Priority Learners In Part-Time Study: A discussion paper

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Purpose and Introduction

This paper examines issues associated with the performance of priority learners[1] engaged in part-time[2] study. It briefly summarises key characteristics of part-time priority learners from the available data (including identifying apparent gaps in the data), describes some of the issues that may affect part-time priority learners, and presents some broad ideas on how New Zealand's tertiary education system can better suit the needs of these learners.

The paper is not intended to provide a 'definitive' statement of issues and necessary actions. Instead it presents some reflections on the topic based on evidence, data, and the author's experience. The paper is designed as a discussion starter for the *Increasing Educational Attainment for TES Priority Learners* project.

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[1] For the purposes of this paper, 'Priority Learners' are primarily defined as those studying at levels 1-3 of the NZ Qualifications Framework at tertiary education providers (not including those engaged in industry training).
[2] According to Studylink (www.studylink.govt.nz), Part-time students are defined as students who are studying less than 0.8 of a full-time student workload in a full academic year (or pro rata if they are studying for less than a full year).

Overview/summary of key points from official data

The first and most obvious conclusion from the available data is that part-time priority learners do not succeed as well as their full-time counterparts. And this is not a marginal problem. In any year, the majority of learners studying at Levels 1-3 with tertiary providers are part-time students, even though the proportion has fallen slightly in the last two years.

However, the availability of genuine comparative and detailed data about this group of learners makes more comprehensive analysis of the issue quite challenging. There are a number of factors behind this, in particular:

- Much of the available data about learner participation and success can be analysed by different qualification levels, at different types of institution, and by different ethnic groups. However, further disaggregation based on part-time and full-time modes of study is not easily available. Instead, data on full and part time learners is generally only available at a fairly broad level, and does not for instance, easily enable a comparison between female part-time Maori and Pacific learners at level 1 and 2, studying at ITPs.
- The definition of "part-time" is inevitably very broad.
- The data doesn't tell why people choose or are obliged to study part-time.
- Qualification completion rates can be hard to compare, given the time it can take to complete a full qualification, particularly for a part-time learner, although this is less of a factor for the generally low learning-volume qualifications typically delivered at Levels 1 to 3.
- Definitions of the measures of learner success have changed in the last two years, with qualification completion rates in particular now being measured in a completely different way from previously.

It is possible however, to identify from some broad findings from the data, and identify some key themes.

Who are they and what are they studying?

- Slightly more part-time priority learners (55% of students, 52% of EFTS) are studying at Levels 1 and 2 than at Level 3. Levels 1 & 2 are dominated by part-time learners, with only 30% of learners being full-time. Level 3 enrolments are much more evenly-split.
- Approximately 60% of part-time priority learners at Level 1 and 2 are female, whereas at Level 3, there is a broadly even split.
- Nearly half of part-time students at Levels 1 and 2 are 40 or over, compared to 33% of those studying at Level 3.

- A significant proportion (43% in 2010) of part-time priority learners are studying extra-murally – at Levels 1 to 2, over half of part-time learners are extra-mural.
- In terms of ethnicity, European students at Level 1 to 3 are most likely to be studying part-time (63% in 2009). 52% of Maori Level 1 to 3 learners were part-time in 2009, and 42% of Pacific students. Just 37% of Asian students at Level 1 to 3 were studying part-time. This has declined significantly over recent years; in 2004 Asian students were more likely to be studying part-time (69%) than any other ethnic group. 13% of part-time priority learners identify as Asian.
- In terms of the subjects being studied part-time, once again there is a significant difference between Level 3, and Levels 1 and 2.
  - At Levels 1 and 2 the most common area of study is Society and Culture (40% of EFTS, 23% of students), followed by Management and Commerce (18% of EFTS, 22% of students). Agriculture, Environment and Related Industries (13% of EFTS, 17% of students), and IT (9% of EFTS, 18% of students) are also relatively popular.
  - At Level 3, Management and Commerce (30% of EFTS and students) is the most popular subject area, followed by Engineering and Related Industries (18%), then Agriculture, Environment and Related (16%). Society and Culture (7%) and IT (9%) are much less prevalent at Level 3 than at Levels 1 and 2.
- Further information about who these part-time priority learners are is hard to find, although it is possible to extrapolate some broad conclusions from more general data about all level 1 to 3 students:
  - Maori are heavily represented at Levels 1 to 3. In 2009 28% of Level 1-3 learners identified as Maori (compared to 17% of learners at other levels).
  - 9% percent of 2009 learners at Levels 1-3 identified as of a Pacific ethnicity.
  - Level 1-3 learners generally have lower qualifications than those at other levels, with 57% having no qualification or NCEA Level One as their highest school qualification. Similarly, comparatively few have entered directly from secondary school or another form of tertiary education, and a noticeably higher proportion (18%) than at other levels were most recently non-employed or a beneficiary. Maori learners at Level 1-3 in particular have low qualifications prior to entering their programme – in 2009 75% of these learners had either no qualification or only NCEA level 1, with the next highest comparable figure being 61% for Pacific.

