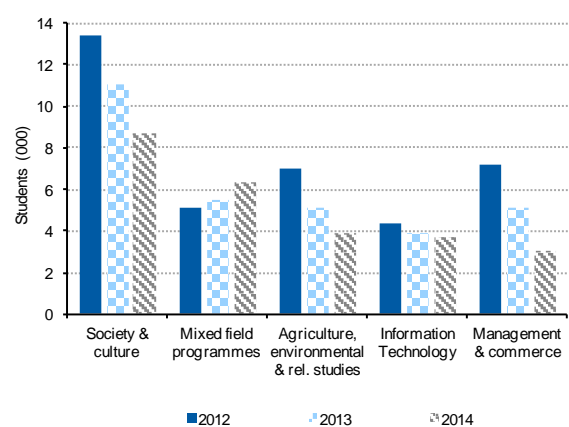


Figure 2.6 Students in level 1 and 2 certificates by field of study



¹ The figures presented in this section includes all student achievement component-funded courses, including level 1 and 2 competitive and plan funding and under-25-year-old fees-free.

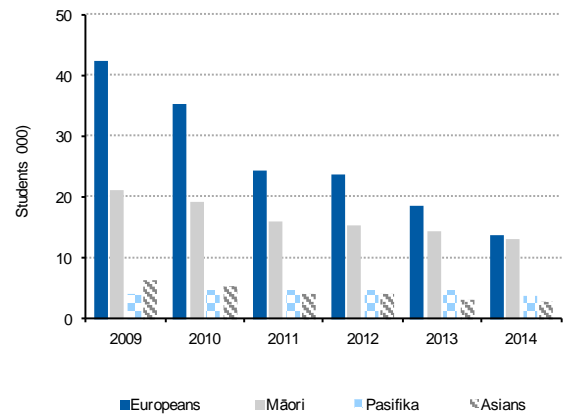
STUDENT ACHIEVEMENT COMPONENT-FUNDED STUDENTS

CHARACTERISTICS OF LEVEL 1 AND 2 STUDENTS

Characteristics of level 1 and 2 students in 2014

Studying full-time	51%
Employed in year prior to enrolment	36%
No school qualification	43%
Females	60%
Aged under 20 years	33%
Aged 20 to 24 years	31%
Aged 25 years and over	35%
Europeans	46%
Māori	44%
Pasifika	12%
Asians	8.8%

Figure 2.7 Level 1 and 2 students by ethnic group



NEW FUNDING AT LEVEL 1 AND 2

In 2013, new rules were introduced for student achievement component funding at levels 1 and 2. Separate funds were established, with some funding being allocated through the investment plan process and some allocated through a competitive process. In 2014, a new fund was established to provide fees-free courses for students under 25 years of age.

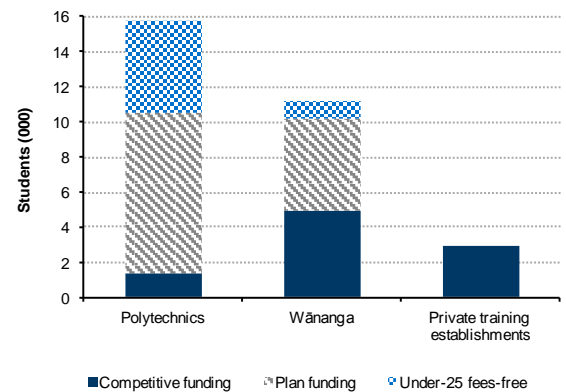
In 2014, half of the students in level 1 and 2 certificates were funded through the investment plan process.

Students in level 1 and 2 certificates in 2014

	Number of students	Percentage of total
Competitive-process funded	9,390	31%
Plan-process funded	15,100	50%
Under 25 fees-free	6,470	22%

Note: Students may enrol with more than one provider, or fund, so the percentages will not sum to 100%.

Figure 2.8 Level 1 and 2 students by funding type and sub-sector



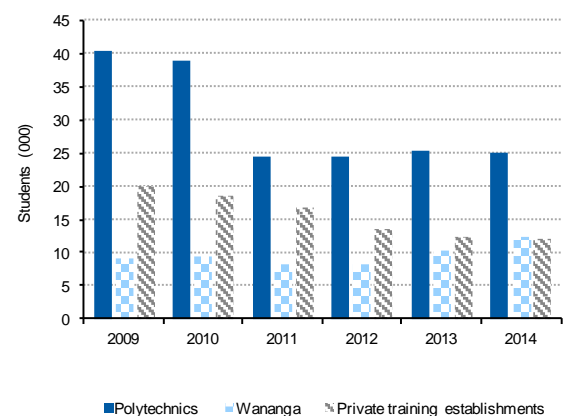
LEVEL 3 STUDENTS BY SUB-SECTOR

In 2014, the majority of level 3 student achievement component-eligible learners studied at polytechnics, followed by wānanga and private training establishments. The numbers at wānanga grew from 2013 to 2014, while student numbers in other sub-sectors decreased.

Students in level 3 certificates in 2014

	Number of students	Change on 2013
Total	50,800	(up 2.2% on 2013)
Polytechnics	24,900	(down 2.1% on 2013)
Wānanga	12,200	(up 20% on 2013)
Private training establishments	11,900	(down 2.9% on 2013)

Figure 2.9 Students in level 3 certificates by sub-sector



STUDENT ACHIEVEMENT COMPONENT-FUNDED STUDENTS

LEVEL 3 STUDENTS BY FIELD OF STUDY

The largest numbers of students at level 3 were studying towards certificates in society and culture in 2014. The largest growth in this field has been in tikanga Māori qualifications, which account for just over half the students. The other significant area is English as an additional language. There were also continued increases in the number of students studying towards certificates in agriculture, environmental and related studies.

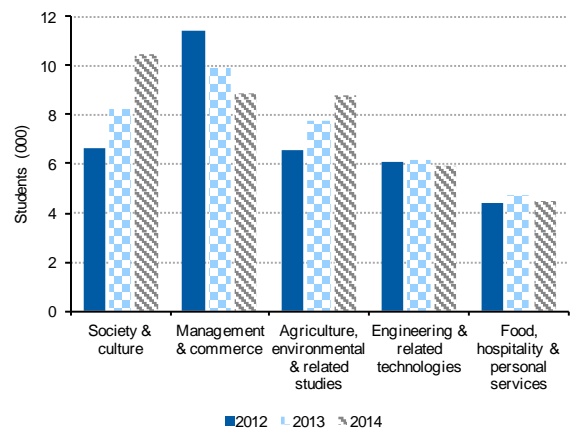
Students in level 3 certificates in 2014 by field of study

Most common fields of study:

Society & culture	10,500	(up 27% on 2013)
Management & commerce	8,890	(down 11% on 2013)
Agriculture, environmental & related studies	8,840	(up 14% on 2013)
Engineering & related technologies	5,930	(down 3.7% on 2013)
Food, hospitality & personal services	4,520	(down 4.1% on 2013)

Notes: 1. A more comprehensive report on fields of study will become available later this year. 2. Field of study here is based on the student's qualification.

