



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Tertiary education enrolments 2013

This report forms part of a series called Learners in tertiary education.
Other topics covered by the series are access, pathways, student support, participation, retention and qualification completions.

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This report is available from the Ministry of Education's Education Counts website. For the full set of enrolment statistics use the link: www.educationcounts.govt.nz/statistics/tertiary_education

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Tertiary education enrolments 2013

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Statistics used in this report

This report describes students enrolled at any time of the year with a tertiary education provider in formal study (that is, contributing towards a recognised qualification) of more than one week's duration. Formal enrolments include domestic and international student enrolments. Domestic enrolments are those made by New Zealand citizens and residents. International enrolments are those made by overseas students.

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

Equivalent full-time student units (EFTS) – this is a measure of the 'size' of each student's enrolment. One equivalent fulltime student unit is defined as the student workload that would normally be carried out in a single academic year (or a twelve month period) by a student enrolled full-time. Part-time study years are expressed as proportions of an EFTS, for example, 0.75 EFTS. The equivalent full-time student count in this report is the sum of the EFTS units for a year.

The information presented in this report is based on the tertiary education enrolments collection provided to the Ministry of Education by government-funded tertiary education organisations. In 2013, 29 public tertiary education institutions (universities, polytechnics and wānanga) and approximately 300 private training establishments received government funding. Workplace-based learning is not included in this report.

Data in this report has been rounded. The detailed data is provided in the tables at the back of the report and on the Ministry of Education's website: www.educationcounts.govt.nz/statistics/tertiary_education.

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1 SUMMARY

ENROLMENTS TREND

The number of formal tertiary education enrolments fell from 2012 to 2013. The fall was due to a decline in enrolments by domestic students, while enrolments by international students continued to increase.

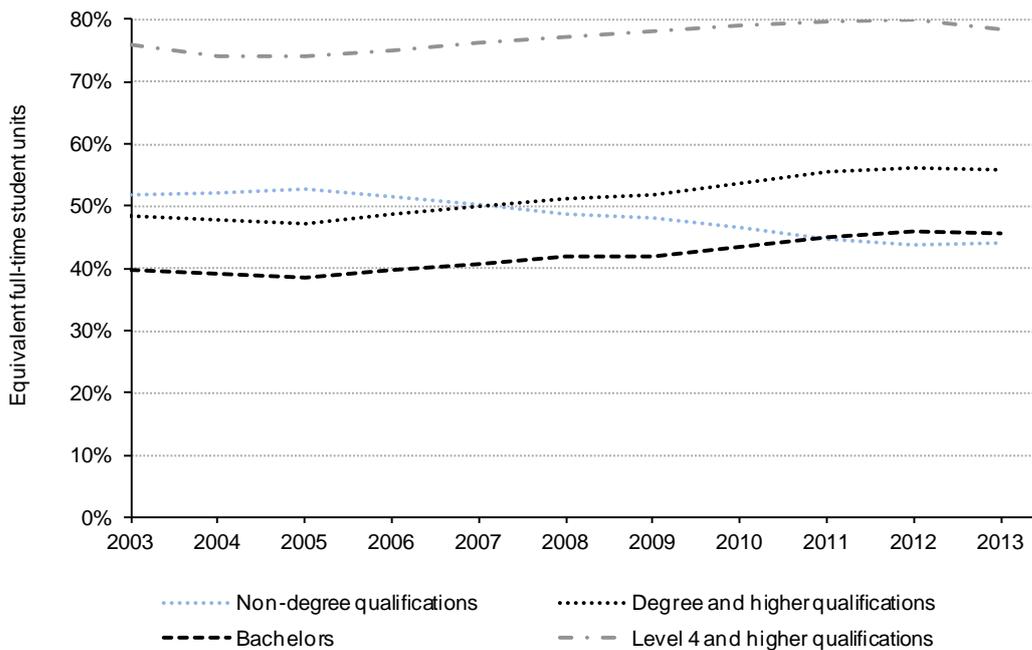
The shift from lower- to higher-level study decreased slightly in 2013 (Figure 1.1). When this shift began in 2005, less than half the enrolments by domestic students were in degree and higher qualifications, compared to 56 percent in 2013.

Enrolments by students aged 18 to 24 years in non-degree qualifications continued to fall in 2013 and while enrolments in degree and higher qualifications by this group increased from 2012 to 2013, the increase was small. Enrolments by students aged 25 years and over fell at every qualification level from 2012 to 2013, with continued strong decreases in the number of enrolments in non-degree qualifications.

Formal enrolments at public tertiary education institutions declined from 2012 to 2013, while they increased at private training establishments. The increase at private training establishments* was mainly due to an increase in the number of enrolments in level 1 to 3 certificates.

*When Youth Training was discontinued in 2012, private training establishments could apply to deliver Youth Guarantee fees-free places and this led to more of them supplying information to the Ministry of Education on their total enrolments in 2013. A number of private training establishments also began delivery of level 1 and 2 qualifications in 2013 as a result of the recently introduced competitive funding process for these qualifications.

Figure 1.1
Distribution of domestic study by qualification level



'Bachelors' includes graduate certificates and diplomas.

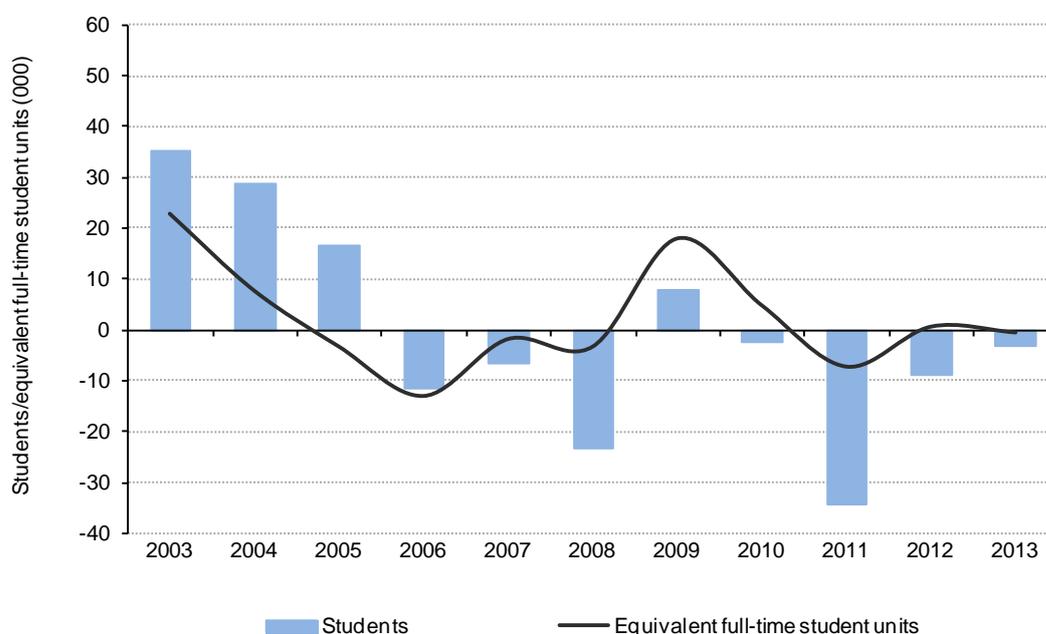
In 2013, there were 418,000 students (including international students) enrolled in formal study¹ with tertiary education providers.

The number of formal students (including international students) decreased by 0.8 percent from 2012 to 2013. The latest decrease was due to fewer domestic students (down 0.9 percent), partially offset by an increase in the number of international students (up 0.6 percent).

The latest decrease in enrolments was smaller in terms of equivalent full-time student units (down by 0.2 percent) to 278,000 (Figure 1.2). While the total domestic study load fell less strongly than the number of students, the average study load per domestic student did not alter greatly from 2012 to 2013.

In 2013, the number of domestic students was 370,000 and the number of international students was 48,000. These enrolments converted to 245,000 domestic equivalent full-time student units and 33,100 international equivalent full-time student units.

Figure 1.2
Annual change in formal tertiary education enrolments

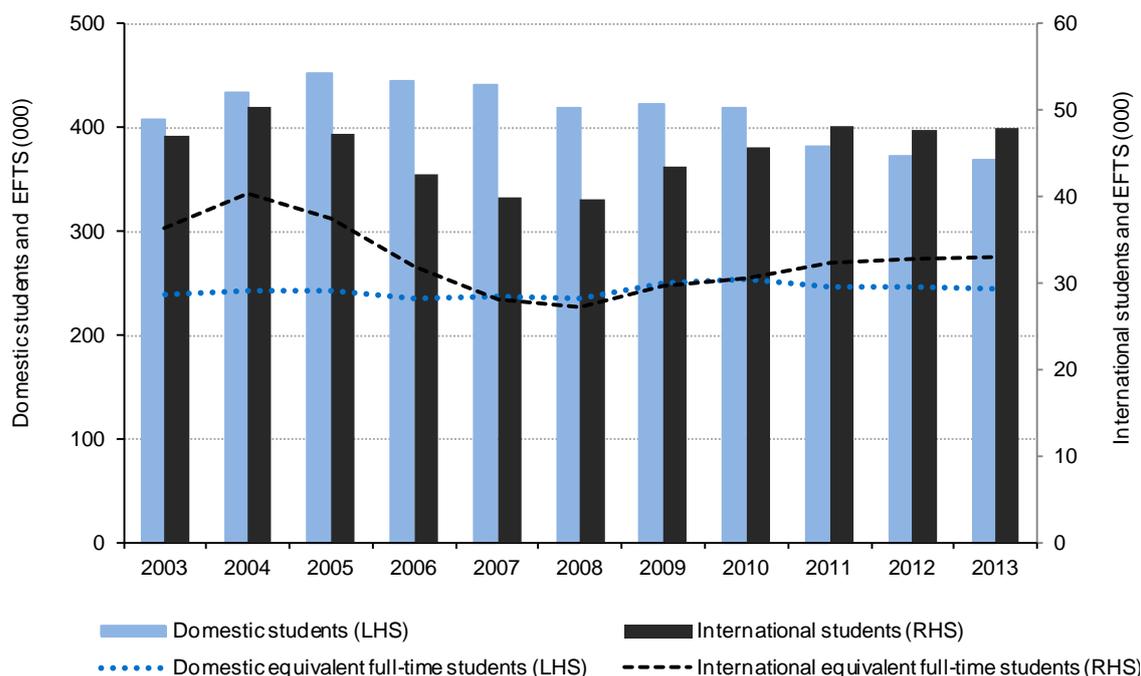


The decrease in domestic enrolments from 2012 to 2013 was mainly due to fewer enrolments in non-degree qualifications as well as fewer enrolments at bachelors level. Level 4 certificate and level 5 to 7 diploma enrolments decreased by 5,620 and degree and higher-level enrolments decreased by 1,630. Partially offsetting these decreases was an increase in level 1 to 3 certificates of 1,660 overall.

The continued decrease in domestic non-degree enrolments follows larger declines in lower-level certificate enrolments since 2005. While the downward trend in non-degree enrolments has continued to be strongest for students aged 25 years and over, from 2012 to 2013, there were also 2,170 fewer non-degree enrolments by students aged 18 to 24 years.

¹ Students enrolled at any time during the year with a tertiary education provider in formal learning (that is, contributing towards a recognised qualification) of more than one week's duration. Workplace-based learning is not included in this report, unless otherwise stated.

Figure 1.3
Domestic and international tertiary education enrolments



Domestic enrolments by younger students – those aged 18 to 24 years – decreased by 0.4 percent from 2012 to 2013, following a similar size increase from 2011 to 2012, and a decrease of 2.5 percent from 2010 to 2011. The decrease from 2010 to 2011 was the first decrease for this age group since 1997 and it followed large increases in enrolments in 2009 and 2010 when the labour market was especially weak. Also, enrolments in Christchurch were lower in 2011 following the February earthquake.

The latest decrease in enrolments by 18 to 24 year-olds was due to fewer non-degree enrolments, partially offset by an increase in enrolments in degree and higher qualifications.

Tertiary education enrolments by people aged under 18 years increased in 2013 for the first time since 2005. In part, this is likely to be due to increases in the number of Youth Guarantee fees-free places and also to more private training establishments supplying information to the Ministry of Education on their total enrolments in 2013.² Additionally, a number of private training establishments also began delivery of level 1 and 2 qualifications in 2013 as a result of the recently introduced competitive funding process for these qualifications.

Figure 1.3 shows an increase in international student numbers from 2012 to 2013, although since 2011 these numbers have stabilised. In terms of equivalent full-time student units, enrolments by international students have been increasing since 2008.

From 2012 to 2013, the number of students in formal study of less than one week’s duration decreased by 12 percent to 21,200. The provision of non-formal courses in tertiary education organisations has decreased by 17 percent to 43,800 students. In terms of equivalent full-time student units, non-formal courses in tertiary education organisations increased by 3.5 percent from 2012 to 2013.

² When Youth Training was discontinued in 2012, private training establishments could apply to deliver Youth Guarantee fees-free places and this led to more of them supplying information to the Ministry of Education on their total enrolments in 2013.