Figure 1: Percentage of Level 1-3 domestic learners that are part-time by ethnicity, 2003-2009[3]
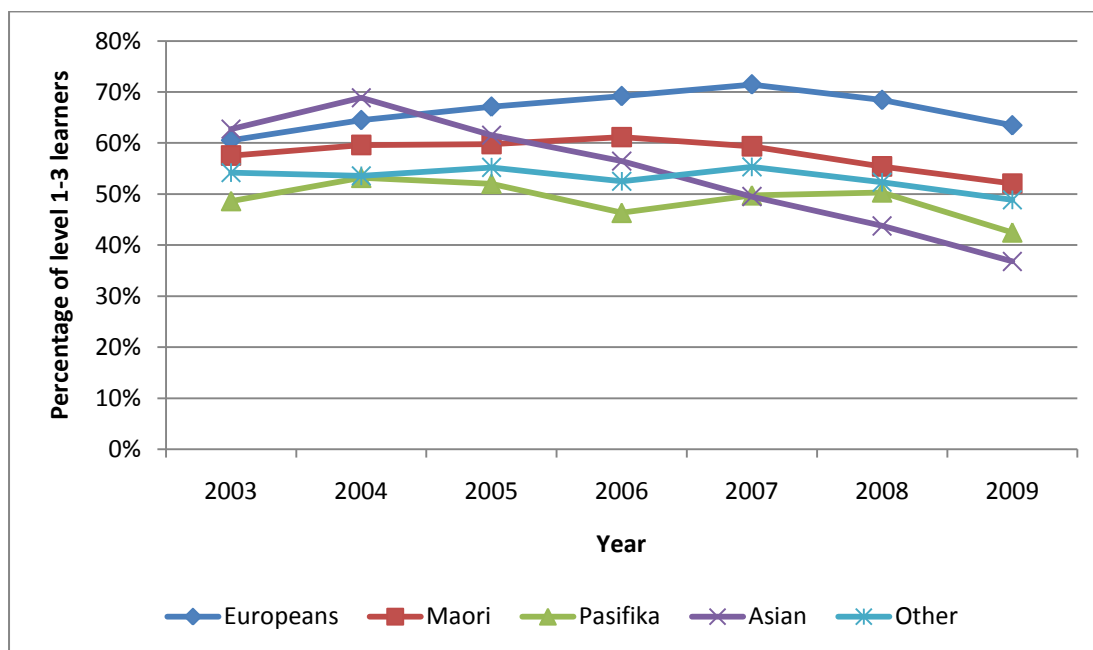
Where are they studying?

- Level 1-3 learners are primarily (63% in 2009) located within the ITP sector, with smaller concentrations located in PTEs and Wānanga (21% and 18% respectively) and only a small presence (2%) in universities.

- Given the lack of level 1 and 2 provision at Universities and PTEs and the greater preponderance of part-time learners at level 1 and 2, this suggests that the vast majority of part-time priority learners will be studying at ITPs and Wānanga, with a smaller number of level 3 part-time students studying at PTEs.

How well are they doing?

- Course completion rates for part-time learners at Level 1 – 3 averaged 65% in 2009, against an average of 72% for full-time learners at the same levels.

- Part-time learners also have significantly lower qualification completion rates than their full-time counterparts, even after a long timeframe (5 years following enrolment). Qualification completions have improved in recent years however (see Figures 3 and 4), and interestingly, part-time learners at level 3 have slightly higher average 5-year qualification completion rates than their counterparts at higher levels on the NQF (see figure 4), although this is probably explained by the longer average duration of higher level qualifications (e.g. a

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[3] Data taken from the *Education Counts* website.

proportion of those studying multi-year Diploma programmes part-time would be unlikely to complete their qualification within 5 years but might do so eventually). In fact it would be reasonable to expect most level 1 to 3 learners to be able to complete their qualifications within a significantly shorter timeframe than 5 years given the generally low total study load at these levels.

- Asian domestic learners have historically always performed better than other ethnic groups. Of the 2009 cohort of Level 1 to 3 part-time learners, 49% of Asian students had completed their qualification by the end of 2010, compared to 42% of Maori students, 41% of Pacific students, and 32% of European students.

- There is generally little difference in qualification completion rates based on age.

- There are disparities between qualification completion rates for part-time students (at all levels) depending on where they study (Table 1). Wānanga have tended to perform most strongly, while ITPs are significantly behind other TEIs although there are significant differences between individual providers; 2009 qualification completion rates for level 1-3 learners at specific ITPs range from under 10% to over 60%.

- Rates of progression to higher level study amongst level 1-3 learners are generally disappointingly low; there is no data available to separate out the performance of part-time learners at these levels.

Figure 2: Five-Year Qualification Completion Rates for part-time level 1-3 learners by ethnicity[4]
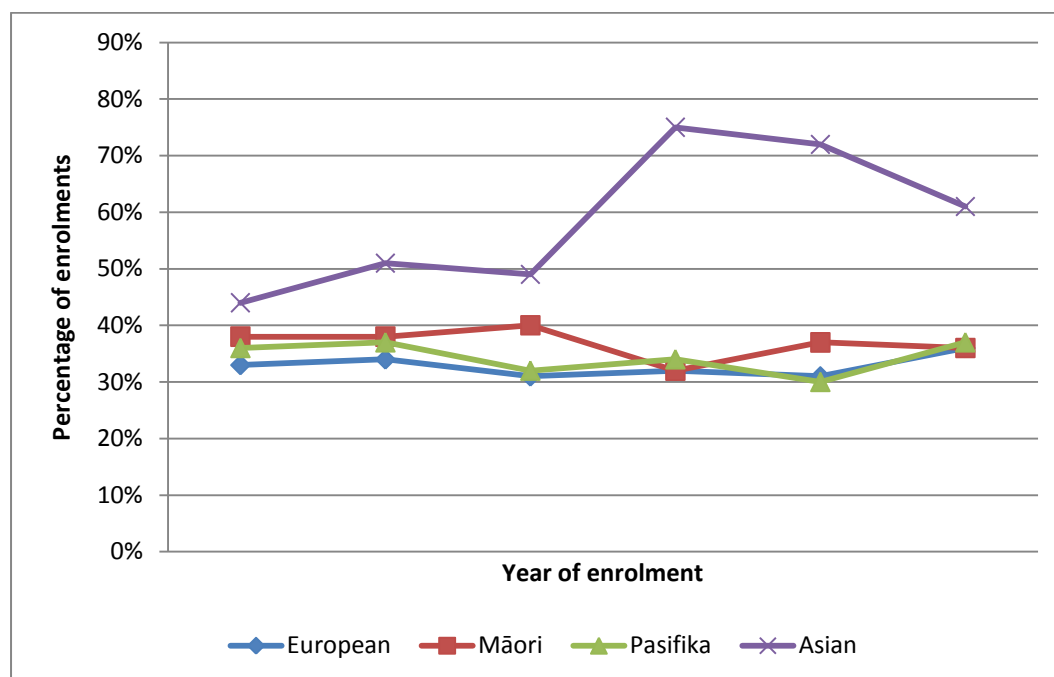
[4] Data from the *Education Counts* website.

