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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**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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# 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 study[[1]](#footnote-1) 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.

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]](#footnote-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.

# 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]](#footnote-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).

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 honours[[4]](#footnote-4) ─ 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



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]](#footnote-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]](#footnote-6)

Figure 2.5

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



#### 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



# 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 gender[[7]](#footnote-7)

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.

# 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 level[[8]](#footnote-8)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 honours[[9]](#footnote-9) 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.

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.

# 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



# 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]](#footnote-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.

# Enrolments by gender

This section covers domestic students only. In 2013, there were 213,000 women in formal study and 157,000 men.[[11]](#footnote-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 honours[[12]](#footnote-12) 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).

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.

# 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.

## 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]](#footnote-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.

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.

## 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]](#footnote-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 ). 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.

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.

## 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]](#footnote-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.

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** | | | | | | | | | | | | | | | | |
|  | **Student enrolments** | | | | | | | | **Equivalent full-time students** | | | | | | | |
| **Type of qualification** | 2003 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | Change  12-13 | 2003 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | Change  12-13 |
| Formal > 0.03 EFTS1 | 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 EFTS2 | 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 EFTS1 | | | | | | | | | | | | | | | | |
| 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 | 173102 | 180232 | 177824 | 180759 | 179535 | -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. | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Table 8.4: New Zealand's domestic tertiary education students by selected characteristics** | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Student enrolments** | | | | | | | | | **Equivalent full-time students** | | | | | | | | | | | | | | |
| **Type of qualification** | 2003 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | Change  12-13 | 2003 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | Change  12-13 | |
| Formal > 0.03 EFTS1 | 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 EFTS2 | 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% | |
| Informal3 | 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 EFTS1 | | | | | | | | | | | | | | | | | | | | | | | | |
| **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. | | | | | | | | | | | | | | | | | | | | | | | | |

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| **Table 8.5: International tertiary education students in New Zealand by selected characteristics** | | | | | | | | | | | | | | | | |  |
|  | **Student enrolments** | | | | | | | | | | **Equivalent full-time student units** | | | | | | |
| **Type of qualification** | 2003 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | Change  12-13 | 2003 | 2008 | | 2009 | 2010 | 2011 | 2012 | 2013 | Change  12-13 |
| Formal > 0.03 EFTS1 | 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 EFTS2 | 475 | 676 | 687 | 628 | 498 | 531 | 432 | -18.6% | 21 | 21 | | 23 | 34 | 22 | 33 | 20 | -41.5% |
| Informal3 | 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 | 1769 | 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 | 1696 | 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 | 1820 | 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 | 1960 | 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 | 1108 | 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. | | | | | | | | | | | | | | | | | |

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. [↑](#footnote-ref-1)
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. [↑](#footnote-ref-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. [↑](#footnote-ref-3)
4. This category includes bachelors with honours degrees, postgraduate certificates and postgraduate diplomas. [↑](#footnote-ref-4)
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. [↑](#footnote-ref-5)
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. [↑](#footnote-ref-6)
7. The 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. 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. [↑](#footnote-ref-7)
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. [↑](#footnote-ref-8)
9. This category includes bachelors with honours degrees, postgraduate certificates and postgraduate diplomas. [↑](#footnote-ref-9)
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. [↑](#footnote-ref-10)
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. [↑](#footnote-ref-11)
12. This category includes bachelors with honours degrees, postgraduate certificates and postgraduate diplomas. [↑](#footnote-ref-12)
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. [↑](#footnote-ref-13)
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. [↑](#footnote-ref-14)
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. [↑](#footnote-ref-15)