2 ENROLMENTS TREND

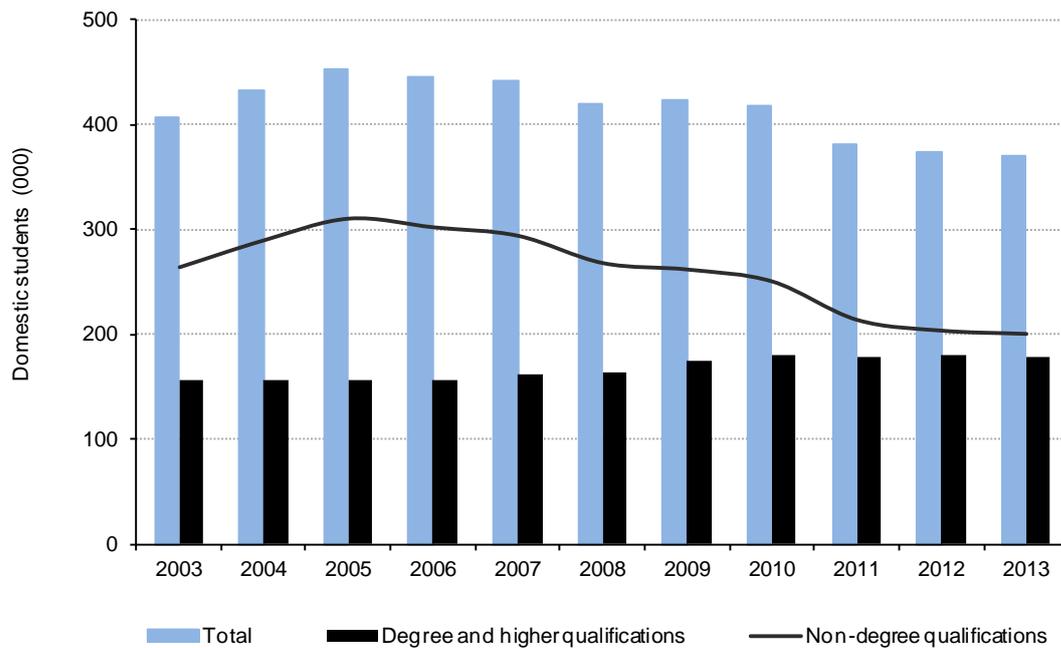
From 2012 to 2013, the number of students in formal study at tertiary education providers decreased by 0.8 percent to 418,000.³

The downward trend in the total number of formal enrolments, which started in 2005, continued from 2012 to 2013. The increase from 2008 to 2009 was the only exception to this decreasing trend. The main driver of the downward trend in formal enrolments has been fewer domestic enrolments in lower-level certificates, and a declining trend in international student enrolments from 2005 to 2008.

From 2005 to 2013, the number of domestic non-degree enrolments decreased, on average, by 13,800 per year, while degree and higher enrolments increased, on average, by 2,590 per year (see Figure 2.1).

From 2012 to 2013, the number of domestic students decreased by 3,530, or 0.9 percent, to 370,000.

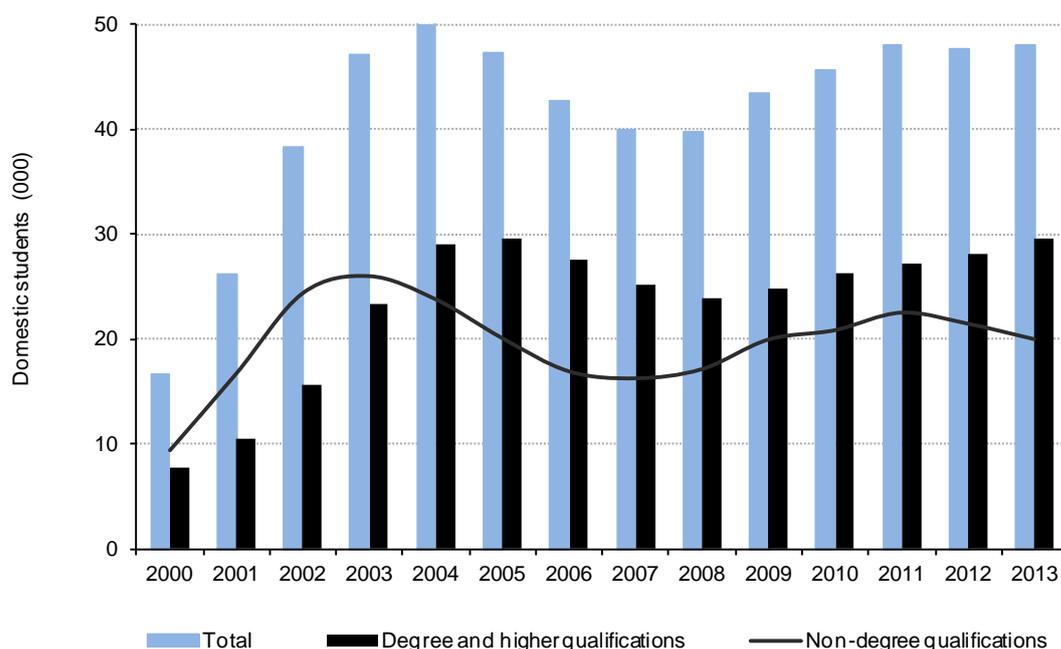
Figure 2.1
Domestic formal enrolments in non-degree and higher-level qualifications



The number of enrolments by international students increased from 2012 to 2013 by 273, or 0.6 percent, to 48,000. Since 2008, international student numbers in bachelors and higher qualifications have been increasing. Before this, enrolments by international students declined from a high point in 2004 of 50,400 (Figure 2.2).

³ Data in this report and the statistical tables has been revised as tertiary education organisations are able to submit updates for previous years back to 2003 as part of the information collections provided to the Ministry of Education.

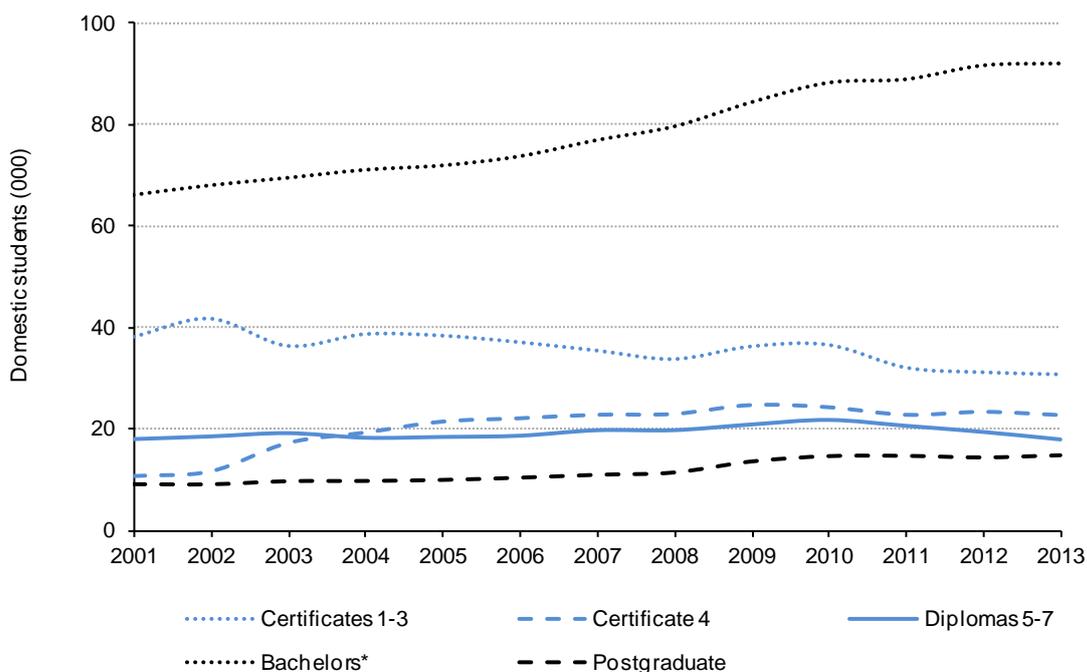
Figure 2.2
International formal enrolments in non-degree and higher-level qualifications



Enrolments by younger students

From 2012 to 2013, enrolments by domestic students aged 18 to 24 years decreased by 0.4 percent overall. However, the upward trend in higher-level enrolments for young people continued in 2013. Enrolments in non-degree qualifications by students aged 18 to 24 years continued to decline from 2012 to 2013 (Figure 2.3).

Figure 2.3
Domestic students aged 18 to 24 years in formal study by qualification level



From 2012 to 2013, enrolments in non-degree qualifications by students aged 18 to 24 years fell by 2,170, while enrolments in degree and higher qualifications rose by 1,030.

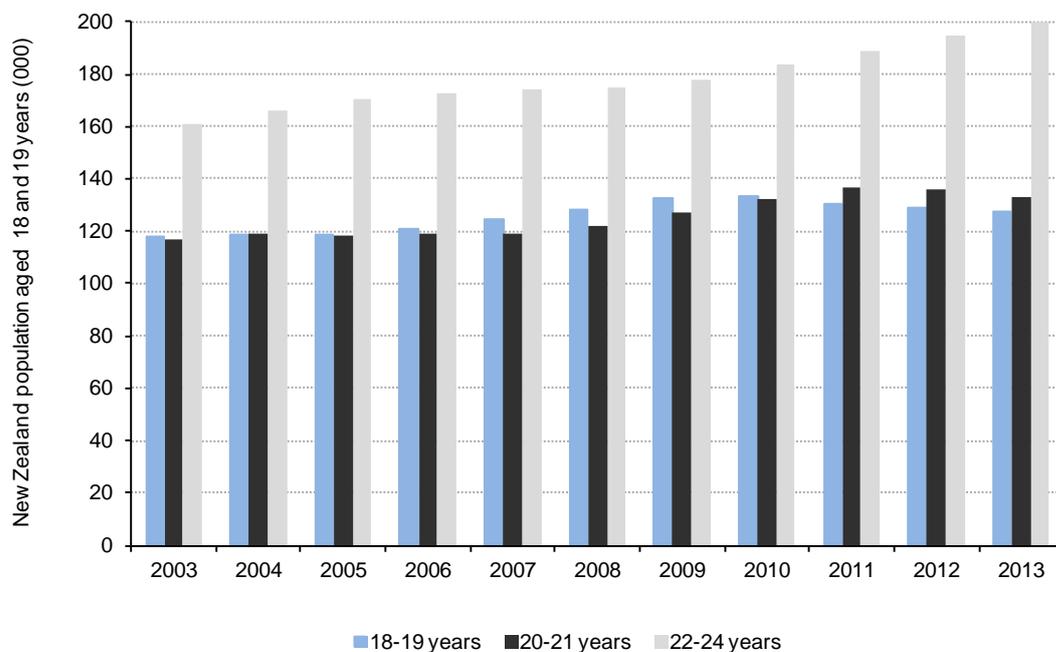
Enrolments by younger students had been increasing at degree and higher qualification levels (Figure 2.3). The large enrolment increases by this age group in 2009 were due to a population bulge of 18 to 21 year-olds moving from school to tertiary education and weaker employment conditions, especially for younger people. In 2009, enrolments by students aged 18 to 19 years increased by 7.8 percent and enrolments by students aged 20 to 24 years increased by 6.3 percent. However, following the high intakes of young people in 2009 and 2010, enrolments by 18 to 24 year-olds decreased from 2010 to 2011. Student numbers also fell in Christchurch in 2011 following the February earthquake.

The latest decrease in enrolments by 18 to 24 year-olds was due to fewer enrolments by students aged 20 to 24 years, partially offset by a small increase in enrolments by students aged 18 to 19 years.

The New Zealand population aged 18 and 19 years has been declining in number recently (Figure 2.4), yet tertiary education enrolments by this group increased in 2012 and in 2013. However, the latest increase was small – enrolments in degree and higher-level qualifications increased by 920. Included in this increase were more bachelors-degree enrolments, up by 1.0 percent, and more enrolments in honours⁴ – up by 23 percent (see comments on the reclassification of qualifications by level in section 4). Enrolments in non-degree qualifications by students aged 18 to 19 years decreased by 847.

Despite the recent expansions of the New Zealand economy, the weak employment conditions for younger people have continued and it is likely that they have contributed, in part, to more young people entering tertiary study in 2013 as well as some younger students progressing to higher levels of study. The unemployment rate for 15 to 19 year-olds decreased from 31 percent in the December 2012 quarter to 24 percent in the December 2013 quarter, but it continued to be much higher than for older age groups. The upward trend in higher-level enrolments by young people also reflects increasing school achievement, with more young people qualified to study at higher levels.

Figure 2.4
New Zealand population aged 18 to 24 years



⁴ This category includes bachelors with honours degrees, postgraduate certificates and postgraduate diplomas.

Enrolments by students aged 20 to 24 years fell by 0.8 percent from 2012 to 2013, despite a small increase in the size of this age group (up by 0.9 percent). From 2012 to 2013, the population aged 22 to 24 years increased in size by 2.9 percent, while the population aged 20 and 21 years decreased in size by 2.0 percent.

Enrolments by students aged 20 to 24 years in non-degree qualifications fell from 2012 to 2013 by 1,320 and enrolments in degree and higher qualifications by this group increased by only 110. This was due to only small increases in bachelors and masters enrolments and decreases in enrolments for honours and doctorates (see comment on the reclassification of qualifications by level in section 4).