Table 1: Five-Year Qualification Completion Rates for Level 1-3 part-time learners (full-time in brackets) by sub-sector and year begun[5]

Year begun	Universities[6]	ITPs	Wānanga	PTEs
2000	42% (76%)	26% (62%)	40% (75%)	47% (70%)
2001	41% (77%)	28% (66%)	39% (82%)	43% (76%)
2002	44% (78%)	25% (60%)	46% (76%)	37% (68%)
2003	48% (84%)	27% (76%)	55% (82%)	47% (70%)
2004	46% (82%)	26% (74%)	65% (83%)	39% (74%)
2005	44% (79%)	34% (75%)	63% (79%)	40% (75%)

Figure 3 Five-year qualification completion rates of domestic part-time students in non-degree qualifications by sub-sector[7]
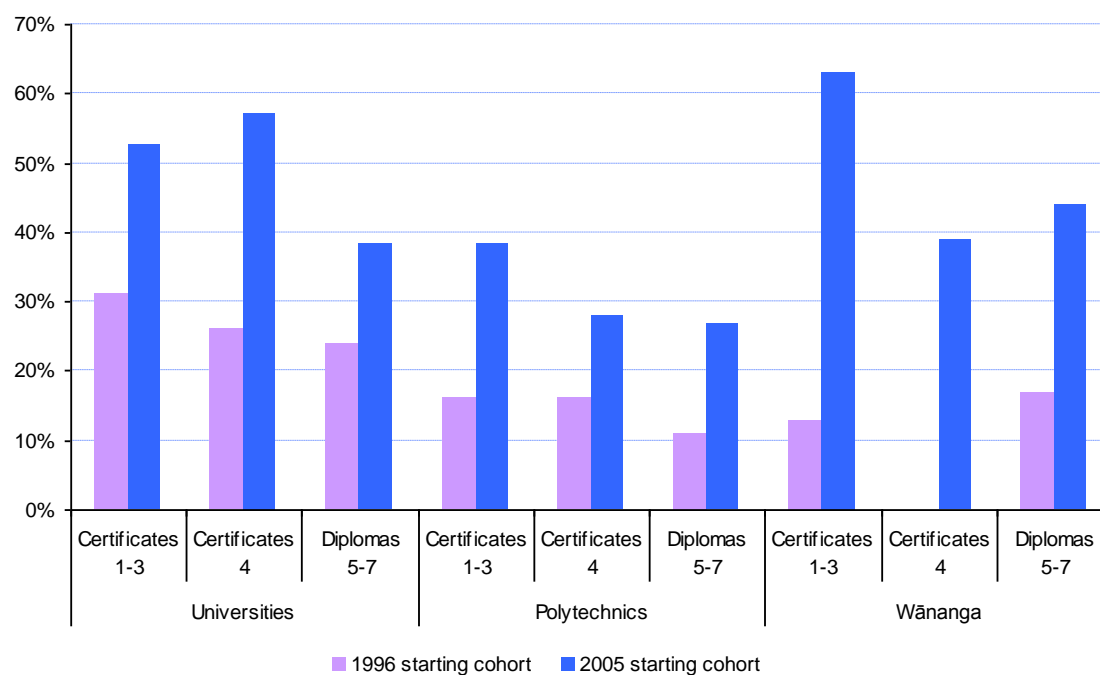
Issues faced by part-time priority learners that may affect their success in tertiary education

On the face of it, part-time learners at Levels 1 to 3 are not being served well by the tertiary education system. The data shows that only two-thirds of courses are being successfully completed, compared to nearer three-quarters for their full-time comparators. And most of these learners do not complete their qualifications, even after 5 years or more.

Many of these learners will have started their programmes with no or low prior qualifications, and the importance of them completing their programmes is clear. Analysis by Earle (2010) indicates that possessing a Level 1-3 qualification is associated with more positive social and economic outcomes than possessing no qualifications at all, and Scott (2009) identified the existence of a small but clear income 'completion premium' for Level 1-3 programmes that is roughly equivalent to other sub-degree programmes. Successfully completing the qualification is crucial to improve the social and economic well-being of these learners and their families.

<u>But is the performance necessarily so poor?</u>

There are however some caveats about concluding too much from the available performance data. There are many things that the data doesn't tell us, some of which will be discussed further below, but there are also some indications that the way the performance data is defined and measured may paint an overly-pessimistic picture about the actual situation for this group of learners.

There is an argument for instance, that qualification completions are no worse for this group of part-time learners than for part-time learners at higher levels on the qualifications framework, and that in common with other levels, performance has been increasing in recent years. This does rather ignore the fact that Level 1 to 3 qualifications are generally shorter in duration than higher level programmes, and it should be reasonable to expect to complete them more quickly – certainly within 5 years in nearly all cases. In contrast, successfully completing a Bachelors degree part-time within 5 years could be very challenging in many cases.

<u>Key issues for part-time level 1 to 3 learners</u>

Notwithstanding these concerns about the data measures, there is clearly evidence to suggest that overall, part-time learners at Levels 1 to 3 are not being well-served.So who are these learners and why are they not doing so well?

One noticeable feature about the analysis is the difference between part-time students at Level 3 and those at Levels 1 and 2. The majority of Level 1 and 2 students are part-time. Most of them are studying extra-murally. Nearly half of them are over 40 (compared to a third of those studying part-time at Level 3) and they are predominantly women. Older people, for whom qualification completion may be less important and who have greater family and work commitments, tend to have lower completion rates. And they are studying different things.

The Ministry of Education and the TEC are putting in place steps to revise provision at Level 1 and 2 more generally across the system, with a more explicit focus on language, literacy and numeracy skills, and the opportunity for PTEs to deliver in this area. This reflects ongoing concerns about the quality and relevance of Level 1 and 2 qualifications.   Part-time students at these levels may be getting the rawest deal of a more fundamentally flawed systemic failure.