Figure 2.10 Students in level 3 certificates by field of study

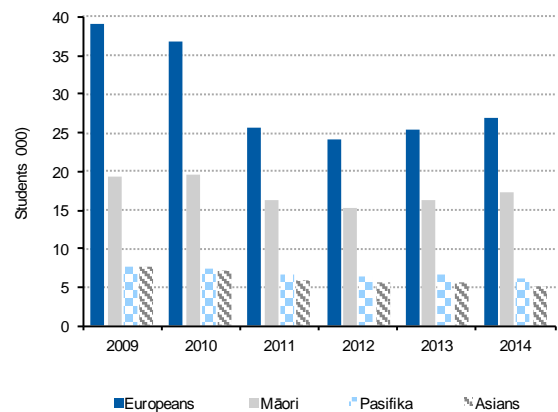


CHARACTERISTICS OF LEVEL 3 STUDENTS

Characteristics of level 3 students in 2014

Studying full-time	59%
Employed in year prior to enrolment	47%
No school qualification	31%
Females	58%
Aged under 20 years	37%
Aged 20 to 24 years	30%
Aged 25 years and over	34%
Europeans	53%
Māori	34%
Pasifika	12%
Asians	10%

Figure 2.11 Level 3 students by ethnic group



STUDENTS IN SHORT COURSES

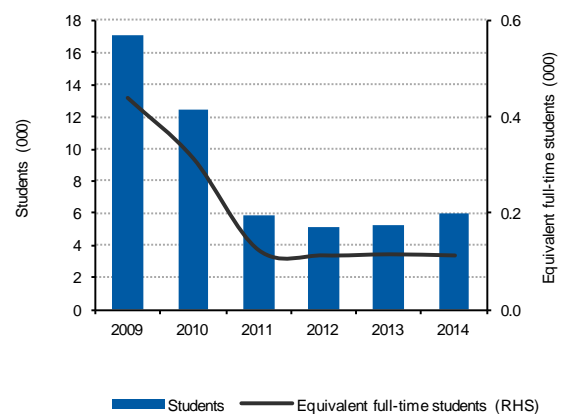
The number of students enrolled in levels 1 to 3 courses for one week or less increased from 5,280 in 2013 to 6,020 in 2014. The number of equivalent full-time students in short courses remained steady.

In 2014, just over half of students in short courses were at polytechnics and just over a third at private training establishments. Sixty-nine percent of students were government-funded, 28 percent were full-fee paying and the remainder were funded from other sources.

Students in short courses in 2014

Total students	6,020	(up 14% on 2013)
Equivalent full-time students	113	(down 2.1% on 2013)

Figure 2.12 Students and equivalent full-time student units in courses of less than one week's duration



MĀORI AND PASIFIKA TRADES TRAINING (LEVEL 1 TO 3)

Māori and Pasifika Trades Training was established in 2014 to enable more learners aged 18 to 34 years to obtain trade apprenticeships and qualifications. It uses a partnership approach which includes Māori and/or Pasifika organisations, tertiary education organisations and employers. The Tertiary Education Commission negotiated contracts with 12 consortia in 2014.

In 2014, there were 872 students in level 1 to 3 certificates in Māori and Pasifika Trades Training. Of these 625 were Māori and 306 were Pasifika. Most of them (851) were studying at polytechnics.

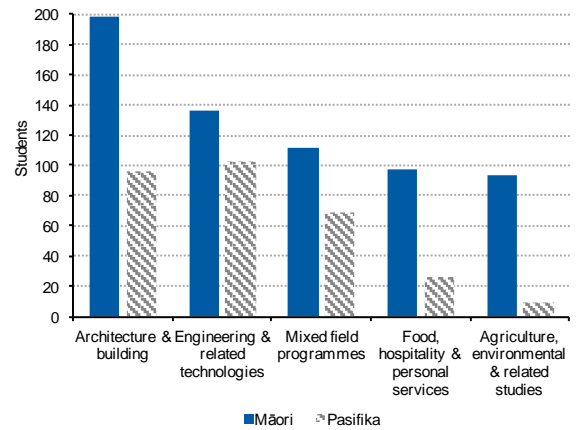
Students in Māori and Pasifika Trades Training 2014

Most common fields of study	Māori	Pasifika	Total
Architecture and building	198	97	278
Engineering & related technologies	136	103	224
Mixed field programmes	112	69	170
Food, hospitality & personal services	97	27	114
Agriculture, environmental and related studies	93	10	97

Notes:

1. Students can be enrolled in more than one field of study. The ethnic group is that of the student. Students can identify with more than one ethnic group. This means that the total number of students is less than the sum of the ethnic groups.
2. In addition to the 872 students in this programme at levels 1 to 3, there were 215 students in Māori/Pasifika Trades Training at level 4 – refer to the next chapter.

Figure 2.13 Māori and Pasifika Trades Training students by field of study

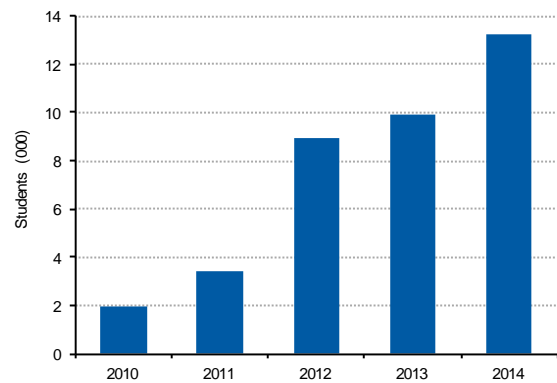


YOUTH GUARANTEE PLACES

Fees-free places were created as part of the Youth Guarantee programme in 2010. They allowed 16 and 17 year-olds to study for vocational certificates at tertiary providers. In 2012, the Youth Training programme was discontinued and providers could apply to deliver fees-free places. As a result the total number of Youth Guarantee places available increased. From 2014 the Youth Guarantee programme was expanded to include 18 and 19 year-olds. In 2014, 13,300 students took up these places. Fifty-five percent of students were male, 49 percent were European, 46 percent Māori and 20 percent Pasifika.

Source: Ministry of Education and Tertiary Education Commission.