The latest decrease in enrolments by students aged 20 to 24 years suggests that improvements in the employment conditions for this age group may have led to some of these young people entering the workforce. The unemployment rate for people aged 20 to 24 years was 12.4 percent in the December 2012 quarter, while throughout most of 2013, it was closer to 11 percent. In the December 2013 quarter the unemployment rate for this age group was 10.9 percent.⁵

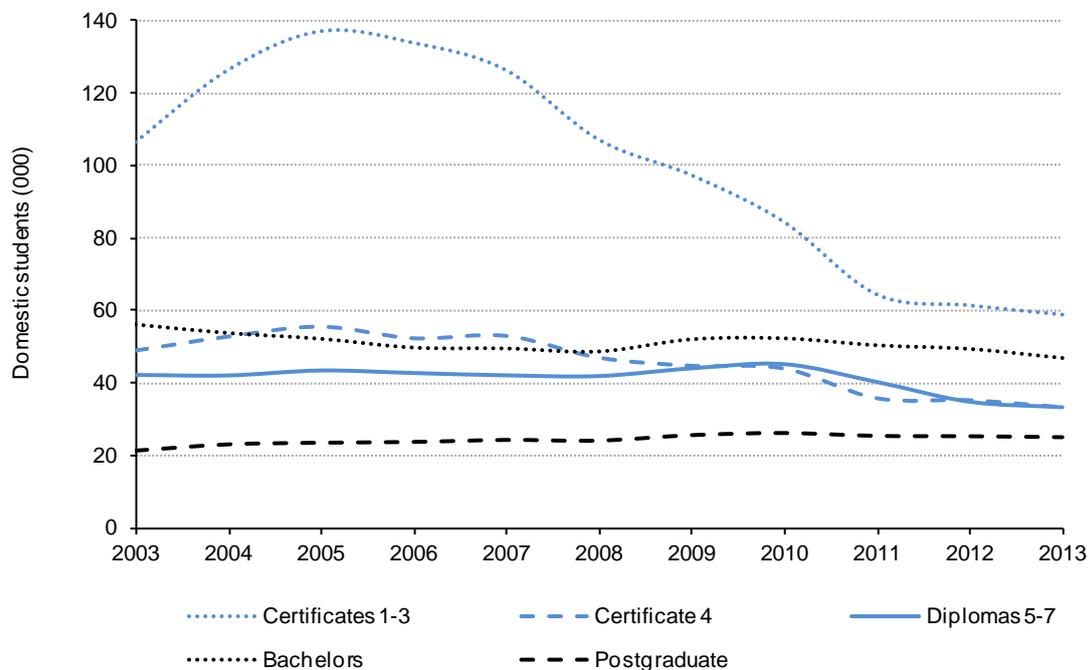
Enrolments by students aged 25 years and over

From 2012 to 2013, enrolments by domestic students aged 25 years and over decreased by 3.7 percent, following declines of 4.6 percent from 2011 to 2012 and 14 percent from 2010 to 2011.

In 2013, there were 5,140 fewer students aged 25 years and over enrolled in non-degree qualifications than in 2012 (down by 4.2 percent). Enrolments in degree and higher qualifications by this group also decreased from 2012 to 2013, down by 2,610 or 3.5 percent. These decreases were spread across most qualification levels (see Figure 2.5).⁶

Figure 2.5

Domestic students aged 25 years and over in formal study by qualification level



⁵ Historically, the effect of a change in unemployment on bachelors-degree enrolments appears after a lag of about a year. For more information on this finding refer to Smart, W. (2009), *Ebbs and flows - Participation in post-compulsory education over the economic cycle*, Wellington: Ministry of Education.

⁶ Since 2005, when the government held reviews of non-degree qualifications aimed at increasing the relevance of skills and knowledge of New Zealanders to meet national goals, level 1 to 3 certificate enrolments by students aged 25 years and over have more than halved in number.

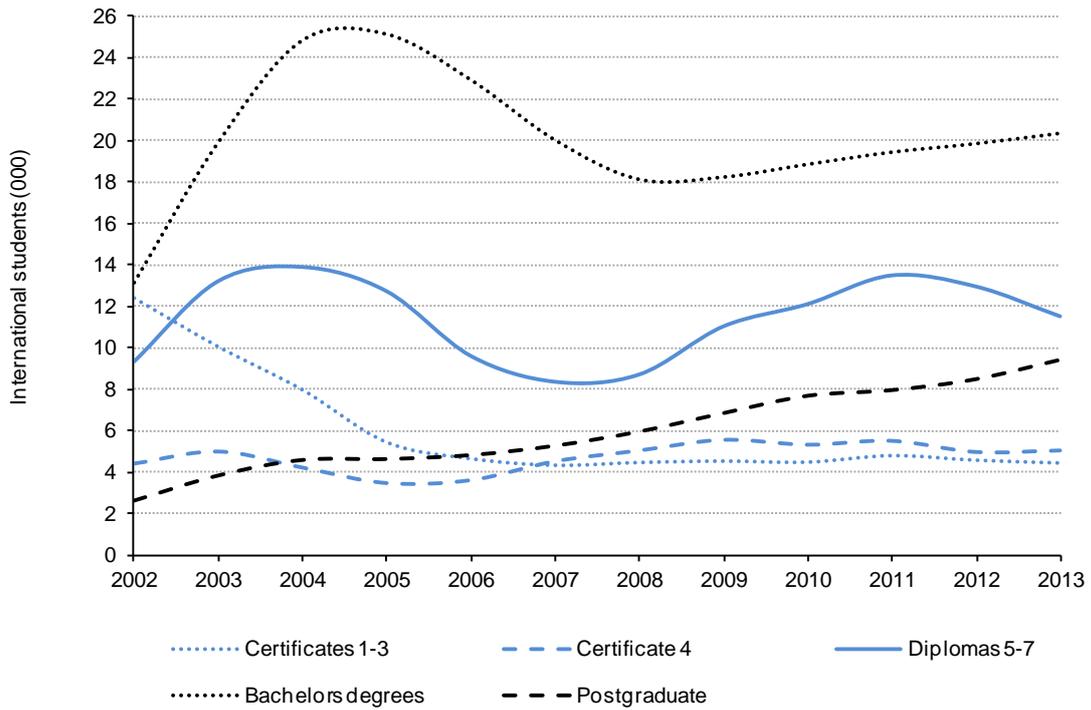
International students

From 2012 to 2013, the number of international students increased by 0.6 percent, while in terms of equivalent full-time student units, the increase was stronger, up by 0.8 percent.

The latest increase in international student numbers was due to 1,400 more enrolments in degree and higher qualifications and 1,480 fewer enrolments in level 1 to 4 certificates and level 5 to 7 diplomas (Figure 2.6).

Figure 2.6

International students in formal study by qualification level



3 PARTICIPATION RATE IN TERTIARY EDUCATION

The participation rate in provider-based tertiary education remained stable from 2012 to 2013. The rate was 10.3 percent in 2013, compared to 10.5 percent in 2012.

New Zealand’s tertiary education participation rate had been decreasing from a high point in 2005 of 14 percent. Figure 3.1 shows that the participation rates have fallen in lower-level certificate study since 2005 and, more recently, in the study of level 4 certificates and level 5 to 7 diplomas.

From 2012 to 2013, there were 0.1 percentage point falls in each of the participation rates for level 2 and 4 certificates, level 5 to 7 diplomas and bachelors degrees.

The participation rate in level 1 certificates increased from 0.3 percent in 2012 to 0.4 percent in 2013. The participation rate in level 1 certificates had been stable, at 0.3 percent, since 2009. Before this, the participation rate in level 1 certificates had decreased from a high point of 1.5 percent in 2004.

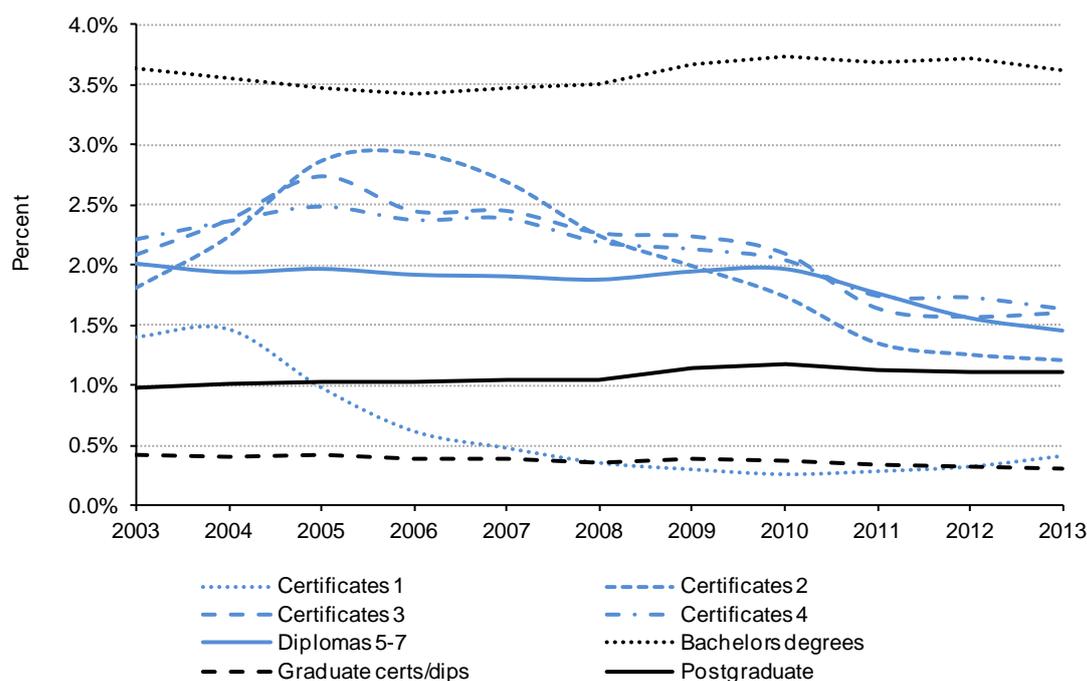
In all levels of postgraduate study, and also in graduate certificates and diplomas, the participation rate remained stable from 2012 to 2013.

In 2013, the tertiary education participation rates of New Zealanders by qualification level were:

- 3.6 percent in bachelors degrees
- 1.6 percent each in level 3 and 4 certificates
- 1.5 percent in level 5 to 7 diplomas
- 1.2 percent in level 2 certificates
- 0.7 percent in honours
- 0.3 percent each in graduate certificates/diplomas and masters degrees, and
- 0.1 percent in doctoral degrees.

Figure 3.1

Participation rates in tertiary education for the population aged 15 years and over by qualification level



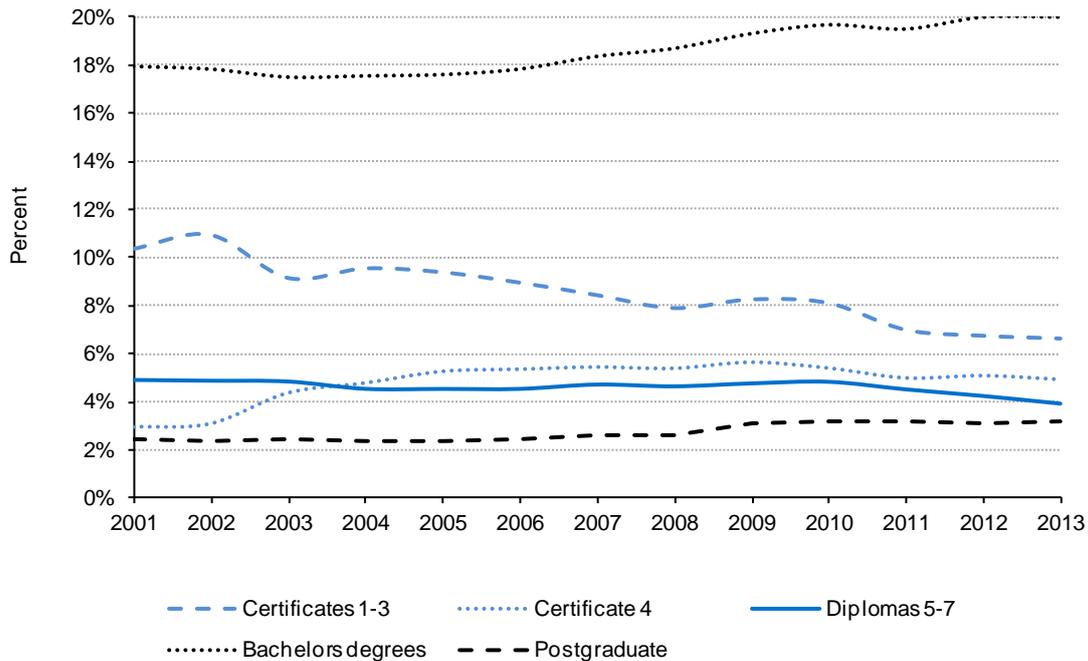
People aged 18 to 24 years in tertiary education

The participation rate of New Zealanders aged 18 to 24 years in all levels of tertiary education was 36 percent in 2013, down from a high point of 38 percent in 2009 and 2010.

The participation rate in bachelors-level study by people aged 18 to 24 years has increased by 0.7 percentage points from 2009 to 2013 to a high point of 20 percent. The rate of participation by this group in postgraduate study has remained stable since 2009, at 3.2 percent, while their participation rate in non-degree study has fallen from 17 percent in 2009 to 14 percent in 2013.

Figure 3.2

Participation rates in tertiary education for the population aged 18 to 24 years by qualification level



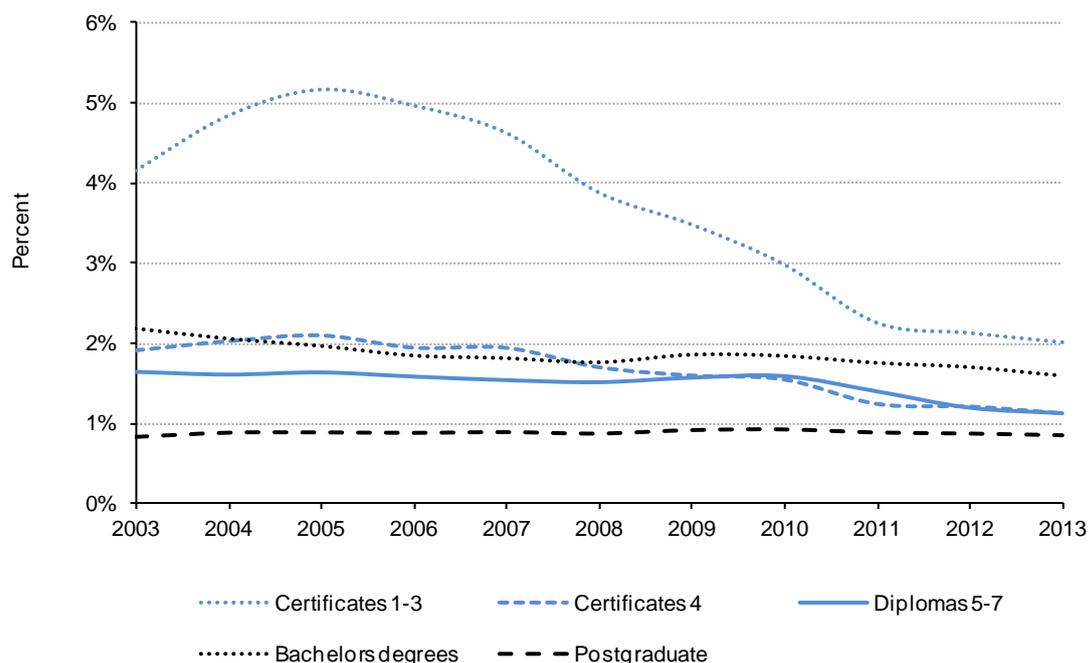
People aged 25 years and over in tertiary education

The participation rate of New Zealanders aged 25 years and over, in tertiary education, continued to decrease in 2013. The rate was 6.2 percent in 2013, compared to 6.6 percent in 2012.