Similarly, the relative high proportion of Maori and to a lesser extent Pacific learners in this group may be significant. There may be systemic failures in the tertiary education environment which mitigate against Maori success more generally. And while there is some evidence that programmes being offered by the wānanga are having some success, particularly in terms of longer term qualification completion rates (in comparison to other types of providers), this does not seem to be having a major impact on the rest of the tertiary sector.

Does the fact that PTEs, generally viewed as having the potential to be more flexible and responsive to learner needs and circumstances than other types of tertiary providers, have not been able to deliver Level 1 and 2 programmes, reduced the potential for success? This is particularly pertinent with Pacific learners, where PTEs have a particularly strong track record of success compared to other types of providers.

A key question to ask more generally is why are this group of learners studying part-time? It is likely, although there is no comprehensive data yet available, that many of these people will be working and /or have significant caring responsibilities. Part-time study options, especially extra-mural programmes, will offer them flexibility but that same flexibility may be problematic in terms of incentives to progress and complete. And the very reasons why people need to study part-time will often end up being constraints on the ability of learners to focus on completing their studies, in situations for instance where work, family and whanau responsibilities keep taking priority.

It would be helpful to understand more about the employment and other responsibilities of these learners. How many for instance are sole parents/carers and/or the sole wage earners in a family? The preponderance of women learners particularly at levels 1 and 2 suggests that this may be a significant influence.

It is also quite possible (although we cannot tell from the data) that a significant number of learners who choose to study part-time do so because they live in rural New Zealand, and do not have easy access to a tertiary provider where they live; in these cases extra-mural distance learning may be the only tertiary option available.

In addition, most of these learners have not succeeded at school and are unlikely to have had particularly happy prior experiences with education. Extra-mural programmes, away from a large and unfriendly "institution", may feel very different from their school experiences and may therefore provide a relatively safe first option for returning to study. However, while programmes of study that do not look and feel like school are likely to have been key factors in a decision to study part-time, particularly extra-murally, the relative lack of structure may be problematic once the programme has started for people who "don't know how to learn". A high level of pastoral and other support is likely to be necessary to help these learners have the best chance of success.

Linked to these issues, is the importance of responding effectively to the literacy, language and numeracy needs of these students. With a significant proportion of all level 1 to 3 students having not succeeded at school, many will have poor literacy and numeracy skills. For part-time learners, particularly those studying extra-murally, there may be a lack of targeted and tailored 1 to 1 literacy support to help them develop sufficient foundations skills to succeed.

The data available does not provide information about factors such as fees and other course-related costs, although with part-timers, any costs will likely be spread out over a longer timeframe. Certainly a significant proportion of lower level programmes at the wānanga and at some ITPs are zero-fees. This is likely to be a factor in decision-making for some. And while the lack of financial commitments may have been factor in enticing many of these people into these programmes, there may be less ongoing commitment from those who haven't made a financial commitment to keep studying, compared to those who have made significant financial sacrifices and don't want to 'waste their money'.

If, as seems likely, many part-time learners are already in work or otherwise engaged full-time on other activities (caring etc), there is a question to be asked about the potential value to them of the final qualification. Is the qualification something that will in itself make a fundamental difference to what they want to do with their lives? Many people studying full-time will have made a significant financial commitment to their studies, sometimes giving up work or the opportunity to work, and taking out a student loan. In such circumstances, there is likely to be a clear expectation that they will be able to benefit from the final qualification, in terms of better job and earnings prospects. Will those who study part-time have the same expectations? In some cases there may be an expectation of a change in career, but this may be less clear-cut than for many of those who study

full-time. The fact that many of the programmes, particularly at Levels 1 and 2, are of a more generic rather than vocationally-specific nature, might suggest that vocational aims are not always a prime objective with this group of learners. But we don't know enough about their reasons for choosing to study, and what the role of the provider has been in encouraging them to enrol.

Given this range of factors which may underpin why people study part-time, but at the same time provide potential constraints over the likelihood of them succeeding, it will be important to identify what incentives are in place to encourage individuals to progress and succeed in their studies. How much pastoral and academic support is needed to help somebody who is new to learning after many years away, who has poor prior experiences of education, and a busy life with many other time-consuming commitments? What are the incentives that providers have used to encourage people to enrol in learning, and how do they compare to the incentives they offer to continue with their studies, complete their assignments and successfully complete their courses and qualifications? To what extent is the nature of the qualification subject matter also a factor which encourages enrolment? To what extent are existing Level 1 to 3 part-time programmes designed to attract people *into* learning, but without a particular focus on the labour market or higher level education programmes that they might subsequently progress onto?

Because the available data about tertiary institutions and PTEs is aggregated, it is not possible at this stage to distinguish between approaches adopted by different providers. We do not know, apart from at a broad sub-sector level (where the wānanga seem to perform better, at least in terms of qualification completion rates), which organisations do well with these learners and which do less well in terms of qualification completion rates. Without having this information it is difficult to isolate the factors under the control of the provider that may influence student success for this group of learners.

There is now comparative information at an individual provider level based on the TEC's EPI definitions[8] (from 2009), but these too have their limitations. The EPI method of measuring qualification completions is very limited as a comparator at present, and will need to have been used for a number of years before trends can be analysed. The course completions measure is more robust as a comparator, but a number of PTEs which specialise in distance learning provision (i.e. predominantly part-time learners) have recently raised concerns that many of the courses they deliver are provided concurrently to students, and that successful course completion sometimes takes place in the calendar year after the student enrols on the course. In such cases, the course completions EPI measure may understate the actual performance being achieved.

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[8] See Tertiary Education Commission (n.d.).

It is also important to consider the extent to which the policy environment and the incentives and constraints that have been put in place by the various arms of Government are a factor in the success or otherwise of this group of students. This might encompass consideration of the impact of various policies on access, quality and performance, and any central controls over what is delivered at these levels and the availability or otherwise of alternative government-funded 'steps' back into learning. These issues are discussed further in the next section.

Possible ideas for addressing the needs of part-time priority Learners

Clearly there is scope for significant improvements to be made in the provision of high quality relevant tertiary education options for individuals who are currently studying part-time at Levels 1 to 3. As discussed there may be some arguments about whether the data (particularly in terms of the way course completions are measured) paints an unduly pessimistic picture about the actual situation for these learners. Nevertheless the failure rate is far too high for this to be in any way considered as offering a good return for the high public investment. And given the relatively high proportion of these learners who have not previously been successful in education, there is also likely to be a significant human cost in terms of exacerbating the sense of failure for many of these people.

However, a good number of these part-time learners do succeed, even it takes many of them some years to complete a qualification. So, the first important issue to examine further is why do some tertiary providers, and more particularly specific programmes of study, have a good track record of enabling their part-time students to complete their qualification successfully?

There will be a number of potential success factors at individual providers, which will require further analysis and research. At present the available data does not provide sufficiently fine-grained information about differences between types of provision. It will be important to examine:

- Whether there are differences in success rates for part-time students studying intra-murally compared to extra-murally.
- The extent to which Level 3 programmes are more successful or not than programmes at Levels 1 and 2.
- Whether there are discernible and attributable differences between different subject areas.
- The extent to which programmes are successful or not in terms of progression for part-time learners into employment of further learning or employment, and any common features that link the programmes that do well by these measures.

It should be possible to undertake further analysis of the Single Data Return information at this level of granularity (although there will not be information about progression into employment), along with provider-by-provider comparisons, This would allow greater isolation of the possible factors involved in learner success.

The data may not currently tell us much but it does show that in general the wānanga perform significantly better in terms of qualification achievement by part-time learners. What are the factors that underpin the most successful wānanga part-time programmes at levels 1 to 3? At Te Wānanga

o Aotearoa (TWoA) for instance, significant effort in terms of marketing to prospective students is placed on a range of student support services to help people succeed. The TwOA website sets out clearly that "Te Wānanga o Aotearoa offers a wide range of core support services to ensure our tauira have every chance of successfully achieving their educational aspirations". There follows a very comprehensive list of services and sources of further help on issues such as financial and budgeting, pastoral care, and academic support, including in particular workshops and 1 to 1 support in helping students to manage their time effectively and support them to become more effective learners. While these types of arrangements may well be in place at other institutions, at TWoA it is very much an up-front core element of the experience that students can expect.

At the Waitangi Tribunal hearing on the Wānanga Capital Establishment Report

> "It was suggested to this Tribunal that wānanga students, the majority of whom are Maori, succeed predominantly because wānanga actively promote a positive Maori environment. Wānanga strive to raise the self-esteem and mana of their students by teaching them about themselves and their heritage. When the students are at ease within themselves and within the learning culture of wānanga, they are better equipped to learn and succeed." (Waitangi Tribunal 1999, p18).

Again there may be lessons to be drawn more widely from the approaches adopted by TWoA to help support its predominantly part-time students. Some PTEs delivering distance-learning programmes have instigated regular one-to-one home visits by tutors and this type of approach is worth exploring further.

The success of part-time learners at these lower levels is also likely to be significantly impacted by wider policy and structural changes that are already underway or signalled. For a number of years now there have been broad concerns within the core Government education agencies about the quality and relevance of many Level 1-3 certificate programmes. A number of policy restrictions have been put in place since 2005, and these have contributed to a significant reduction in the total volume of Level 1-3 provision across the system as a whole since 2005.

More recently there has been an increasing focus by the TEC on learner performance, reflected by the introduction of education performance information at individual provider level in 2010, and the planned introduction of an element of performance-linked funding in 2012. Alongside this, a number of TEIs were required to reduce or remove their lowest-performing provision before having investment plans approved for 2011, and PTEs with particularly low course completion rates have had funding removed in recent years.

Potentially, this increased focus on learner performance could have a number of consequences. Since Level 1 to 3 programmes (particularly part-time) are generally poorer performing than higher level programmes, there is likely to be an overall reduction in this type of provision, with a number of providers choosing or being required by TEC to stop delivering programmes that are not performing well. There may also be an increased focus on putting in place appropriate mechanisms to improve performance. Anecdotally, there is evidence from PTEs that the recent increased TEC focus on performance has led to significant changes in the availability of student support (pastoral and academic) and one-to-one progress chasing and follow-up of individual students. Tutors and managers are increasingly being held to account for the success of their students. Tertiary organisations cannot risk students failing unnecessarily where this results in poorer recorded organisational performance and possible reduced, or the total removal of funding.

So, more than before there are increased incentives on providers to ensure that all their students are supported to make progress and succeed. This, along with tighter controls about the type of Level 1 and 2 programmes that will be funded (essentially focused on literacy, language and numeracy), could have a major impact on the availability of part-time programmes at lower levels, although learners who do enrol on these programmes will hopefully have significantly better prospects of succeeding that they have in the past, particularly with better literacy and numeracy support built-in to the qualifications.

Similarly, the tightening up of student financial support incentives and sanctions may have an influence on student behaviour, progress and success, although as previously discussed, many part-time programmes at Level 1 to 3 do not charge fees.

One additional system level question relates to the availability or otherwise of other programmes of learning that might be appropriate for the type of people who have been attracted into part-time Level 1 to 3 qualifications. If as seems likely, many of these learners are taking a first step back into education, to what extent might informal adult and community education (ACE) programmes be an alternative to and/or a sensible stepping-stone towards lower level qualification programmes? No relevant data about ACE in this context is easily available. However the ACE Strategic Alliance (consisting of a number of key ACE providers and peak bodies) has developed a 10 year ACE Strategy which includes proposals for ACE programmes to do what many Level 1 to 3 programmes currently intend to do for those who have not been previously successful in their learning, but in a more responsive, tailored and less expensive way. Many ACE providers have an explicit focus on encouraging back into learning those who previous education experiences have not been successful; indeed this is now one of the three priorities for Government-subsided ACE programmes.

Overall provision of Government-funded ACE has fallen significantly since the 2009 Budget reductions were implemented, but many programmes currently being funded would undoubtedly be able to demonstrate innovative approaches to engaging learners, all of whom will be learning part-time, although of course the informal approach to learning and lack of assessment makes it difficult to assess learner 'success'. Many ACE providers would argue that taxpayer money would be better spent on more ACE programmes across the country targeted at learners whose initial education was not successful, at the expense of some existing lower level qualifications at levels 1 to 3. The evidence for this is not yet sufficient to draw a firm conclusion.

Conclusion

It is likely that a range of factors will impact on the likelihood of success of those students who choose or are obliged to study part-time. Success factors will likely include items specific to the programmes of study themselves, and also the support mechanisms, both academic and pastoral, available to respond to the very specific high needs of this group of learners.

A number of system level changes are underway, which may well have the impact of improving success rates for part-time learners at Levels 1 to 3, but could well also continue the trend of reducing the volume of opportunities available to the types of learner attracted to part-time provision at lower levels. In that situation, alternatives, such as an expansion of targeted ACE provision, may be worth considering.

Existing good practice needs to be identified, from those providers and programmes which perform well. But it is probable that the following will be amongst the types of factors that may have a positive influence on student success:

- Greater focus at enrolment stage on student motivation, and setting clear expectations
- The availability of targeted academic support, including for extra-mural students, on a one-to-one basis, to help students manage their time, understand their workload requirements, be clear about their assignments, and 'push' them to continue progressing. This would encompass the existing implementation of greater focus on targeted support for literacy, language and numeracy.
- The availability of and support (by the institution) for student study groups, including in particular for extra-mural students.
- The possibility of childcare (and other carer) support for learners e.g. at drop-in learning centres.
- Additional pastoral support services, including joined-up links with health, social services and other central and local government services.

- The possibility of incentives for promoting ongoing success, including 'step-by-step' rewards for completion of assignments, courses etc.

Most significantly, it will be important to find out more about the circumstances, motivations and needs of a range of part-time learners. Such qualitative information, allied to more comprehensive fine-grained data and possible case studies of successful approaches, should help to provide a clearer way forward to ensure these people are better served by our tertiary education system.

List of key reference documents and sources

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Waitangi Tribunal (1999). *The Wānanga Capital Establishment Report.* Waitangi Tribunal Report WAI 718. Wellington: Waitangi Tribunal.

Further data about part-time level 1-3 learners[9]

Table A: Domestic part-time students by level of study and age 2004-2010

Level	age_group	Students							EFTS						
		2004	2005	2006	2007	2008	2009	2010	2004	2005	2006	2007	2008	2009	2010
Levels 1 & 2	Under 18 years	2,267	7,343	3,313	3,051	2,906	2,330	2,080	586	1,536	761	726	712	580	547
	18-19 years	2,830	3,011	3,075	3,064	2,787	2,721	2,436	712	668	677	682	590	628	541
	20-24 years	8,578	7,760	7,512	6,878	5,702	5,479	5,406	1,942	1,600	1,515	1,384	1,106	1,112	1,059
	25-39 years	32,193	29,589	27,825	23,222	17,685	15,588	13,400	7,301	6,123	5,571	4,468	3,451	3,226	2,808
	40 years & over	32,061	36,101	39,201	36,135	30,631	24,599	19,197	6,627	6,676	6,961	6,224	5,512	4,735	4,045
	Unknown	13	2	3	6	8	5	5	2	0	0	1	1	1	0
	Total	**77,942**	**83,806**	**80,929**	**72,356**	**59,719**	**50,722**	**42,524**	**17,170**	**16,603**	**15,485**	**13,484**	**11,372**	**10,281**	**8,999**
Level 3	Under 18 years	2,711	2,803	2,442	2,680	2,495	2,219	1,926	750	739	745	744	718	647	581
	18-19 years	3,708	3,772	3,728	3,794	3,514	3,543	3,410	1,066	982	1,019	1,071	1,003	1,054	1,000
	20-24 years	7,198	7,811	7,326	7,473	7,067	6,798	6,744	1,780	1,713	1,758	1,721	1,731	1,780	1,735
	25-39 years	17,149	19,159	16,374	16,826	14,198	12,601	11,364	3,876	3,798	3,511	3,348	3,105	2,890	2,518
	40 years & over	14,162	19,311	18,231	20,890	16,401	13,577	11,468	2,786	3,464	3,382	3,766	3,323	2,899	2,476
	Unknown	1	1	4	3	5	3	1	0	0	1	0	1	1	0
	Total	**44,929**	**52,857**	**48,105**	**51,666**	**43,680**	**38,741**	**34,913**	**10,257**	**10,696**	**10,417**	**10,650**	**9,881**	**9,271**	**8,310**
Other	Under 18 years	2,093	2,410	2,524	2,466	2,594	2,029	1,667	604	702	769	718	754	581	473
	18-19 years	5,045	5,637	6,091	6,452	6,572	6,257	6,082	1,807	1,991	2,304	2,406	2,495	2,469	2,412
	20-24 years	20,266	21,072	22,545	22,823	23,566	24,045	24,570	6,945	7,142	8,071	8,124	8,409	8,749	9,049
	25-39 years	54,768	54,775	54,324	53,597	51,932	52,408	52,607	15,587	15,100	15,594	15,087	14,670	15,530	15,734
	40 years & over	47,138	49,434	49,848	49,158	46,095	44,952	46,453	12,729	12,544	13,737	12,788	12,016	12,500	12,733
	Unknown	21	24	20	11	10	9	6	5	4	4	2	2	2	1
	Total	**129,331**	**133,352**	**135,352**	**134,507**	**130,769**	**129,700**	**131,385**	**37,678**	**37,485**	**40,480**	**39,125**	**38,347**	**39,832**	**40,402**
All Levels	Under 18 years	6,493	11,718	7,569	7,467	7,259	6,058	5,235	1,940	2,977	2,275	2,188	2,184	1,808	1,600
	18-19 years	10,554	11,120	11,652	12,031	11,714	11,384	10,817	3,585	3,640	4,000	4,158	4,089	4,151	3,953
	20-24 years	33,321	33,649	34,720	34,597	34,049	34,050	34,440	10,667	10,456	11,344	11,229	11,246	11,642	11,843
	25-39 years	96,648	95,384	92,019	87,517	78,775	76,024	73,422	26,764	25,022	24,677	22,903	21,226	21,645	21,060
	40 years & over	87,664	96,727	100,663	98,923	87,319	78,505	73,090	22,142	22,684	24,079	22,778	20,851	20,134	19,254
	Unknown	33	26	26	17	19	15	11	7	5	6	3	4	4	2
Total		**234,713**	**248,624**	**246,649**	**240,552**	**219,135**	**206,036**	**197,015**	**65,105**	**64,784**	**66,381**	**63,259**	**59,600**	**59,384**	**57,711**

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[9] All from *Education Counts* website.

Table B: Domestic part-time students by level of study and attendance status 2004-2010

Level	Attendance	Students							EFTS						
		2004	2005	2006	2007	2008	2009	2010	2004	2005	2006	2007	2008	2009	2010
Levels 1 & 2	Intramural	25,511	34,750	41,022	36,646	29,931	26,015	21,327	4,637	5,587	6,240	6,204	5,606	4,764	4,128
	Extramural	53,934	50,718	41,573	37,645	31,241	25,429	21,714	12,532	11,016	9,245	7,280	5,766	5,517	4,871
	Total	77,942	83,806	80,929	72,356	59,719	50,722	42,524	17,170	16,603	15,485	13,484	11,372	10,281	8,999
Level 3	Intramural	29,501	38,306	29,227	33,449	28,078	25,915	23,430	6,229	7,448	6,536	6,620	6,451	6,080	5,706
	Extramural	15,992	15,153	19,510	18,721	16,131	13,179	11,757	4,029	3,248	3,881	4,030	3,430	3,192	2,604
	Total	44,929	52,857	48,105	51,666	43,680	38,741	34,913	10,257	10,696	10,417	10,650	9,881	9,271	8,310
Other	Intramural	84,487	86,129	87,500	82,524	79,882	78,255	77,110	27,468	26,768	28,782	26,376	25,894	26,330	26,287
	Extramural	47,868	50,847	50,870	55,026	53,674	54,255	56,859	10,210	10,716	11,698	12,749	12,453	13,502	14,115
	Total	129,331	133,352	135,352	134,507	130,769	129,700	131,385	37,678	37,485	40,480	39,125	38,347	39,832	40,402
All Levels	Intramural	132,797	149,645	150,405	145,139	131,410	123,962	116,408	38,334	39,803	41,557	39,199	37,951	37,174	36,121
	Extramural	112,918	112,482	107,777	106,863	97,393	89,969	87,270	26,771	24,980	24,823	24,060	21,649	22,211	21,590
	Total	234,713	248,624	246,649	240,552	219,135	206,036	197,015	65,105	64,784	66,381	63,259	59,600	59,384	57,711

Table C: Domestic part-time students by level of study and gender 2004 - 2010

Level	Gender	Students							EFTS						
		2004	2005	2006	2007	2008	2009	2010	2004	2005	2006	2007	2008	2009	2010
Levels 1 & 2	Females	47,895	49,122	44,253	39,393	35,097	29,792	24,673	11,076	10,443	9,622	8,255	7,147	6,415	5,677
	Males	30,047	34,684	36,676	32,963	24,622	20,930	17,851	6,094	6,160	5,862	5,229	4,225	3,865	3,322
	Total	77,942	83,806	80,929	72,356	59,719	50,722	42,524	17,170	16,603	15,485	13,484	11,372	10,281	8,999
Level 3	Females	22,176	23,753	22,147	21,691	19,989	18,002	16,807	5,660	5,571	5,430	5,386	5,070	4,808	4,285
	Males	22,753	29,104	25,958	29,975	23,691	20,739	18,106	4,597	5,125	4,987	5,264	4,811	4,463	4,025
	Total	44,929	52,857	48,105	51,666	43,680	38,741	34,913	10,257	10,696	10,417	10,650	9,881	9,271	8,310
Other	Females	76,558	76,970	78,870	77,808	75,794	76,591	77,576	22,766	22,278	23,960	22,916	22,457	23,708	24,279
	Males	52,773	56,382	56,482	56,699	54,975	53,109	53,809	14,912	15,207	16,519	16,209	15,890	16,125	16,123
	Total	129,331	133,352	135,352	134,507	130,769	129,700	131,385	37,678	37,485	40,480	39,125	38,347	39,832	40,402
All levels	Females	137,172	139,717	136,306	130,103	123,309	118,082	113,494	39,502	38,293	39,012	36,556	34,674	34,931	34,241
	Males	97,541	108,907	110,343	110,449	95,826	87,954	83,521	25,603	26,491	27,368	26,703	24,926	24,453	23,470
	Total	234,713	248,624	246,649	240,552	219,135	206,036	197,015	65,105	64,784	66,381	63,259	59,600	59,384	57,711