Figure 2.14 Students in Youth Guarantee



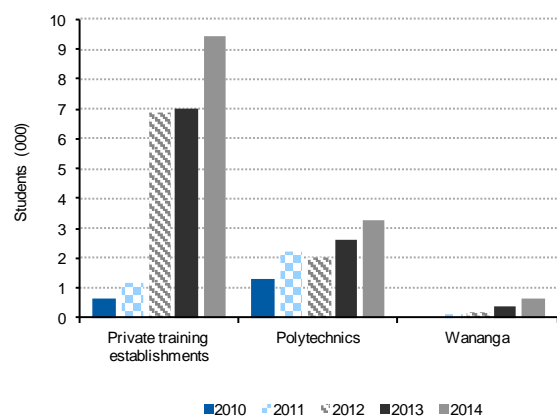
YOUTH GUARANTEE LEARNERS BY SUB-SECTOR

Seventy-one per cent of Youth Guarantee fees-free learners were in private training establishments in 2013. This reflects their previous role in delivering Youth Training.

Youth Guarantee learners at tertiary education providers in 2014

Total	13,300	(up 34% on 2013)
Polytechnics	9,450	(up 35% on 2013)
Private training establishments	3,260	(up 25% on 2013)
Wānanga	675	(up 70% on 2013)

Figure 2.15 Students in Youth Guarantee by sub-sector



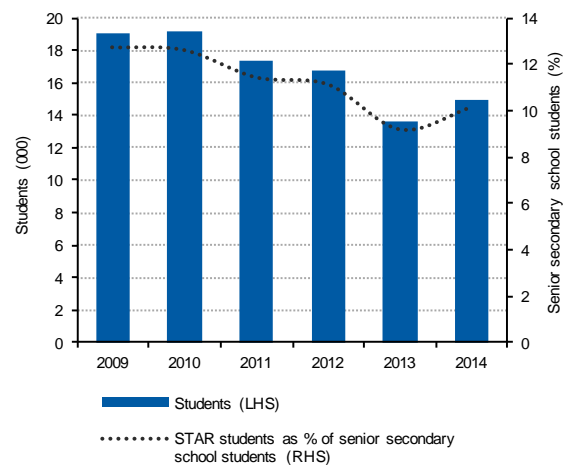
STAR AT TERTIARY EDUCATION PROVIDERS

The Secondary-Tertiary Alignment Resource (STAR) assists schools to meet the needs of their senior secondary students by providing funding for a wide range of courses. In 2014, STAR students represented 10 percent of secondary school students (year 11 and above), up from 9 percent in 2013.

STAR students at tertiary education providers in 2014

Total students	15,000
Equivalent full-time students	1,410
At 18 polytechnics	71%
At 11 private training establishments	16%
At 4 universities	7.1%
In mixed field programmes	19%
In food, hospitality & personal services	16%
In society & culture	16%
In engineering and related technologies	12%
In agriculture, environmental & related studies	10%

Figure 2.16 Students in STAR courses at tertiary education providers



3 PROVIDER-BASED STUDENTS IN LEVEL 4 TO 7 NON-DEGREE QUALIFICATIONS

This chapter includes:

- ▲ trends in level 4 to 7 non-degree qualifications
- ▲ Māori and Pasifika Trades Training at level 4, and
- ▲ international students in level 4 to 7 non-degree qualifications.

Overall, enrolments in level 4 to 7 non-degree qualifications were down slightly from 2013 to 2014. This follows a stronger decline from 2012 to 2013.

Domestic students

Domestic student numbers were down in level 4 to 7 non-degree qualifications from 2013 to 2014. This occurred across all provider types, apart from private training establishments which saw an increase.

Enrolments at these levels were also down for most subjects. Fields of study with increased enrolments in 2014 included business and management, language and literature and building.

Most ethnic groups showed a decline in enrolments from 2013 to 2014, but there was a smaller decline for the Māori ethnic group.

Similarly for the age groups, enrolments were down, but the declines were smaller for students aged 20 to 24 years and 25 to 39 years.

Māori and Pasifika Trades Training

In 2014, seven tertiary education providers began Māori and Pasifika Trades Training at level 4. These programmes use a partnership approach involving Māori and Pasifika organisations, tertiary education providers and employers. There were 215 students in level 4 certificates in 2014, of which 115 were Māori and 108 were Pasifika.¹

International students

International student numbers in level 4 to 7 non-degree study went up strongly in 2014. This occurred entirely for diploma qualifications, with enrolments at certificate level 4 showing a slight decline.

The strong increase in diploma-level study by international students in 2014 reversed a strong decline in 2013. The trend over the past few years indicates much volatility in diploma enrolments by international students.

LEVEL 4 TO 7 QUALIFICATIONS

Level 4 to 7 qualifications provide continuing pathways for students progressing from school and create entry points into the system for those seeking to gain vocational qualifications or a change in career. The level of complexity of study approximates to advanced trades, technical and business qualifications. They can also be used as prerequisite qualifications for higher-level programmes such as bachelors degrees. All qualifications at level 4 are certificates, while those at levels 5 to 7 are either certificates or diplomas.

Analytical tables: Data on learners in level 4 to 7 non-degree qualifications is available at: www.educationcounts.govt.nz/statistics/tertiary_education – select 'participation' or 'retention and achievement'

¹ Students may be included in more than one ethnic group.

ENROLMENTS IN LEVEL 4 TO 7 NON-DEGREE STUDY

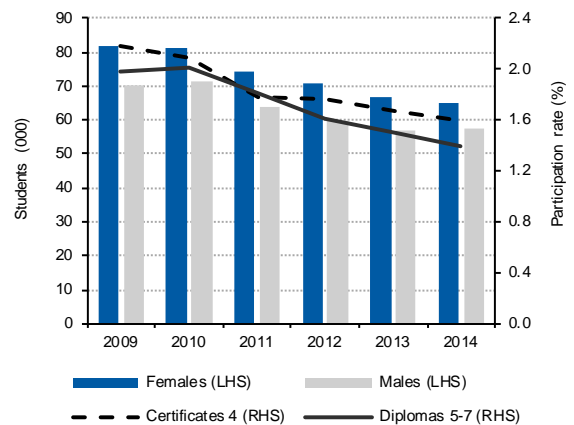
The number of domestic and international students enrolled in level 4 to 7 non-degree study decreased by 1.3 percent from 2013 to 2014, continuing a downward trend which began in 2011. This year the decline was driven by a fall in enrolments by women; the number of male students at these levels increased slightly. Overall, the decline in student numbers this year was less than last year.

In contrast, while the participation rate in diploma-level study declined, the participation rate in level 4 certificates was steady from 2013 and 2014.