The decline in the tertiary education participation rate for people aged 25 years and over was due to decreases in all levels of study. In 2013, the participation rate of people aged 25 years and over in non-degree study was 4.0 percent, compared to 4.2 percent in 2012. The participation rate in degree and higher qualifications by this age group- was 2.4 percent in 2013, compared to 2.5 percent in 2012.

Figure 3.3

Participation rates in tertiary education for the population aged 25 years and over by qualification level



Age-standardised participation rates by gender⁷

Women participate in tertiary education at a higher rate than men. In 2013, the total participation rate for women was 12 percent, compared to 8.7 percent for men. The rate for women is higher than for men at every qualification level, with the largest difference at bachelors level. Of the population aged 15 years and over, 4.9 percent of women participated in bachelors-level study in 2013, compared to 3.0 percent of men.

Note: Participation rates by ethnic group have been included in Section 8 of this report.

⁷The different age distributions of men and women can cause their patterns of participation in tertiary education to vary. To allow comparisons to be made between genders, the tertiary education participation rates can be age-adjusted to eliminate the differences between the age distributions of men and women.

The process of age adjustment used in this section standardises the proportions of the ages for each gender, aligning it to the proportion for each age in the whole population.⁷ This means that the overall rates for each gender are based on the same age structure, that is, the age structure of the total New Zealand population. This means that the higher percentage of young males in the population does not distort comparisons with women.

4 ENROLMENTS BY QUALIFICATION LEVEL

The number of domestic students in formal study at tertiary education providers decreased from 2012 to 2013 by 0.9 percent to 370,000. International enrolments increased by 0.6 percent from 2012 to 2013 to 48,000.

Table 4.1 illustrates that the decrease in domestic enrolments in 2013 was mainly due to fewer non-degree enrolments, although enrolments at bachelors level also declined. While the decrease in non-degree enrolments was for the most part attributable to domestic students aged 25 years and over, enrolments at this level also decreased for younger domestic students. The decrease in non-degree enrolments by domestic students from 2012 to 2013 was 1.5 percent overall.

The number of enrolments by domestic students at bachelors-level decreased from 2012 to 2013 by 1.5 percent, due mainly to fewer enrolments by students aged 25 years and over. Partially offsetting the decline at bachelors-level were increased enrolments by students aged 18 to 19 years (up by 1.0 percent), while these enrolments by students aged 20 to 24 years remained stable (see comment below on the reclassification of some degree-level qualifications).

There were increases from 2012 to 2013 in the number of domestic students enrolling in honours and masters degrees (see comment below on the reclassification of some degree-level qualifications). This was mainly due to more enrolments in honours by students aged 18 to 19 years and more enrolments in masters degrees by students aged 40 years and over. The number of doctoral enrolments by domestic students decreased for the third consecutive year.

From 2012 to 2013, international enrolments increased at most qualifications levels. There were substantial increases in the number of students in bachelors-level study as well as masters and doctoral study. The number of international students enrolled in bachelors degree and higher qualifications increased from 2012 to 2013 by 5.0 percent. Partially offsetting the increase the number of international students was an 11 percent fall in the number students in level 5 to 7 diplomas.

Table 4.1
Domestic and international students in formal study by qualification level

	Domestic formal enrolments			International formal enrolments			Total formal enrolments		
	2012	2013	% change	2012	2013	% change	2012	2013	% change
Certificates 1	11,739	15,056	+28.3	709	558	-21.3	12,448	15,614	+25.4
Certificates 2	44,420	43,267	-2.6	1,296	1,314	+1.4	45,716	44,581	-2.5
Certificates 3	55,623	57,449	+3.3	2,700	2,698	-0.1	58,323	60,147	+3.1
Certificates 4	61,151	58,395	-4.5	4,994	5,069	+1.5	66,145	63,464	-4.1
Diplomas 5-7	55,318	52,218	-5.6	12,980	11,533	-11.1	68,298	63,751	-6.7
Bachelors degrees	131,590	129,853	-1.3	17,650	17,869	+1.2	149,240	147,722	-1.0
Graduate certs/dips	11,429	11,147	-2.5	2,270	2,557	+12.6	13,699	13,704	0.0
Honours*	23,259	23,360	+0.4	2,873	3,030	+5.5	26,132	26,390	+1.0
Masters	11,831	11,913	+0.7	2,486	2,927	+17.7	14,317	14,840	+3.7
Doctorates	5,116	5,052	-1.3	3,354	3,654	+8.9	8,470	8,706	+2.8
Total	373,091	369,565	-0.9	47,678	47,951	+0.6	420,769	417,516	-0.8

*This category includes bachelors with honours degrees and postgraduate certificates and diplomas.

Reclassification of qualifications by level

From 2012 to 2013, two shifts in enrolments between qualification levels occurred when two engineering degrees were reclassified from bachelors degrees to bachelors with honours degrees. Just over three quarters of the increase, from 2012 to 2013, in the number of students enrolled in bachelors with honours degrees was due to the shift in qualification level of these engineering degrees (Table 4.2). Similarly, the decrease in the number of students enrolled in bachelors degrees, from 2012 to 2013, would have been lower, at just under one percent, had these shifts not taken place.

From 2012 to 2013, there was also a shift in enrolments when a professional legal studies course was reclassified from postgraduate certificates to graduate certificates. Had the shift in qualification level of the professional legal studies course not taken place, then the number of students enrolled in postgraduate certificates would have increased, from 2012 to 2013, by around one and a half percent (Table 4.2). Similarly, the decrease, from 2012 to 2013, in the number of students enrolled in graduate certificates and diplomas would have been larger, at approximately six percent, had this shift not taken place.

Enrolments by domestic students in postgraduate diplomas decreased from 2012 to 2013 by 5.3 percent. These enrolments also decreased from 2011 to 2012 (down by 0.6 percent) and from 2010 to 2011 (down by 5.8 percent).

Table 4.2
Number of domestic students by detailed qualification level⁸

	No. of domestic students				Change in no. of students from p.y.			% change in no. of students from p.y.		
	2010	2011	2012	2013	2011	2012	2013	2011	2012	2013
Bachelors degrees	124,461	125,337	127,335	125,471	+876	+1,998	-1,864	+0.7%	+1.6%	-1.5%
Graduate certs/dips	13,140	11,943	11,429	11,147	-1,197	-514	-282	-9.1%	-4.3%	-2.5%
Bachelors with honours	10,931	10,668	10,393	11,241	-263	-275	+848	-2.4%	-2.6%	+8.2%
Postgraduate certificates	4,593	4,390	4,439	4,097	-203	+49	-342	-4.4%	+1.1%	-7.7%
Postgraduate diplomas	9,199	8,666	8,611	8,158	-533	-55	-453	-5.8%	-0.6%	-5.3%

Shift from lower- to higher-level qualifications

The proportion of domestic students enrolled in level 4 and higher qualifications was 76 percent in 2013 and 77 percent in 2012. This compared to 64 percent in 2005 – the lowest point in recent years. The percentages of domestic students in degree and higher qualifications from 2005 to 2013 are shown in Figure 4.1. In terms of equivalent full-time student units, the decrease from 2012 to 2013 in study at level 4 and above was slightly larger.

From 2005 to 2013, the number of domestic students enrolled in bachelors degrees increased more, proportionately, than those in other qualification levels – up by 10 percentage points to 35 percent of total domestic enrolments.

The proportion of domestic students enrolled in honours⁹ increased by 2.2 percentage points from 2005 to 2013 to 6.3 percent of total domestic enrolments.

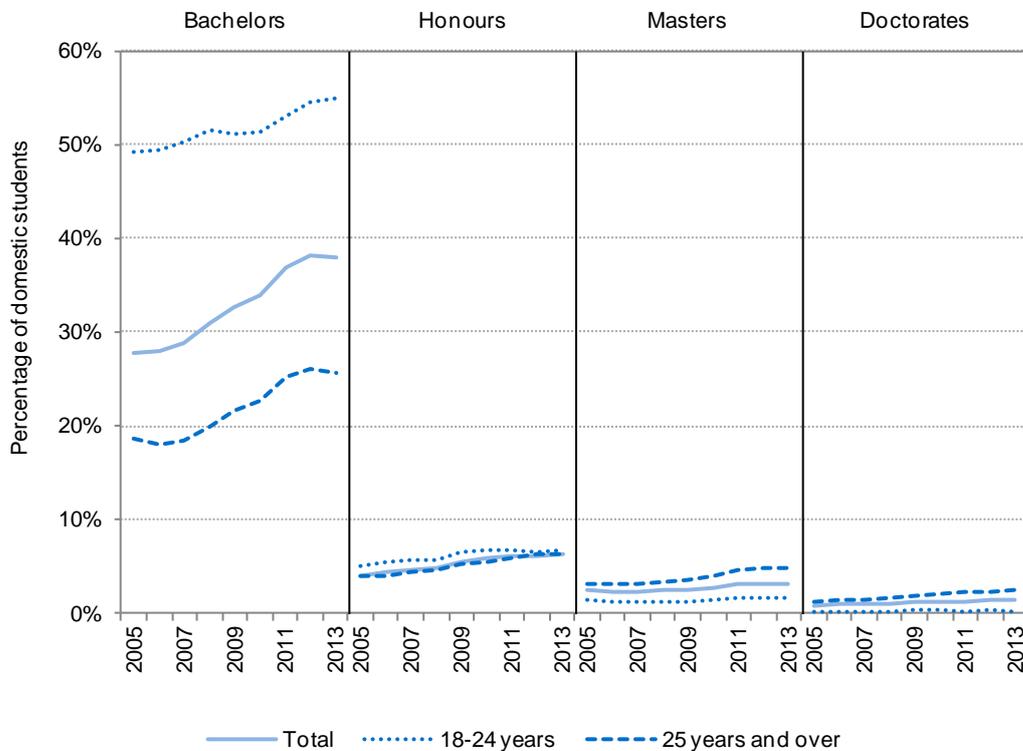
The proportion of domestic students enrolled in graduate certificates and diplomas continued to remain stable for many years at around 3 percent of total domestic enrolments.

⁸ The data in Table 4.2 updates the Tertiary education occasional paper 2013/03 based on the preliminary August 2013 enrolments collection: Smart, W.(2013), *Domestic postgraduate enrolments in 2013 – early indications*, Wellington: Ministry of Education.

⁹ This category includes bachelors with honours degrees, postgraduate certificates and postgraduate diplomas.

Domestic students enrolled in masters degrees increased, proportionately, from 2.5 percent in 2005 to 3.2 percent 2013. For doctorate degrees, the proportion has slowly increased from 0.9 percent in 2005 to 1.4 percent in 2013.

Figure 4.1
Distribution of domestic students in degree and higher qualifications



Notes:

1. 'Honours' includes bachelors with honours degrees and postgraduate certificates/diplomas.
2. Students are counted in each qualification level for which they are enrolled so the sum of the percentages will exceed 100%.
3. In terms of equivalent full-time student units, bachelors-level study comprised 44 percent of total domestic study in 2013.

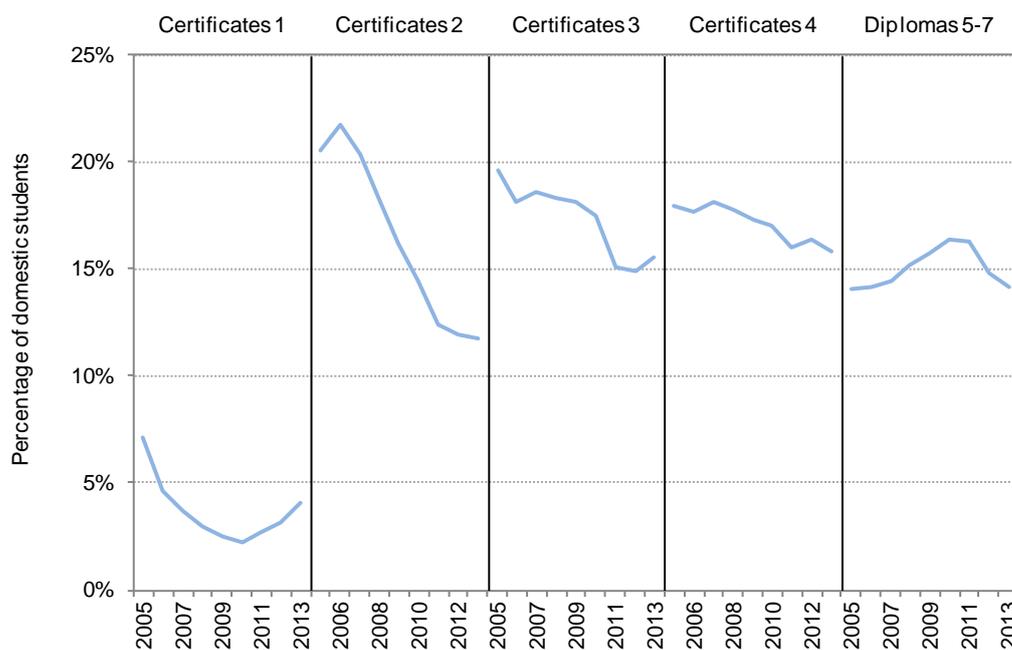
The percentage of domestic students enrolled in level 1 to 3 certificates overall has decreased from a high point of 43 percent in 2005 to 28 percent in 2013. In 2005, domestic enrolments in level 3 certificates comprised 20 percent of total enrolments and those in level 2 certificates comprised 21 percent. By 2013, level 3 certificates had dropped to 16 percent of total enrolments and level 2 certificates to 12 percent.