Table D: Domestic part-time students by field of study 2004 - 2010

Level	Field of study	Students							EFTS								Notes for
		2004	2005	2006	2007	2008	2009	2010	2004	2005	2006	2007	2008	2009	2010	
1 & 2	Natural and Physical Sciences	691	607	603	603	584	611	765	42	46	43	48	42	55	60	
	Information Technology	6,966	9,373	11,959	14,024	13,999	10,092	7,033	632	1,058	1,688	1,688	1,662	1,195	864	
	Engineering and Related Techno	3,051	5,524	6,204	5,795	3,672	4,109	3,793	465	777	887	818	731	718	531	
	Architecture and Building	268	551	99	150	130	99	231	78	42	17	18	18	20	62	
	Agriculture, Environmental and R	4,292	9,413	16,837	13,629	8,534	6,154	6,389	523	1,049	1,928	1,471	1,034	1,086	1,155	
	Health	568	1,005	382	1,314	1,171	1,279	1,157	79	116	49	197	199	190	188	
	Education	3,480	251	2,368	2,343	624	1,112	892	387	66	410	420	259	311	188	
	Management and Commerce	7,146	18,210	13,490	14,401	14,450	12,361	9,197	872	3,125	2,167	2,495	2,424	2,123	1,615	
	Society and Culture	6,104	9,722	11,011	11,973	13,265	11,035	9,821	1,729	2,226	3,410	3,319	3,720	3,331	3,257	
	Creative Arts	45	36	31	19	22	11	3	8	8	10	5	8	4	1	
	Food, Hospitality and Personal S	344	404	313	546	684	601	552	110	75	60	133	129	108	121	
	Mixed Field Programmes	47,438	32,589	20,315	11,626	5,643	5,235	4,498	12,244	8,015	4,816	2,872	1,147	1,140	958	
	Total Level 1/2	**77,942**	**83,806**	**80,929**	**72,356**	**59,719**	**50,722**	**42,524**	**17,170**	**16,603**	**15,485**	**13,484**	**11,372**	**10,281**	**8,999**	
3	Natural and Physical Sciences	617	548	385	391	377	577	539	151	118	90	88	88	144	138	
	Information Technology	4,730	5,776	6,243	5,319	5,288	4,185	3,238	1,356	1,647	1,751	1,539	1,488	1,090	708	
	Engineering and Related Techno	6,614	11,195	9,665	14,414	10,568	8,805	6,760	1,219	1,614	1,615	2,074	1,815	1,603	1,359	
	Architecture and Building	1,535	2,824	3,264	4,143	3,609	2,976	3,176	376	366	396	486	491	515	497	
	Agriculture, Environmental and R	5,562	7,322	6,108	8,463	6,937	4,982	5,229	1,101	1,244	1,178	1,351	1,310	1,051	1,267	
	Health	1,888	1,554	1,187	1,687	1,875	2,009	1,165	225	152	345	434	419	443	227	
	Education	1,665	1,587	1,538	1,271	106	129	126	123	139	124	83	26	26	27	
	Management and Commerce	11,264	11,514	11,698	9,270	8,945	8,763	8,842	3,067	2,787	2,579	2,292	2,286	2,505	2,401	
	Society and Culture	5,136	5,014	4,287	5,253	4,423	3,206	2,677	1,132	1,314	1,165	1,558	1,173	874	673	
	Creative Arts	337	325	363	369	434	588	853	113	124	96	95	107	152	215	
	Food, Hospitality and Personal S	1,308	1,053	992	1,043	1,033	1,160	1,110	510	393	408	389	397	445	451	
	Mixed Field Programmes	5,564	5,633	3,580	1,151	1,069	2,232	1,910	884	798	668	263	281	424	347	
	Total Level 3	**44,929**	**52,857**	**48,105**	**51,666**	**43,680**	**38,741**	**34,913**	**10,257**	**10,696**	**10,417**	**10,650**	**9,881**	**9,271**	**8,310**	

Tables A, B, C and D

1. Data relates to students enrolled in more than 0.03 EFTS of a formal qualification from a tertiary education provider at any time during the year.

2. Data excludes all non-formal learning and on-job industry training.

3. Data excludes those private training establishments which did not receive government tuition subsidies.

4. Totals also include those students with unknown values.

5. Students who were enrolled at more than one qualification level have been counted in each level. Consequently, the sum of the students in each level may not add to the total number of students

Table E: Course Completions Summary 2009

	Certificates 1-3		Certificates 4	
	Rate	±	Rate	±
Domestic or International				
Domestic	69%	16%	70%	13%
International	78%	9%	78%	10%
Gender				
Female	67%	18%	72%	12%
Male	72%	13%	69%	14%
Age				
Under 18 years	68%	10%	66%	11%
18-19 years	69%	11%	70%	8%
20-24 years	66%	15%	68%	13%
25-39 years	68%	18%	70%	16%
40 years and over	72%	17%	74%	14%
Ethnicity				
European	70%	16%	71%	14%
Māori	64%	19%	67%	13%
Pasifika	68%	15%	67%	15%
Asian	77%	13%	77%	10%
Other	71%	13%	71%	10%
Subsector				
Universities	69%	5%	69%	6%
Institutes of technology and polytechnics	70%	11%	69%	13%
Wānanga	68%	23%	73%	10%
Private training establishments	72%	16%	71%	18%
Full-time or Part-time				
Full-time	72%	10%	72%	9%
Part-time	65%	24%	68%	22%

Table F: Level 1 – 3 students by sub sector and part-time/full-time

			2007	2008	2009	2010
Certificates 1-3	Universities	Full-time full-year	836	1,016	858	890
		Full-time part-year	694	666	640	685
		Part-time full-year	321	336	275	187
		Part-time part-year	529	332	219	188
		Total	2,380	2,350	1,992	1,950
	Institutes of technology and polytechnics	Full-time full-year	13,525	12,164	13,862	13,730
		Full-time part-year	19,907	19,880	21,308	21,473
		Part-time full-year	32,655	25,223	23,060	21,800
		Part-time part-year	52,150	43,926	36,046	27,536
		Total	118,237	101,193	94,276	84,539
	Wānanga	Full-time full-year	7,669	8,022	9,154	8,490
		Full-time part-year	4,145	4,583	5,720	5,195
		Part-time full-year	6,354	5,266	4,898	4,998
		Part-time part-year	10,462	9,857	8,208	8,328
		Total	28,630	27,728	27,980	27,011
	Private training establishments	Full-time full-year	8,308	8,282	8,306	8,072
		Full-time part-year	11,045	9,521	9,277	8,344
		Part-time full-year	8,194	7,848	7,167	5,525
		Part-time part-year	11,554	9,384	8,477	8,191
		Total	39,101	35,035	33,227	30,132
	Total	Full-time full-year	27,562	27,210	29,710	28,927
		Full-time part-year	35,248	34,170	36,498	35,364
		Part-time full-year	45,242	36,934	33,844	31,159
		Part-time part-year	74,013	62,998	52,507	43,756
		Total	182,065	161,312	152,559	139,206