Students in level 4 to 7 non-degree study in 2014 by gender

Total	122,000	(down 1.3% on 2013)
Females	64,900	(down 2.9% on 2013)
Males	57,500	(up 0.6% on 2013)

Figure 3.1 Enrolments and participation rates in level 4 to 7 non-degree study by gender



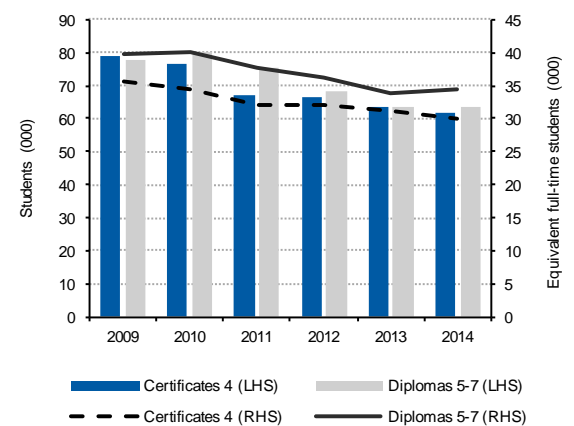
ENROLMENTS BY LEVEL OF STUDY

The overall fall in study in level 4 to 7 non-degree study was primarily driven by falls in domestic enrolments in level 4 certificates and level 5 to 7 diplomas, with the fall in diplomas offset by an increase in these enrolments by international students. The same patterns were observed for changes in total study load between 2013 and 2014 for these levels of qualification. International students are considered in more detail in Figure 3.8.

Enrolments in level 4 to 7 non-degree study in 2014 by level¹

	Students	% change from 2013	Equivalent full-time student units	% change from 2013
All students	122,000	-1.3	64,500	-0.9
Certificates 4	61,500	-3.2	30,000	-4.0
Diplomas 5-7	63,700	+0.1	34,600	1.9
Domestic students	104,000	-3.9	53,200	-4.3
Certificates 4	56,400	-3.4	27,700	-4.2
Diplomas 5-7	49,600	-4.8	25,500	-4.4

Figure 3.2 Enrolments in level 4 to 7 non-degree study



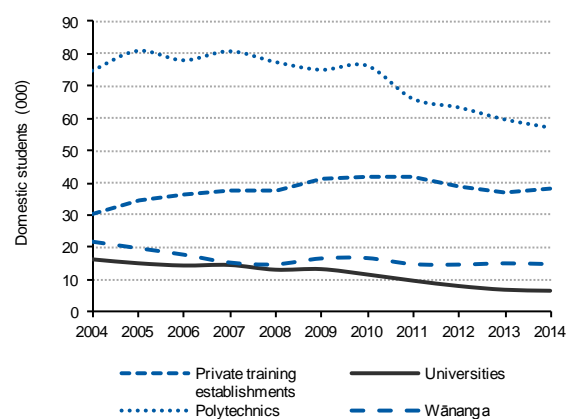
TYPE OF PROVIDER

Enrolments by domestic students in level 4 to 7 non-degree study declined in all provider types except private training establishments. The recent trends show steady enrolments at wānanga and private training establishments, with declining enrolments at polytechnics and universities.

Domestic students in level 4 to 7 non-degree study in 2014 by type of provider

Total	104,000	(down 3.9% on 2013)
Polytechnics	56,900	(down 4.4% on 2013)
Private training establishments	38,300	(up 3.7% on 2013)
Wānanga	14,600	(down 1.6% on 2013)
Universities	6,290	(down 4.8% on 2013)

Figure 3.3 Domestic students in level 4 to 7 non-degree study by type of provider



¹ Diplomas 5 to 7 include certificates at level 5 to 7 unless otherwise stated.

FIELD OF STUDY

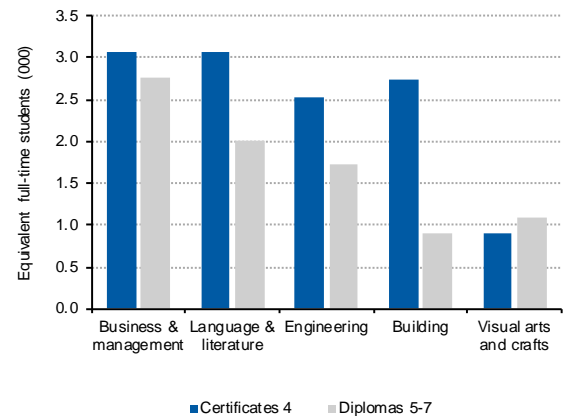
With enrolments falling overall from 2013 to 2014, falls are expected across the fields of study. However, for many of the most comment subjects, enrolments were up. This includes business and management, language and literature, and building. Enrolments continued to fall in teacher education, visual arts and crafts, and human welfare studies. Enrolments in engineering (broadly defined) fell by 7.2 percent at these levels.

Domestic equivalent full-time student units in level 4 to 7 non-degree study in 2014 by selected fields of study

Business & management	5,840	(up 2.1% on 2013)
Language & literature	5,080	(up 1.7% on 2013)
Engineering	4,240	(down 7.2% on 2013)
Building	3,628	(up 4.1% on 2013)
Visual arts & crafts	2,010	(down 12% on 2013)
Human welfare studies	1,980	(down 11% on 2013)
Teacher education	1,880	(down 9.7% on 2013)

Notes: 1. A more comprehensive report on fields of study will become available later this year. 2. Field of study here is based on the courses studied.

Figure 3.4 Domestic equivalent full-time student units by selected fields of study and qualification level



ETHNIC GROUP

The decline in enrolments in level 4 to 7 non-degree study occurred across the four main ethnic groups in New Zealand, with the smallest decline seen for Māori students. Māori students continue to have the highest participation rate at these levels of study.

Domestic students in level 4 to 7 non-degree study in 2014 by ethnic group

Europeans	62,900	(down 3.4% on 2013)
Māori	27,800	(down 1.3% on 2013)
Pasifika	11,000	(down 3.5% on 2013)
Asians	9,590	(down 4.6% on 2013)

Note: Age-standardised rates are used to eliminate differences between the age distributions of ethnic groups.

Figure 3.5 Participation rates in level 4 to 7 non-degree study by ethnic group

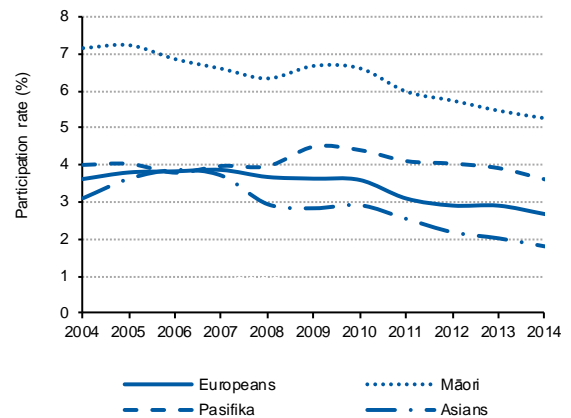


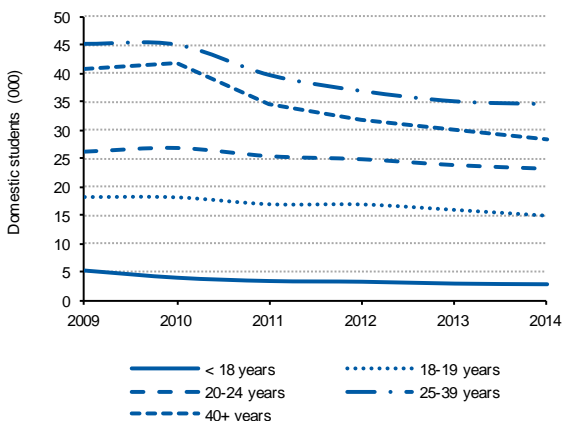
Figure 3.6 Domestic students in level 4 to 7 non-degree study by age group

AGE AND GENDER

From 2013 to 2014, domestic enrolments in level 4 to 7 non-degree study declined by 3.9 percent overall. The declines were larger for students aged 18 to 19 years and 40 years and over, than for students aged 20 to 24 years and 25 to 39 years. The proportion of students aged 24 years and under made up 31 percent of the total in 2004 and this had increased to 36 percent by 2014. The decline in enrolments at these levels was the same for male and female domestic students.

Domestic students in level 4 to 7 non-degree study in 2014 by age group

Under 18 years	2,840	(down 3.8% on 2013)
18-19 years	14,800	(down 6.7% on 2013)
20-24 years	23,200	(down 2.6% on 2013)
25-39 years	34,400	(down 1.5% on 2013)
40 years and over	28,300	(down 6.2% on 2013)



MĀORI/PASIFIKA TRADES TRAINING IN LEVEL 4 CERTIFICATES

Māori and Pasifika Trades Training was established in 2014 to enable more learners aged 18 to 34 years to obtain trade apprenticeships and qualifications. It uses a partnership approach which includes Māori and/or Pasifika organisations, tertiary education organisations and employers.

In 2014, there were 215 students in level 4 certificates in Māori and Pasifika Trades Training. Of these 115 were Māori and 108 were Pasifika. All of them were studying at polytechnics.

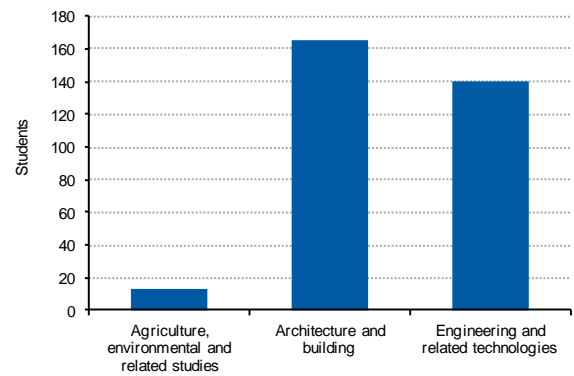
Students in Māori and Pasifika Trades Training in 2014 by field of study

Most common fields of study	Total
Agriculture, environmental and related studies	13
Architecture and building	165
Engineering and related technologies	140

Notes:

1. Students can be enrolled in more than one field of study. The ethnic group is that of the student. Students can identify with more than one ethnic group. This means that the total number of students is less than the sum of the ethnic groups.
2. These students are additional to the 872 students in Māori/Pasifika Trades Training at levels 1 to 3.

Figure 3.7 Number of students in Māori/Pasifika Trades Training



INTERNATIONAL STUDENTS

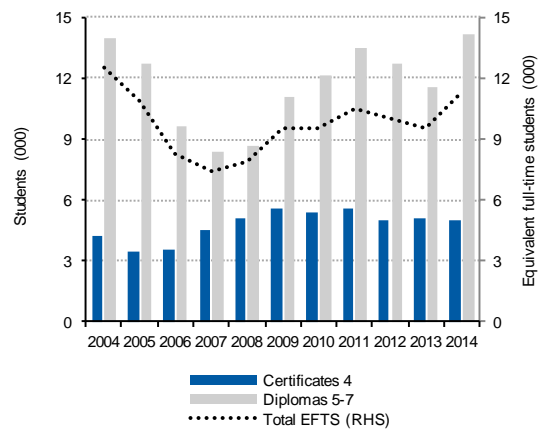
In 2014, international student numbers in level 4 to 7 non-degree qualifications reached their highest point in ten years, rising 16 percent over 2013. The increase was driven by a 22 percent jump in level 5 to 7 diploma enrolments. The study loads, in terms of equivalent full-time student units, followed a similar pattern. The proportion of international students at these levels is now 18 percent, up from the steady 15 percent seen since 2011.

The increase in diploma-level study from 2013 to 2014, reverses an 11 percent decline from 2012 to 2013, and indicates volatility in the study of level 5 to 7 diplomas by international students.

Enrolments by international students in level 4 to 7 non-degree study in 2014

	Students	% change from 2013	Equivalent full-time student units	% change from 2013
Total	18,800	+16	11,400	+19
Certificates 4	5,020	-1.2	2,260	-1.3
Diplomas 5-7	14,200	+22	9,100	+25

Figure 3.8 Enrolments by international students in level 4 to 7 non-degree qualifications



4 PROVIDER-BASED STUDENTS IN BACHELORS AND POST-GRADUATE QUALIFICATIONS

This chapter includes:

- ▲ trends in bachelors and postgraduate qualifications,¹ and
- ▲ international students in bachelors and postgraduate qualifications.

From 2013 to 2014, the number of students in bachelors and higher levels of study rose slightly. Graduate and postgraduate enrolment numbers were higher in 2014 than in 2013, while the number of enrolments in bachelors degrees fell slightly.

Domestic students

Enrolment numbers by domestic students in bachelors and postgraduate study were down slightly from 2013 to 2014.

Enrolments at universities and private training establishments were down from 2013 to 2014, but those at wānanga were up. At polytechnics, enrolment numbers in bachelors and postgraduate study were steady.

Enrolments in teacher education were, again, down strongly this year, but enrolments in engineering were up strongly in 2014, compared to 2013.

The number of European students, at these levels, declined but enrolments rose for all other ethnic groups. Enrolments by Pasifika students were up strongly.

There was a further shift towards students aged 18 to 24 years at these levels of study.

BACHELORS AND HIGHER QUALIFICATIONS

Bachelors and higher qualifications are largely theoretically based qualifications that make up four levels of the New Zealand Qualifications Framework.

- ▲ Level 7 is made up of bachelors degrees, graduate certificates and diplomas, and certificates of proficiency.
- ▲ Level 8 qualifications comprise postgraduate certificates and diplomas, and bachelors with honours degrees.
- ▲ Level 9 qualifications are masters degrees.
- ▲ Level 10 qualifications are doctoral degrees, including doctor of philosophy, professional doctorates and higher doctorates.

International students

From 2013 to 2014, there was another strong increase in the number of enrolments by international students in bachelors and postgraduate qualifications. This occurred mainly in graduate certificates and diplomas, and masters qualifications.

In 2014, one in every six students studying bachelors and postgraduate qualifications was an international student. Ten years ago, the proportion of international students at these levels was similar.

Analytical tables: Data on learners in bachelors and postgraduate qualifications is available at: www.educationcounts.govt.nz/statistics/tertiary_education – select 'participation' or 'retention and achievement'

¹ 'Honours' refers to bachelors with honours degrees and postgraduate certificates and diplomas.

ENROLMENTS IN BACHELORS AND HIGHER QUALIFICATIONS

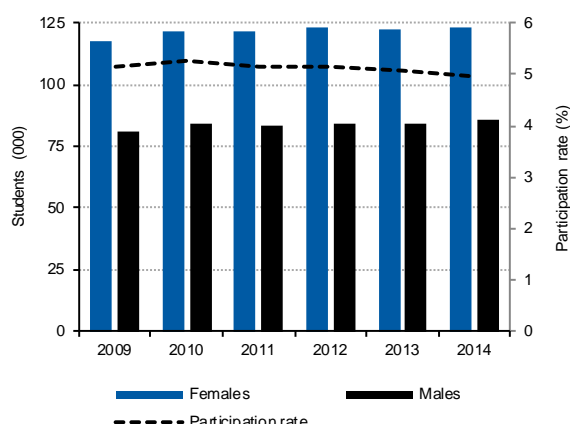
The number of domestic and international students in bachelors and postgraduate qualifications rose slightly between 2013 and 2014. The participation rate fell slightly, from 5.1 to 5.0 percent.

While there are substantially more women studying at these levels than men, the proportion of women has fallen slightly over the past three years, from 59.4 percent in 2012 to 59.0 percent in 2014. Males again showed a larger increase than females from 2013 to 2014.

Students in bachelors and higher qualifications in 2014 by gender

Total	209,000	(up 0.7% on 2013)
Females	123,000	(up 0.4% on 2013)
Males	85,600	(up 1.3% on 2013)

Figure 4.1 Enrolments and participation rates in bachelors and postgraduate qualifications by gender



ENROLMENTS BY LEVEL OF STUDY

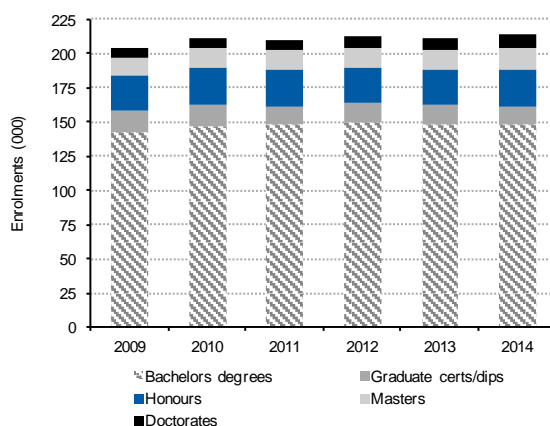
Total student numbers in bachelors and postgraduate qualifications were up in 2014. The increase was driven by extra enrolments at postgraduate-level, with students in masters degrees showing the largest increase, at 8.5 percent. The numbers of bachelors students declined by 0.6 percent from 2013 to 2014. The patterns of change in the total study load of bachelors and postgraduate students were similar.

Bachelors-degree study accounts for 70 percent of all study at these levels, down from 74 percent in 2004.

Students in bachelors and postgraduate qualifications in 2014 by level of study

	Students	% change from 2013	Equivalent full-time student units	% change from 2013
Total	209,000	+0.7%	160,000	+0.5%
Bachelors degrees	147,000	-0.6%	119,000	-0.7%
Graduate certs/dips	14,200	+3.4%	6,810	+2.8%
Honours ¹	27,000	+2.3%	17,600	+1.9%
Masters	16,100	+8.5%	9,490	+11%
Doctorates	8,890	+2.1%	6,870	+3.0%

Figure 4.2 Enrolments in bachelors and postgraduate qualifications by level of study



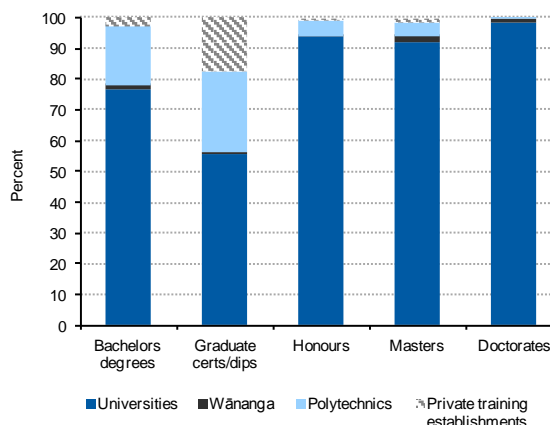
TYPE OF PROVIDER

Overall, domestic enrolments in bachelors and postgraduate qualifications declined from 2013 to 2014 by 0.6 percent. At universities these enrolments fell by 0.7 percent, following a decrease of 1.1 percent in 2013. At polytechnics last year's 0.2 percent fall was reversed with a 0.2 percent increase and, at wānanga, bachelors and postgraduate enrolments continued to increase with a 2.7 percent rise.

Domestic students in bachelors and postgraduate qualifications in 2014 by sub-sector

Total	177,000	(down 0.6% on 2013)
Universities	140,000	(down 0.7% on 2013)
Polytechnics	29,200	(up 0.2% on 2013)
Wānanga	3,280	(up 2.7% on 2013)
Private training establishments	6,160	(down 1.0% on 2013)

Figure 4.3 Distribution of domestic students in bachelors and postgraduate qualifications by sub-sector



¹ 'Honours' refers to bachelors with honours degrees and postgraduate certificates/diplomas.

FIELD OF STUDY

The domestic study loads of the top seven subjects were generally down, in line with the overall decline in enrolments at bachelors and postgraduate level. Teacher education continued to fall strongly. The total study load in engineering (broadly defined) showed a strong increase of 5.7 percent from 2013 to 2014.

Domestic equivalent full-time student units in bachelors and postgraduate qualifications in 2014 by selected fields of study

Teacher education	8,570	(down 7.7% on 2013)
Business & management	8,390	(down 0.4% on 2013)
Nursing	7,840	(up 0.3% on 2013)
Engineering	7,730	(up 5.7% on 2013)
Studies in human society	7,630	(down 1.1% on 2013)
Biological sciences	6,620	(down 0.4% on 2013)
Law	6,360	(down 0.9% on 2013)

Note: 1. A more comprehensive report on fields of study will become available later this year. 2. Field of study here is based on the courses studied.

ETHNIC GROUP

All ethnic groups, other than Europeans, had an increase from 2013 to 2014 in the number of bachelors and postgraduate enrolments by domestic students. Pasifika showed the largest percentage increase at 5.5 percent.

Māori and Pasifika students have the lowest participation rate at these qualification levels. The participation rate in bachelors and postgraduate for the European ethnic group has been stable, while it has been falling for Asian students.

Domestic students in bachelors and postgraduate qualifications in 2014 by ethnic group

Europeans	121,000	(down 1.3% on 2013)
Māori	22,600	(up 2.3% on 2013)
Pasifika	13,300	(up 5.5% on 2013)
Asians	30,700	(up 0.6% on 2013)

Note: Age-standardised rates are used to eliminate differences between the age distributions of ethnic groups.

AGE AND GENDER

In 2014, there was a further shift in the age structure of students in bachelors and postgraduate qualifications towards students aged 18 to 24 years. Students of these ages are primarily enrolled in bachelors degrees and bachelors with honours degrees.

Domestic students in bachelors and higher qualification in 2014 by age group

Under 18 years	789	(down 4.4% on 2013)
18-19 years	37,700	(up 2.5% on 2013)
20-24 years	69,100	(up 0.4% on 2013)
25-39 years	42,800	(down 2.7% on 2013)
40 years and over	26,300	(down 3.7% on 2013)

Figure 4.4 Domestic equivalent full-time students by selected field of study and qualification level

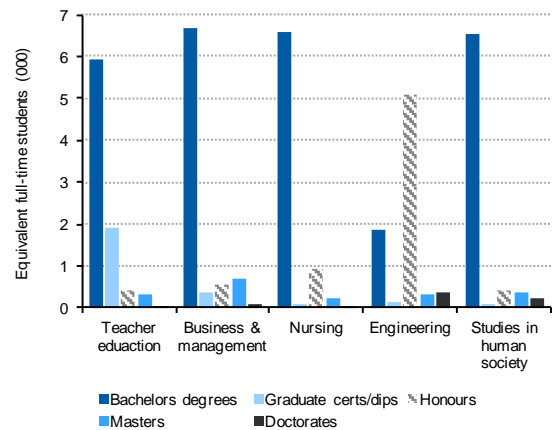


Figure 4.5 Participation rates in bachelors and postgraduate qualifications by ethnic group

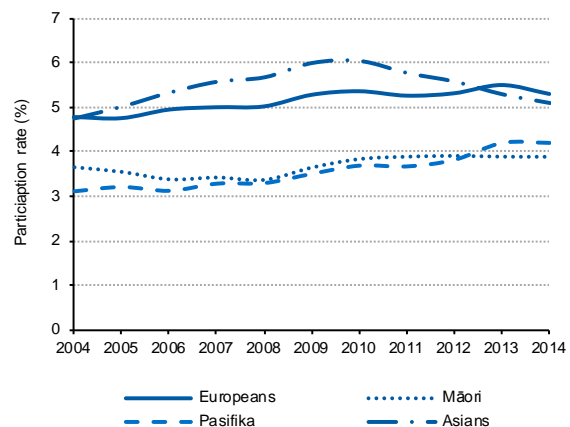
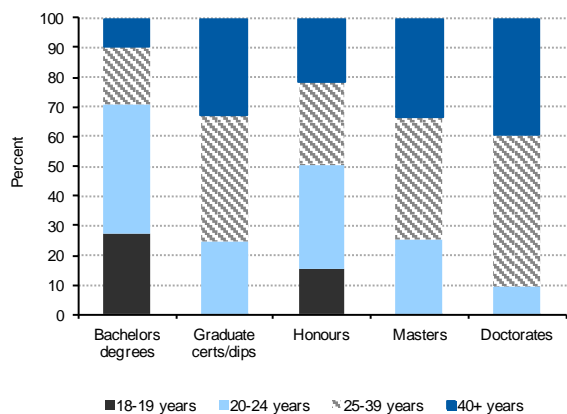


Figure 4.6 Distribution of domestic students in bachelors and postgraduate qualifications by age group



INTERNATIONAL STUDENTS

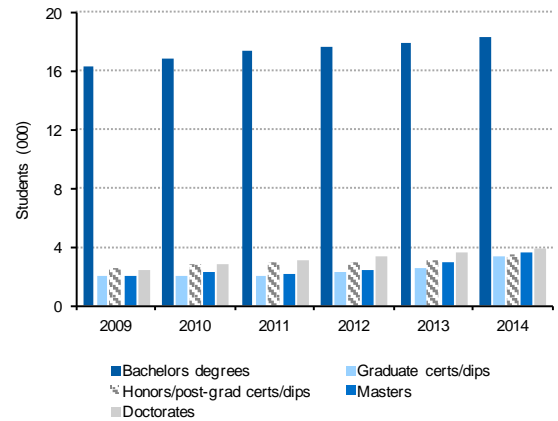
Enrolments by international students in bachelors and postgraduate qualifications rose by 8.8 percent. Enrolments in graduate certificates and diplomas were up by 31 percent and enrolments in masters qualifications were up 23 percent.

International students made up 15 percent of the New Zealand student population at bachelors and postgraduate levels in 2014. This has been increasing in recent years, from a low point of 13 percent in 2008. The proportion in 2014 is similar to the levels seen in 2004 to 2006, but there are now 10 per cent more international students in bachelors and postgraduate study than there were in 2004. This increase has mainly been due to increases in postgraduate study, especially doctoral degrees.

International students in bachelors and postgraduate qualifications in 2014

Total	32,100	(up 8.8% on 2013)
Bachelors degrees	18,300	(up 2.1% on 2013)
Graduate certificates/diplomas	3,350	(up 31% on 2013)
Honours	3,500	(up 16% on 2013)
Masters	3,610	(up 23% on 2013)
Doctorates	3,900	(up 6.6% on 2013)

Figure 4.7 Enrolments by international students in bachelors or postgraduate qualifications



5 NON-FORMAL TERTIARY EDUCATION

This chapter includes a summary of the number of students in adult and community education (ACE) and adult literacy, language and numeracy provision:

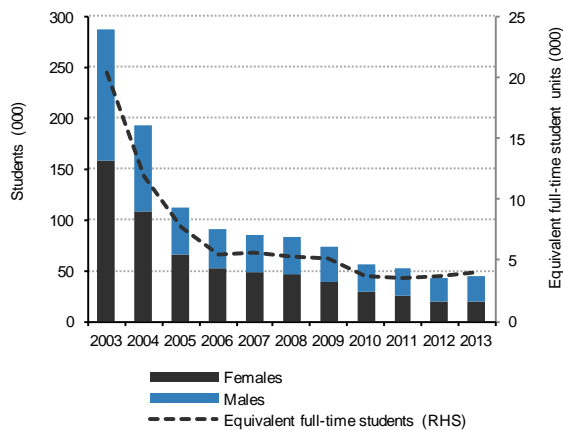
- ▲ ACE in tertiary education institutions
- ▲ ACE in schools
- ▲ ACE in communities, and
- ▲ Adult, literacy, language and numeracy provision.

ACE in tertiary education institutions

In 2014, 43,500 students enrolled in adult and community education programmes at tertiary education institutions. Of these students, 3,640 were international students, representing 8.4 percent of total ACE enrolments at public providers.

The enrolments represented 4,020 equivalent full-time student units, up by 6.8 percent from 2013 to 2014. This compared to a 2.2 percent decrease in the student headcount. The number of students enrolled in community education at tertiary education institutions has decreased since 2004 due to a shift from demand-led funding to capped funding.

Figure 5.1 Non-formal students in tertiary education institutions



Eighty-four percent of ACE students were enrolled at polytechnics, 10 percent at universities and 5.9 percent at wānanga.

Men made up 57 percent of students in 2014, while before this there were fewer men than women in non-formal study. In 2014, almost three out of four students were aged 25 years and over.

In 2014, the most common fields of study at public tertiary education institutions were mixed field programmes; society and culture; management and commerce; and engineering. Over three-quarters of the 2014 enrolments were in these four fields of study.

ACE in schools

Some secondary schools provide community education programmes for adults in addition to their regular daytime curriculum for secondary school students.

In 2014, there were 399,000 hours of ACE provided in school community education programmes, with government funding of \$2.9 million.

Note: In 2009, the government announced a reduction in funding for this provision to take effect in 2010. The remaining funding became allocated through a contestable funding round targeting priority areas of provision (English language, literacy and numeracy, New Zealand Sign Language and Te Reo Māori).

ACE in communities

In 2014, ACE courses in communities involved 55,100 learners with a government subsidy of \$10.8 million. In 2013, ACE courses in communities involved 53,500 learners, with a government subsidy of \$10.5 million.

Adult literacy, language and numeracy

Adult literacy, language and numeracy is delivered through formal and non-formal education in workplaces and through providers.

In 2014, provision under the Intensive Literacy, Language and Numeracy Fund involved 5,140 students and 532,000 hours. Government funding of this provision totalled \$13.3 million in 2014.

The Workplace Literacy Fund provides support for employees to increase their literacy, language and numeracy skills. In 2014, this provision involved 3,730 students and 132,000 hours. Government funding of this provision totalled \$12.2 million in 2014.

FIGURES

	Chapter 1: Tertiary students overview	
1	Trends of students in formal study by level and setting	3
2	Participation rates of people aged 15 years and over in provider-based tertiary education by ethnic group	4
3	Participation rates of people aged 18 to 24 years in provider-based tertiary education by ethnic group	4
4	Domestic equivalent full-time student units in bachelors and higher qualifications	4
5	Distribution of the number of domestic tertiary education students by qualification level	6
6	International tertiary education students by level of study	6
7	Students in formal study by level, setting and gender	7
8	Trends of students in formal study by level and setting	8
9	Provider-based enrolments by level of study	8
10	Distribution of equivalent full-time students by level of study	8
11	Equivalent full-time student units by provider type	9
12	Participation rates of the population aged 15 years and over years in provider-based tertiary education by ethnic group	9
13	Participation rates of the population aged 18 to 24 years in provider-based tertiary education by ethnic group	10
	Participation rates of the population aged 25 to 64 years in provider-based tertiary education by ethnic group	10
14	International students by level of study	10
15	Chapter 2: Provider-based students in level 1 to 3 qualifications	
	Students in level 1 to 3 qualifications	13
	Students in level 1 to 3 certificates by gender	13
1	Enrolments by international students in level 1 to 3 qualifications	13
2	Student achievement component-eligible students by qualification level	14
3	Students in level 1 and 2 certificates by sub-sector	14
4	Students in level 1 and 2 certificates by field of study	14
5	Level 1 and 2 students by ethnic group	15
6	Level 1 and 2 students by funding type and sub-sector	15
7	Students in level 3 certificates by sub-sector	15
8	Students in level 3 certificates by field of study	16
9	Level 3 students by ethnic group	16
10	Students and equivalent full-time student units in courses of less than one week's duration	16
11	Māori and Pasifika Trades Training students by field of study	17
12	Students in Youth Guarantee	18
13	Students in Youth Guarantee by sub-sector	18
14	Students in STAR courses at tertiary education providers	18
15		
16	Chapter 3: Provider-based students in level 4 to 7 non-degree qualifications	
	Enrolments and participation rates in level 4 to 7 non-degree study by gender	20
	Enrolments in level 4 to 7 non-degree study	20
1	Domestic students in level 4 to 7 non-degree study by type of provider	20
2	Domestic equivalent full-time student units by selected fields of study and qualification level	21
3	Participation rates in level 4 to 7 non-degree study by ethnic group	21
4	Domestic students in level 4 to 7 non-degree study by age group	21
5	Number of students in Māori/Pasifika Trades Training	22
6	Enrolments by international students in level 4 to 7 non-degree qualifications	22
7		
8	Chapter 4: Provider-based students in bachelors and postgraduate qualifications	
	Enrolments and participation rates in bachelors and postgraduate qualifications by gender	24
	Enrolments in bachelors and postgraduate qualifications by level of study	24
1	Distribution of domestic students in bachelors and postgraduate qualifications by sub-sector	24
2	Domestic equivalent full-time students by selected field of study and qualification level	26
3	Participation rates in bachelors and postgraduate qualifications by ethnic group	26
4	Distribution of domestic students in bachelors and postgraduate qualifications by age group	26
5	Enrolments by international students in bachelors or postgraduate qualifications	27

6		
7	Chapter 5: Non-formal tertiary education	
	Non-formal students in tertiary education institutions	28
1		

TABLES

	Chapter 1: Tertiary students' overview	
1	Estimate of the size of the tertiary education sector in 2014 by level of study	11