From 2012 to 2013, the proportion of enrolments in level 3 certificates increased by 0.6 percentage points to 16 percent. The proportion of enrolments in level 1 certificates also increased from 2012 to 2013 by 1.0 percentage points to 4.1 percent. When compared to 2005, the percentage of enrolments in level 1 certificates is now about 3 percentage points lower.

The number of domestic students enrolled in level 4 certificates continued to decrease in 2013, and, proportionately, these enrolments are now 2.1 percentage points lower than in 2005. In 2013, 16 percent of students were enrolled in level 4 certificates.

Students enrolled in level 5 to 7 diplomas were the only group studying non-degree qualifications to be at the same level, proportionately, in 2005 as in 2013. However, the number of enrolments in level 5 to 7 diplomas rose strongly in 2010 and 2011 pushing up the percentage of enrolments at this level to over 16 percent of total enrolments. Then, from 2011 onwards these enrolments decreased substantially causing level 5 to 7 enrolments as a percentage of total enrolments to decline to 14 percent by 2013.

Figure 4.2
Distribution of domestic students in non-degree qualifications



Notes:

1. Students are counted in each qualification level for which they are enrolled so the sum of the percentages will exceed 100%.
2. The increase from 2012 to 2013 in the proportion of students enrolled in level 1 certificates was mainly due to more private training establishments providing information on their total enrolments in 2013. The increase from 2012 to 2013 in student achievement component-funded level 1 certificate enrolments was just over 300.

Younger students in level 4 and higher qualifications

The proportion of domestic students aged 18 to 24 years enrolled in level 4 and higher qualifications stabilised from 2012 to 2013. Eighty-five percent of this group were enrolled in level 4 and higher qualifications in 2013 and in 2012. The comparable proportion in 2005 was 80 percent.

Students aged 25 years and over in level 4 and higher qualifications

The proportion of domestic students aged 25 years and over enrolled in level 4 and higher qualifications has remained similar since 2011. However, in terms of equivalent full-time student units, the proportion studying at level 4 and above decreased from 2012 to 2013.

There were substantial falls in the number of enrolments in level 5 to 7 diplomas and bachelors and higher qualifications by this group from 2012 to 2013, while there also was another substantial drop in lower-level certificate enrolments. The fall in bachelors-level study was the main contributor to the decrease in study at level 4 and above, from 2012 to 2013, by students aged 25 years and over. In terms of equivalent full-time student units, the proportion in level 4 and higher qualifications was 74 percent in 2012, compared to 73 percent 2013. In 2005, the proportion was 59 percent.

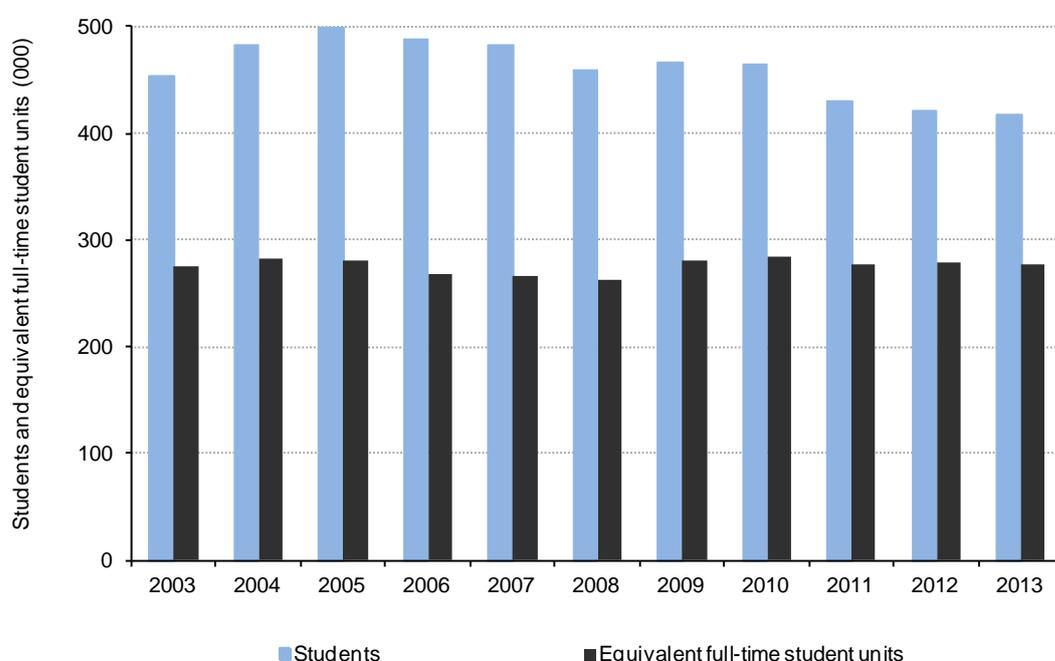
5 EQUIVALENT FULL-TIME STUDENT UNITS

Formal tertiary education enrolments remained stable from 2012 to 2013 in terms of equivalent full-time student units, while the student headcount decreased. In 2013, the total study load was 278,158 equivalent full-time student units, compared to 278,635 in 2012 (see Figure 5.1).

Following large increases in the number of equivalent full-time student units in 2009 and 2010 due to a population bulge of 18 to 21 year-olds moving from school to tertiary education, the number of equivalent full-time student units declined from 2010 to 2011 by 2.5 percent. Weak employment conditions led to upward pressure on domestic enrolments in 2009 and 2010 and the decrease from 2010 to 2011 was exacerbated by the Christchurch earthquake. Also, over the years from 2004 to 2008, the number of equivalent full-time student units declined from a high point of 284,000 due to a downward trend in international student numbers and decreased domestic enrolments in lower-level certificates.

Figure 5.1

Total number of students and equivalent full-time student units in formal tertiary education



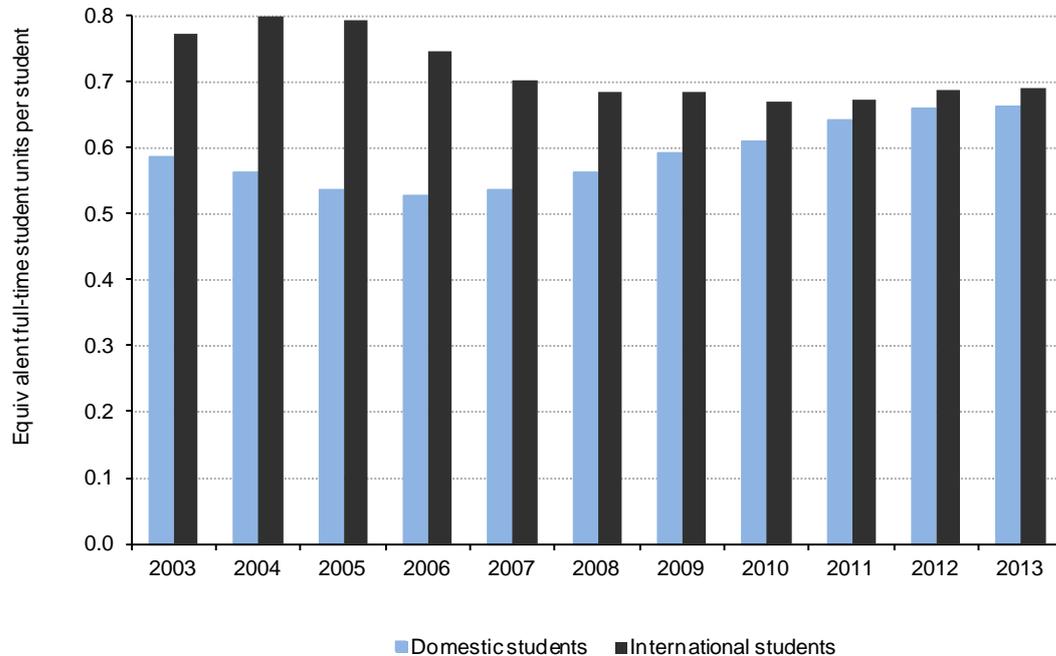
While the total domestic study load fell less strongly than the number of students, the average study load per domestic student did not alter greatly from 2012 to 2013, remaining at 0.66 equivalent full-time student units. Before the downward trend in lower-level and shorter qualifications began in 2005, the average study load of domestic students, in terms of equivalent full-time student units, was 0.54.

The average study load per international student also did not alter greatly from 2012 to 2013, remaining at 69 percent. In the case of international enrolments, the increase in the total study load was stronger than the increase in the number of students (Figure 5.2).

The average study load of both degree and higher qualifications and non-degree qualifications has increased over recent years. For example, the average study load of domestic student increased for level 3 certificates from 0.34 equivalent full-time student units in 2005 to 0.48 in 2013. Similarly, the average study load of domestic students in level 5 to 7 diplomas increased from 0.49 equivalent full-time student units in 2005 to 0.51 in 2013.

The higher study loads of international students (see Figure 5.2) over the years from 2003 to 2006 were due to higher study loads for level 3 and 4 certificates and level 5 to 7 diplomas, as well as higher study loads for degree and higher qualifications. Most international students come to New Zealand to study on a full-time basis.

Figure 5.2
Average study load of domestic and international students in formal tertiary education



6 ENROLMENTS BY PROVIDER TYPE

The number of students (including international students) decreased at public tertiary education institutions from 358,000 in 2012 to 349,000 in 2013 (down by 2.5 percent). At private training establishments, the number of students (including international students) increased from 69,100 in 2012 to 75,100 in 2013 (up by 8.6 percent).

In terms of equivalent full-time student units, enrolments decreased less strongly at public tertiary education institutions (down by 2.0 percent). At private training establishments the increase from 2012 to 2013 was stronger when the enrolments were converted to equivalent full-time student units (up by 11 percent).

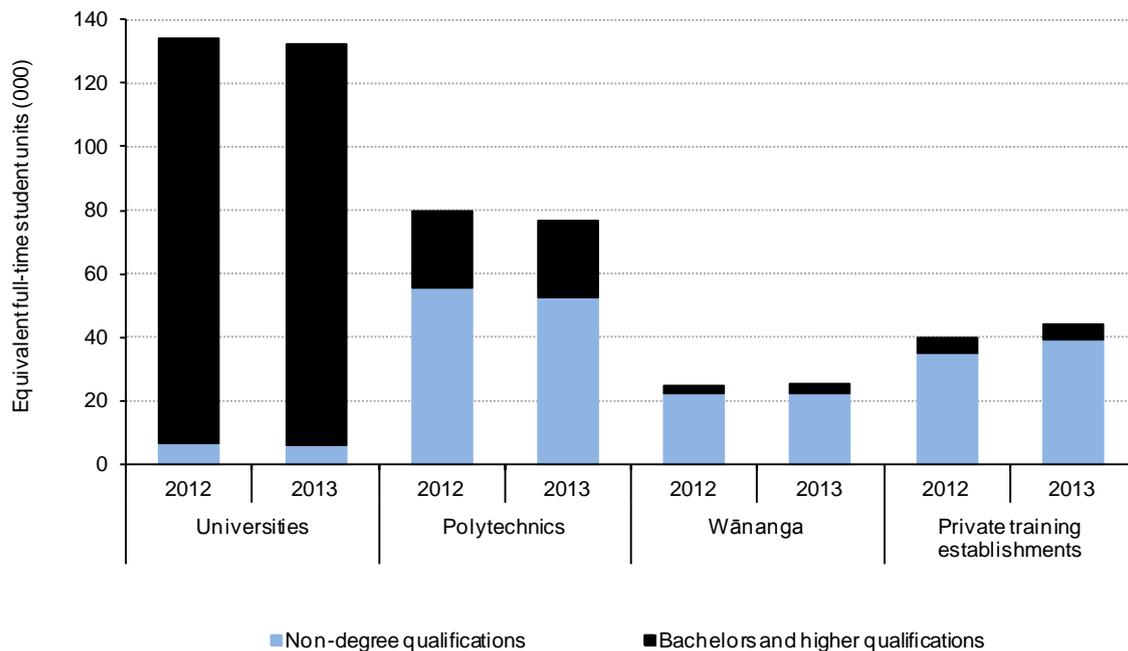
The latest decrease in enrolments at public tertiary education institutions was greatest in the polytechnic sector. From 2012 to 2013, enrolments at polytechnics decreased by 5.0 percent to 144,000. When converted to equivalent full-time students units, the decrease was smaller at polytechnics (down by 4.2 percent).

At universities, enrolments decreased by 1.2 percent from 2012 to 2013 to 173,000. The comparable decrease in equivalent full-time student units was 1.3 percent. At wānanga, the number of enrolments decreased by 0.4 percent to 39,000. When converted to equivalent full-time students, enrolments increased at wānanga by 1.3 percent.

The increase in the number of students at private training establishments was due to a number of factors. There was an increase in the number of Youth Guarantee fees-free places in 2013 and this led to more private training establishments supplying information to the Ministry of Education on their total enrolments in 2013.¹⁰ Additionally, a number of private training establishments also began delivery of level 1 and 2 qualifications in 2013 as a result of the recently introduced competitive funding process for these qualifications.

Figure 6.1

Equivalent full-time students units in formal study by provider type and qualification level



The latest enrolments decrease did not alter the average study load of domestic students at polytechnics greatly, with the figure remaining at 0.52 equivalent full-time student units. At universities, the comparable figure was 0.76 in 2012 and 0.77 in 2013. At wānanga, the comparable figure was 0.63 in 2012 and 0.64 in 2013.

At private training establishments, the average study load per domestic student also increased in terms of equivalent full-time student units from 0.58 to 0.59.

Before the shift to higher- and longer qualifications began in 2005, the average study load in terms of domestic equivalent full-time student units was 0.35 at polytechnics, 0.73 at universities, 0.49 at wānanga and 0.48 at private training establishments.

Across all types of providers, the average study load of domestic students did not alter from 2012 to 2013. It remained at 0.66 equivalent full-time student units.

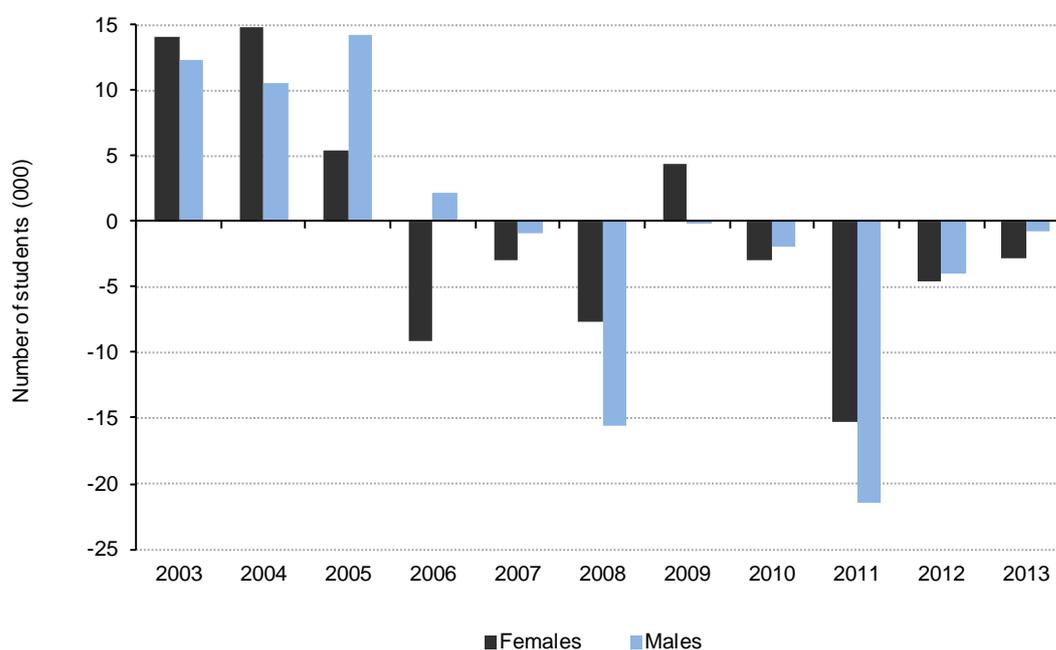
¹⁰ When Youth Training was discontinued in 2012, private training establishments could apply to deliver Youth Guarantee fees-free places and this led to more of them supplying information to the Ministry of Education on their total enrolments in 2013.

7 ENROLMENTS BY GENDER

This section covers domestic students only. In 2013, there were 213,000 women in formal study and 157,000 men.¹¹

Figure 7.1 charts the change in the number of students by gender for the 10 years to 2013. From 2003 until 2005, before the downward trend in non-degree enrolments started, the number of enrolments increased by 4.5 percent per year, on average, for women and 7.1 percent per year, on average, for men. Since 2005, enrolments have decreased by 2.2 percent per year, on average, for women and by 2.9 percent per year, on average, for men.

Figure 7.1
Annual change in the number of domestic students by gender



About 51 percent of the New Zealand population are women, compared to 58 percent of the domestic tertiary student population.

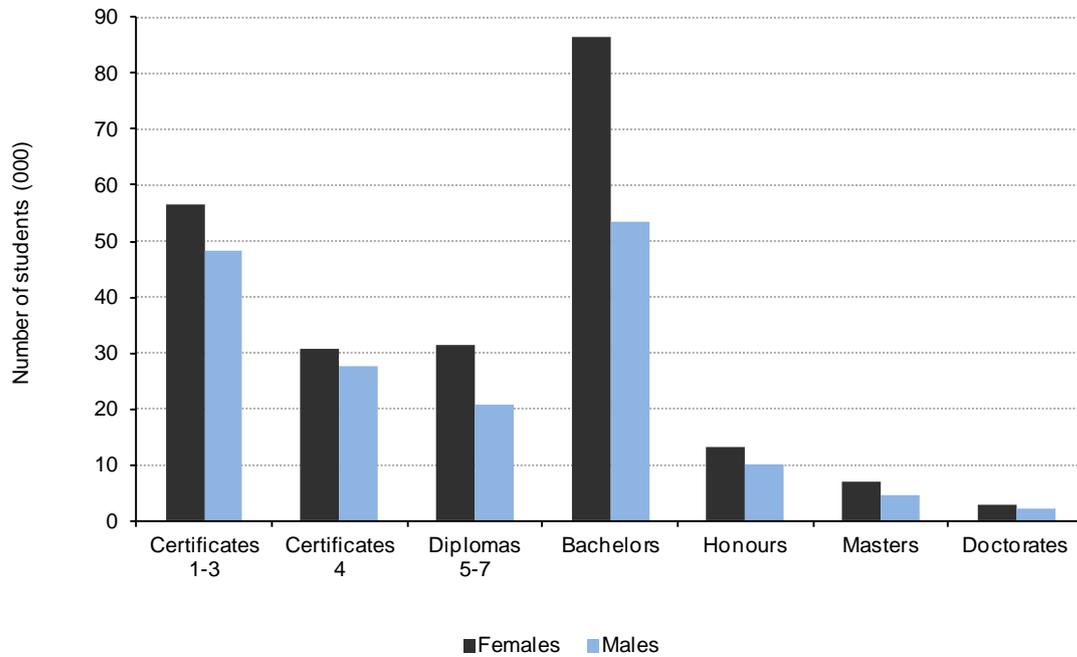
From 2012 to 2013, the number of female students decreased by 1.3 percent. This was due to decreases in enrolments in both degree and higher qualifications (down by 1.0 percent) and non-degree qualifications (down by 2.2 percent). The main drivers of the decrease in non-degree qualifications were fewer enrolments in level 4 certificates (down 5.0 percent) and level 5 to 7 diplomas (down 5.9 percent). Enrolments by women at bachelors level and in honours¹² also fell in 2013. Enrolments continued to increase from 2012 to 2013 in masters degrees (up by 3.4 percent) and doctoral degrees (up by 0.5 percent).

¹¹ More detailed gender statistics are available as a download with this report and on the Ministry of Education's Education Counts website – see the tertiary statistics page.

¹² This category includes bachelors with honours degrees, postgraduate certificates and postgraduate diplomas.

The number of enrolments made by men was 0.5 percent lower in 2013 than in 2012. Enrolments made by men showed similar size decreases from 2012 to 2013 in non-degree qualifications (down by 0.7 percent) and degree and higher qualifications (down by 0.8 percent). Enrolments by men increased from 2012 to 2013 for honours and level 1 to 3 certificates (see comment on the reclassification of qualifications by level in section 4).

Figure 7.2
Distribution of domestic students in 2013 by qualification level and gender



From 2012 to 2013, the average yearly study load increased, in terms of equivalent full-time student units, from 0.66 to 0.67 for women and it remained stable for men at 0.66. Before the shift from lower- to higher-level study began in 2005, the average study load was 0.56 for women and 0.51 for men.

For information on the tertiary education participation rates for men and women see Section 3 of this report.

8 ETHNIC GROUPS

Pasifika, Māori and Asian students in formal study continued to increase from 2012 to 2013 as proportion of total domestic students, while European students decreased proportionately.

The proportion of domestic students in the European ethnic group has slowly decreased from a high point of 71 percent in 2000 to 63 percent in 2013.

Māori students accounted for 19 percent of total domestic students in 2012 and 22 percent in 2013. The proportion of Māori students has ranged from 19 percent to 22 percent over the last 10 years.

The proportion of domestic Pasifika students has increased over the last 10 years. In 2013, it comprised 9.5 percent of the total, compared to 6.0 percent in 2003.

The proportion of Asian domestic students has also increased since 2003. In 2013, domestic Asian students comprised 13 percent of the total, compared to 11 percent in 2003.

The Other ethnic group increased as a proportion of total domestic students from 4.4 percent in 2008 to 4.8 percent in 2013.

Table 8.1

Percentage of all students and domestic students in formal study by ethnic group

	Domestic students			International students		
	Percentages					
	2003	2008	2013	2003	2008	2013
Europeans	65.0	65.4	63.1	6.3	11.3	8.8
Māori	21.6	19.3	21.8	-	-	-
Pasifika	6.0	7.1	9.5	3.0	4.2	3.7
Asians	10.8	12.2	12.8	74.3	65.7	68.9
Other	8.1	4.4	4.8	13.2	11.1	13.4

Note: Students may be counted in more than one ethnic group.

8.1 Tertiary education participation rates by ethnic group

The different age distributions of the ethnic groups cause their patterns of participation in tertiary education to vary. To allow comparisons to be made, the tertiary education participation rates can be age-adjusted to eliminate the effect of the different age distributions of the ethnic groups.

The process of age adjustment used here standardises the proportion for each age in the ethnic group, aligning it to the proportion for each age in the whole population.¹³ This means that the overall rates for each ethnic group are based on the same age structure, that is, the age structure of the total New Zealand population. This means that if a group has a very high percentage of young people, this is not a distorting factor when we compare them with other groups. These overall rates, which are based on the same age distribution, can then be compared with each other without the presence of confounding by age.

¹³ To enable comparisons to be made between groups over time, the overall rates have also been age-standardised for previous years based on the age structure of the total New Zealand population in 2013.

Before the downward trend in non-degree enrolments which started in 2005, the age-adjusted participation rates of New Zealanders had been increasing for all ethnic groups. From 2001 to 2005, the tertiary education participation rate increased by 5.5 percentage points for Māori to 19 percent; by 4.9 percentage points for Asians to 16 percent; by 3.6 percentage points for Pasifika to 12 percent; and 2.1 percentage points for Europeans to 12 percent.

As a result of the downward trend in non-degree enrolments from 2005 to 2013, the age-adjusted participation rates of New Zealanders decreased among all ethnic groups. Over this period, the tertiary education participation rate decreased overall by 6.5 percentage points for Asians to 9.1 percent; by 4.5 percentage points for Māori to 15 percent; by 2.8 percentage points for Europeans to 9.4 percent; and by 0.8 percentage points for Pasifika to 12 percent.

On the other hand, the age-adjusted participation rate in degree and higher qualifications increased from 2003 to 2013 for all the main ethnic groups except Asians whose rate decreased by 0.2 percentage points to 5.9 percent. The increases in the participation rate in degree and higher qualifications for the main ethnic groups were: Pasifika up by 1.0 percentage points to 4.1 percent; Māori up by 0.2 percentage points to 4.0 percent; and the Europeans up by 0.3 percentage points to 5.0 percent.

8.2 Tertiary education participation rate of people aged 15 to 24 years by ethnic group

Looking now at the population aged 15 to 24 years, 29 percent of these New Zealanders participated in tertiary education in 2013. Ten years earlier, in 2003, 28 percent participated in tertiary education.¹⁴

Over the last 10 years, differences in the rate of participation in tertiary education have narrowed substantially among the ethnic groups for young people (see Table 8.2). Of people aged 15 to 24 years, Europeans, Māori and Pasifika all had a participation rate in tertiary education in 2013 of 28 percent. This compared to 27 percent for the Asian ethnic group. Although the overall participation rates are now similar among the ethnic groups, there are substantial differences between ethnic groups in the amount of participation in non-degree qualifications versus degree and higher qualifications.

Between 2003 and 2013, the tertiary participation rate of young Asians had the largest increase, up by 6.4 percentage points. This increase was due to higher participation rates for degree and higher qualifications, up by 6.9 percentage points to 22 percent, and lower participation rates for non-degree qualifications, down by 0.8 percentage points to 5.4 percent.

For young Pasifika, the tertiary participation rate increased by 5.3 percentage points between 2003 and 2013. This increase was due to a larger increase in participation rates for degree and higher qualifications, up by 3.9 percentage points to 11 percent, and a smaller increase in non-degree qualifications, up by 1.4 percentage points to 18 percent.

For young Europeans, the tertiary participation rate increased by 0.6 percentage points between 2003 and 2013. This was due to higher participation rates for degree and higher qualifications, up by 2.6 percentage points to 17 percent, being almost offset by lower participation rates for non-degree qualifications, down by 2.1 percentage points to 11 percent.

¹⁴ As the participation rates in tertiary education of people in the same age group are being compared here, the rates used are not age-adjusted.

For young Māori, the tertiary participation rate increased by 2.1 percentage points between 2003 and 2013. This increase was due to higher participation rates for degree and higher qualifications; up by 2.4 percentage points to 8.6 percent, while participation in non-degree qualifications remained at a similar level, reducing by 0.4 percentage points to 20 percent.

Table 8.2
Participation rates in provider-based formal tertiary education by ethnic group

		2003	2008	2013
Europeans	Unadjusted participation rate – under 25 years	27.5	27.6	28.1
	Unadjusted participation rate – 25 years and over	7.5	7.2	4.8
	Total unadjusted participation rate	10.7	10.5	8.6
	Total age-standardised participation rate	11.3	11.2	9.4
Māori	Unadjusted participation rate – under 25 years	26.2	23.8	28.3
	Unadjusted participation rate – 25 years and over	21.6	17.3	13.6
	Total unadjusted participation rate	22.9	19.2	17.7
	Total age-standardised participation rate	19.1	16.7	14.7
Pasifika	Unadjusted participation rate – under 25 years	22.8	22.4	28.1
	Unadjusted participation rate – 25 years and over	11.1	11.4	9.8
	Total unadjusted participation rate	14.4	14.7	15.3
	Total age-standardised participation rate	11.0	11.6	11.5
Asians	Unadjusted participation rate – under 25 years	20.4	25.3	26.8
	Unadjusted participation rate – 25 years and over	14.4	10.7	6.7
	Total unadjusted participation rate	16.2	14.5	11.0
	Total age-standardised participation rate	13.2	12.2	9.1
Total	Unadjusted participation rate – under 25 years	27.5	27.8	29.0
	Unadjusted participation rate – 25 years and over	9.7	8.9	6.2
	Total unadjusted participation rate	13.0	12.4	10.3
	Total age-standardised participation rate	13.0	12.4	10.3

Note: Students may be counted in more than one ethnic group.

8.3 Tertiary education participation rate of people aged 25 years and over by ethnic group

Of the population aged 25 years and over, 6.2 percent participated in tertiary education in 2013.¹⁵ Ten years earlier, 9.7 percent of New Zealanders in this age group participated in tertiary education. This decrease was mainly due to lower participation rates for non-degree qualifications, down by 3.1 percentage points to 4.0 percent. The participation rates in non-degree qualifications have become lower since 2005, when government held reviews of these qualifications in order to increase the relevance of skills and knowledge of New Zealanders to meet national goals.

The participation rate of people aged 25 years and over in degree and higher qualifications was also lower in 2013 than in 2003, down by 0.6 percentage points to 2.4 percent.

¹⁵ As the participation rates in tertiary education of people in the same age group are being compared here, the rates used are not age-adjusted.

The participation rates of the population aged 25 years and over vary significantly among the ethnic groups. In 2013, the Māori ethnic group, at 14 percent, had the highest participation rate in tertiary education for this age group. The comparable participation rate for Pasifika people was 9.8 percent, for the Asian ethnic group it was 6.7 percent and for Europeans 4.8 percent.

In 2003, Māori aged 25 years and over had 22 percent of their number participating in tertiary education. This was due to high participation rates in level 1 to 3 certificate study. From 2005 to 2013, the participation rate in level 1 to 3 certificates by Māori aged 25 years and over decreased strongly (down from 12 percent to 6.0 percent).

While the participation rates in non-degree qualifications in the early 2000s were considerably lower among the Pasifika, European and Asian populations aged 25 years and over than among the comparable Māori population, these rates also increased until the mid-2000s. Since 2005, the participation rates in lower-level qualifications have become lower for all ethnic groups due mainly to the government reviews of the relevance of these qualifications.

Participation in non-degree qualifications by people aged 25 years and over

In 2013, the participation rate of Europeans aged 25 years and over in non-degree study was 2.9 percent, down from 5.1 percent in 2003.

In 2013, the participation rate of Māori aged 25 years and over in non-degree study was 11 percent, down from 19 percent in 2003.

In 2013, the participation rate of Pasifika aged 25 years and over in non-degree study was 6.8 percent, down from 8.5 percent in 2003.

In 2013, the participation rate of Asians aged 25 years and over in non-degree study was 3.8 percent, down from 11 percent in 2003.

Participation in degree and higher qualifications by people aged 25 years and over

The participation rate of Europeans aged 25 years and over in degree and higher qualifications was 2.1 percent in 2013, down from 2.6 percent in 2003.

The participation rate of Māori aged 25 years and over in degree and higher was 3.3 percent in 2013, down from 3.8 percent in 2003.

The participation rate of Pasifika aged 25 years and over in degree and higher qualifications was 3.2 percent in 2013, up from 3.0 percent in 2003.

The participation rate of Asians aged 25 years and over in degree and higher qualifications was 3.0 percent in 2013, down from 4.2 percent in 2003.

Table 8.3: New Zealand's total tertiary education students by selected characteristics

Type of qualification	Student enrolments								Equivalent full-time students							
	2003	2008	2009	2010	2011	2012	2013	Change 12-13	2003	2008	2009	2010	2011	2012	2013	Change 12-13
Formal > 0.03 EFTS ¹	454,699	458,575	466,526	463,921	429,670	420,769	417,516	-0.8%	275,830	262,335	280,303	285,149	277,969	278,635	278,158	-0.2%
Formal ≤ 0.03 EFTS ²	73,741	38,945	40,380	35,167	25,351	24,137	21,157	-12.3%	2,598	2,146	2,459	2,247	1,874	1,799	1,557	-13.4%
Informal ³	278,435	85,034	83,367	73,709	56,730	52,480	43,770	-16.6%	22,418	5,618	5,369	5,190	3,929	3,742	3,874	3.5%
All students enrolled in formal qualifications > 0.03 EFTS ¹																
Certificates 1-3	164,703	156,897	149,026	136,410	111,936	107,764	109,292	1.4%	62,504	55,644	57,010	55,228	52,061	51,091	54,368	6.4%
Certificates 4	74,619	79,315	78,792	76,425	66,698	66,145	63,464	-4.1%	36,696	32,478	35,472	34,139	31,974	31,958	31,058	-2.8%
Diplomas 5-7	76,296	72,187	77,647	80,435	75,539	68,298	63,751	-6.7%	41,852	36,271	39,694	40,213	37,861	36,396	33,973	-6.7%
Bachelors degrees	132,586	134,755	141,889	146,518	146,927	149,240	147,722	-1.0%	104,400	105,246	110,792	116,209	117,854	120,815	119,644	-1.0%
Graduate certs/dips	15,107	14,049	15,229	15,145	14,006	13,699	13,704	0.0%	6,934	6,246	7,364	7,658	6,877	6,750	6,630	-1.8%
Honours/post. certs/dips	18,361	22,882	26,199	27,375	26,421	26,132	26,390	1.0%	12,197	14,102	16,625	17,691	16,986	16,784	17,249	2.8%
Masters degrees	12,725	12,451	13,183	13,896	14,109	14,317	14,840	3.7%	7,708	6,922	7,351	7,776	7,886	8,283	8,568	3.4%
Doctoral degrees	4,269	6,729	7,410	7,962	8,270	8,470	8,706	2.8%	3,539	5,427	5,996	6,235	6,470	6,557	6,668	1.7%
Age group																
Under 18 years	17,362	18,012	16,762	15,768	14,915	14,713	18,926	28.6%	11,793	10,810	10,433	10,223	10,148	9,833	12,799	30.2%
18 to 19 years	56,511	62,682	67,942	69,389	67,580	68,111	68,455	0.5%	47,756	52,485	57,285	58,521	57,592	58,944	59,579	1.1%
20 to 24 years	119,691	117,339	124,895	131,548	130,776	130,526	129,549	-0.7%	91,608	85,711	92,901	97,975	98,781	99,959	99,201	-0.8%
25 to 39 years	150,902	135,505	137,827	135,835	123,743	118,498	115,193	-2.8%	76,930	65,002	69,895	70,558	67,360	66,641	64,726	-2.9%
40 years and over	110,068	125,037	119,100	111,381	92,656	88,921	85,393	-4.0%	47,696	48,328	49,789	47,872	44,088	43,258	41,853	-3.2%
Females / Males																
Female	255,860	251,998	257,801	255,920	241,484	236,730	234,086	-1.1%	157,463	148,429	158,192	160,211	156,983	157,213	156,340	-0.6%
Male	198,839	206,577	208,725	208,001	188,186	184,039	183,430	-0.3%	118,366	113,906	122,112	124,938	120,986	121,422	121,818	0.3%
Common fields of study																
Business & management	71,833	71,810	75,756	76,454	73,687	70,540	67,210	-4.7%	17,080	20,084	21,425	21,452	20,830	21,068	19,878	-5.6%
Language & literature	68,747	52,805	53,842	52,109	48,415	47,484	48,788	2.7%	32,103	21,156	21,542	20,537	19,193	19,105	18,627	-2.5%
Studies in human society	35,724	48,578	53,232	54,350	49,802	50,224	47,979	-4.5%	9,906	13,509	14,462	15,253	14,310	14,168	13,444	-5.1%
Teacher education	38,474	26,984	29,533	30,054	27,972	26,071	23,313	-10.6%	13,324	13,326	15,121	15,178	14,230	13,755	12,167	-11.5%
Nursing	11,434	13,470	14,473	15,116	15,766	16,571	16,881	1.9%	5,962	6,808	7,448	8,116	8,789	9,270	9,185	-0.9%
Biological sciences	19,003	21,705	23,623	24,600	24,649	24,543	24,835	1.2%	6,413	7,779	8,191	8,592	8,700	8,710	8,812	1.2%
Law	31,092	26,085	25,259	25,168	23,942	22,792	22,364	-1.9%	8,055	7,541	7,655	7,726	7,543	7,379	7,454	1.0%
Communication & media	31,760	29,608	32,569	32,133	28,400	28,143	27,727	-1.5%	6,762	7,010	7,552	7,756	7,542	7,348	7,136	-2.9%
Computer science	36,407	24,176	27,271	27,736	26,190	22,571	23,038	2.1%	8,241	5,475	6,407	7,001	6,928	6,757	6,873	1.7%
Accountancy	37,138	29,332	31,861	31,477	30,444	28,625	28,485	-0.5%	7,586	6,482	7,076	6,984	6,902	6,739	6,820	1.2%
Other fields of study	649,309	601,974	619,923	624,238	571,954	556,412	563,210	1.2%	160,399	153,167	163,424	166,555	163,003	164,335	167,762	2.1%
Sub-sector																
Universities	175,187	168,616	177,147	178,999	175,705	175,343	173,153	-1.2%	129,878	126,362	133,962	136,729	133,354	134,242	132,553	-1.3%
Polytechnics	168,796	195,604	190,164	185,424	155,651	151,456	143,916	-5.0%	69,358	72,278	77,651	79,952	77,785	79,797	76,430	-4.2%
Wānanga	65,145	40,321	42,550	42,274	38,623	39,143	38,974	-0.4%	37,097	22,578	25,133	25,838	24,669	24,733	25,058	1.3%
Public providers	393,343	393,813	399,272	396,992	362,247	358,241	349,199	-2.5%	236,333	221,217	236,746	242,519	235,808	238,772	234,040	-2.0%
Private training establishments	73949	74032	76847	75985	74774	69137	75079	8.6%	39496.2	41,118	43,558	42,630	42,161	39,863	44,118	10.7%
Study type																
Full-time full-year	171,626	159,237	173,102	180,232	177,824	180,759	179,535	-0.7%	184,500	167,999	182,927	189,162	186,193	189,133	187,926	-0.6%
Full-time part-year	67,585	70,454	77,204	73,984	73,553	72,102	73,112	1.4%	29,997	30,942	34,022	33,538	35,781	35,361	36,126	2.2%
Part-time full-year	104,755	98,463	96,224	96,013	80,679	74,899	73,636	-1.7%	39,187	38,651	38,463	38,064	34,580	33,288	32,922	-1.1%
Part-time part-year	110,733	130,421	119,996	113,692	97,614	93,009	91,233	-1.9%	22145	24,743	24,892	24,385	21,414	20,852	21,185	1.6%
Completed qualifications																
Number of students	106,525	119,619	131,073	134,928	140,618	144,152	na									
Number of qualifications	113,848	131,450	144,826	149,913	156,950	161,547	na									

¹ Students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS (more than one week's duration).

² Students enrolled at any time during the year with a tertiary education provider in formal qualifications of 0.03 EFTS or less (one week's duration or less). This category includes students in the Secondary-Tertiary Alignment Resource (STAR) programme.

³ Students enrolled at any time during the year with a tertiary education provider in informal programmes, i.e. programmes not registered on the New Zealand Qualifications Framework.

Notes:

(1) The equivalent full-time student count used in this report does not equate to the funded equivalent full-time student count. The data is also not adjusted to allow for students who do not complete their study programme.

(2) The colleges of education have merged with nearby universities over the last decade.

Table 8.4: New Zealand's domestic tertiary education students by selected characteristics

Type of qualification	Student enrolments								Equivalent full-time students							
	2003	2008	2009	2010	2011	2012	2013	Change 12-13	2003	2008	2009	2010	2011	2012	2013	Change 12-13
Formal > 0.03 EFTS ¹	407,571	418,798	423,142	418,319	381,599	373,091	369,565	-0.9%	239,449	235,123	250,636	254,526	245,585	245,786	245,051	-0.3%
Formal ≤ 0.03 EFTS ²	73,266	38,269	39,693	34,539	24,853	23,606	20,725	-12.2%	2,576	2,125	2,436	2,213	1,853	1,765	1,537	-12.9%
Informal ³	274,468	80,065	78,787	70,008	53,654	49,321	40,758	-17.4%	21,743	4,898	4,682	4,614	3,521	3,379	3,577	5.9%
Domestic students enrolled in formal qualifications > 0.03 EFTS ¹																
Qualification level																
Certificates 1-3	154,635	152,435	144,496	131,930	107,141	103,191	104,854	1.6%	57,489	53,711	55,029	53,376	50,112	49,379	52,686	6.7%
Certificates 4	69,603	74,249	73,200	71,072	61,155	61,151	58,395	-4.5%	33,806	30,018	32,607	31,490	29,505	29,670	28,776	-3.0%
Diplomas 5-7	63,053	63,476	66,602	68,309	62,021	55,318	52,218	-5.6%	32,428	30,882	33,050	33,317	29,859	28,461	26,649	-6.4%
Bachelors degrees	114,422	118,366	125,653	129,654	129,526	131,590	129,853	-1.3%	89,325	93,366	99,108	103,991	105,166	107,703	106,480	-1.1%
Graduate certs/dips	13,338	12,295	13,204	13,140	11,943	11,429	11,147	-2.5%	5,861	5,212	6,102	6,392	5,600	5,406	5,103	-5.6%
Honours/postgrad. certs/dips	16,665	20,700	23,609	24,540	23,547	23,259	23,360	0.4%	10,952	12,516	14,751	15,647	14,939	14,782	15,077	2.0%
Masters degrees	10,905	10,462	11,103	11,662	11,955	11,831	11,913	0.7%	6,449	5,658	6,037	6,389	6,534	6,604	6,565	-0.6%
Doctoral degrees	3,808	4,769	5,005	5,166	5,133	5,116	5,052	-1.3%	3,138	3,759	3,952	3,924	3,870	3,780	3,715	-1.7%
Age group																
Under 18 years	16,825	17,377	16,140	15,034	14,051	13,829	17,987	30.1%	11,507	10,506	10,111	9,856	9,765	9,446	12,398	31.3%
18 to 19 years	49,785	58,067	62,576	63,958	61,668	62,305	62,462	0.3%	42,517	49,130	53,480	54,747	53,573	54,762	55,186	0.8%
20 to 24 years	91,097	96,723	102,796	107,804	105,877	106,114	105,260	-0.8%	68,252	70,757	77,020	81,275	81,036	82,353	81,570	-1.0%
25 to 39 years	140,796	123,252	124,298	121,844	109,090	103,542	100,074	-3.3%	69,964	57,238	61,190	61,691	58,051	56,880	54,951	-3.4%
40 years and over	108,960	123,379	117,332	109,679	90,913	87,301	83,782	-4.0%	47,193	47,492	48,835	46,957	43,159	42,345	40,946	-3.3%
Females / Males																
Female	233,122	233,739	238,154	235,245	219,959	215,378	212,614	-1.3%	139,717	135,858	144,692	146,227	142,354	142,365	141,535	-0.6%
Male	174,449	185,059	184,988	183,074	161,640	157,713	156,951	-0.5%	99,732	99,265	105,943	108,299	103,231	103,421	103,516	0.1%
Common fields of study																
Language & literature	51,687	43,513	43,575	41,404	37,246	36,998	38,913	5.2%	25,752	17,816	17,737	16,809	15,133	15,369	15,272	-0.6%
Business & management	55,486	61,773	64,433	64,120	60,573	57,271	53,662	-6.3%	11,847	16,508	17,421	17,059	15,958	16,111	14,790	-8.2%
Studies in human society	33,294	45,988	50,406	51,446	46,835	47,324	45,187	-4.5%	9,304	12,867	13,774	14,578	13,648	13,514	12,812	-5.2%
Teacher education	37,901	25,920	28,197	28,566	26,421	24,677	22,208	-10.0%	13,055	12,789	14,435	14,400	13,408	12,947	11,567	-10.7%
Nursing	10,986	12,645	13,554	14,127	14,512	15,145	15,634	3.2%	5,787	6,400	7,000	7,636	8,192	8,550	8,640	1.1%
Biological sciences	17,474	19,438	21,082	22,018	21,777	21,765	22,126	1.7%	5,848	6,829	7,172	7,548	7,566	7,560	7,703	1.9%
Law	24,293	23,251	22,886	22,657	21,493	20,493	19,929	-2.8%	6,927	6,906	7,093	7,189	7,023	6,864	6,944	1.2%
Communication & media studies	25,987	26,680	29,721	29,153	25,635	25,379	25,058	-1.3%	5,699	6,404	6,960	7,124	6,924	6,711	6,527	-2.7%
Office studies	44,545	47,616	46,031	37,239	29,529	24,015	22,798	-5.1%	10,235	9,927	9,858	8,398	7,234	6,736	6,355	-5.7%
Building	8,534	14,425	13,575	13,785	12,886	13,325	14,560	9.3%	3,803	5,837	5,554	5,623	5,431	5,804	6,292	8.4%
Other fields of study	582,819	537,492	559,183	569,587	521,748	505,958	509,883	0.8%	141,192	132,841	143,633	148,164	145,068	145,620	148,149	1.7%
Sub-sector																
Universities	149,743	147,129	154,859	156,058	152,650	151,936	148,920	-2.0%	108,654	109,909	116,824	119,190	115,753	116,144	114,014	-1.8%
Polytechnics	155,869	185,289	178,551	173,073	143,054	138,973	131,580	-5.3%	60,801	66,489	71,024	72,675	70,016	71,967	68,676	-4.6%
Wānanga	65,143	40,320	42,550	42,274	38,621	39,143	38,964	-0.5%	37,096	22,577	25,133	25,838	24,667	24,733	25,052	1.3%
Public providers	355,663	362,198	365,553	361,902	326,766	322,557	312,831	-3.0%	206,550	198,974	212,981	217,703	210,436	212,844	207,742	-2.4%
Private training establishments	63,656	65,497	66,757	65,120	61,791	56,766	63,085	11.1%	32,899	36,149	37,655	36,823	35,149	32,942	37,308	13.3%
Study type																
Full-time full-year	148,072	142,296	154,772	161,610	158,530	160,256	158,548	-1.1%	159,418	150,491	163,906	169,932	166,183	167,910	166,183	-1.0%
Full-time part-year	53,773	59,085	63,887	61,079	59,249	58,779	59,967	2.0%	23,049	25,665	27,927	27,525	29,012	29,203	30,125	3.2%
Part-time full-year	100,422	94,625	92,146	91,477	75,683	70,068	68,736	-1.9%	36,629	36,497	36,187	35,493	31,682	30,442	30,122	-1.1%
Part-time part-year	105,304	122,792	112,337	104,153	88,137	83,988	82,314	-2.0%	20,354	22,471	22,616	21,576	18,707	18,231	18,621	2.1%
Completed qualifications																
Number of students	94,953	106,723	117,097	120,147	123,072	126,435	na									
Number of qualifications	101,858	117,955	130,230	134,394	138,621	143,051	na									
Participation rate	13.0%	12.4%	12.3%	12.0%	10.9%	10.5%	10.3%									

¹ Students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS (more than one week's duration).

² Students enrolled at any time during the year with a tertiary education provider in formal qualifications of 0.03 EFTS or less (one week's duration or less). This category includes students in the Secondary-Tertiary Alignment Resource (STAR) programme.

³ Students enrolled at any time during the year with a tertiary education provider in informal programmes, i.e. programmes not registered on the New Zealand Qualifications Framework.

Notes: (1) The equivalent full-time student count used in this report does not equate to the funded equivalent full-time student count. The data is also not adjusted to allow for students who do not complete their study programme.

(2) The colleges of education have merged with nearby universities over the last decade.

Table 8.5: International tertiary education students in New Zealand by selected characteristics

Type of qualification	Student enrolments								Equivalent full-time student units							
	2003	2008	2009	2010	2011	2012	2013	Change 12-13	2003	2008	2009	2010	2011	2012	2013	Change 12-13
Formal > 0.03 EFTS ¹	47,128	39,777	43,384	45,602	48,071	47,678	47,951	0.6%	36,381	27,212	29,667	30,623	32,384	32,849	33,107	0.8%
Formal ≤ 0.03 EFTS ²	475	676	687	628	498	531	432	-18.6%	21	21	23	34	22	33	20	-41.5%
Informal ³	3,967	4,969	4,580	3,701	3,076	3,159	3,012	-4.7%	675	720	687	576	408	363	297	-18.3%
International students enrolled in formal qualifications > 0.03 EFTS¹																
Qualification level																
Certificates 1-3	10,068	4,462	4,530	4,480	4,795	4,573	4,438	-3.0%	5,015	1,934	1,981	1,852	1,950	1,712	1,683	-1.7%
Certificates 4	5,016	5,066	5,592	5,353	5,543	4,994	5,069	1.5%	2,890	2,461	2,865	2,650	2,469	2,288	2,282	-0.3%
Diplomas 5-7	13,243	8,711	11,045	12,126	13,518	12,980	11,533	-11.1%	9,424	5,389	6,644	6,896	8,001	7,935	7,324	-7.7%
Bachelors degrees	18,164	16,389	16,236	16,864	17,401	17,650	17,869	1.2%	15,075	11,880	11,684	12,217	12,687	13,111	13,164	0.4%
Graduate certs/dips	1,769	1,754	2,025	2,005	2,063	2,270	2,557	12.6%	1,073	1,033	1,261	1,267	1,277	1,344	1,527	13.6%
Honours/post. certs/dips	1,696	2,182	2,590	2,835	2,874	2,873	3,030	5.5%	1,245	1,585	1,874	2,044	2,047	2,002	2,172	8.5%
Masters degrees	1,820	1,989	2,080	2,234	2,154	2,486	2,927	17.7%	1,258	1,264	1,315	1,387	1,352	1,680	2,003	19.2%
Doctoral degrees	461	1,960	2,405	2,796	3,137	3,354	3,654	8.9%	401	1,668	2,044	2,311	2,600	2,777	2,953	6.3%
Age group																
Under 18 years	537	635	622	734	864	884	939	6.2%	286	304	322	368	383	388	402	3.6%
18-19 years	6,726	4,615	5,366	5,431	5,912	5,806	5,993	3.2%	5,239	3,356	3,805	3,774	4,019	4,182	4,392	5.0%
20-24 years	28,594	20,616	22,099	23,744	24,899	24,412	24,289	-0.5%	23,356	14,954	15,881	16,700	17,745	17,606	17,631	0.1%
25-39 years	10,106	12,253	13,529	13,991	14,653	14,956	15,119	1.1%	6,966	7,763	8,706	8,867	9,308	9,761	9,775	0.1%
40 years & over	1,108	1,658	1,768	1,702	1,743	1,620	1,611	-0.6%	503	836	954	915	928	913	907	-0.6%
Gender																
Females	22,738	18,259	19,647	20,675	21,525	21,352	21,472	0.6%	17,746	12,571	13,499	13,985	14,629	14,848	14,805	-0.3%
Males	24,390	21,518	23,737	24,927	26,546	26,326	26,479	0.6%	18,635	14,641	16,168	16,639	17,755	18,001	18,303	1.7%
Common fields of study																
Business and management	16,347	10,037	11,323	12,334	13,114	13,269	13,548	2.1%	5,233	3,576	4,004	4,393	4,872	4,957	5,088	2.6%
Language and literature	17,060	9,292	10,267	10,705	11,169	10,486	9,875	-5.8%	6,352	3,340	3,806	3,729	4,060	3,736	3,355	-10.2%
Food and hospitality	1,103	2,141	2,636	3,038	3,470	3,493	3,458	-1.0%	448	1,073	1,305	1,447	1,791	1,814	1,722	-5.1%
Computer science	6,651	3,738	4,551	4,654	4,641	4,638	4,826	4.1%	1,791	1,152	1,595	1,611	1,552	1,587	1,564	-1.4%
Accountancy	10,893	5,029	5,457	5,961	6,253	5,735	5,974	4.2%	2,431	1,216	1,257	1,295	1,397	1,423	1,530	7.5%
Sales and marketing	7,339	3,865	4,057	4,327	4,808	4,880	5,027	3.0%	1,565	846	901	923	990	1,025	1,116	8.8%
Biological sciences	1,529	2,267	2,541	2,582	2,872	2,778	2,709	-2.5%	564	950	1,019	1,044	1,133	1,151	1,109	-3.6%
Banking, finance and related fields	4,282	2,897	2,543	2,748	3,191	3,154	3,509	11.3%	973	834	732	780	912	938	1,042	11.0%
Information systems	8,601	3,689	3,976	4,060	3,431	3,515	3,408	-3.0%	1,841	988	1,023	965	945	970	971	0.2%
Mathematical sciences	8,246	3,823	3,891	3,991	3,903	4,135	4,416	6.8%	1,602	816	891	896	867	908	937	3.2%
Other fields of study	55,864	41,008	43,457	44,933	45,714	45,543	47,122	3.5%	13,581	12,421	13,133	13,540	13,862	14,340	14,673	2.3%
Sub-sector																
Universities	25,444	21,487	22,288	22,941	23,055	23,407	24,233	3.5%	21,224	16,453	17,137	17,539	17,601	18,099	18,539	2.4%
Polytechnics	12,927	10,315	11,613	12,351	12,597	12,483	12,336	-1.2%	8,558	5,789	6,627	7,278	7,769	7,829	7,754	-1.0%
Wananga							10								6	
Public providers	37,680	31,615	33,719	35,090	35,481	35,684	36,368	1.9%	29,783	22,243	23,764	24,817	25,372	25,928	26,298	1.4%
Private training establishments	10,293	8,535	10,090	10,865	12,983	12,371	11,994	-3.0%	6,597	4,969	5,903	5,807	7,012	6,921	6,809	-1.6%
Study type																
Full-time full-year	23,554	16,941	18,330	18,622	19,294	20,503	20,987	2.4%	25,083	17,509	19,021	19,230	20,010	21,224	21,743	2.4%
Full-time part-year	13,812	11,369	13,317	12,905	14,304	13,323	13,145	-1.3%	6,949	5,277	6,095	6,013	6,769	6,158	6,001	-2.5%
Part-time full-year	4,333	3,838	4,078	4,536	4,996	4,831	4,900	1.4%	2,558	2,154	2,276	2,572	2,898	2,846	2,800	-1.6%
Part-time part-year	5,429	7,629	7,659	9,539	9,477	9,021	8,919	-1.1%	1,791	2,273	2,276	2,809	2,707	2,621	2,564	-2.2%
Completed qualifications																
Number of students	7,475	12,046	12,873	13,940	14,735	17,078										
Number of qualifications	7,676	12,489	13,470	14,561	15,471	17,813										

¹ Students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS (more than one week's duration).

² Students enrolled at any time during the year with a tertiary education provider in formal qualifications of 0.03 EFTS or less (one week's duration or less). This category includes students in the Secondary-Tertiary Alignment Resource (STAR) programme.

³ Students enrolled at any time during the year with a tertiary education provider in informal programmes, i.e. programmes not registered on the New Zealand Qualifications Framework.

Notes: (1) Since 2005, international doctoral students are funded at the same rate as domestic students. The data is not adjusted to allow for students who do not complete their study programme.

(2) The colleges of education have merged with nearby universities over the last decade.



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga