

OECD THEMATIC REVIEW OF TERTIARY EDUCATION

New Zealand Country Background Report - Annexes

This report was prepared by the New Zealand Ministry of Education as an input to the OECD Thematic Review of Tertiary Education. The document was prepared in response to guidelines the OECD provided to all participating countries. The guidelines encouraged the authors to canvass a breadth of views and priorities on tertiary education issues. The opinions expressed are not necessarily those of the New Zealand government, the Ministry of Education, the OECD, or its member countries.

The New Zealand Ministry of Education

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The objectives of the Tertiary Education Strategy 2002/07¹

Strengthen System Capability and Quality

National goals cannot be achieved unless New Zealand enhances the strategic capability and robustness of the tertiary education system as a whole.

- Objective One: Improved strategic capacity and leadership at both governance and management levels
- Objective Two: Increased differentiation and specialisation across the system.
- Objective Three: Greater collaboration with the research sector, the creative sectors, industry, iwi and communities
- Objective Four: Sustainable growth of export education capability centred on a reputation for quality teaching and pastoral care
- Objective Five: A stronger system focus on teaching capability and learning environments, to meet diverse learner needs
- Objective Six: Learners and the wider public have confidence in high levels of quality throughout the system
- Objective Seven: A coherent and reliable system of qualifications, learning recognition and credit transfer

Te Rautaki Mātauranga Māori - Contribute to the Achievement of Māori Development Aspirations

New Zealand needs to recognise the unique position of Māori as Treaty partners, and the huge significance that learning and education has for Māori communities. This strategy addresses issues related to skill development, research and capability-building for Māori.

- Objective Eight: Tertiary education leadership that is effectively accountable to Māori communities
- Objective Nine: Strong and balanced Māori staff profiles within the tertiary education system
- Objective Ten: Quality programmes that recognise Te Ao Māori perspectives and support the revitalisation of te reo Māori
- Objective Eleven: Robust options for kaupapa Māori tertiary education that reflect Māori aspirations
- Objective Twelve: Increased participation by Māori in both a broader range of disciplines and in programmes that lead to higher level qualifications

¹ The Tertiary Education Strategy 2002/07 can be viewed at:
www.minedu.govt.nz/index.cfm?layout=document&documentid=7128&data=1

- Objective Thirteen: A tertiary education system that makes an active contribution to regional and national Māori/whānau/hapū/iwi development

Raise Foundation Skills so that all People can Participate in our Knowledge Society

Improving foundation skills (literacy, numeracy and other basic skills), will ensure that more New Zealanders are able to participate effectively in the economic and social benefits of our vision for national development.

- Objective Fourteen: Significantly improved adult foundation skill levels, achieved through increased access to foundation education in a range of learning contexts
- Objective Fifteen: Clearer accountability for quality and outcomes within foundation education, including a greater focus on assessment
- Objective Sixteen: A common understanding of the definition of foundation skills and of best practice teaching in this area
- Objective Seventeen: Improved linkages between secondary and tertiary education, and improved staircasing for learners within tertiary education

Develop the Skills New Zealanders need for our Knowledge Society

This strategy recognises that New Zealand will need high-level generic skills in much of the populace, and more highly-specialist skills in areas of comparative advantage, for New Zealand to accelerate its transformation into a knowledge society.

- Objective Eighteen: Accurate and timely skills forecasting capability
- Objective Nineteen: Industries are supported in meeting their self-identified skill needs
- Objective Twenty: Equity of access and opportunity for all learners
- Objective Twenty One: Learners are equipped to make informed choices about career and learning options
- Objective Twenty Two: Broader development of skills for active citizenship and the maintenance of New Zealand's cultural identity
- Objective Twenty Three: Improved provision of, and better systems of recognition for, high-level generic skills
- Objective Twenty Four: Promotion of specialist skills that contribute to New Zealand's development

Educate for Pacific peoples' Development and Success

Pacific peoples represent a significant and rapidly growing proportion of New Zealand's population. This strategy addresses issues relating to Pacific peoples' capability needs and skill development that will ensure their success and development.

- Objective Twenty Five: Pacific learners are encouraged and assisted to develop skills that are important to the development of both the Pacific and New Zealand
- Objective Twenty Six: A tertiary education system that is accountable for improved Pacific learning outcomes and connected to Pacific economic aspirations
- Objective Twenty Seven: Pasifika for Pasifika education services are assisted to grow their capability and enhance Pasifika peoples' learning opportunities.
- Objective Twenty Eight: An increased proportion of Pacific staff at all levels of decision-making in the tertiary education system

Strengthen Research, Knowledge Creation and Uptake for our Knowledge Society

This strategy recognises that research and innovation are key drivers of modern economies, and also that the broader application of new knowledge will enable the achievement of social, environmental and infrastructural goals.

- Objective Twenty Nine: Excellent research performance is encouraged and rewarded
- Objective Thirty: Stronger accountability and enhanced performance reporting for tertiary education research
- Objective Thirty One: Increased global connectedness and mobility
- Objective Thirty Two: A more focussed tertiary research investment through world-class clusters and networks of specialisation
- Objective Thirty Three: Greater alignment of tertiary education research with national goals
- Objective Thirty Four: Improved knowledge uptake through stronger links with those that apply new knowledge or commercialisation of knowledge products
- Objective Thirty Five: Increased breadth of support for research students and emerging researchers, with a particular focus on the development of Māori researchers

Statement of Tertiary Education Priorities: 2005-2007

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Minister's Foreword

Quality tertiary education is an essential part of our government's vision for New Zealand.

The better educated and more skilled people are, the more successful we can be as a nation. That success will be judged in terms of our economic performance, our intellectual development as a knowledge society, the quality of our social services, the strength of our families, the cohesiveness of our communities and society, the development and celebration of our unique cultural heritage, the preservation of our natural environment, and maintenance of a robust democracy.

The tertiary system makes a crucial contribution to New Zealand's development in two main respects.

First it shapes and influences the future opportunities and development of the hundreds of thousands of New Zealanders who participate each year in different forms and levels of education.

Second, working within the tertiary sector are many people with knowledge and skills to contribute in many different ways to innovations and intellectual development that will benefit different sectors and communities within New Zealand.

Many positive changes have been made to the tertiary education system in recent years and the government will continue to invest in tertiary education to support these contributions to New Zealand's development, and to deliver quality tertiary education that better matches New Zealand's needs. To that end, the tertiary reforms require increased commitment by tertiary education organisations to:

- take responsibility for, and actively work to improve, the quality of their teaching to ensure that all learners gain the best value possible from their participation in tertiary education;
- ensure that learners access excellent education and training that is relevant to their needs, to those of employers and community groups and to New Zealand's broad national goals, and that learners increasingly progress to higher levels of learning and qualifications; and
- enable their knowledge, teaching, and research activities to better support innovation in all aspects of New Zealand life and the social, economic, environmental and intellectual development of New Zealand.

In parallel, the Tertiary Education Commission and the New Zealand Qualifications Authority will, through their respective roles, ensure a focus on quality educational achievement for learners and for New Zealand.

Recognising the fiscal constraints on investment in tertiary education, we are emphasising, and will place funding priority on, the quality and relevance of tertiary education provision.

Provision that is of low relevance to the nation's needs or where the teaching, learning or research is of poor quality will be challenged. The money consumed by educational courses of low quality or low relevance can be far better spent elsewhere.

In terms of quality, priority will be given to strengthening all aspects of quality, improving the effectiveness of teaching, the quality of research, and organisational and system capability.

In terms of relevance, this will require a stronger match between a provider's programmes of education and:

- the national goals outlined in the Tertiary Education Strategy of economic transformation, social development, Māori development and advancement, environmental sustainability, infrastructural development, and innovation;
- current skill and economic development needs at the national, regional or local level;
- the need to equip all New Zealanders with the foundation skills they require for further education and training, for employment, and to function effectively and participate fully in society; and
- the developmental aspirations of New Zealand communities.

The priorities set out in this Statement of Tertiary Education Priorities (STEP) further reinforce the shift to a tertiary system that remains broad and comprehensive, but is oriented towards quality rather than quantity, increased relevance to national goals and towards greater collaboration rather than fruitless competition. Priority will continue to be given to the six high level strategies of the Tertiary Education Strategy. All remain critical to New Zealand's future development and prosperity.

Lifting participation in tertiary education has been a priority over the past fifteen years. Our participation rates in tertiary education are now among the highest in the OECD. Now the priority for Government will be to see the current levels of participation increasingly results in students progressing towards and achieving higher level qualifications. Within that, the government recognises that there are groups, such as among school-leavers, for whom high levels of successful participation will remain a priority for our future economic and social well-being.

This STEP focuses on ensuring that learners progress to higher levels of study through accessing tertiary education that is of excellent quality and relevant to the needs of New Zealand. It will be provided by vibrant, highly capable and well-connected tertiary education organisations. In particular, we want tertiary education organisations to build upon their areas of expertise, to develop strong strategic links with their stakeholders, and to complement their strengths with the strengths of others through partnerships and alliances.

This STEP marks an important watershed for the tertiary education reforms. It recognises the major changes that have been taking place. It looks to build on the developments of the past few years. It sharpens the focus on those future outcomes

that will be important. It sets out the organisational capabilities, relationships and system focus that will be critical to the tertiary education sector making a greater contribution to the future of New Zealand.

The reforms aim to increase New Zealanders' sense of connection with the tertiary education system, and to optimise the returns on the investment that both the government and learners make in it. The two previous STEPs focused on building the infrastructure of the reforms and the capability of tertiary education organisations. This new STEP shifts the focus onto realising the benefits of the reforms by getting better connections between tertiary education and the nation's priorities for economic and social development.

Those connections are already being built in parts of the sector:

- many tertiary education organisations are leading collaborative ventures in strategic areas of research and teaching;
- there have been significant advances in industry training aimed at providing the enhanced skills needed for the economy to grow;
- many tertiary education organisations are blending workplace learning with more traditional modes of delivery; and
- students now have more choices, information and advice and a smaller financial burden due to the holding of fees and changes to student loans and allowances.

This STEP maps out the priorities for the tertiary education system that will make a reality of our vision for New Zealand – more innovative, more skilled, more productive, more prosperous, and with increased overall well being.

Hon Trevor Mallard
Minister of Education

Introduction

The tertiary education system creates the skills and knowledge that New Zealand needs for a thriving economy and society. This role should be considered in its broadest context, encompassing the skills and knowledge New Zealanders need to build and sustain healthy communities, a thriving democracy and a growing, knowledge-based economy.

The Statement of Tertiary Education Priorities (STEP) is a statutory document under the Education Act 1989 which the Minister releases every one to three years. It applies across the entire tertiary education system, and sets out the government's immediate priorities for the performance of that system. The priorities align with the main strategies and discrete objectives in the Tertiary Education Strategy 2005-07. The Tertiary Education Strategy supports the government's overall vision of sustainable development and opportunity for all, through the six high-level goals for New Zealand:

- economic transformation;
- social development;
- Māori development;
- environmental sustainability;
- infrastructural development; and
- innovation.

The Tertiary Education Commission gives effect to the Statement of Tertiary Education Priorities through negotiating Charters and Profiles, allocating funding and facilitating collaboration and greater connectedness within the system. The preparation of profiles for the periods 2006-08 and 2007-09 will reflect the priorities set out in this STEP. It will inform planning and decision-making processes throughout the sector. The Ministry of Education, the New Zealand Qualifications Authority, Career Services and the Department of Labour (policy), among others, also reflect the priorities in their work.

The themes in this STEP link back to the Tertiary Education Strategy, with its key change messages covering:

- greater alignment with national goals;
- stronger linkages with business and other external stakeholders;
- effective partnership arrangements with Māori communities;
- increased responsiveness to learners;

- more future-focus; improved global linkages;
- greater system collaboration and rationalisation; increased quality; and
- a culture of optimism and creativity.

This STEP focuses on four major connected themes:

- investing in excellence in teaching, learning and research;
- increasing the relevance of skills and knowledge to meet national goals;
- enabling learners to access excellent and relevant tertiary education, and progress to higher levels of study and achievement; and
- enhancing capability and information quality in the tertiary system to support learning, teaching and research.

These themes should be viewed together, as all four must occur to create the world-class tertiary education system that will meet New Zealand's needs.

This STEP replaces the Statement of Tertiary Education Priorities 2003/04². While this 2005-2007 STEP is in place, the government will be developing the next Tertiary Education Strategy.

² ISSN: 1176-3671

I Investing in excellence in teaching, learning and research

Excellence in teaching, learning and research is at the very heart of what tertiary education is all about. A reputation for excellence is essential to a thriving tertiary system, and a key asset to be maintained in a global education community. Maintaining high levels of quality in teaching is not simply a matter of ensuring the effectiveness of individual educators. The quality of learning environments, course design, teaching approaches and pastoral care also impact on the learning experience.

We also want better value for money than we've been getting in some areas of further education and training spending. Low quality providers and courses should not expect to survive. The money they have consumed can be far better spent elsewhere.

Rt Hon Helen Clark: Statement to Parliament, 1 February 2005

This section is about increasing the focus on, and improving, excellence across the tertiary education system. It is also about ways that tertiary education organisations can demonstrate that learners are achieving good outcomes, and that research is of a high standard. Excellence in research underpins effective teaching, generates knowledge and innovation, and helps drive economic growth.

The Tertiary Education Strategy 2002-2007 includes a focus on 'strengthening system capability and quality' (Strategy One). This section translates that strategy into the first set of priorities for the period of this STEP:

Priorities	Link to Tertiary Education Strategy 2002 - 07
1. an excellent broad tertiary education system	<ul style="list-style-type: none"> • All strategies
2. increasing differentiation and clarity of roles	
3. promoting effective teaching;	
4. stronger focus on skills for work and life	<ul style="list-style-type: none"> • Raise Foundation Skills so that all People can Participate in our Knowledge Society (Strategy Three); and • Develop the Skills New Zealanders need for our Knowledge Society (Strategy Four)
5. investment in high quality research	<ul style="list-style-type: none"> • Strengthen research, Knowledge Creation and Uptake for our Knowledge Society (Strategy Six)

1. An excellent broad tertiary education system

While the tertiary education system has a role in providing specialist skills in parts of the workforce, it does more than this. It equips people with the skills, knowledge, attitudes and values they need to function effectively in groups and on their own, to think critically and adapt to change. Developing these competencies is critical for participation in all parts of life and occurs in a broad range of discipline and subject areas. The government therefore wishes to maintain

"The tertiary education system has a particular responsibility to teach broad generic skills, as well as provide for specialist competencies."

Association of University Staff

New Zealand's strong tradition of a broad and comprehensive tertiary education system.

Growing participation has resulted in a broader range of New Zealanders engaging in tertiary learning and the system must continue to develop in ways which reflect that diversity. Greater participation increases the system's potential to influence our economic, social and cultural life and it is therefore imperative that the quality of education across the broad range of provision is maintained.

Active involvement by tertiary education organisations in social and economic debates and the fostering of the values of a broad and comprehensive tertiary education system are essential elements in building a well-functioning civil society. Tertiary education organisations will provide intellectual leadership in identifying new ideas and ways of thinking as well as opportunities for social and economic development.

2. Increasing differentiation and clarity of roles

The Tertiary Education Strategy requires a shift towards greater differentiation and specialisation among tertiary education organisations in order to deliver education and training that is both excellent and relevant to New Zealand's needs.

Over the period of this STEP, there will be further differentiation between tertiary education organisations. They will be expected to focus on their core roles and to work with others in the sector to ensure the whole system contributes the balanced set of outcomes required to achieve the Tertiary education Strategy. The Ministry, the New Zealand Qualifications Authority and the Tertiary Education Commission will have work streams in place to support this. In particular the Tertiary Education Commission will seek greater differentiation in charter and profile negotiations and will actively work with the sector to facilitate greater differentiation. Successful differentiation will be related to the characteristics of a provider's core role as categorised in the Education Act.

As their role primarily relates to more advanced learning, the universities will continue to:

- develop new knowledge that will inform quality teaching at undergraduate degree and post-graduate levels;
- undertake research in a wide range of fields;
- provide pathways into higher levels of tertiary education from lower levels; and
- develop strong international links, international standards of scholarship, and international credibility.

The polytechnics will increase New Zealand's prosperity by providing accessible, relevant and quality education, supported by applied and technological research, which meets the vocational needs, and advances the learning, of their students to meet the changing demands of society and the world of work. In particular, their role is to:

- provide vocational training and education at certificate and diploma level, especially in trades and other applied areas;
- provide applied degree level education and training;
- offer regional tertiary education, particularly where learners are unlikely to travel for training or the training meets a regional need;
- provide pathways into tertiary education for adult learners, learners with few prior qualifications, and preparing them to achieve at higher levels; and
- provide niche training for particular industries.

In advancing the application of knowledge concerning ahuatanga Māori according to tikanga Māori, the role of the wānanga is to:

- provide quality Māori-centred tertiary education that supports and enhances te ao Māori;
- provide pathways for Māori learners into other tertiary education institutions;
- promote the development of kaupapa Māori provision at all levels of study; and
- advance knowledge by developing high quality Māori research and research capability.

The remaining colleges of education will continue to provide quality teacher education in line with the priorities for the education workforce³, and will continue to investigate merger arrangements.

Private training establishments are to offer niche education and training that augments or complements the provision of the public providers. Private training establishments will enhance the quality and relevance of their provision as part of the transition to the new strategic funding pool during 2005-07.

The role of Industry Training Organisations is to set skill standards and to arrange and promote quality education and training that meets the skill needs of firms in their industries. In particular, they will implement their leadership role by identifying future skill needs for the industries they represent, developing strategic plans to meet those needs, and sharing them effectively with providers, secondary schools and their industries.

There are other providers who access tertiary education funding for adult and community education, including the rural education activities programme providers, secondary schools and other tertiary education providers such as ESOL Home Tutors. They will align their programmes with the national priorities:

- targeting priority learner groups including those whose initial learning was not successful;
- raising foundation skills;
- encouraging lifelong learning;
- strengthening communities by meeting identified community learning needs; and
- strengthening social cohesion.

³ set out in the section on ‘Addressing education and health workforce needs’

3. Promoting effective teaching

Effective teaching makes a difference for learners, and provides significant opportunities to positively influence the lives of New Zealanders. Continuously improving quality in teaching is an essential task for the tertiary system.

Tertiary educators, tertiary education organisations and the central education agencies share responsibility to support effective teaching and to invest in the tertiary education workforce at an individual, institution and system-wide level.

Tertiary educators and tertiary education organisations will access the Teaching Matters Forum and the National Centre for Tertiary Teaching Excellence, in order to develop a new level of professionalism. They will create opportunities to develop professional standards, to consider the application of professional qualifications and to build better understanding about the nature of effective teaching and learning. Effective teaching practices will reflect the diverse nature of the learners in our system, the different levels, kinds of study and contexts in which learning occurs.

Tertiary education organisations, the New Zealand Qualifications Authority and quality assurance bodies will sharpen the focus of their quality assurance arrangements on effective teaching and learning. This will include extending external quality assurance requirements to adult and community education providers and prioritising improved learning outcomes as part of quality assurance arrangements.

Excellent tertiary teachers will continue to be recognised and rewarded through the annual Tertiary Teaching Awards. The achievements of the 2004 award winners were celebrated in the publication *Tertiary Teaching Excellence Awards: Supporting excellence in tertiary education*⁴ which profiled each winner and the key features of their teaching practice.

Effective teaching and learning will be further supported through linking the funding system to learner achievement. As part of a suite of instruments focused on quality, a 'performance measure' will be introduced into Student Component funding. Tertiary education organisations will be provided with information that will help them improve the effectiveness of their teaching and learning, and develop ways to help their students succeed in tertiary education. The focus will be on improving performance, and providers and the Tertiary Education Commission will be able to identify and tackle areas of poor performance through

"A number of aspects in addition to subject area knowledge, contribute to effective teaching: we know that good tertiary educators have enthusiasm to share knowledge with their students, high expectations of all their students, can teach to the diverse needs of different learners, are committed to improving their own practice, set clear goals, use effective assessment practices and provide students with comprehensive feedback. Research also tells us that the effectiveness of tertiary educators can be improved through such methods as developing academic work groups or communities of practice, where educators can obtain feedback, advice and support from teaching colleagues and academic development consultants, and that effectively utilising feedback received from student assessments can also enhance performance."

Impact of Student Support Services and Academic Development Programmes on Student Outcomes in Undergraduate Tertiary Study: A Synthesis of the Research, report to the Ministry of Education 2005

"A good teacher can make a difference in learning. An excellent teacher can change a life."

*Graeme Fraser, Chair,
Tertiary Teaching Awards
Committee*

⁴ www.nzqa.govt.nz

remedial action plans. Funding will be affected in cases where poor performance persists

As part of providing for a successful learning experience, it is important that tertiary teachers are up-to-date with developments in their field, and this includes knowledge of recent research. There should be a close relationship between research and teaching. For degree level teaching, this will require teaching mainly by those active in relevant research, whether that is across a broad range of world class research as would be expected in a university or whether it is applied research relevant to the particular degree as would be expected in a polytechnic.

“Working to ensure that students who begin a course of study go on to finish that study is important to the students and those who engage with them.”

UCOL

4. Stronger focus on skills for work and life

Everyone is different, but there are some competencies (skills, knowledge, attitudes, and values) that are needed by all New Zealanders, which are valued by employers, the community and also in other life contexts⁵. The characteristics of a successful life-long learner with the ability to function in a knowledge society are being identified, based on four broad competency areas:

- operating in social groups, for example, the ability to develop consensus and manage conflict in the workplace;
- acting autonomously, for example, the ability to relate a particular task to the overall needs of the organisation and act accordingly;
- using tools interactively, for example, the ability to adapt to and use new computer applications productively; and
- an overarching ‘thinking’ competency, which includes critical thinking, creativity and an ability to see the ‘whole picture’.

Work is underway to develop a ‘shared language’ about competencies for educators, learners and employers, which will facilitate the development of higher levels of competence and enhance teaching and learning. This will allow employers to communicate with providers about what they want graduates to know and be able to do, and for graduates to describe the skills and competencies they have gained to prospective employers. A competencies-based approach will ensure wider understanding of learners’ ability to adapt to changing skills requirements, and therefore their ability to meet the challenges of a knowledge society.

“...the development of key work competencies constitutes an important part of a reform package to prepare individual men and women for the knowledge society and therefore to promote equity of outcomes through the enhancement of employability of many disadvantaged groups in the labour market.”

As the framework for competencies develops, tertiary education organisations will be better able to accurately define specialist and generalist competencies at all levels and build these into

*Trevor Riordan and Gianni Rosas,
International Labour Office*

⁵ This is also addressed in the section on ‘Linking strategically to current and future workforce needs’

teaching programmes to increase the confidence of both employers and learners in the quality and relevance of qualifications.

5. Investment in high quality research

A key element in the Tertiary Education Strategy 2002-2007 is to “strengthen research, knowledge creation and uptake for our knowledge society” (Strategy Six). The tertiary sector will make an increasing contribution to New Zealand’s intellectual development.

The government’s focus is on ensuring strategic investment in high quality research and in particular in research in tertiary education providers that is relevant to New Zealand’s economic and social priorities.

We want research in New Zealand to play its full part in the international research community. Tertiary education organisations will continue to develop researchers with international reputations and strong international links.

It is important that researchers in New Zealand tertiary education organisations benefit from developments in New Zealand’s businesses and communities. In particular, we want research priorities in tertiary education organisations to be informed and influenced by New Zealand-specific issues. It is also important that their research is widely disseminated and applied by users.

“The international reputation of a university continues to depend heavily on the depth and quality of research. The ethos of Massey University adds the dual commitments of relevance and access to that of excellence. Increasingly, it will be the research, scholarship and creative work of our University that will help New Zealand and New Zealanders be world leaders in tomorrow’s global economy.”

Massey University Profile 2005-2007

All research that takes place should be high quality. New Zealand is at the top of the OECD in terms of research productivity, producing 6 papers per million dollars US and ranking first among 19 countries⁶. The tertiary education sector is the biggest contributor to research and development in New Zealand, and makes up an increasing share of the country’s research output. It also contributes a balanced mix of basic, strategic and applied research. Tertiary education organisations will need to build on this success, increasing both the amount and quality of research.

The recent analysis for the Performance Based Research Fund found that research in the tertiary education sector is generally of a high standard. Philosophy, archaeology/anthropology, and most of the natural and physical sciences were particularly high performing areas. Tertiary education organisations will continue to respond to the incentives provided by the Performance Based Research Fund, build on areas of identified strength and consider how to address areas of comparative weakness, through greater cooperation or consolidation. This will include preparing well for the next assessment round in 2006.

In developing the nation’s intellectual capital, tertiary education organisations need to balance contributions to extending knowledge through ‘blue skies’ and basic research, and encouraging links between research and New Zealand’s national goals for

⁶ National Bibliometric Report, 1997 to 2001 - International Benchmarking of New Zealand Research, MORST, p.2

economic and social development and environmental sustainability. Ensuring that the mix of basic, strategic and applied research across a broad range of disciplines is focused on maintaining and building excellence will be vital for tertiary education organisations and government agencies.

Centres of Research Excellence support knowledge creation and transfer, researcher training and development, and partnerships between universities and Crown Research Institutes. Tertiary education organisations hosting these Centres will work to develop them into world-class clusters of research that are aligned to New Zealand's national goals. A new Centre of Excellence will raise the quality of social science research, support research into areas that underpin national development goals, and build a world-class cluster of expertise that social scientists will draw on across New Zealand. The tertiary sector needs to find further opportunities to increase collaboration between researchers.

II Increasing the relevance of skills and knowledge to meet national goals

To be effective, the tertiary sector's teaching, learning, research and knowledge transfer need to contribute to the social and economic priorities of New Zealand communities and of the nation at large. As the Tertiary Education Strategy stated,

New Zealand now needs a tertiary education system that makes a strong contribution to the achievement of national goals. It needs to be dynamic, outward-looking and strongly linked with the communities of interest it serves.

The tertiary education sector accounts for a significant proportion of New Zealand's knowledge resources. In acknowledging that, the reforms to the tertiary system seek better alignment of tertiary education with the government's national goals. This means strengthening the contribution the tertiary system already makes to national goals such as economic transformation, social, cultural and intellectual development, Māori development, Pasifika development, environmental sustainability, infrastructural development and innovation.

"... the wellbeing of society is determined by the quality and contribution of its citizens whose creativity, knowledge and skills are needed to manage the professions, businesses and activities that drive social and economic advancement."

*Auckland University of Technology
Charter September 2003*

Relevance in tertiary education is strongly related to quality, and therefore the focus of this section on particular strategic goals should be seen in a context of continual improvements to the quality of tertiary education in general. We want tertiary education organisations to improve both the quality and relevance of their educational provision, so that they increase their contribution to key areas of priority for national development.

Government spending on tertiary education is significant, and its purpose is to fund quality teaching and learning that will increase New Zealand's human and social capital. To support that purpose, the government will shift funding away from provision that does not contribute to New Zealand's broad national goals. The government wishes to maintain and support a comprehensive tertiary education system that contributes to the development of New Zealand's cultural and intellectual life, while also playing a crucial role in helping to build and sustain an inclusive and vibrant society and prosperous economy. This will require a focus on achieving a stronger match between a provider's programmes of education and:

- the national goals outlined in the Tertiary Education Strategy of economic transformation, social development, Māori development and advancement, environmental sustainability, infrastructural development, and innovation;
- current skill and economic development needs at the national, regional or local level;
- the need to equip all New Zealanders with the foundation skills they require for further education and training, for employment, and to function effectively and participate fully in society; and
- the developmental aspirations of New Zealand communities, including Māori communities.

This definition acknowledges that relevance is not simply a matter of discipline or subject, as many programmes that are not directly vocational lead to highly valued qualifications, and/or contribute strongly to individual or national development. It implies, however, that the following will not be a priority for public funding:

- vocational programmes with relatively poor employment outcomes; or
- programmes that solely meet personal interests (hobbies) and do not connect the learner with broader cultural and intellectual life.

Councils and senior management in tertiary education organisations need to commit to the quality and relevance of their educational provision. As an initial step, tertiary education organisations will assess the strategic relevance of their provision as part of the profiles round for 2005-07.

The Ministry of Education, the Tertiary Education Commission and the New Zealand Qualifications Authority will address concerns with the quality and relevance of courses funded through the student component. The immediate focus is on sub-degree courses that:

- have large EFTS volumes and/or have experienced rapid growth;
- have limited assessment content;
- have limited connection to labour market needs, or are largely formalising learning that was previously happening in an informal and unfunded setting; and
- appear to be subsidised at a level that well exceeds the cost of provision.

This work builds on reviews already underway and on education agencies' core business. It will include:

- the Tertiary Education Commission reviewing the quality and relevance of sub-degree courses;
- NZQA reviewing the credit value and EFTS value of sub-degree courses;
- tighter monitoring of powers of institutions including an audit of delegations to the sector quality assurance bodies, and monitoring and audit of quality assurance by academic boards; and
- consideration of an earlier transfer of category 5.1 funding for short, non-assessed courses that do not lead to formal qualifications into the Adult and Community Education funding pool or other capped pools.

For Profiles 2006-08, the Tertiary Education Commission may remove or reduce funding for particular education programmes depending on the results of their reviews

There is an expectation that providers will seek, in particular, to align their provision better with the Tertiary Education Strategy in these initial review areas and in others that will be identified during the period of this STEP.

An increase in the proportion of the capped funding pool for private training establishments that is contestable on grounds of strategic relevance will also help to more closely align their provision to the government's goals.

This second set of priorities, therefore, links teaching, learning and research in the tertiary sector to wider social and economic outcomes, and includes particular areas where the government is looking for responses from tertiary education organisations.

Priorities	<i>Link to Tertiary Education Strategy 2002 - 07</i>
1. current and future workforce needs, and skills shortages	<ul style="list-style-type: none"> • <i>Raise Foundation Skills so that all People can Participate in our Knowledge Society (Strategy Three); and</i> • <i>Develop the Skills New Zealanders need for our Knowledge Society (Strategy Four)</i>
2. technical and trades skills	
3. addressing education and health workforce needs	
4. improving language, literacy and numeracy across the adult population	
5. a stronger focus on research that is relevant to New Zealand's economic and social priorities	<ul style="list-style-type: none"> • <i>Strengthen research, Knowledge Creation and Uptake for our Knowledge Society (Strategy Six)</i>
6. strengthening Māori development	<ul style="list-style-type: none"> • <i>Te Rautaki Mātauranga Māori – Contribute to the Achievement of Māori Development Aspirations (Strategy Two)</i>
7. meeting the development aspirations of Pasifika	<ul style="list-style-type: none"> • <i>Educate for Pacific Peoples' Development and Success (Strategy Five)</i>

1. Current and future workforce needs, and skills shortages

The tertiary education system plays a crucial role in creating the skilled population we need to sustain a growing economy and thriving communities. Recent research has shown that there is a great deal of commonality between the skills needed for work and for life more generally.⁷ High quality teaching and learning, in a broad range of subject areas whether vocational or academic, is therefore essential to meeting our national goals.

Building a more highly skilled workforce remains a top government priority, to be achieved both by investing in New Zealanders and through the skilled migration programme.

Rt Hon Helen Clark: Statement to Parliament, 1 February 2005

It is also important to meet the productivity, short-term skill and knowledge needs of the economy. We need to develop a workforce that has both the specific skills and the broader competencies (for example, the ability to act autonomously) at all levels needed to thrive in a complex, globalised world and in a labour market characterised by frequent change and new demands on workers.

The tertiary system also has a central role in knowledge creation and transfer through research and business partnerships. New Zealand's economic future depends in large part on our ability to develop and apply new knowledge in areas that thread through the economy.

⁷ *Learning, Curriculum and Employability in Higher Education*, Peter Knight and Mantz Yorke, 2004, Juliet Manfield *Equipped for the Future Research Report: Building the Framework, 1993-1997*, National Institute for Literacy 2000, Dominique Simone Rychen and Laura Hersh Salganik (Eds) *Key Competencies of a Successful Life and a Well Functioning Society*, Hogrefe & Huber 2003

The Growth and Innovation Framework is the national strategy for returning New Zealand's income per capita to the top half of the OECD. Its goals include the innovation, skills and talent, and international connections to lead New Zealand toward a transformative, knowledge-based economy that competes in a global marketplace. It encourages greater alignment between education and the economy and investing in top performance. Areas of particular relevance for education include: meeting the demand for skills, linking firms and the tertiary education sector and supporting top talent. For tertiary education organisations, the challenge will be to find ways to contribute effectively to these goals.

New Zealand currently has a strong economy, and levels of unemployment are at a 20 year low. Business and employer groups are reporting continuing skill shortages across a wide variety of business and occupational areas. Addressing skills shortages is a responsibility shared between business and government. Business and industry associations have a key role to play in providing good working conditions in order to attract skilled staff and in investing in the development of their skills. Tertiary education also has an important role to play. Tertiary education organisations and employers need to work together to ensure a close fit between the skills and knowledge that tertiary education produces and those that are relevant to the economy, now and in the future. This means:

“...the ability of the system to facilitate ... on-going learning...will become increasingly important as workers engage more and more in episodic learning opportunities tailored to assist them to keep abreast of changes in their work environment and/or employment choices.”

WELTEC

- learners will be able to make informed choices about the skills and knowledge, the courses of study they need, and about the performance and focus of providers available; and
- businesses and communities will be able to define and acquire the skills they need, and engage with tertiary education organisations on the focus and content of teaching and research.

To address skill shortages, high quality engagement between tertiary education organisations and the business community is essential. At the local and national level, individual tertiary education organisations will work closely with businesses, professional associations, industry training organisations and local authorities in their region to identify skills needs and respond to the future shape of the regional and national workforce. This will be particularly important for providers whose stakeholders include small to medium businesses who may find it difficult to devote time and resources to assessing tertiary provision alternatives.

Businesses need to provide better information on their medium term skills needs, and the tertiary system needs to offer a more rapid response in terms of programme design and timing. Increasingly flexible learning approaches, such as part-time options and links between institution-based and work-based learning, are also needed. These approaches will reflect the changing nature of work, with more people working, changing careers, choosing to combine work with other activities and moving around the country.

Industry training organisations will continue to build a strategic leadership role in this area. Industry training organisations are responsible for identifying future skill needs for the industries they represent and developing strategic plans to meet these needs. Tertiary education organisations, schools and the industries themselves will share ownership of the overall vision and training strategy.

“...labour market issues must be addressed using a ‘whole of government approach’, or even a ‘whole of economy approach’, which engages private enterprise in a meaningful way.”

Lincoln University

The tertiary education sector also has an important potential role in the government’s Sector Engagement Framework, which aims at facilitating growth in key clusters of industries. The first initiative under this framework is a taskforce for the food and beverages sector, which is one of the country’s fastest growing sectors and needs a more skilled workforce to support the shift towards high-value products. This will require educational strategies, alongside recruitment and retention initiatives, for both upskilling the existing workforce and attracting new highly skilled people into the sector.

2. Technical and trades skills

Achieving a highly skilled and high performing workforce also requires investment in technical and trades skills. Technological change has meant that many jobs increasingly require specialist and technical skills. For example, there is now a wide range of specialised jobs within the primary sector which includes agriculture, seafood, horticulture, and forestry. There is also a range of jobs in manufacturing and the service sector that require industry-specific, technical skills.

The tertiary sector has an important role in developing workforces with these higher levels of skills and knowledge. It needs to recognise the importance of technical and trade skills in planning their provision. This is a particular focus for polytechnics, whose core business includes:

- preparing people for first and subsequent vocations and jobs; and
- addressing the skill and knowledge gaps experienced by both individuals and companies, primarily in a regional economic and social context.

Tertiary education organisations need to strengthen their contribution to addressing skills shortages through close relationships with professional bodies and businesses, influencing both what is taught and how it is taught.

The government, business groups and the education sector will continue working to shift public perceptions of the value of technical and trades training, in order to fill skill and labour shortages.

The government will continue to invest in modern apprenticeships and industry training in these areas. It will be a priority for the relevant Industry Training Organisations along with polytechnics and other providers to arrange relevant and high quality technical and trades education and training.

3. Addressing education and health workforce needs

Education and health are essential social services. The tertiary education system has a key role to play in planning for and meeting the changing needs of both sectors.

Tertiary education organisations need to work closely with education sector planners to identify and resolve teacher supply and education workforce skill issues, to ensure that the calibre of the teaching force remains high and meets the increasing expectations that New Zealand has of its teachers.

There are increasingly diverse learners in early childhood settings and schools. Teachers need to be provided with the initial teacher education and on-going professional development that will enable them to effectively educate these diverse learners.

“What teachers know and do is the most important school-level influence on students’ learning.”

Making a Bigger Difference for all Students - Directions for a Schooling Strategy

In the next ten years, the challenges include:

- enhancing the quality of teaching and teacher education;
- providing career pathway options and the associated professional development and advanced qualifications for teachers;
- encouraging sufficient numbers of early childhood teachers to become qualified;
- better matching the number of teachers graduating with the reduced demand for primary school teachers at the same time as enhancing the quality of graduate entrants to the profession;
- ensuring a sufficient supply of qualified secondary teachers across all curriculum areas in all schools; and
- growing the supply of qualified Māori-medium teachers.

The delivery of health services is labour-intensive and dependent on a diverse range of skilled professional workers. Over the next ten to twenty years, demographic, technological and societal change will cause significant shifts in the nature of the health workforce New Zealanders need. As the population increases, its profile will change - there will be a greater proportion of over 65's and Māori, Pacific and Asian peoples. More health services will be delivered in the community rather than in hospital or institutional care. The tertiary sector will need stronger links with the providers of health services in order to be responsive to the changing demand for health services and the clinical and cultural skills necessary to ensure that health practitioners can work effectively in a variety of settings.

The Tertiary Education Commission, Ministry of Health, and health workforce employers will identify the likely make-up of the future health workforce and opportunities for tertiary education organisations to align the provision of health qualifications with expected future needs.

4. Improving language, literacy and numeracy across the adult population

OECD and other studies suggest that a high *average* level of skills in the working-age population is an essential factor in economic success. Thus, a strategy for increasing high-level skills has to sit alongside a strategy for lifting skill levels in the New Zealand population generally. The 1996 International Adult Literacy Survey indicated that up to 40% of New Zealanders needed to improve their literacy, numeracy and language competencies in order to meet the demands of modern life.⁸ It is essential that we raise the foundation competencies of New Zealanders, with emphasis on language, numeracy and literacy.

“...priority must be given to the proven advantage of integrating [literacy, numeracy and language] teaching with vocational and life skills teaching.”

TEI staff member

Language, literacy and numeracy are best taught in a context that motivates adults. At present, foundation learning provision is often marginalised and, while there are examples of good practice, there is a need to build capability and quality. Tertiary education organisations will:

- ensure that learners gain the literacy, numeracy and language skills needed for success in a wide range of programmes of learning;
- integrate appropriate support for the literacy, numeracy and language demands faced by learners into the teaching of their courses;
- employ and develop qualified tertiary teachers who can offer specialist support and guidance to their colleagues on incorporating literacy, numeracy and language into programmes; and
- develop a culture of effective practice for literacy, numeracy and language where evidence, experience, tools and resources are shared in order to meet the real life motivations of adult learners.

Over the period 2006-2010, new funding mechanisms will be introduced to ensure that:

- language, literacy and numeracy can be taught to a high standard in any tertiary education setting, whether vocational, academic, work-based or community/family based; and
- all language, literacy and numeracy support is quality assured and delivered by high quality trained and experienced tutors.

⁸ Around one in five adults in New Zealand were at the lowest measured level of literacy. It should be noted that New Zealand's results were broadly comparable to other OECD countries. New Zealand is taking part in a new international survey in 2005, the Adult Literacy and Life Skills Survey (ALL), which will provide an update on the 1996 IALS survey.

5. A stronger focus on research that is relevant to New Zealand's economic and social priorities

It is essential that tertiary education research is of value to our economy, develops our intellectual capital, enhances our understanding of ourselves as a nation and contributes to scientific and cultural understanding.

For areas of significance to New Zealand's development where there is either no research capability or the research is weak, the government will provide support in order to build the capability needed. The sector will be consulted in 2005 to identify areas for investment.

Businesses and communities need to access insights from and utilise research that is relevant to them. The increasing role of the tertiary education sector in New Zealand research provides a good opportunity to develop a broad range of mutually beneficial relationships aimed at both advancing research and its applications. The full benefit of research carried out in tertiary organisations needs to be captured by communicating new knowledge to businesses and communities that could use or apply it in various ways.

"Our research strategy acknowledges our location in the heartland of New Zealand's dairy and forestry industries and the need for innovative research, in collaboration with other research providers, to add value to the output of our primary industries."

Waikato University, Charter

Much tertiary research is already focused on economic and social development objectives, in particular that funded through the Foundation for Research, Science and Technology and social and business agencies. Patenting and access to external research grants will increase, as will collaboration between tertiary education organisations and independent research institutes. There will continue to be a high level of international collaboration, and the amount of funding from external contracts will increase. Tertiary education institutions will also need to balance the gains to be made from commercialisation of intellectual property with the associated financial and strategic risks involved.

To build the tertiary education and research workforces of the future, we need to engage more of the growing number of people completing research-based post-graduate degrees in employment in New Zealand. Better co-ordination between tertiary institutions, Crown Research Institutes and the private sector will improve career prospects for researchers in New Zealand, through expanded opportunities to undertake advanced and applied research. New Zealand tertiary education researchers have excelled in the international research community, and through co-operative links, opportunities for people to take part in research exchanges could also be improved.

The tertiary system needs to find, and be open to, further opportunities to foster the application of new knowledge throughout the economy.

6. Strengthening Māori development

Strengthening Māori development is a national priority both because of the importance to the economy and its importance to the development of Māori communities and asset-base.

Many Māori communities are well advanced in articulating their development strategies, including in relation to managing and developing traditional assets such as land holdings and fisheries. Given that growing the skills, knowledge and strengths of people is an essential component of Māori communities' strategies, tertiary education organisations need to work with Māori whānau, hapū and iwi to identify how tertiary education and research can contribute towards these goals.

An example of a successful partnership based on mutual trust and support for Māori learners is Turanga Ararau based in Gisborne, the tertiary education organisation of Te Rūnanga o Tūrangānui ā Kiwa, which was established to provide and promote the skills, knowledge and qualifications to enable iwi to manage, advance and control their economic and cultural resources.

Strong partnerships between Māori communities and tertiary education organisations will be critical in contributing to the achievement of economic aspirations. Areas for tertiary education to contribute to skill development are likely to include governance, management and skills at all levels that enable Māori to capitalise on development opportunities. Education and training for the trades, technical skills and professions at all levels will remain a high priority for Māori.

Close working relationships between Māori and tertiary education organisations will be crucial in better identifying and delivering the particular skills and knowledge needed to make the most of economic development opportunities.

Nurturing and delivering comprehensive, high quality Māori language and content provision will remain a focus. The tertiary education sector also needs to increasingly work with Māori communities on research areas important to their development, and on ensuring knowledge transfer from existing research that is relevant to the needs of Māori communities. It is also vital that Māori participate in the full spectrum of research activity, so that they can contribute to all sectors of the economy.

"...three particular goals have been highlighted as relevant to Māori: enabling Māori to live as Māori, facilitating participation as citizens of the world, contributing towards good health and a high standard of living. While education by itself will not be able to achieve those goals, it is able to make a highly significant contribution to each of them."

A Framework for Considering Māori Educational Advancement, Mason Durie

7. Meeting the development aspirations of Pasifika

For Pasifika communities to thrive, it is important that achievement by Pasifika learners continue to increase across the spectrum of tertiary education qualifications.

A major concern, reinforced by recent research, is that Pasifika learners are concentrated in certificate and diploma level courses which have a lower associated earnings potential. Tertiary education organisations need to focus on improving participation by Pasifika students at higher levels of study in order to secure Pasifika representation at all levels of the workforce and the economic advancement of Pasifika communities.

Tertiary education organisations need to develop stronger links with Pasifika communities, working with them to improve Pasifika student success and target specific areas of development need.

All tertiary education organisations will be developing strategies to deliver to the needs of Pasifika learners and communities. Given the high concentration of Pasifika communities in the region, it is essential that Auckland tertiary education organisations build strong networks and effective models of tertiary education that address the key retention and achievement issues for Pasifika learners. These will also need to be well integrated into parallel initiatives in the secondary school system.

The Manukau Institute of Technology is working with local churches and their Pasifika congregations in a community education outreach programme, the Otara Future Learning Village. The initiative focuses on subjects that contain foundation skills, and classes are located at churches, utilising the Institute campus when extra facilities are needed. A key to the success of the venture is community ownership, and the institute has worked with church ministers as well as directly with the congregations and local Pasifika community groups to determine learning needs.

III Enabling learners to access excellent and relevant tertiary education, and progress to higher levels of study and achievement

Successful participation in tertiary education brings immense benefits to many New Zealanders, and participation has increased markedly in recent years. There are some people, though, whose contact with the system bears little fruit.

We want participation to lead to achievement, and on to higher levels of study. Making participation count by improving outcomes for all learners is a key aim of the Tertiary Education Strategy.

This change will stem from higher quality tertiary teaching, increased understanding of how to develop the key competencies essential for all New Zealanders, and in particular from higher literacy, numeracy and language skills. Participation should be on the basis that achievement is an expected or probable outcome.

This section emphasises the need for better learning outcomes for a diverse range of learners at all levels, and forms the third set of priorities for 2006-2007:

Priorities	<i>Link to Tertiary Education Strategy 2002 - 07</i>
1. improving learning outcomes	<i>All strategies</i>
2. Māori participation and outcomes	<i>Te Rautaki Mātauranga Māori – Contribute to the Achievement of Māori Development Aspirations (Strategy Two)</i>
3. Pasifika participation and outcomes	<i>Raise Foundation Skills so that all People can Participate in our Knowledge Society (Strategy Three); and Develop the Skills New Zealanders need for our Knowledge Society (Strategy Four)</i>
4. improving youth transitions	

1. Improving learning outcomes

Analysis of the cohort of learners entering full-time tertiary study in 1999 showed that approximately 40% percent completed a qualification by 2003, 10 percent were still studying and around 50 percent withdrew without completion.⁹ Funding effectiveness was one of the drivers behind the tertiary reforms, and tertiary education organisations will work to increase the effectiveness of their teaching and learning.

An important priority for 2006-2007 will, therefore, be managing access and improving learning outcomes from the learning process. This means:

⁹ Profile and Trends 2003. It is important note that:

- many people start a qualification and leave without finishing either because they have passed some courses and achieved their learning objectives or because they have found a job; and
- New Zealand has a high proportion of part-time students, who take longer to complete than full-time students.

- improving the connection between the tertiary education sector and the rest of the education system to help school leavers move into appropriate tertiary education;
- ensuring that learners make informed choices, based on accurate factual information about course options and career paths. Tertiary education organisations will assess the capability and motivation of learners and steer them to programmes where they will gain the most;
- building and sustaining a learning culture within tertiary education organisations which better encourages success for the diversity of learners, be they mature students, Māori and Pasifika learners or those from family backgrounds in which tertiary study has not been a strong feature;
- assisting learners at key transition points during the educational process, such as consideration of further options, response to negative experiences, and assessment of post-graduate options; and
- involving businesses and community groups who can contribute to the process of shaping programmes of study to ensure relevance to the future needs of New Zealand.

These improvements to access will benefit a wide range of learners. In particular, tertiary education organisations will need to focus on improved participation and achievement by Māori and Pasifika learners at higher levels of study and in ways that will enable achievement of their economic and social aspirations.

2. Māori participation and outcomes

Tertiary participation amongst Māori has been growing at very rapid rates, as evidenced by the growth in enrolments at wānanga and polytechnics, particularly at certificate level. Tertiary education organisations need to work with Māori stakeholders to ensure that this momentum shifts to higher levels of learning and achievement across the full spectrum of qualifications, including research-based postgraduate study.

"Each iwi and Māori organisation has different expectations and priorities. The ongoing challenge ... is to respond through a range of activities. A different approach [is needed] to ways of relating and thinking, with face-to-face relationship management and a discussion-based approach and taking time to build confidence, respect, trust and dialogue."

Māori participation rates at degree level are still lower than those of non-Māori. Māori are enrolling in research degrees more than they did in the past, but they are still under-represented compared to the total student population. Continuing to improve participation and achievement in research-based study needs sustained attention.

Statement of Intent, Ministry of Education, 2003-08

Providers need to work with Māori stakeholders to improve participation at higher levels, in particular developing effective pathways for those who have begun to engage in tertiary education through certificate level programmes. This will include polytechnics, wānanga and private training establishments developing effective stair-casing arrangements with other

providers, particularly universities. There also needs to be support and encouragement for Māori students to move from school into tertiary study at all levels.

Māori students have lower retention and completion rates at degree level and above than non-Māori students. Tertiary education organisations need to provide appropriate support, such as mentoring, organised peer group support and advice on subject choice, to ensure that Māori students can stay in study and succeed.

Tertiary education organisations will also be identifying the subject areas where Māori have been particularly underrepresented and providing additional support to improve participation, retention and completion, especially in higher level qualifications. It is vital to New Zealand's future economic, social and intellectual development that Māori participation in tertiary education occurs in all subject areas particularly those providing pathways into the full range of careers throughout the economy.

“This signals a shift in emphasis from equitable Māori participation towards high Māori attainment. Considerations of equity and participation remain important, but attainment will be measured less by the numbers of enrolled students and more by the numbers who graduate with high grades, postgraduate qualifications and academic honours”.

*Massey University Charter
30 September 2003*

3. Pasifika participation and outcomes

The proportion of Pasifika students in tertiary education had increased to 6% of the total student population by 2003. While 43% growth in participation by Pasifika students since 1999 is significantly above that of non-Pasifika students they are under-represented at all levels of study, particularly at research degree level. Pasifika students also have the lowest retention and completion rates of any group.

A key focus for providers needs to be on supporting Pasifika students to remain in and succeed in their studies at all levels including research degrees and continuing to improve the participation of Pasifika students at degree level and above.

Research undertaken in 2002 also found that an important influence for success for Pasifika students was the level of support from family, teachers, community and peers.¹⁰ This indicates the importance of pastoral as well as academic support, and of looking beyond the tertiary education system, to what is happening in schools and communities to support Pasifika tertiary students to achieve.

Of prime importance is the development and implementation of curriculum pathways which facilitate a smooth transition for students from secondary to tertiary study.

*Manukau Institute of Technology
Charter*

Providers will, therefore, focus on providing learning environments and pathways that reflect the needs and circumstances of Pasifika learners (including recognition of the different Pacific ethnic communities) and provide opportunities to advance in all subject areas.

¹⁰ Pacific Peoples and Tertiary Education: Issues of Participation report 2002. A Pasifika tertiary education resource was developed for potential Pasifika learners, families and communities in 2003 in response to this

4. Improving Youth Transitions

New Zealand needs improved transitions for young people in line with the goal that, by 2007, all 15–19 year olds will be engaged in education, training, work or other options that lead to long-term economic independence and well-being. Participation rates in both secondary and tertiary education for our 15-19 olds are lower than the OECD mean. Proportionately fewer students are going into tertiary education straight from school, and tertiary education organisations need to do more to attract these learners at the outset.

The goal requires schools and tertiary organisations to work together on improving career advice and pathways for secondary students, providing more support for school leavers. Tertiary education organisations need to work more with schools to broaden young peoples' expectations of what they can achieve in tertiary education, and the opportunities that tertiary education opens up.

*"MAYORS TASKFORCE: FROM GOALS TO
GUARANTEES*

The Mayors have re-affirmed their commitment to continue working towards the "zero waste of New Zealanders" and have changed their specific vision to include working for a "youth guarantee" that all young New Zealanders under 25 years be in paid work, in training or education, or in useful activities in our communities.

Mayors' Task Force for Jobs

IV Enhancing capability and information quality in the tertiary system to support learning, teaching and research

The Tertiary Education Strategy 2002-2007 included a focus on ‘strengthening system capability’ and, in the first phases of the reforms, this involved creating and strengthening new structures and processes. For the period of this STEP, the focus will be on two important elements of system capability:

Priorities	<i>Link to Tertiary Education Strategy 2002 - 07</i>
1. capability for quality and relevance	<i>Strengthen System Capability and Quality (Strategy One)</i>
2. quality information and analysis	

1. **Capability for quality and relevance**

The tertiary sector operates in an environment characterised by complex demographic, technological, commercial and social forces. The charters and profiles process has encouraged tertiary Councils, boards and management to consider more closely the particular strengths and contributions of their organisation and the needs and priorities of the communities they serve.

The focus of capability development in tertiary education organisations must be to support and improve the excellence and relevance of their teaching, learning and research. This includes effective support for learners and monitoring their achievement.

Current challenges include:

- a much stronger focus on external stakeholder relationships; and
- a shift in emphasis away from participation towards course and qualification completion, stronger learning pathways and quality learning outcomes.

The shift towards greater differentiation and specialisation among tertiary education organisations will deliver education and training that is both high quality and relevant to New Zealand’s needs. That shift also creates difficult choices for tertiary education organisations in the interests of more and better teaching, learning and research. They will decide between new and established courses after careful analysis of institutional capability, comparable provision across the tertiary sector and the demands of external stakeholders. They will also think innovatively about delivery options and teaching approaches that enhance the quality and relevance of educational provision, including an emphasis on effective pathways and transitions.

“Like other polytechnics and institutes of technology, we focus on delivering technical, vocational and professional education.

....Our emphasis is on student-focused teaching, rather than research. We encourage students to build from lower qualifications to higher ones, and seek to provide appropriate staircases where possible.

*Tai Poutini Polytechnic Charter
29 August 2003*

All of these developments will place increasing pressure on their governance and management to strengthen their capability and focus on the achievement of learners and the needs of the stakeholders they serve.

Tertiary Councils, boards and senior management will work towards achieving a sustainable mix of educationally sound provision of increased relevance to national development goals and adaptable to future change. They will build educational programmes and supporting activities, which achieve the goals and expectations of their charters, and enhance the integrity and reputation of the institution.

The Tertiary Education Commission is leading a strategic review of the tertiary education workforce, to identify initiatives to ensure that the workforce meets the future needs of the reformed tertiary education system. The involvement of key stakeholders and sector members in the tertiary education workforce review is essential.

We will be looking to tertiary education organisations to:

- take a sector-wide view in planning new educational provision and assessing their overall portfolio of provision. This includes seeking to build on their areas of strength, rather than, for example, duplicating courses already available through other providers; and
- ensure they have high quality strategic planning and business planning processes.

Tertiary education organisations and the central education agencies will need to work together to build the capability of learners, businesses and other stakeholders so that they can articulate their skill and knowledge needs clearly and so that tertiary education organisations can reflect those needs in their planning.

The challenges face not only tertiary education organisations. The Tertiary Education Commission, New Zealand Qualifications Authority, Career Services, and Ministry of Education need to develop new approaches and systems to support tertiary organisations and learners, without placing unnecessary compliance burdens on them.

2. Quality information and analysis

The tertiary sector and stakeholders need the best available information and analysis if they are to respond to New Zealand's economic and social goals.

Tertiary education organisations will continue to provide regular and valuable data through the Single Data Return and other statistical returns, which will provide sector-wide information to inform their planning and that of the central education agencies. Tertiary education organisations will increasingly use this sector-wide information to better align their activities with the Tertiary Education Strategy.

The University regards cohesive plans and effective management policies as crucial for achieving excellence. The accurate, timely and efficient collection, reporting and dissemination of information and data assist planning and decision-making.

University of Auckland Charter

This will continue to create the information-rich environment which is needed to aid better decision-making and planning from a system perspective focussed on the achievement of national goals. For example:

- tertiary education organisations and central education agencies will work to make more strategic use of internet-based technology in the tertiary sector¹¹;
- students and employers will be making use of the Career Services' high-quality advice and information in planning their learning and skills needs;
- greater use will be made of the New Zealand Qualification Authority's register of quality assured qualifications and information on quality assurance. This will include the summary of each private training establishment's most recent audit report, details of their audit cycle and other contextual information that will be published on the Qualifications Authority's website; and
- providers and stakeholders will continue to use the Ministry of Education's research and statistical reports, such as Profile and Trends and the Tertiary Education Strategy Monitoring Report, which will provide a greater depth and breadth of trend information.

The size and value of these datasets will grow over time – tertiary education organisations and the central education agencies will continue to develop ways to fully explore their potential.

There will be further work to provide high-quality overview information and analysis. The aim is to enable employers, learners and other stakeholders to work more effectively with tertiary education organisations to achieve their long-term goals.

¹¹ Networked to Learn: an introduction to the Tertiary Information Strategy, Ministry of Education, 2004

V Conclusion

This STEP reinforces the key message of the Tertiary Education Strategy – it is essential for New Zealand’s economic and social development goals that the quality of teaching and research improves and is better connected to business and communities.

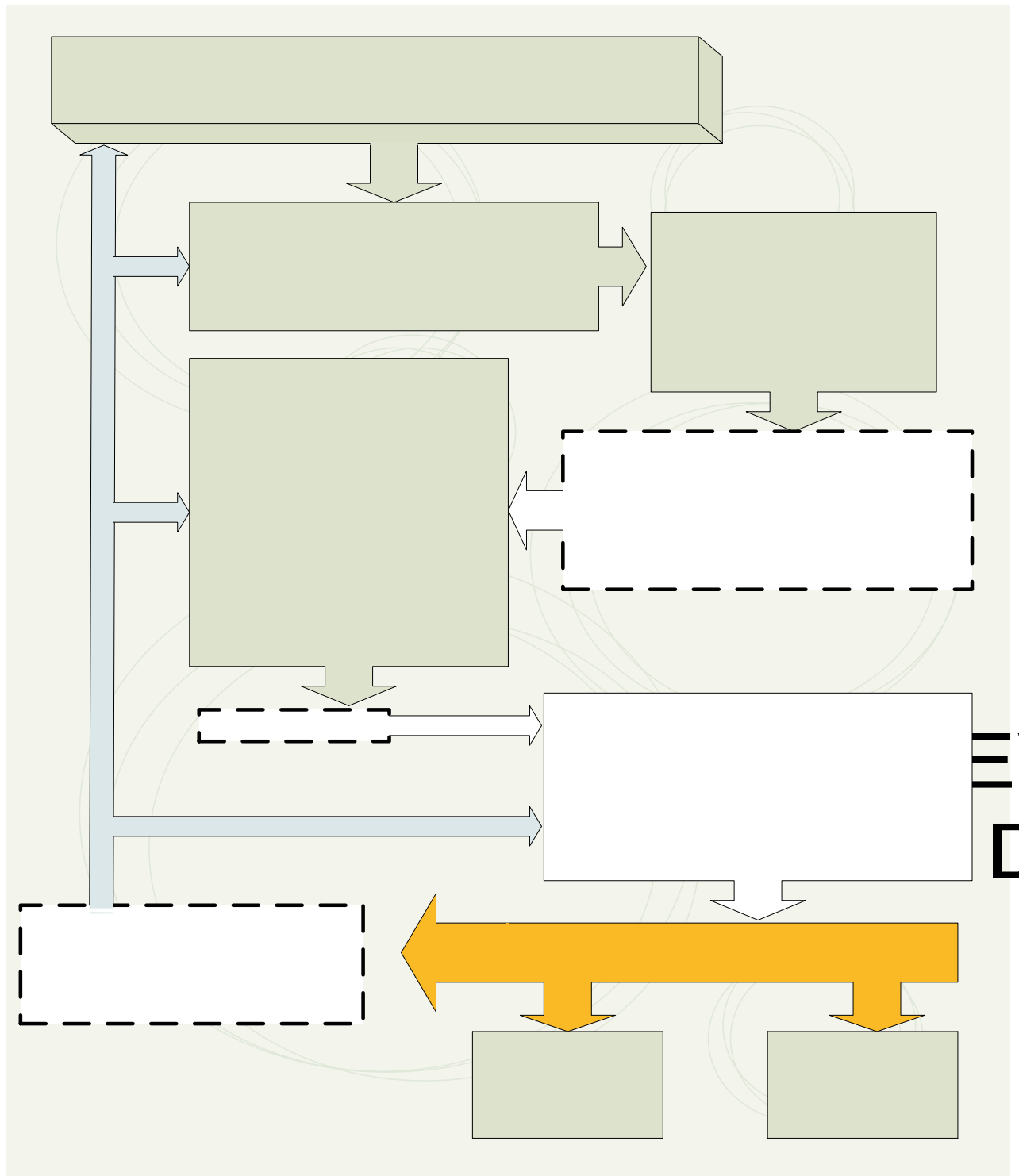
To secure best value from the public investment in New Zealand’s tertiary education, we are emphasising the quality and relevance of tertiary education provision. This STEP is about making participation count by improving learner achievement and progression to higher levels of study.

We will be increasingly focusing on raising the performance of the tertiary system. This requires increased commitment by tertiary education organisations to:

- take responsibility for, and actively work to improve, the quality of their teaching to ensure that all learners gain the best value possible from their participation in tertiary education;
- ensure that learners access excellent education and training that is relevant to their needs, to those of employers and community groups and to New Zealand’s broad national goals, and that learners increasingly progress to higher levels of learning and qualifications; and
- enable their knowledge, teaching, and research activities to better support innovation in all aspects of New Zealand life and the social, economic and intellectual development of New Zealand;

along with a similar commitment from central agencies to focus on ensuring quality. The preparation of profiles for the periods 2006-08 and 2007-09 will reflect the priorities set out in this STEP. Its priorities require a range of responses and culture shifts needed for a more outwardly focused and responsive tertiary education system. Progress has been made on building capability in the system to deliver on the Tertiary Education Strategy. Now it is time to see the improvements in excellence, relevance and access that will mean New Zealand has the skills and knowledge to take us into the future with confidence.

Appendix: How the Statement of Tertiary Education Priorities fits in



Chronology of key reforms of the New Zealand tertiary education system

1970 - 1989	<p>Before the reforms:</p> <ul style="list-style-type: none"> ▪ The universities were regulated through the University Grants Committee (UGC). The UGC managed the system's accountability to government and allocated government funding to universities under a quinquennial system, using the equivalent full-time student (EFTS) as a funding metric. ▪ While the universities funding was received as a bulk fund, the government controlled major capital investments. ▪ The management of the institutes of technology and polytechnics and colleges of education was closely controlled by the Department of Education. ▪ Tuition fees were low and much of the fee was paid through the student support system. ▪ A tertiary grants system supported students' living costs.
1989 – 1990	<p>The first round of reforms:</p> <ul style="list-style-type: none"> ▪ The Education Act 1989 was enacted – setting the statutory framework for all tertiary education. The UGC and the Department of Education were abolished. The Ministry of Education and NZ Qualifications Authority (NZQA) were created. ▪ All tertiary education institutions (TEIs) were given autonomy. Councils had a governance role, with chief executive responsible for management. ▪ Funding was delivered to all as a bulk fund, using EFTS as the metric, with the amount of funding dependent on the number of EFTS in different funding categories. The principle of equal funding for similar courses underpinned the funding system. TEIs had control over their capital spending. ▪ Quality assurance responsibilities were split between the NZQA and the NZ Vice-Chancellors' Committee. ▪ Awarding of non-university degrees was permitted. ▪ The standard tertiary fee was created. ▪ The tertiary grants scheme was replaced by student allowances – with targeting on the basis of parents' income for those under 20 years. ▪ TEIs were free to enrol international students on a full-cost-recovery basis.
1991 - 1992	<p>The second round of reforms:</p>

	<ul style="list-style-type: none"> ▪ The standard tertiary fee was abolished, with TEIs given the freedom to set their own fees, including the right to set fees with differences between levels of study and/or fields of study. ▪ Some limited funding was made available for private training establishments (PTEs). ▪ Targeting of student allowances was extended to the age of 25 years. ▪ The Student Loan Scheme was created. ▪ A moving cap on the number of EFTS places that could be funded was set. ▪ The Studyright policy was implemented – introducing funding differentials between students of different age groups. ▪ Industry Training Act was enacted - enabling industries to develop qualifications and implement work-based training arrangements that are responsive to the needs of industry.
1993 - 1998	Over this time, additional spending was put into funding additional student places. There was also a series of funding rate cuts. Fees rose in consequence.
1994	Publication of <i>Education for the 21st Century</i> a statement of the government’s strategy for tertiary education.
1995	The Ministerial Consultative Group was set up to examine tertiary education resourcing – and in particular, the issue of the balance of the public and private contributions to the costs of tertiary education.
1997 - 1998	The government developed a series of green and white papers on tertiary education. While many of the reforms proposed in these papers were never enacted, some of the changes were implemented – for instance, improved monitoring and improved information systems.
1999	<p>The third round of reforms:</p> <ul style="list-style-type: none"> ▪ The moving cap was lifted – funding in the TEIs became demand driven. ▪ At levels 3 and above, the funding of PTEs was put on a level footing with TEI tuition funding.
2000 – 2001	<p>The Tertiary Education Advisory Commission (TEAC) was established to map out a new direction for tertiary education.</p> <p>TEAC proposed:</p>

	<ul style="list-style-type: none"> ▪ The creation of a tertiary education commission – a new government agency to allocate government funding ▪ The creation of a tertiary education strategy and statement of tertiary education priorities to ensure better alignment of tertiary education with national priorities ▪ The system of charters and profiles to help the commission influence the direction of tertiary education organisations and to improve alignment with the strategy ▪ The separation of research funding from funding for teaching and learning
2000	<p>The government introduced fee stabilisation, providing extra funding in exchange to tertiary education providers in exchange for an undertaking to hold fees. Fee stabilisation remained in place for three years.</p> <p>The government also moved to write off the interest of student loans for those in study.</p>
2002	<p>Limits were placed on funding for PTEs.</p> <p>The first Centres of Research Excellence were established.</p>
2002 - 2003	<p>The fourth round of reforms:</p> <p>Amendments to the Education Act 1989 gave effect to many of the TEAC proposals, including the creation of the Tertiary Education Commission. The legislation also provided for the Performance-Based Research Fund and for fee and course costs maxima.</p> <p>The Tertiary Education Strategy 2002/07 was published.</p>
2003 - 2005	<p>Limits were placed on growth in some areas of tertiary education provided by TEIs.</p> <p>Government removes interest on student loan scheme borrowers for those that remain in New Zealand.</p>

The state of the play in tertiary education in New Zealand in 2005 – some key indicators

Introduction

1 This appendix describes the situation of tertiary education in New Zealand in 2004/5 by reviewing performance against a set of indicators.

2 The information in this paper is drawn from a number of reports produced and analyses conducted by the Ministry of Education. In particular, the paper draws from *New Zealand's Tertiary Education Sector: Profile and Trends 2004* published in December 2005 and from the first annual Tertiary Education Strategy (TES) monitoring report released in April 2005. It draws also from the OECD publication *Education at a Glance 2005*, and from earlier editions of that work. Other documents cited include several present and forthcoming Ministry of Education reports plus some research reports.

3 The information is presented in three parts:

- some contextual information, placing developments in tertiary education in a broader prospective context;
- some international comparisons;
- some analysis of trends in tertiary education, including some notes about the current strategic context of tertiary education.

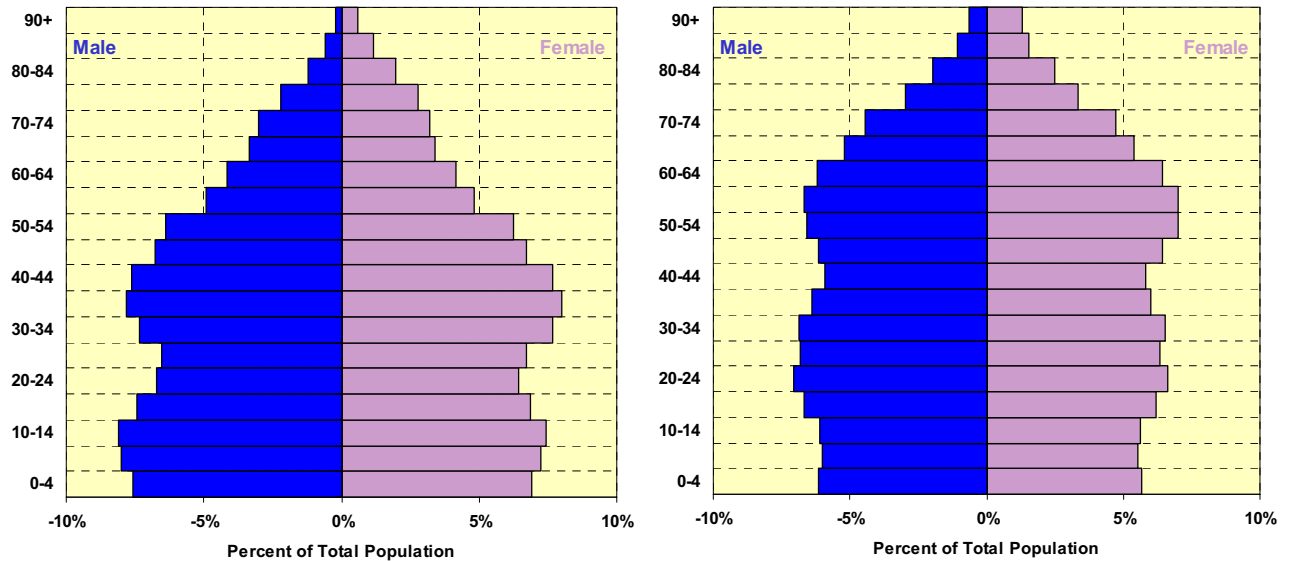
Part 1: The context – a changing population

4 The age-profile of the New Zealand population is changing. The pyramids below show the movement through the population of the increased birth cohort – the blip that occurred from the late 1980s to the middle 1990s. That birth cohort has begun to work through the tertiary sector.

Figure 1: Projected population age structure of New Zealand by gender

2001:

2021:



Source: Statistics New Zealand National Resident Population Projections Series 4 2001 Base - 2021: assuming medium fertility, medium mortality and long-term annual net migration of 5,000.

5 Changes in tertiary participation rates have driven the growth in enrolments in the past decade. In 1998, less than 9% of the population over 15 was enrolled in tertiary education at some time in the year. By 2004, this rate had risen to more than 14%. In the future, however, changes in the structure of the population will affect changes more strongly.

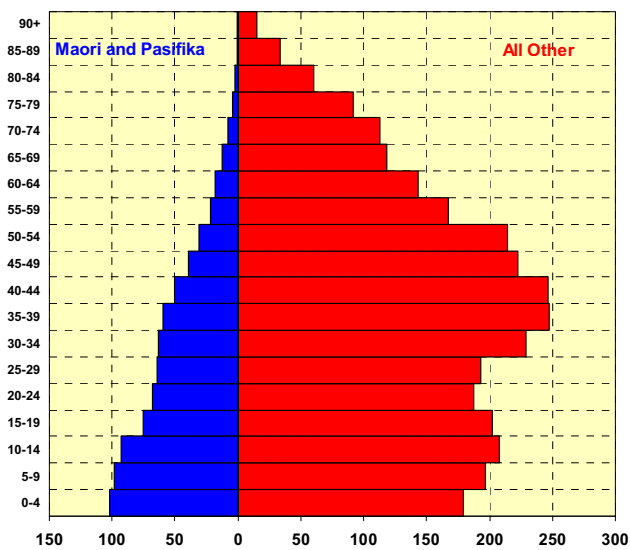
6 Participation by the older age groups has increased. In 2004, those 40 and over comprised 29%, up from 18% a decade earlier. Enrolments by those over 40 rose by over 220% between 1994 and 2004. One third of all growth in tertiary education in the last decade is attributable to the increased enrolments of older age groups.

7 In 1994, 3.0% of the population aged 40 and over was enrolled in tertiary education; by 2004, the rate was 7.5%. There has been a catch-up effect as a consequence of historical low participation, particularly as changing technology creates a greater need for life-long learning. And the wide disparities in achievement levels in the compulsory sector have created demand for certain forms of tertiary education.

8 The tertiary education population is changing in other ways too. The fastest growing ethnic group in the tertiary population in 2003 and 2004 was domestic Asian students. Māori and Pasifika peoples will comprise a growing proportion of young New Zealand and hence are likely to be a greater proportion of the tertiary population.

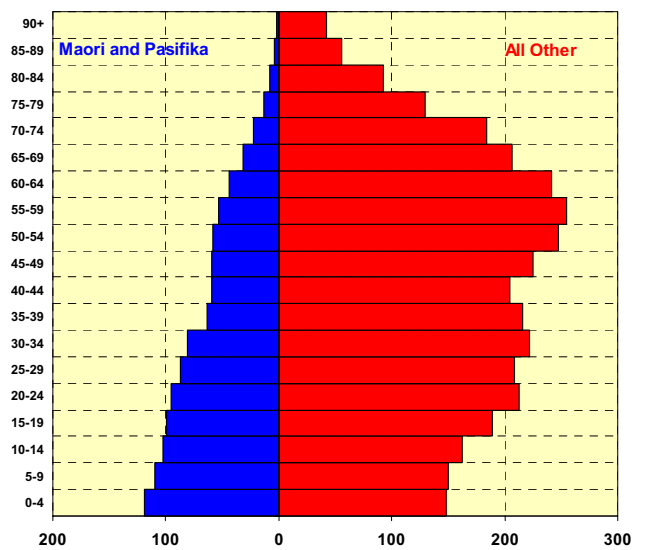
Figure 2: Projected age structure of combined Māori and Pasifika populations versus all others for years' 2001 and 2021

2001:



Population (000)

2021:



Population (000)

Source: Statistics New Zealand National Resident Population Projections Series 4 2001 Base - 2021: assuming medium fertility, medium mortality and long-term annual net migration of 5,000. Statistics New Zealand National Resident Maori Population Projections Series 6 2001 Base - 2021: assuming medium fertility, medium mortality, annual net migration of -2,500 and medium inter-ethnic mobility. Statistics New Zealand National Resident Pasifika (Prioritised) Population Projections Series 6 2001 Base - 2021: assuming medium fertility, medium mortality, annual net migration of 500 and medium inter-ethnic mobility.

9 While the student demography is changing, so is the geographical spread of the population. Growth is occurring in the south of Auckland, the Bay of Plenty and the Lakes District. While there groups in the student body that are highly mobile and that travel to attend providers, the changing make-up of the student population means that there will be places where and groups for whom demand pressure will be high.

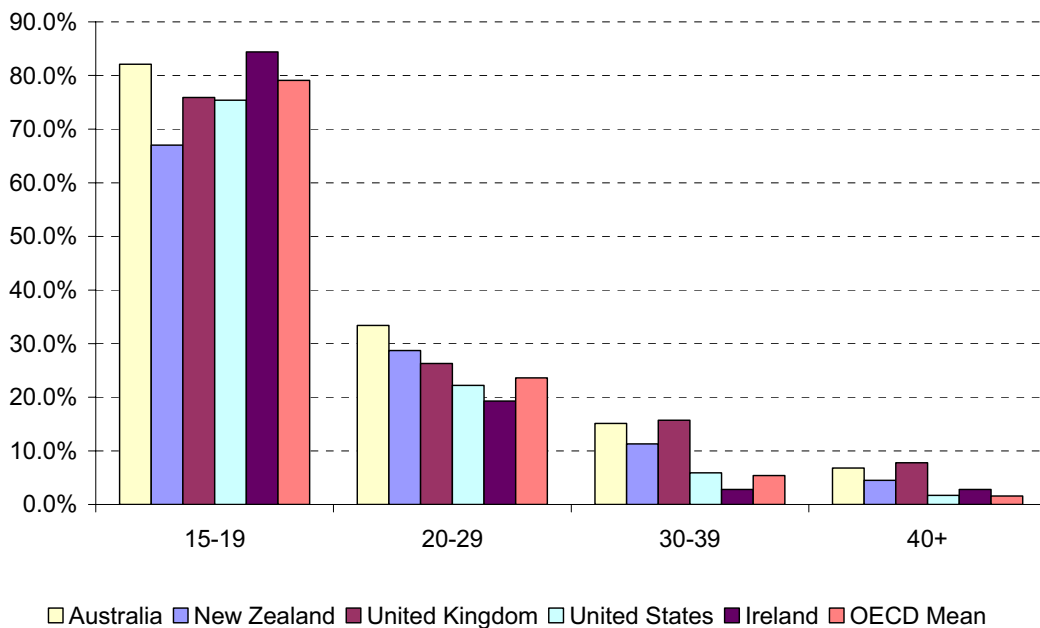
Part 2: Performance against international benchmarks

10 This section looks at how our system looks in relation to some of the key OECD benchmarks. It reviews:

- Enrolment rates
- Graduation rates
- The relationship between qualifications and income over time

11 Tertiary enrolment rates in New Zealand are ahead of those in other OECD countries in age groups over 20, but are lower than the OECD norm in those under 20. Enrolment rates in New Zealand are lower than those in Australia in every age band.

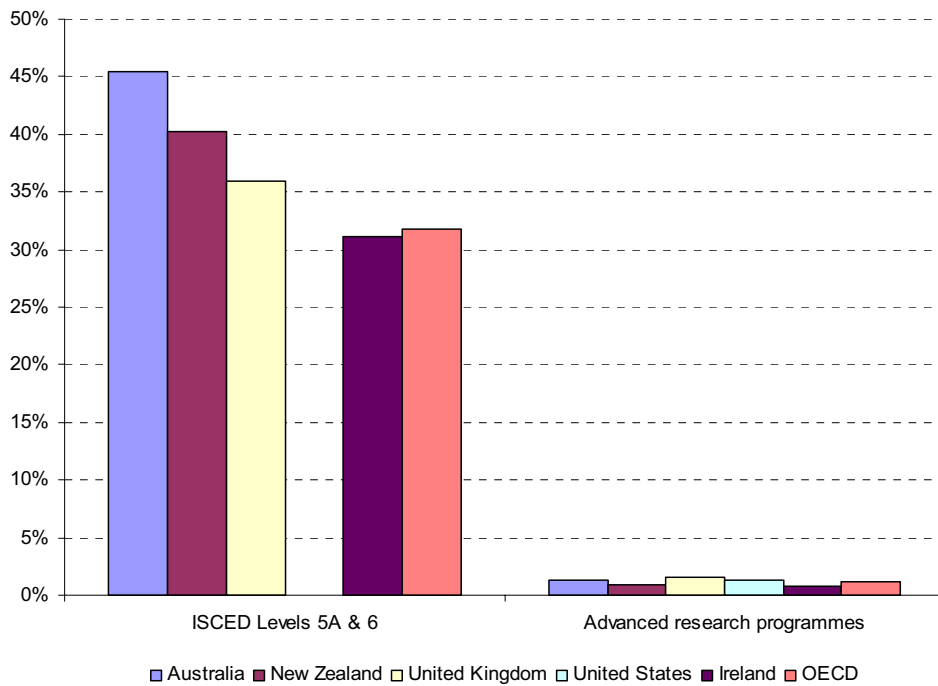
Figure 3: Enrolment rates by age band, selected OECD countries, 2003



12 The OECD uses graduation rate¹² as a measure of completion. New Zealand had a gross graduation rate in 2001 of 40% for tertiary type A programmes compared with a mean 2002 rate of 32% for those OECD countries for which information is available. The net graduation rate for advanced research programmes in New Zealand was 0.9% in 2002, slightly below OECD rate of 1.2%.

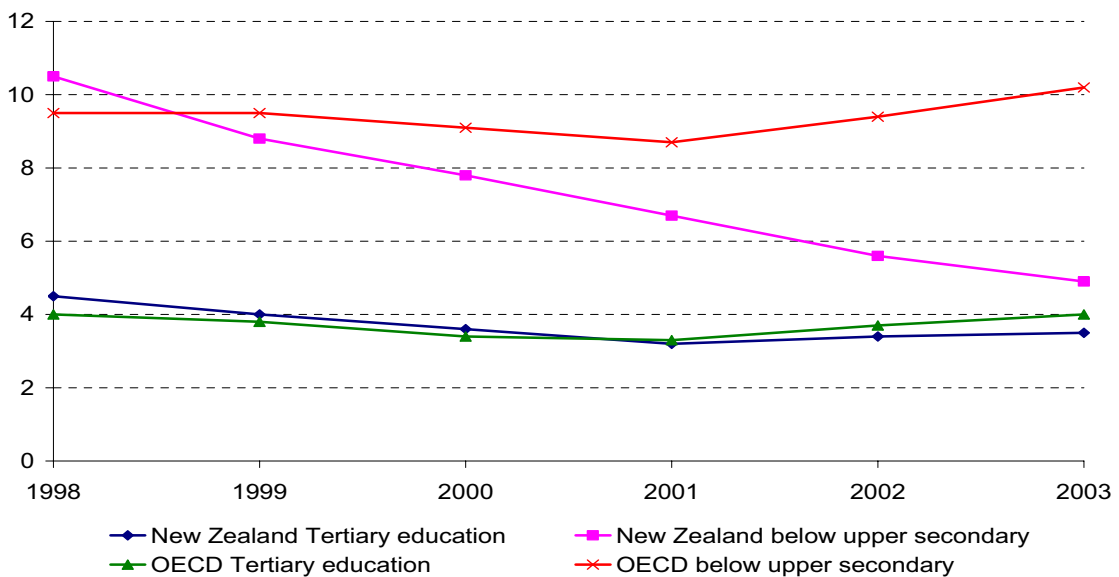
¹² The *gross* graduation rate is the number of graduates, of any age, divided by the population of the typical graduation age. The *net* graduation rate is the number of graduates is the sum of the number of graduates at each age, divided by the population of that age.

Figure 4: Graduation rates for selected OECD countries 2002¹³



13 The strong labour market in New Zealand has led to a reduction in the unemployment rate at all educational qualification levels since 1998. There has been a sharp fall in the unemployment rate of those with low educational qualifications (whereas, in the OECD as a whole, the unemployment rate in this group has risen). By 2003, those with low qualifications had an unemployment rate relatively close to that of those with tertiary qualifications.

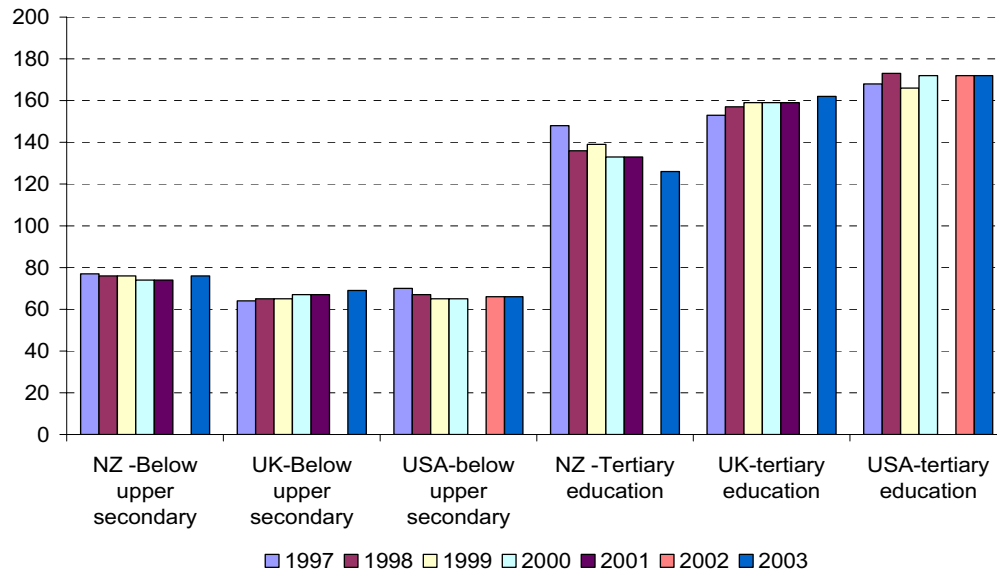
Figure 5: Unemployment rate by qualification level 1998 - 2003, New Zealand compared with OECD mean



¹³ ISCED level 5 represents study at diploma, degree, and postgraduate level (excluding doctorate). Level 6 represents doctorate level study. Level 5A represents more academically or theoretically-based study, while Level 5B represents more vocationally-oriented study.

14 New Zealand has less – and falling - variation in income by qualification level than many OECD countries.

Figure 6: Relative earnings over time in selected OECD countries – selected qualification levels, compared with completion of upper secondary education



15 As a result, New Zealand had one of the lowest returns to tertiary education in 2003. This reflects the low unemployment of those with low qualifications.

Part 3: An analysis of recent and emerging trends in tertiary education

Investment and affordability

Affordability for government

16 Government spending on tertiary education has risen sharply since 1998, when the decisions were made to raise the cap on enrolments and to fund PTEs on the same basis as TEIs. Growth in the wananga and in the ITPs shifted the balance of spending. Fee stabilisation and the indexation of funding rates have contributed to the expansion of funding.

17 In real terms, the growth in tertiary education expenditure reached something of a plateau in 2004/05.

Figure 7: Total government operating expenditure on tertiary education 1999/2000-2004/05

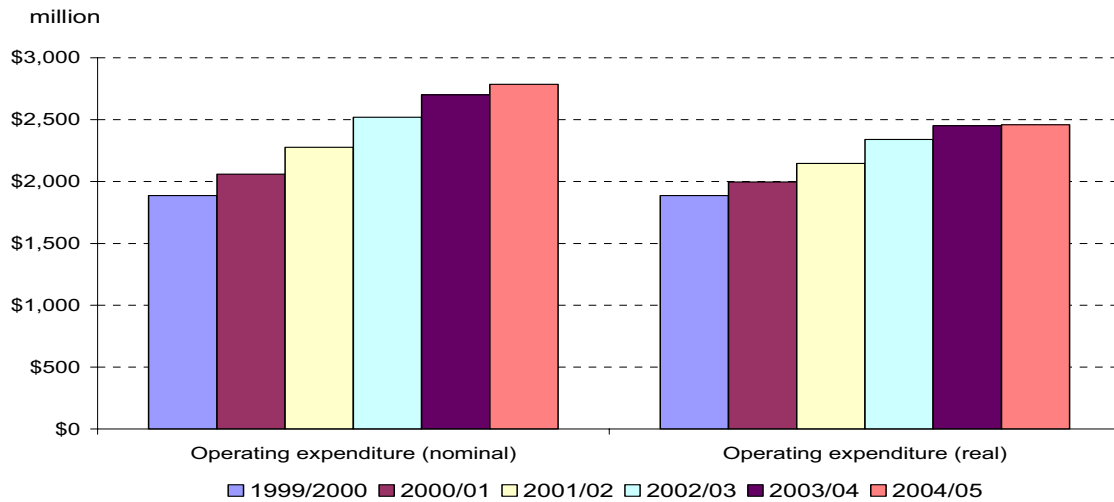


Table 1: Total government operating expenditure on tertiary education as a percentage of core crown expenditure and as a percentage of GDP 1999/2000-2004/05

	1999/2000	2000/01	2001/02	2002/03	2003/04	2004/05
Operating expenditure as % of core crown expenditure	5.5%	5.6%	6.0%	6.0%	6.5%	6.1%
Operating expenditure as a % of GDP	1.8%	1.8%	1.8%	2.0%	1.9%	1.8%

18 Trends in enrolments have shifted the balance of the enrolments (if not of expenditure) towards sub-degree programmes.

Figure 8: Domestic EFTS by qualification type 2000 and 2003

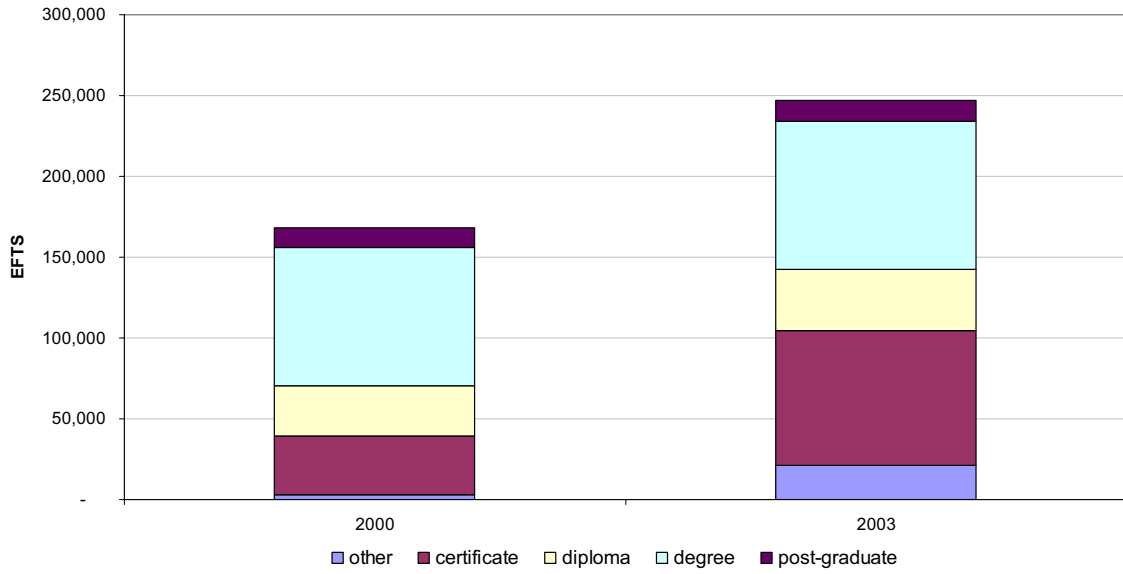
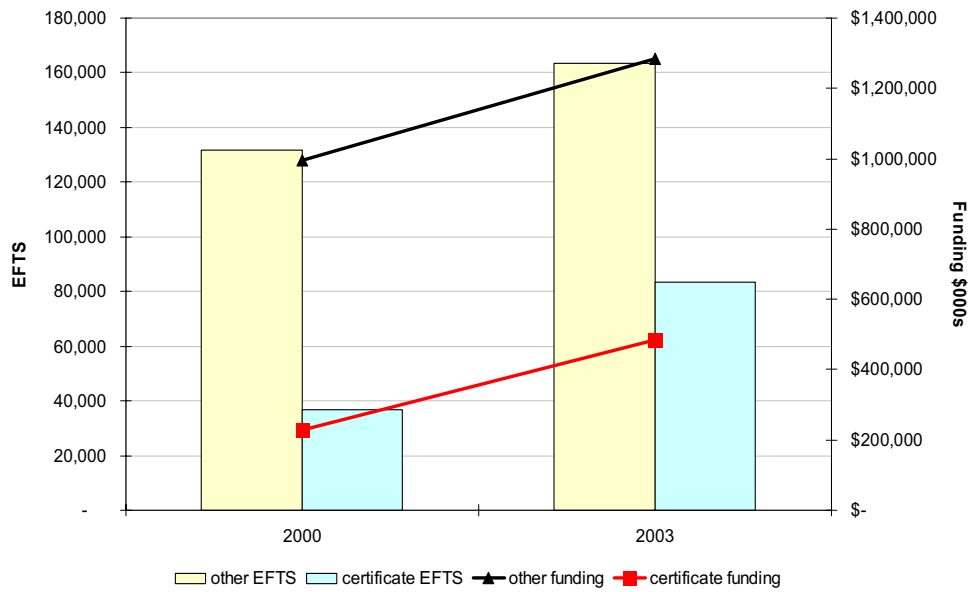


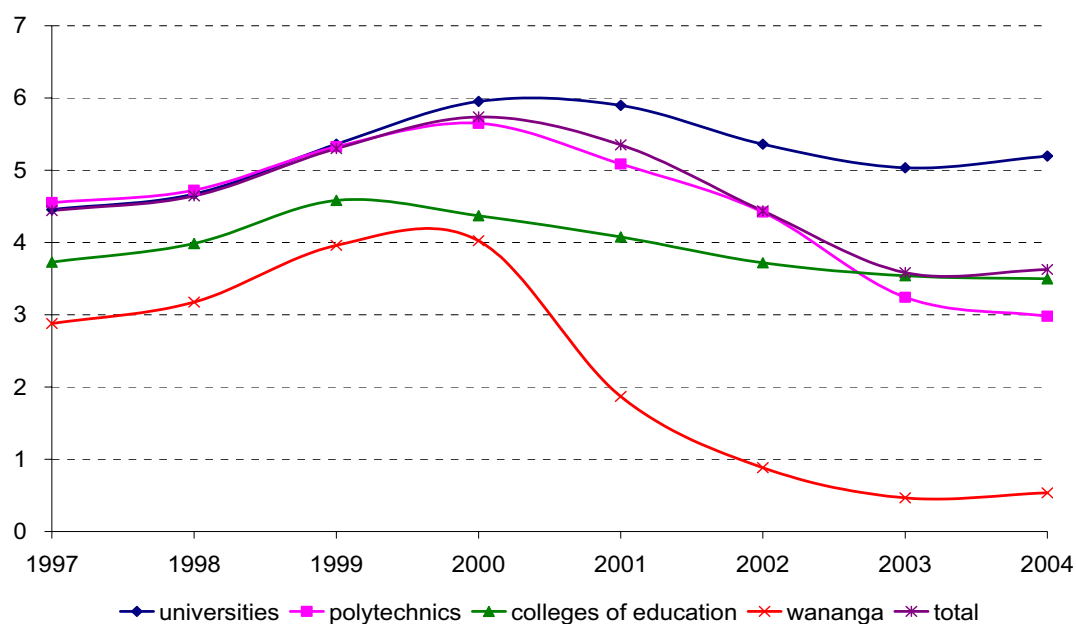
Figure 9: Changes in EFTS and funding between 2000 and 2003 – certificates vs all other enrolments



Resourcing trends

19 While the expansion of wānanga and sub-degree enrolments may have driven the recent increases in spending, so has funding rate growth. The key driver has been the focus of the government on affordability for students.

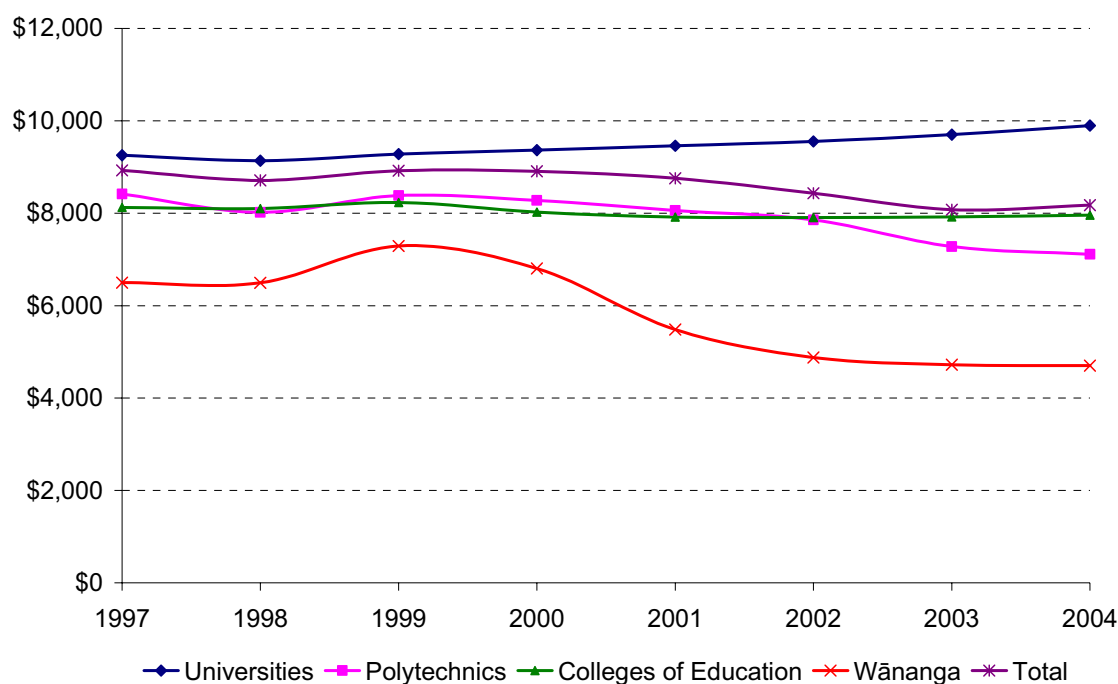
Figure 10: Average domestic fee at TEIs as a multiple of the average weekly income, 1997 - 2004



20 The student contribution to the cost of tuition rose from 27% in 1998 to 33% in 2000 but fell to 26% by 2004.

21 Adjusting for inflation, total tuition revenue – fees and funding - per EFTS in TEIs has declined since 2000.

Figure 11: Average combined tuition subsidies and domestic and international student fees per EFTS in TEIs by sub-sector in real terms 1997-2003



22 Fee discounting is a key factor in depressing unit revenue in the ITPs and wānanga. Considering the universities, however, allows the effects of current resourcing trends to be seen in the absence of the distorting effects of discounting – unit revenue has risen in real terms since 1998.

23 Unit revenue in the TEIs as a whole was also heavily influenced by the substantial growth in international students after 1998.

Participation

General

24 Between 2000 and 2004, the system was characterised by growth in participation, especially in certificate-level qualifications.

25 Over the last decade:

- The number of domestic students has increased by 82%, from 255,000 in 1994 to 455,000 in 2004. There were 505,000 students in all in 2004, including international students.
- Domestic EFTS rose nearly 70% from 148,000 in 1994 to 241,000 in 2004.
- The participation rate rose from 9% to over 14% of all New Zealanders aged 15.
- Degree-level EFTS rose by 7% while certificate-level EFTS rose by 120%.
- The participation rate in bachelors degrees and postgraduate qualifications has remained relatively constant since 1999 while the participation rate in certificates continued to rise.

Figure 12: Participation in tertiary education by domestic students 1994-2004

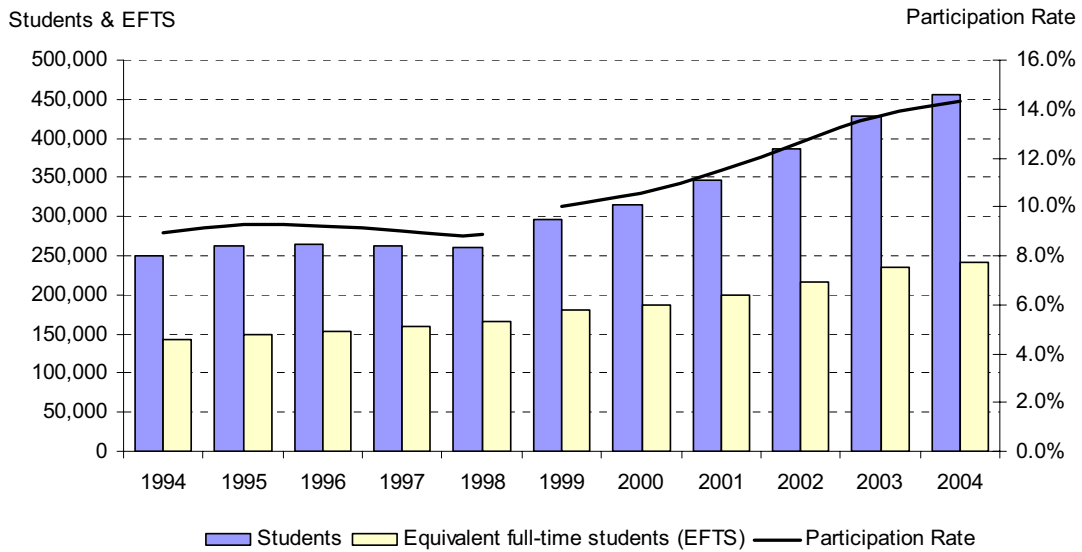
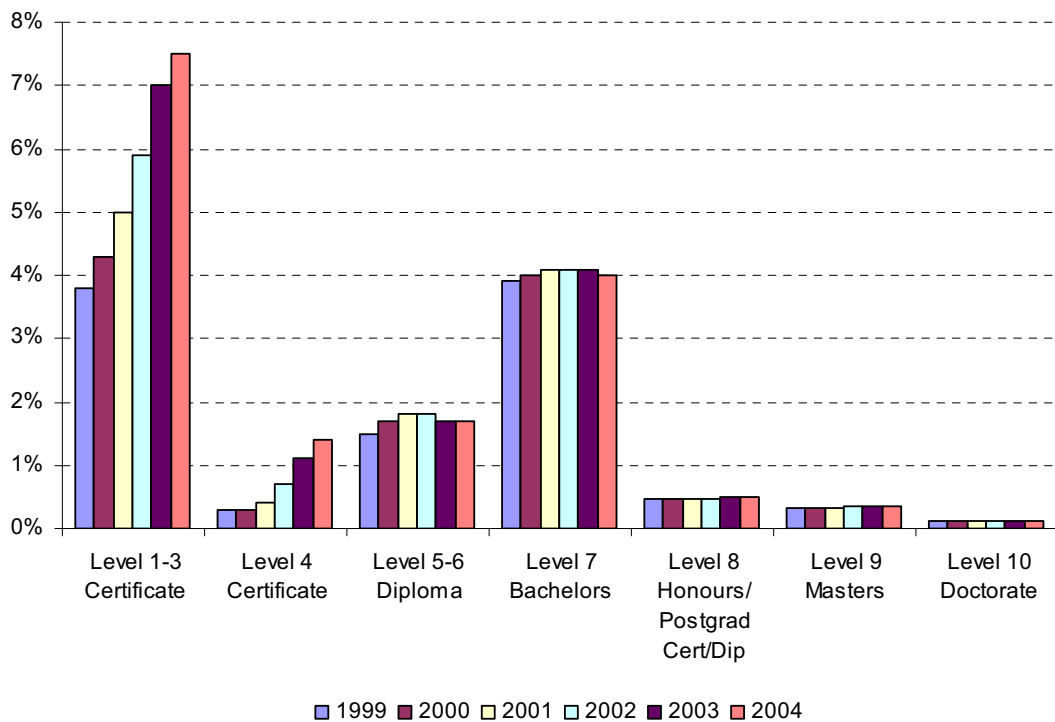


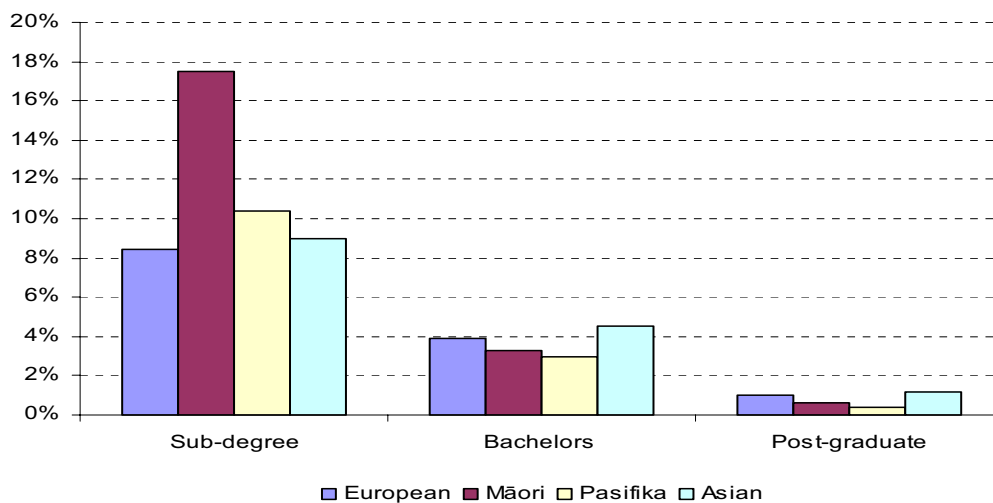
Figure 13: Participation rate, age adjusted, by qualification level 1999-2004



Participation - demographic factors

26 Māori have an especially high rate of participation - in particular because many older Māori are enrolled. While much of the enrolment growth among Māori has occurred at lower qualification levels and while the great majority of Māori are enrolled at the sub-degree level, in 2004, Māori enrolments at degree and postgraduate levels have risen significantly – faster than for the student body as a whole, meaning the gap is closing.

Figure 14: Participation rate, age adjusted, at each qualification level by ethnic group 2004



27 The number of domestic Asian students grew by 32% in 2003 and a further 20% in 2004. This group now represents more than one in 10 domestic tertiary students.

28 A significant proportion of growth has been among older students – those over 40 have contributed about a third of all growth in the last few years. In 1994, the average age of a tertiary student was 27.6, with 51% aged under 25. By 2004, the average age was 32.4 with 37% of students under 25.

29 The share of women in tertiary education has continued to increase, from 52% in 1994 to 59% in 2004. In 2004, 16% of all New Zealand women aged 15 and over were in tertiary study compared with 12% for men.

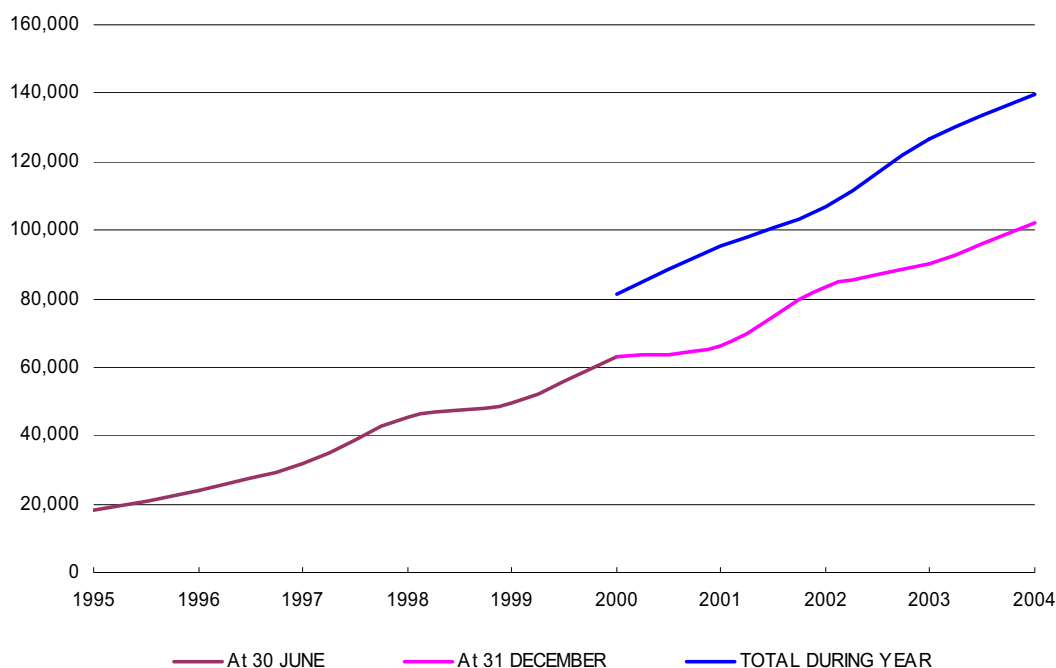
International students

30 International student numbers have grown sharply since 1998. Students from Asia make up a large majority of all international students. International students from European and American countries rose, while students from Pacific countries fell.

Industry training

31 There has also been continued growth in industry training, including Modern Apprenticeships, as a result of increased government funding and employer support for this area.

Figure 15: Trainees in industry training, 1995-2004

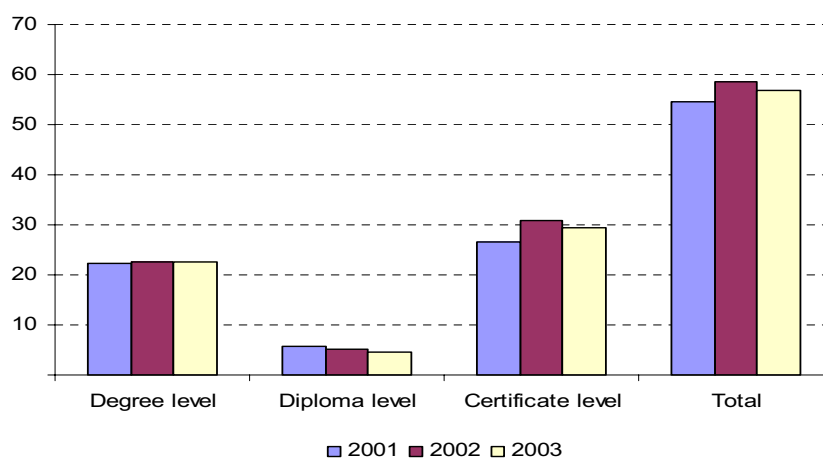


Progression

Progression – to tertiary from school

32 There has been a slight fall in the proportion of school leavers progressing directly to certificate study in tertiary education.

Figure 16: Percentage of school leavers going directly to tertiary education by level of study 2001–2003

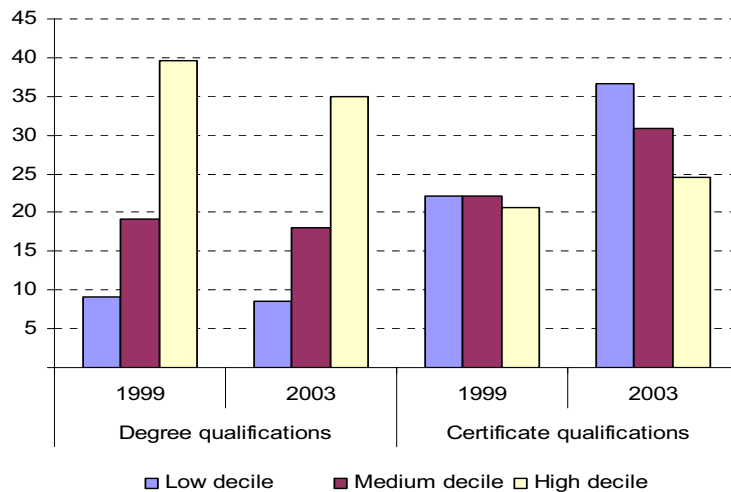


33 Progression directly to degree-level study from school has fallen between the leaving cohorts of 1999 and 2003¹⁴. Over the same period, progression to certificate-level tertiary

¹⁴ Despite the fact that the proportion of the cohort with an entrance to university qualification was higher in 2003 than in 1999.

study has risen, as that area of provision has expanded in the tertiary sector. There is a higher incidence of transfer to degree study from higher decile¹⁵ schools.

Figure 17: Percentage of school leavers proceeding directly to tertiary education by school decile band and tertiary qualification level, 1999 and 2003



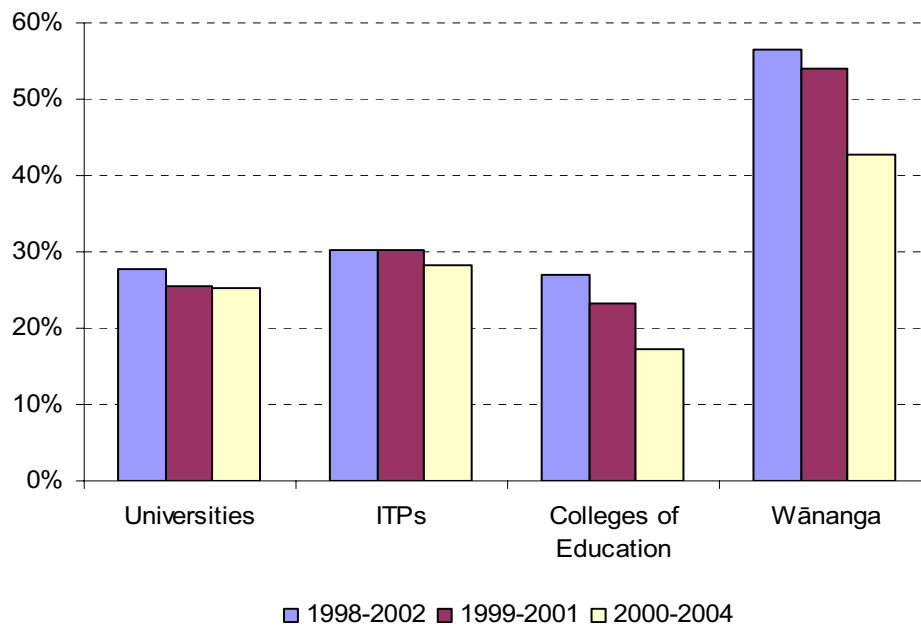
34 It needs to be noted that, when one controls for the level of school attainment, transfer to degree study is not strongly associated with school decile.

Progression within tertiary, pathways, articulation and attrition

35 There has been a steady increase in the rate of progression to further study of those who complete a qualification. But the rate of progression to further study *at a higher level* is static or declining.

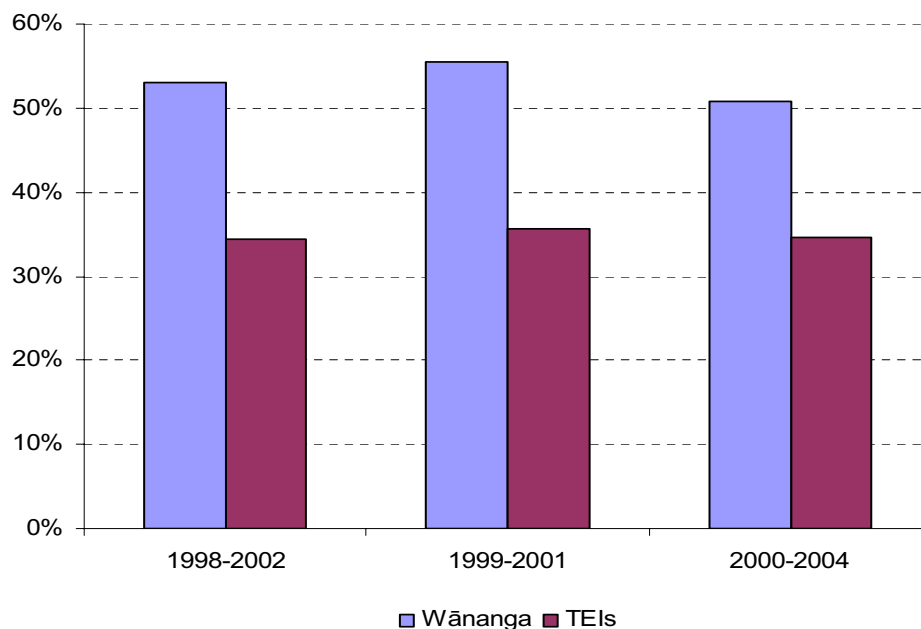
¹⁵ Schools in New Zealand are assigned a socio-economic status decile - a broad measure of the characteristics of the families that school serves. The decile is a function of the school community – not of the individuals within the school. Thus, school decile is at best a very crude proxy for the socio-economic status of students.

Figure 18: Progression to higher level study for domestic students completing a qualification at a public provider between 1998 and 2000



36 A relatively high proportion of Māori who complete sub-degree qualifications progress to higher levels of study. Progression rates from the wānanga are also high.

Figure 19: Five-year higher level progression rates, wānanga vs TEIs, level 1-3 certificates, 1998-2004

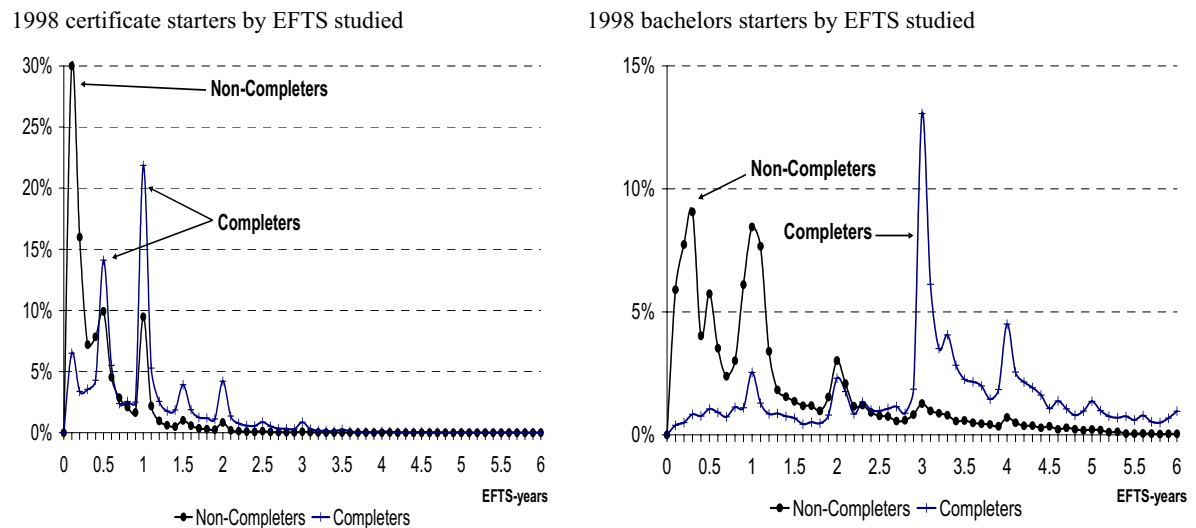


37 As an estimate of articulation, around 6% of 1998 starters gained higher-level qualifications instead of, or in addition to, the level they started. The figure was a little under 10% for university degree starters.

38 In New Zealand, as in other countries, most attrition occurs in the first year. Around a third of all students left in the first year without completing a qualification. Common

departure points for non-completers are at 0.3 and 0.5 EFTS for certificates and at 0.3, 0.5 and 1.0 EFTS for bachelors students. About a third of all EFTS are used by those who don't complete at the level they started at.

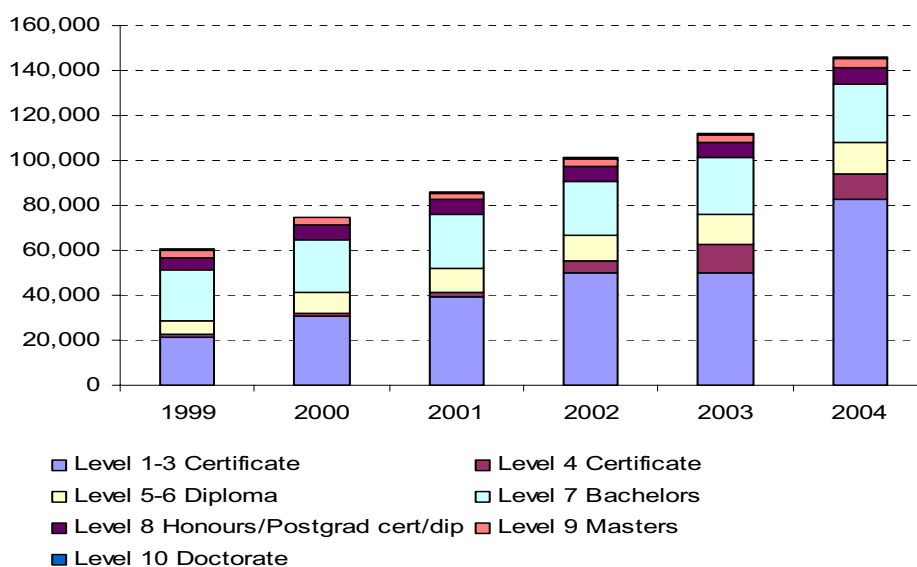
Figure 20: Number of EFTS undertaken by 1998 certificate and bachelors degree starters



Achieving Qualifications

39 The number of qualifications awarded in the sector has continued to rise, fuelled by the growth at the certificate level. The number of degrees and postgraduate qualifications awarded has been relatively stable.

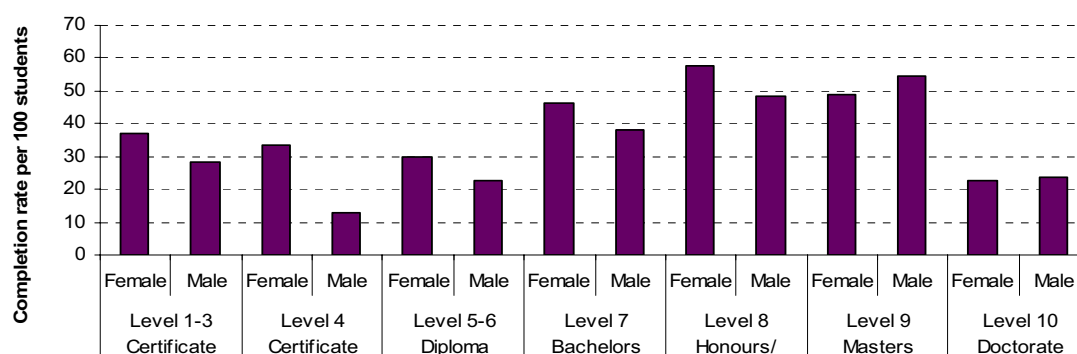
Figure 21: Students completing by type of qualification 1999-2004



40 Around 40% of students who started a qualification in 2000 had successfully completed by 2004, with about 10% still studying. Completion rates are higher among

women and at higher qualification levels¹⁶. While the total completion rate after six years is 46%, New Zealand's completion rate for those studying at 0.8 EFTS or more is 72%, which exceeds that of the US, which is the country that has the most comparable approach to measuring completion.

Figure 22: Five-year completion rates for domestic students starting a qualification at a public provider in 1999, by gender and qualification level



41 A recent study of factors affecting completion of bachelors degrees shows that, *when one adjusts for all demographic and study-related factors*:

- Women were 1.2 times as likely as men to complete a degree.
- Contrary to previous findings, rates of completion rise with each year of age until the mid/late 40s.
- Maori and Pasifika have lower completion rates than European, and Asian students have the same completion rates as Europeans.
- There is little difference between the completion rates of those with and without a disability.
- International students have significantly higher completion rates.
- The decile of the last secondary school attended is only a marginally significant factor influencing completion rates.
- Study load has a highly significant effect on the probability of completion. So does the mode of study, extramural students less likely to complete.
- Provider type and field of study also influence completion rates.

42 Completion rates are lower for Pasifika. Among Māori, completion rates are high at lower qualification levels but not at degree level and above.

Outcomes

Educational attainment of the adult population

43 The proportion of the population with no qualifications is falling over time while the proportion with degree qualifications and above continues to rise. Overall, the number of people holding tertiary level qualifications is rising at a faster rate than the adult population. In particular, the number of people holding degrees has grown significantly since 1994.

¹⁶ There is a need for care in interpreting qualification completion data – note that NZ has a high proportion of part-timers who complete more slowly. Open access is associated with lower qualification completion rates. And qualification completions aren't the whole story – course completion rates are much higher.

Figure 23: Highest tertiary level qualification attained of population aged 15 and over 1991-2004

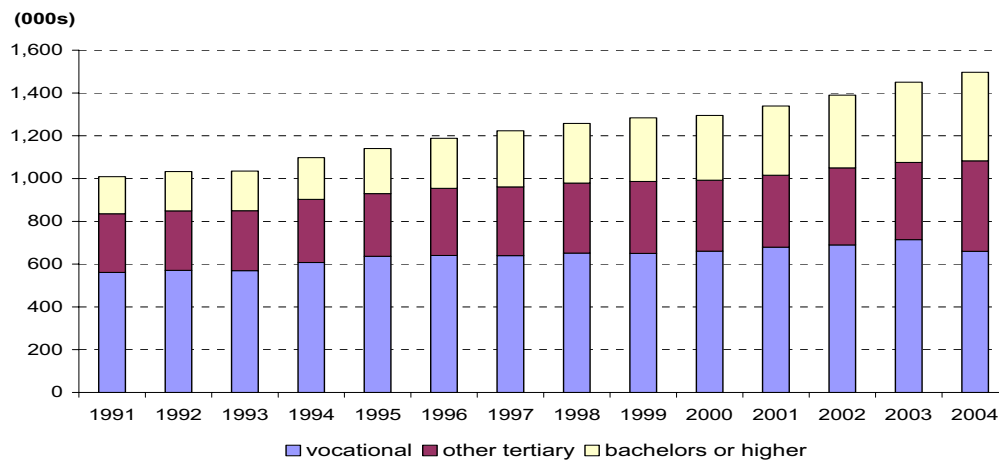
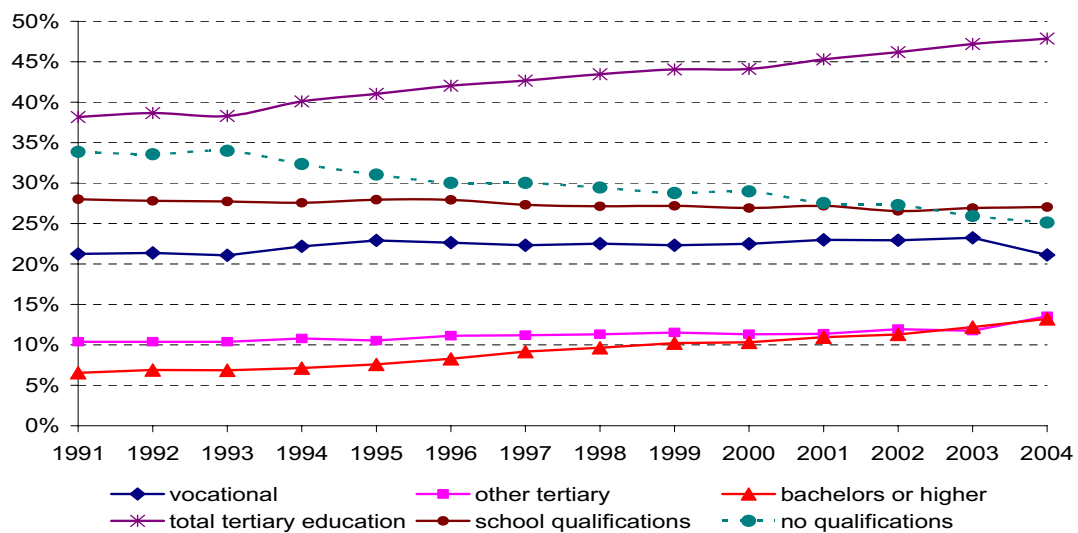
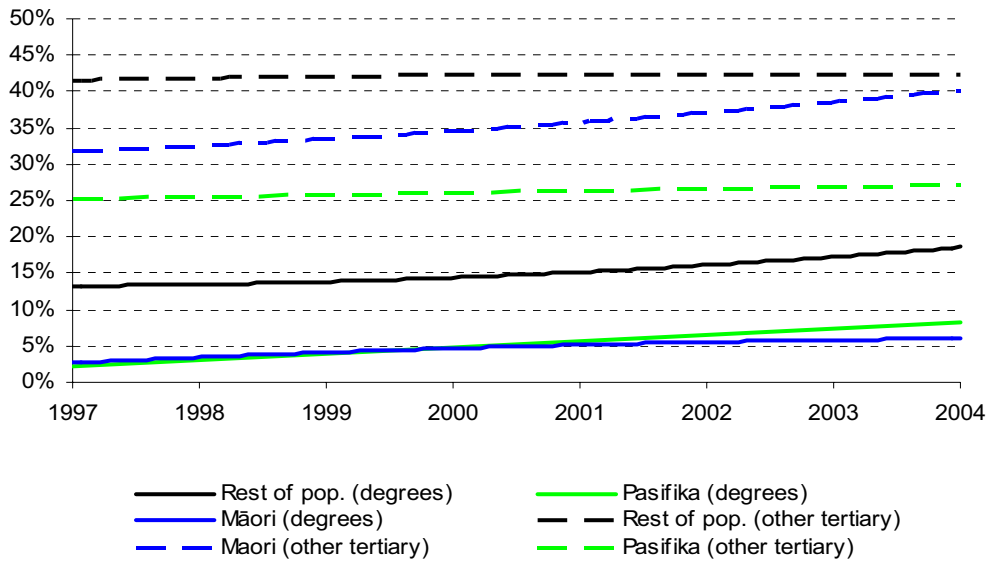


Figure 24: Percentage of the working age population by highest qualification attained 1991-2004



44 The attainment levels of Māori and Pasifika are poorer.

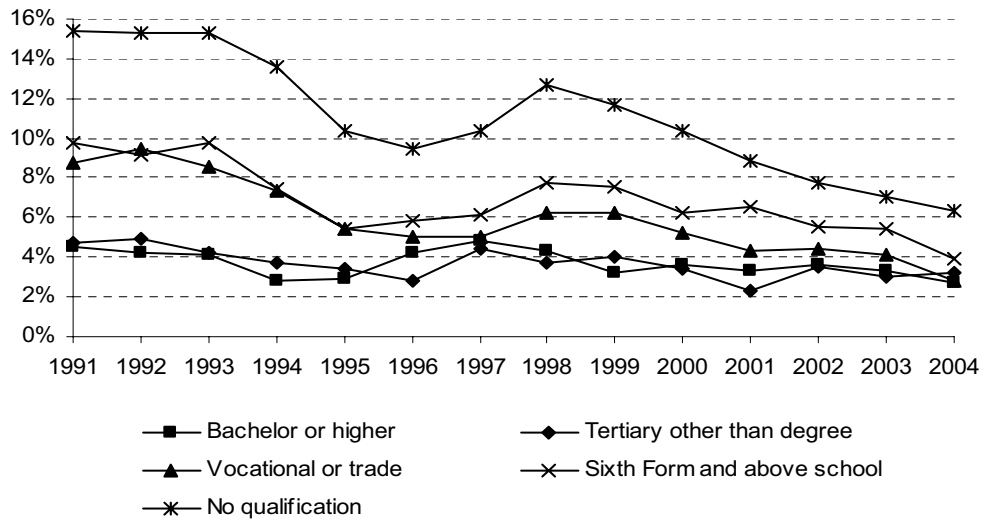
Figure 25: Percentage of the working age population by highest qualification attained 1997-2004, Māori, Pasifika and others.



Employment, income and education

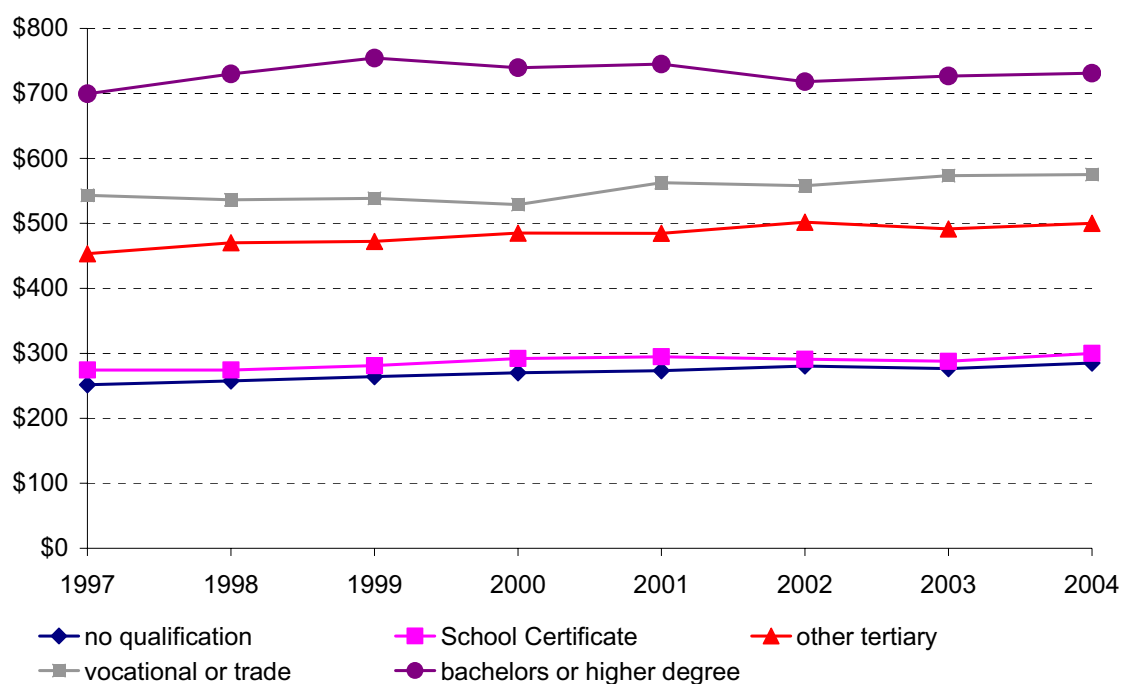
45 Higher levels of education are associated with greater resilience of employment over time.

Figure 26: Unemployment rates by highest qualification



46 While the current strong labour market means there is little difference in the unemployment rates of those with educational qualifications, higher level qualifications and vocational qualifications are associated with higher incomes.

Figure 27: Real median weekly income for population aged 15 and over from all sources by highest qualification 1997-2004



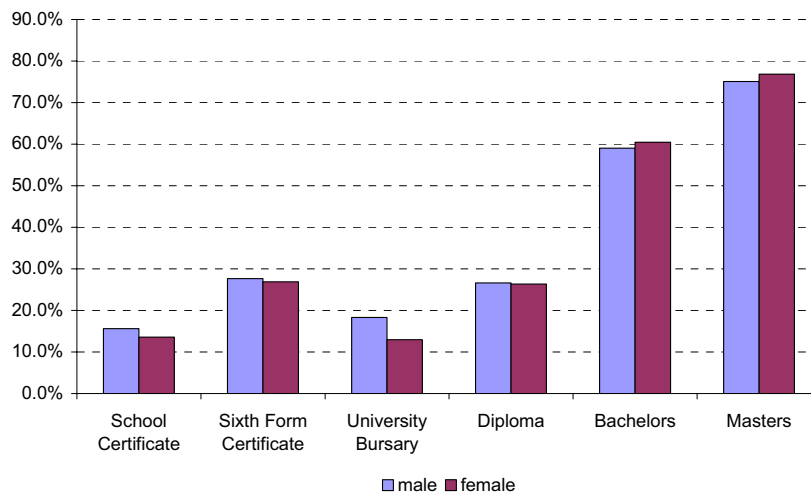
47 New findings from the integrated dataset on Student Loan Scheme borrowers show that those who start a degree but don't finish have an income advantage over those who do sub-degree tertiary qualifications - the labour market does pay a premium for completion.

48 That premium is highest for completion of a bachelors degree. There is a premium paid for completion of a certificate. But the premium paid for completion of a certificate is much lower than is paid for completion of a bachelors degree. So while a certificate does give people an advantage in the labour market, the benefit is not nearly as high as completion of higher level qualifications.

49 Research by Maani, Dillingham and Penny show that the premium paid for a bachelors degree has increased over the twenty years between 1981 and 2001 – despite the fact that that period saw a very great increase in the supply of bachelors degree holders. Dillingham concludes there has been an increasing demand for higher level cognitive skills in the labour market (although there are also some 'credential-creep' effects). Penny's work reinforces the integrated dataset findings that the completion premium is especially and increasingly focussed on bachelors degrees.

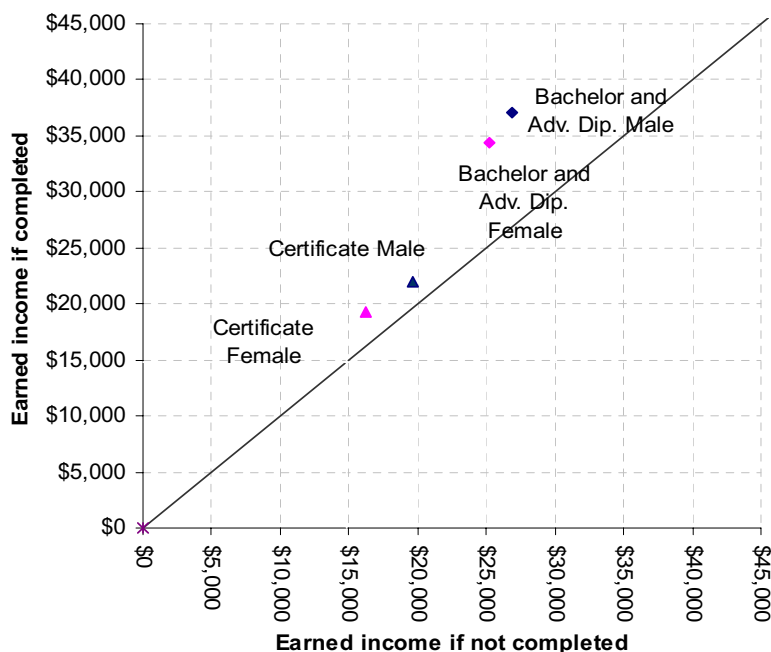
50 The returns to education are higher for women than men at all qualification levels, especially at higher levels. In other words, higher qualifications tend to reduce the disparities in income between men and women in the labour market. In large measure, the additional return to education for women is due to greater access to work among women with higher qualifications; the additional benefit of tertiary education women, measured in terms of hourly wage rates, is insignificant.

Figure 28: Percentage gain in hourly wage by highest qualification compared with people with less than school certificate



51 The integrated dataset also shows that the presence of higher level qualifications tends to reduce income disparities between ethnic groups. It also reinforces the message that the premium for completing higher level qualifications is higher than that for completion of lower level qualifications. The graph below illustrates this by comparing the median earnings three years post-study of people who start qualifications and don't complete successfully with the median earnings of those who do complete successfully.

Figure 29: Returns to completion of qualifications – median earned income three years post-study of those who do and don't complete qualifications successfully – bachelors and certificates¹⁷



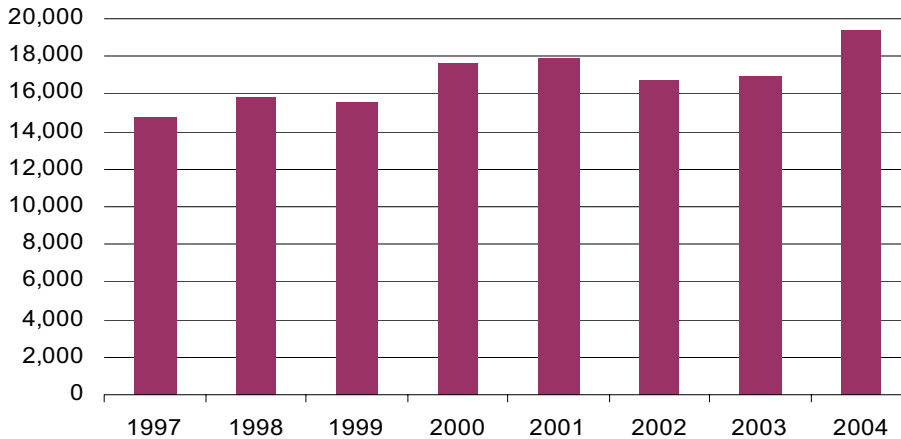
¹⁷ The premium paid for completion is the vertical distance from the diagonal line and the point marking the earnings.

Research in Tertiary Education

Research outputs

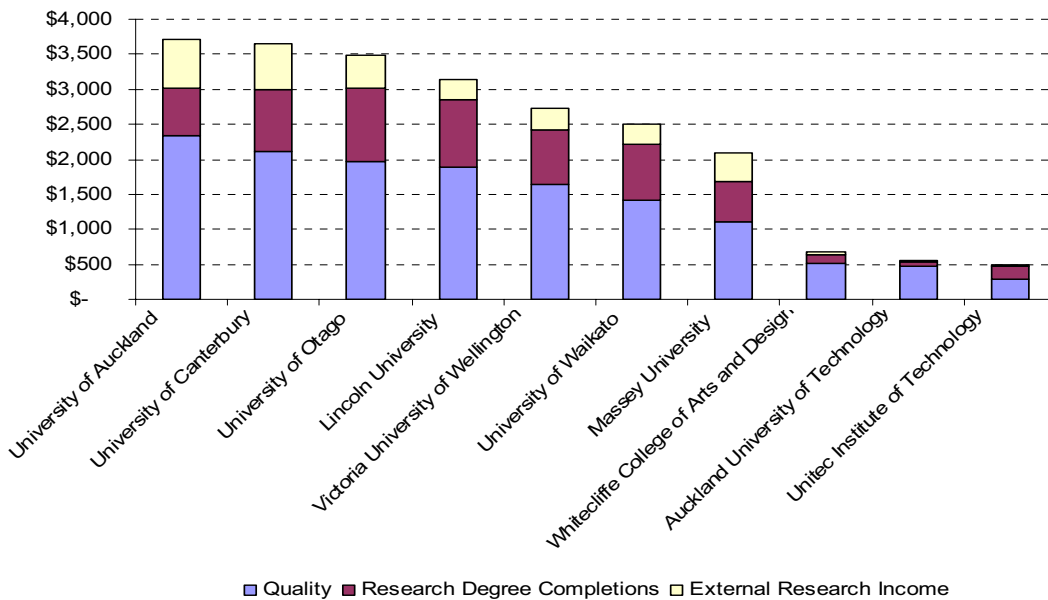
52 The number of research outputs reported by the universities increased by 31% over the eight years between 1997 and 2004¹⁸.

Figure 30: University research outputs 1997-2004



53 As well as giving an idea of the relative quality of the research produced in different subject areas, the PBRF scores can be used to assess the research performance and quality in different providers.

Figure 31: PBRF funding generated per full-time equivalent (FTE) PBRF eligible staff member – the 2003 PBRF round



54 A recent study of factors influencing research performance in the 2003 PBRF quality evaluation shows that, *adjusting for all other factors*:

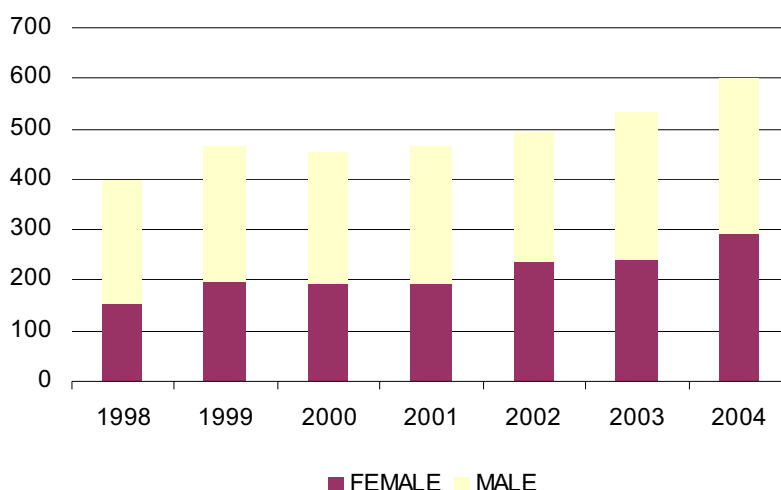
¹⁸ Caution needs to be exercised in attributing an output to a particular year. In many cases the work needed to create that output took place over several years. There are also often significant delays in the appearance of completed publications.

- Age, FTE status and the type of position held are all statistically significant factors in the probability a staff member was quality weighted or not.
- Ethnic group was more complicated. Pasifika staff were less likely to be quality weighted but there was no significant difference between other ethnic groups.
- Gender was not significant on the probability of being quality weighted overall, but it was among senior lecturers.
- Age, position and FTE status are all factors that influence the quality score.
- Ethnicity is not significant, however.
- While men receive higher scores, the margin over women is very small. There is no difference in quality score between men and women among senior lecturers and associate professors.

Research training

55 The main vehicle for the training of the country’s research workforce through doctoral study. While there has been a steady increase in the number of doctoral degree completions, New Zealand still has fewer doctoral degree holders than the OECD mean¹⁹.

Figure 32: Doctor of Philosophy degree completions by gender 1998-2004



56 The number of women awarded doctor of philosophy degrees in 2004 as a proportion of all those earning doctoral qualifications was 48%, compared with 39% in 1998. The mean for all OECD countries in 2002 was 40%.

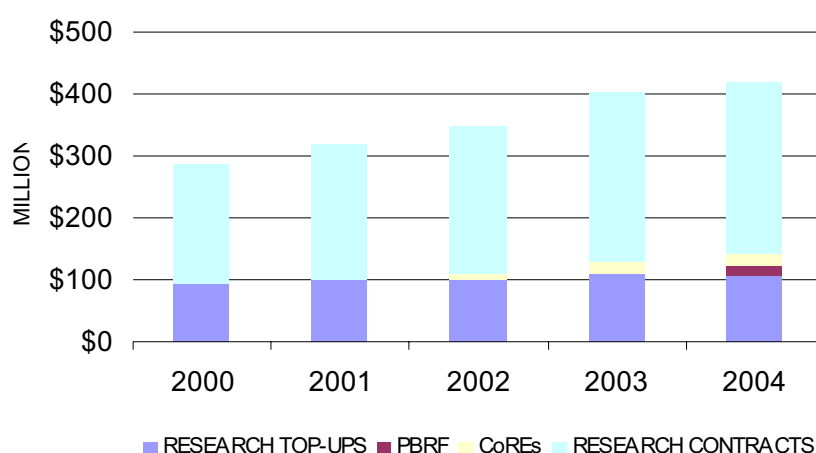
57 The number of Māori awarded doctor of philosophy degrees is very low in relation to the number of Māori completing all qualifications, but has risen sharply since 1998. The number of Pasifika students awarded doctor of philosophy degrees is also low.

Research funding

58 The graph below shows university research income from all sources between 2000 and 2004.

¹⁹ In 2002, New Zealand ranked 14th out of 27 OECD countries for the graduation rates of advanced research programmes¹⁹. The proportion of the population at the expected age of graduation that hold advanced research degrees is 0.9%, compared with 1.3% in Australia and the United States, 1.6% in the United Kingdom and 2.7% in Sweden. The mean of OECD countries on this indicator was 1.1%.

Figure 33: Total university research income 2000-2004



59 In addition to funding university research through the ‘research top-ups’, centres of research excellence (CoREs) and, more recently, the PBRF, the government also supplies some of the funding for contestable research funds through Vote Research, Science and Technology (RST). Research income from Vote RST represented 26% of all university research income in 2003, compared with 30% in 2000.

60 The 15% increase in Vote RST funding won by the universities between 2000 and 2003 needs to be seen alongside a rise of around 14% in the funds available for disbursement by the Crown purchase agents over that period.²⁰

61 Research income from ‘other’ sources such as private sponsors of research rose by 63% between 2000 and 2003. By 2003, that form of income made up 46% of all university research income, compared with 37% in 2000.

Building system capability

An increasingly complex environment

62 The financial indicators for TEIs strengthened between 2000 and 2003, although there was a fall-off in 2004. However, much of the improved performance derived from such activities as community education and international students. Restrictions on the former and the uncertain market for the latter raise questions about the sustainability of these levels of performance.

Financial performance indicators

63 TEI financial performance has improved over time on most measures. The table below show the performance of the TEIs in aggregate against four key Ministry of Education financial performance guidelines.

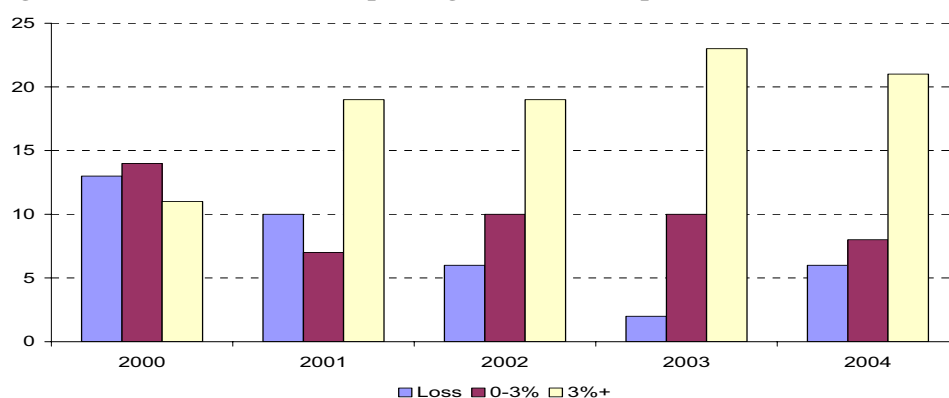
²⁰ It is important to note that the Vote RST data presented here understates the total university earnings from Vote RST because it excludes income from subcontracts won by the universities from lead contractors (such as Crown Research Institutes (CRIs)).

Table 2: Financial performance of TEIs 2000 and 2004

	BENCHMARK	PERFORMANCE IN 2000	PERFORMANCE IN 2004
LIQUID ASSETS	12.0%	13.0%	20.0%
SURPLUS ASSET	3.0%	2.4%	4.0%
PRODUCTIVITY	40.0%	53.0%	55.0%
NET CASHFLOW	11.0%	13.0%	15.0%

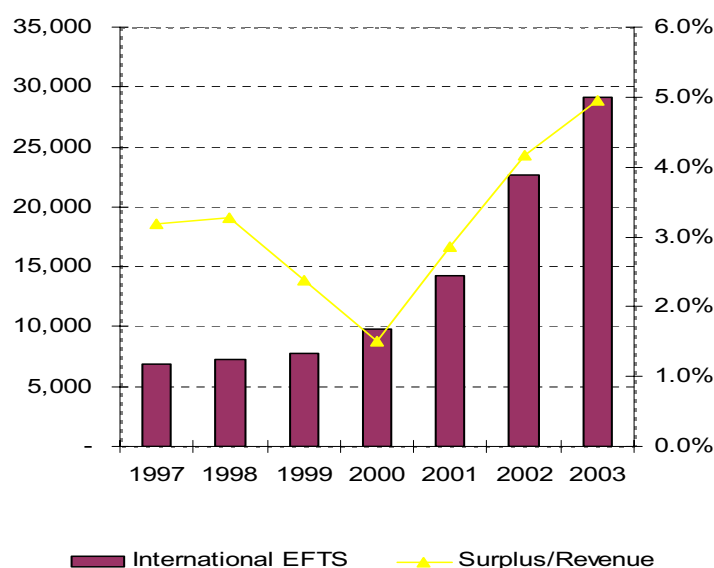
64 While the picture above may appear relatively healthy, the operating environment has become more complex, particularly as the first effects of supply side controls began to bite. The following graph indicates that there has been something of a downturn in 2004.

Figure 34: Number of TEIs reporting losses and surpluses over threshold 2000-2004



65 The expansion of international enrolments has been a major factor in the rise in unit tuition revenue, especially in the universities. .

Figure 35: TEI international student EFTS and surplus as a percentage of income 1997-2003

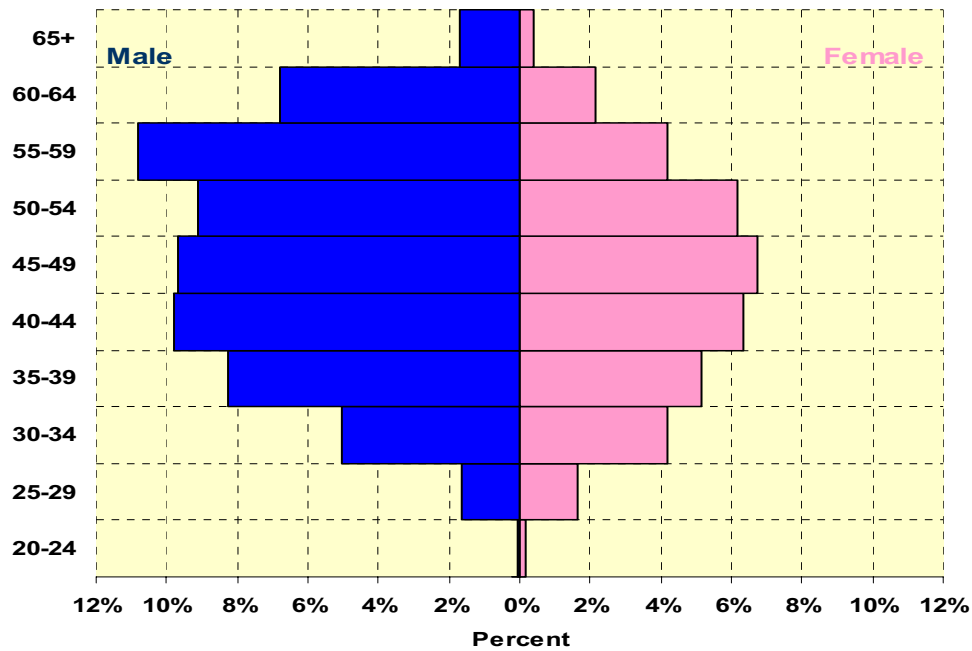


66 The continued reliance on Asia for international students and the apparent downturn in numbers from that region pose risks for international student programmes in some parts of the sector.

Staffing

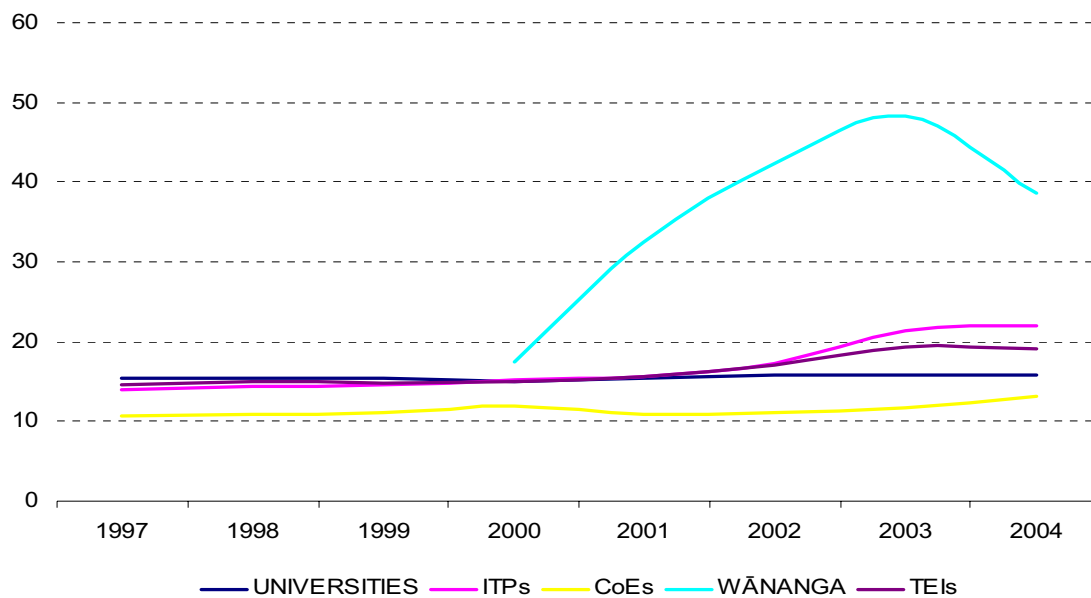
67 The tertiary education workforce is the sector’s most important asset. One of the key medium-term risks to sector – especially in the universities - is the ageing of the workforce.

Figure 36: Age profile of degree-teaching staff in the universities, PBRF quality evaluation 2003



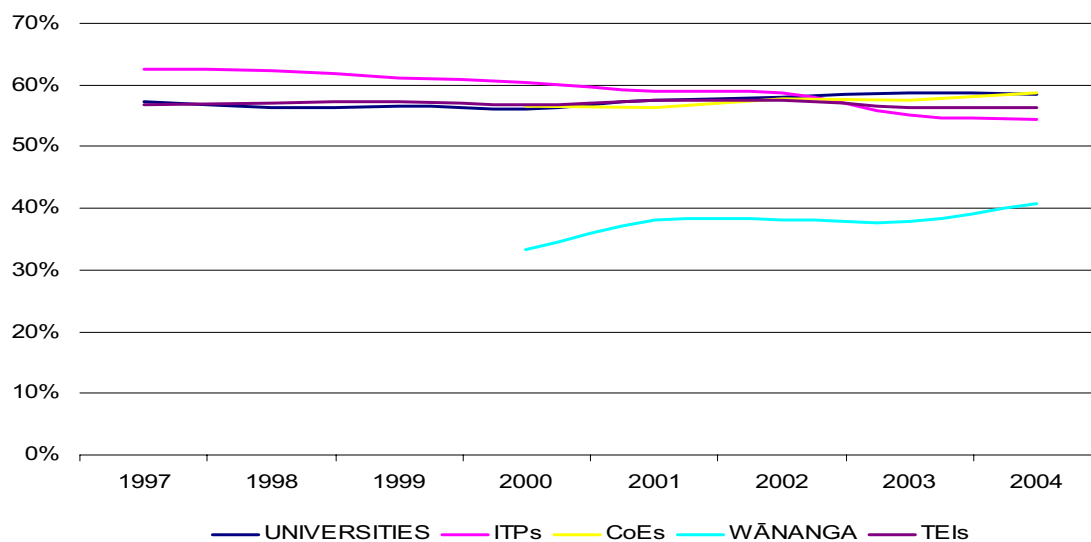
68 The EFTS to academic FTE ratio for the TEIs as a whole increased by 30% between 1997 and 2003. Much of the change occurred in the wānanga. In the universities and colleges of education, the EFTS to academic FTE ratio increased slightly between 1997 and 2003.

Figure 37: EFTS per academic FTE in TEIs by sub-sector 1997-2004



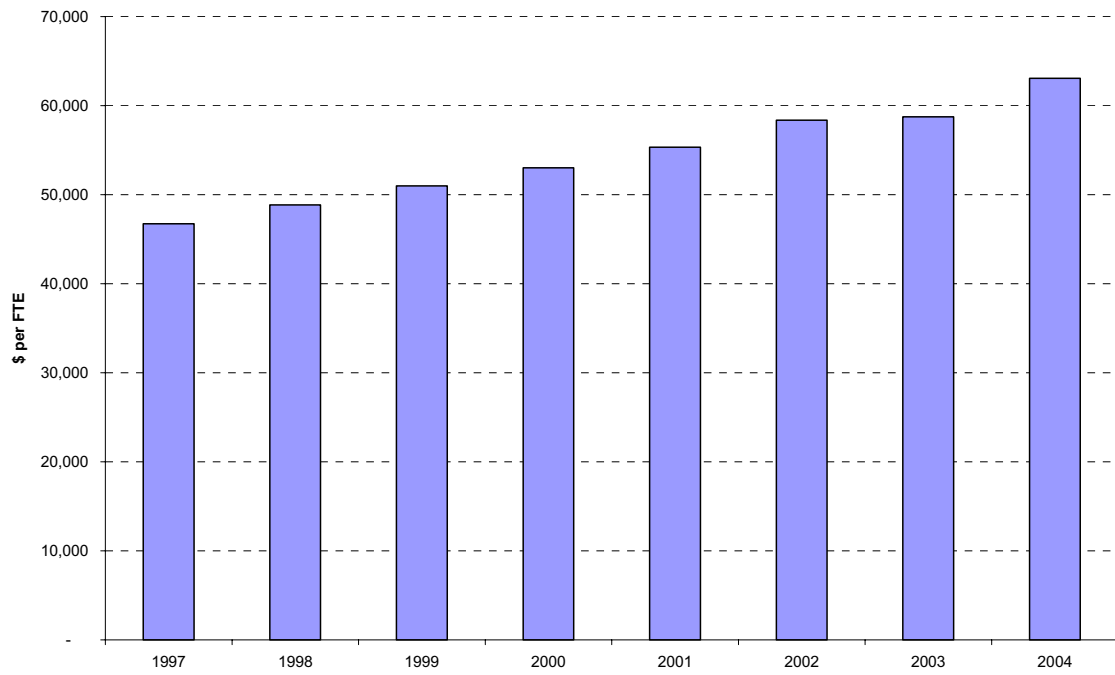
69 Personnel costs form the largest budget item in the TEI sector. As a proportion of total costs, personnel costs ranged from 56% to 61% in the years between 1997 and 2002. Recent changes reflect the influence of the wānanga. Personnel costs as a proportion of total costs have been more constant in the universities.

Figure 38: Personnel costs as a percentage of total costs in TEIs by sub-sector 1997-2004



70 The average personnel cost has risen steadily over the last decade.

Figure 39: Personnel costs per full-time equivalent staff member in TEIs 1997-2004



Statistical Tables

Selected statistical tables on the New Zealand tertiary education sector. These tables are drawn from the set published to accompany New Zealand's Tertiary Education Sector: Profile and Trends 2004. Profile and Trends was published in mid December 2005. A copy of the full set of tables in spreadsheet form is available on request.

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TABLE 1: TRAINEES IN INDUSTRY TRAINING 1995 - 2004

Year	Trainees at 30 June	Trainees at 31 December	Total trainees during year	Modern Apprenticeship trainees at 31 December
1995	18,344			
1996	23,957			
1997	31,652			
1998	45,392			
1999	49,577			
2000	63,102	62,857	81,343	approx 800
2001		66,225	95,263	2,049
2002		83,456	106,997	4,334
2003		89,969	126,870	6,259
2004		102,255	139,597	7,175

TABLE 2: STUDENTS IN 2004: STATISTICS AT A GLANCE

Characteristic	Students enrolled	EFTS enrolled	Participation rate	Age-standardised participation rate	Students completing	5-year qualification completion rate	5-year qualification retention rate	5-year higher-level progression rate	First-year qualification attrition rate	Direct higher-level progression rate
Domestic and International Students										
Domestic	454,953	240,879	14.3%	14.3%	128,133	39%	47%	25%	33%	18%
International	50,455	40,894	1.6%	1.6%	13,086	43%	47%	23%	27%	35%
Total	505,408	281,772	15.9%	15.9%	141,219	40%	47%	24%	32%	21%
Domestic Students										
Female	258,587	141,297	15.8%	16.2%	76,682	42%	50%	25%	28%	19%
Male	196,366	99,582	12.7%	12.4%	51,451	35%	43%	24%	39%	17%
Total	454,953	240,879	14.3%	14.3%	128,133	39%	47%	25%	33%	18%
under 18	19,503	10,779	10.7%	10.7%	4,979	31%	38%	24%	35%	20%
18-24	149,100	111,469	36.8%	37.0%	37,665	47%	56%	28%	20%	22%
25-39	155,002	69,944	18.3%	18.3%	44,384	36%	43%	22%	32%	18%
40+	131,348	48,687	7.5%	7.6%	40,821	34%	40%	22%	38%	15%
Total	454,953	240,879	14.3%	14.3%	128,133	39%	47%	25%	33%	18%
European	291,638	147,008	11.8%	12.8%	79,153	41%	48%	24%	38%	16%
Māori	94,425	52,670	23.6%	20.6%	27,015	33%	41%	31%	32%	22%
Pasifika	28,805	17,410	16.4%	13.4%	6,993	31%	38%	25%	35%	22%
Asian	54,156	33,291	18.5%	13.9%	17,992	48%	55%	24%	16%	23%
Other	19,512	11,538			6,775	40%	47%	22%	30%	17%
Total	454,953	240,879	14.3%	14.3%	128,133	39%	47%	25%	33%	18%
Level 1-3 Certificate	238,261	76,287	7.5%	7.5%	77,682	32%	36%	30%	44%	22%
Level 4 Certificate	44,673	21,264	1.4%	1.4%	11,019	29%	31%	29%	42%	15%
Level 5-6 Diploma	53,635	27,917	1.7%	1.7%	10,899	30%	34%	23%	44%	16%
Level 7 Bachelors	126,634	97,045	4.0%	4.0%	23,109	42%	51%	21%	25%	15%
Level 8 Honours/Postgrad certificate/diploma	16,302	8,284	0.5%	0.5%	6,272	58%	59%	21%	33%	17%
Level 9 Masters	11,324	6,667	0.4%	0.4%	2,871	51%	56%	10%	26%	6%
Level 10 Doctorate	3,978	3,416	0.1%	0.1%	545	28%	62%		8%	
Total	454,953	240,879	14.3%	14.3%	128,133	39%	47%	25%	33%	18%
Universities	135,937	100,188	4.3%	4.3%	29,636	45%	54%	25%	24%	20%
ITPs	201,080	68,532	6.3%	6.3%	55,018	30%	37%	28%	50%	18%
Colleges of Education	13,925	8,018	0.4%	0.4%	3,599	46%	49%	17%	33%	11%
Wānanga	69,925	32,017	2.2%	2.2%	23,073	42%	47%	43%	18%	21%
TEIs	401,059	208,754	12.6%	12.6%	109,145	40%	48%	26%	34%	19%
OTEPs	5,121	1,876	0.2%	0.2%	1,470	41%	42%	11%	53%	11%
PTEs	63,492	30,248	2.0%	2.0%	19,242	33%	35%	18%	39%	15%
Total	454,953	240,879	14.3%	14.3%	128,133	39%	47%	25%	33%	18%
Natural and Physical Sciences	19,557	14,680	0.6%	0.6%	3,694					
Information Technology	25,710	10,011	0.8%	0.8%	4,937					
Engineering and Related Technologies	33,693	15,727	1.1%	1.1%	5,301					
Architecture and Building	11,202	6,226	0.4%	0.4%	1,977					
Agriculture, Environmental and Related Studies	20,576	7,260	0.6%	0.6%	7,039					
Health	59,840	18,132	1.9%	1.9%	33,015					
Education	35,128	17,788	1.1%	1.1%	9,221					
Management and Commerce	94,531	43,263	3.0%	3.0%	18,453					
Society and Culture	84,556	55,203	2.7%	2.7%	20,441					
Creative Arts	19,462	15,376	0.6%	0.6%	5,915					
Food, Hospitality and Personal Services	11,290	6,374	0.4%	0.4%	4,290					
Mixed Field Programmes	93,390	30,838	2.9%	2.9%	20,573					
Total	454,953	240,879	14.3%	14.3%	128,133					

TABLE 3: STUDENTS IN FORMAL TERTIARY EDUCATION 1965 - 2004

Year	Public providers			Public and Private providers		
	Domestic	International	Total	Domestic	International	Total
1965			51,613			
1966			57,450			
1967			60,658			
1968			66,690			
1969			73,934			
1970			79,839			
1971			86,708			
1972			95,092			
1973			95,965			
1974			94,340			
1975			96,683			
1976			104,519			
1977			102,310			
1978			107,801			
1979			114,719			
1980			116,002			
1981			116,475			
1982			117,111			
1983			120,507			
1984			120,261			
1985			121,493			
1986			127,296			
1987			132,042			
1988			136,555			
1989			141,315			
1990			141,456			
1991			165,115			
1992			181,125			
1993			197,134			
1994	249,568	5,978	255,546			
1995	263,041	6,549	269,590			
1996	265,173	8,135	273,308			
1997	263,347	9,696	273,043			
1998	260,493	9,293	269,786			
1999	258,568	10,228	268,796	296,204	11,935	308,139
2000	266,788	13,128	279,916	315,362	16,579	331,941
2001	282,311	19,962	302,273	345,732	26,107	371,839
2002	322,777	29,880	352,657	386,270	38,867	425,137
2003	376,153	37,728	413,881	427,631	47,104	474,735
2004	401,059	41,590	442,649	454,953	50,455	505,408

**TABLE 4: DOMESTIC AND INTERNATIONAL STUDENTS ENROLLED BY QUALIFICATION LEVEL AND SUB-SECTOR
1999 - 2004**

Qualification level	Domestic or international	Sub-sector	Year enrolled					
			1999	2000	2001	2002	2003	2004
Level 1-3 Certificate	Domestic	Universities	9,060	8,867	8,301	9,052	7,843	7,721
		ITPs	70,371	75,069	76,251	89,650	126,631	143,318
		Colleges of Education	1,124	1,361	1,541	1,333	1,110	1,508
		Wānanga	995	3,391	14,525	33,062	47,615	51,902
		OTEPs	1,073	2,788	2,861	3,516	3,754	3,172
		PTEs	28,970	36,979	51,105	50,613	43,509	44,809
		Total	111,155	127,334	150,782	181,274	217,810	238,261
	International	Universities	1,086	1,607	3,274	4,533	4,824	3,655
		ITPs	1,845	3,113	5,105	7,788	6,940	4,939
		Colleges of Education	14	9	13	11	57	128
		Wānanga	0	1	2	0	1	4
		OTEPs	1	19	34	43	28	16
		PTEs	821	2,446	4,823	5,813	4,118	3,746
		Total	3,767	7,158	13,125	18,017	15,657	12,278
	Total	Universities	10,146	10,474	11,575	13,585	12,667	11,376
		ITPs	72,216	78,182	81,356	97,438	133,571	148,257
		Colleges of Education	1,138	1,370	1,554	1,344	1,167	1,636
		Wānanga	995	3,392	14,527	33,062	47,616	51,906
		OTEPs	1,074	2,807	2,895	3,559	3,782	3,188
PTEs		29,791	39,425	55,928	56,426	47,627	48,555	
Total		114,922	134,492	163,907	199,291	233,467	250,539	
Level 4 Certificate	Domestic	Universities	2,437	2,136	2,632	2,369	2,278	2,311
		ITPs	5,947	5,580	6,174	5,644	10,819	17,540
		Colleges of Education	114	90	164	86	293	368
		Wānanga	20	137	1,789	11,088	18,261	15,951
		OTEPs	0	0	0	6	9	280
		PTEs	524	369	795	2,835	3,552	8,645
		Total	9,039	8,307	11,544	21,948	34,953	44,673
	International	Universities	6	7	63	117	90	45
		ITPs	41	30	79	122	198	564
		Colleges of Education	0	1	0	3	4	14
		Wānanga	0	0	0	0	0	0
		OTEPs	0	0	0	1	0	0
		PTEs	12	10	17	63	421	721
		Total	59	48	159	306	713	1,344
	Total	Universities	2,443	2,143	2,695	2,486	2,368	2,356
		ITPs	5,988	5,610	6,253	5,766	11,017	18,104
		Colleges of Education	114	91	164	89	297	382
		Wānanga	20	137	1,789	11,088	18,261	15,951
		OTEPs	0	0	0	7	9	280
PTEs		536	379	812	2,898	3,973	9,366	
Total		9,098	8,355	11,703	22,254	35,666	46,017	
Level 5-6 Diploma	Domestic	Universities	5,676	6,590	6,042	6,798	6,510	6,414
		ITPs	26,856	27,536	28,025	26,682	27,099	27,291
		Colleges of Education	5,433	4,792	4,136	4,258	4,235	4,162
		Wānanga	474	1,193	2,110	3,391	4,109	4,854
		OTEPs	790	808	742	975	1,051	1,112
		PTEs	6,568	9,452	12,907	12,618	11,398	10,255
		Total	45,441	49,977	53,610	54,165	53,926	53,635
	International	Universities	292	467	740	1,425	2,501	2,691
		ITPs	767	923	1,455	2,415	4,219	5,344
		Colleges of Education	42	21	32	64	148	216
		Wānanga	0	2	1	0	0	0
		OTEPs	2	0	0	1	0	1
		PTEs	697	742	957	2,694	4,914	4,371
		Total	1,792	2,145	3,158	6,525	11,538	12,239
	Total	Universities	5,968	7,057	6,782	8,223	9,011	9,105
		ITPs	27,623	28,459	29,480	29,097	31,318	32,635
		Colleges of Education	5,475	4,813	4,168	4,322	4,383	4,378
		Wānanga	474	1,195	2,111	3,391	4,109	4,854
		OTEPs	792	808	742	976	1,051	1,113
PTEs		7,265	10,194	13,864	15,312	16,312	14,626	
Total		47,233	52,122	56,768	60,690	65,464	65,874	
Level 7 Bachelors	Domestic	Universities	90,126	90,110	92,937	95,072	96,830	96,657
		ITPs	18,665	20,318	20,888	21,363	21,761	20,831
		Colleges of Education	7,129	8,206	8,313	7,884	7,736	7,734
		Wānanga	474	472	642	803	1,154	1,344
		OTEPs	51	53	54	63	63	59
		PTEs	422	916	1,092	1,641	1,720	1,473
		Total	115,628	118,713	122,591	125,549	127,830	126,634
	International	Universities	4,508	5,223	7,231	10,950	15,953	20,225
		ITPs	594	1,068	1,507	2,149	2,900	3,476
		Colleges of Education	66	69	65	104	166	208
		Wānanga	0	1	0	0	0	4
		OTEPs	1	1	0	0	0	0
		PTEs	148	368	481	736	1,045	1,219
		Total	5,312	6,712	9,250	13,879	19,969	25,025
	Total	Universities	94,634	95,333	100,168	106,022	112,783	116,882
		ITPs	19,259	21,386	22,395	23,512	24,661	24,307
		Colleges of Education	7,195	8,275	8,378	7,988	7,902	7,942
		Wānanga	474	473	642	803	1,154	1,348
		OTEPs	52	54	54	63	63	59
PTEs		570	1,284	1,573	2,377	2,765	2,692	
Total		120,940	125,425	131,841	139,428	147,799	151,659	

**TABLE 4: DOMESTIC AND INTERNATIONAL STUDENTS ENROLLED BY QUALIFICATION LEVEL AND SUB-SECTOR
1999 - 2004 (CONT.)**

Qualification level	Domestic or international	Sub-sector	Year enrolled					
			1999	2000	2001	2002	2003	2004
Level 8 Honours/Postgrad cert/dip	Domestic	Universities	13,675	12,889	13,040	13,485	13,896	13,875
		ITPs	222	702	500	422	833	1,683
		Colleges of Education	34	85	101	105	91	234
		Wānanga	0	0	0	34	91	100
		OTEPs	0	801	742	808	833	508
		PTEs	94	132	106	0	0	322
		Total	14,024	14,177	14,050	14,410	15,188	16,302
	International	Universities	665	584	718	1,092	1,585	1,777
		ITPs	10	20	17	19	74	65
		Colleges of Education	0	0	5	6	4	0
		Wānanga	0	0	0	0	1	0
		OTEPs	0	9	8	9	3	7
		PTEs	0	0	4	0	0	57
		Total	675	607	749	1,118	1,664	1,901
	Total	Universities	14,340	13,473	13,758	14,577	15,481	15,652
		ITPs	232	722	517	441	907	1,748
		Colleges of Education	34	85	106	111	95	234
		Wānanga	0	0	0	34	92	100
		OTEPs	0	810	750	817	836	515
		PTEs	94	132	110	0	0	379
Total		14,699	14,784	14,799	15,528	16,852	18,203	
Level 9 Masters	Domestic	Universities	9,211	8,889	9,134	9,677	9,808	10,240
		ITPs	82	172	274	507	505	555
		Colleges of Education	185	183	257	334	382	307
		Wānanga	112	113	121	110	80	106
		OTEPs	0	0	0	0	0	0
		PTEs	110	132	157	143	154	158
		Total	9,698	9,486	9,938	10,764	10,903	11,324
	International	Universities	481	554	703	936	1,394	1,715
		ITPs	4	27	43	43	61	49
		Colleges of Education	0	0	0	5	16	23
		Wānanga	0	0	1	1	1	0
		OTEPs	0	0	0	0	0	0
		PTEs	82	145	244	291	338	354
		Total	567	726	991	1,275	1,809	2,137
	Total	Universities	9,692	9,443	9,837	10,613	11,202	11,955
		ITPs	86	199	317	550	566	604
		Colleges of Education	185	183	257	339	398	330
		Wānanga	112	113	122	111	81	106
		OTEPs	0	0	0	0	0	0
		PTEs	192	277	401	434	492	512
Total		10,265	10,212	10,929	12,039	12,712	13,461	
Level 10 Doctorate	Domestic	Universities	3,165	3,378	3,474	3,643	3,806	3,968
		ITPs	0	0	0	1	4	10
		Colleges of Education	0	0	0	0	0	0
		Wānanga	0	0	0	0	0	0
		OTEPs	0	0	0	0	0	0
		PTEs	0	0	0	0	0	0
		Total	3,165	3,378	3,474	3,644	3,810	3,978
	International	Universities	280	282	332	359	461	578
		ITPs	0	0	0	0	0	0
		Colleges of Education	0	0	0	0	0	0
		Wānanga	0	0	0	0	0	0
		OTEPs	0	0	0	0	0	0
		PTEs	0	0	0	0	0	0
		Total	280	282	332	359	461	578
	Total	Universities	3,445	3,660	3,806	4,002	4,267	4,546
		ITPs	0	0	0	1	4	10
		Colleges of Education	0	0	0	0	0	0
		Wānanga	0	0	0	0	0	0
		OTEPs	0	0	0	0	0	0
		PTEs	0	0	0	0	0	0
Total		3,445	3,660	3,806	4,003	4,271	4,556	
Total	Domestic	Universities	129,756	129,275	131,518	135,454	136,433	135,937
		ITPs	117,594	123,362	125,593	137,616	177,900	201,080
		Colleges of Education	13,729	14,318	13,968	13,504	13,462	13,925
		Wānanga	2,043	4,408	16,959	44,587	65,357	69,925
		OTEPs	1,837	4,442	4,391	5,360	5,696	5,121
		PTEs	36,508	47,028	64,889	65,939	58,515	63,492
		Total	296,204	315,362	345,732	386,270	427,631	454,953
	International	Universities	7,064	8,312	12,368	18,266	25,024	28,634
		ITPs	3,075	4,774	7,665	11,735	13,008	13,155
		Colleges of Education	121	98	105	188	380	573
		Wānanga	0	2	2	1	2	8
		OTEPs	4	29	42	54	31	24
		PTEs	1,704	3,480	6,256	9,242	10,162	9,631
		Total	11,935	16,579	26,107	38,867	47,104	50,455
	Total	Universities	136,820	137,587	143,886	153,720	161,457	164,571
		ITPs	120,669	128,136	133,258	149,351	190,908	214,235
		Colleges of Education	13,850	14,416	14,073	13,692	13,842	14,498
		Wānanga	2,043	4,410	16,961	44,588	65,359	69,933
		OTEPs	1,841	4,471	4,433	5,414	5,727	5,145
		PTEs	38,212	50,508	71,145	75,181	68,677	73,123
Total		308,139	331,941	371,839	425,137	474,735	505,408	

TABLE 5: DOMESTIC STUDENTS ENROLLED BY PRIOR ACTIVITY AND SELECTED CHARACTERISTICS

Characteristic	School	Tertiary	Workforce	Non-Workforce	Overseas	Unknown	Total
Year							
1999	44,268	49,578	92,510	63,692	6,443	39,713	296,204
2000	50,507	48,293	116,457	60,697	8,450	30,958	315,362
2001	60,223	42,935	138,560	69,304	10,890	23,820	345,732
2002	64,775	45,252	171,710	71,069	12,939	20,525	386,270
2003	68,756	47,498	198,773	76,437	17,044	19,123	427,631
2004	77,745	40,858	218,588	82,150	18,905	16,707	454,953
Sub-sector in 2004							
Universities	43,952	17,145	44,765	9,134	7,079	13,862	135,937
ITPs	23,647	15,069	121,249	33,203	6,262	1,650	201,080
Colleges of Education	1,596	1,530	8,716	1,519	355	209	13,925
Wānanga	2,035	5,738	29,940	26,498	4,853	861	69,925
TEIs	69,772	35,511	195,976	66,543	17,029	16,228	401,059
OTEPs	535	478	2,726	1,134	162	86	5,121
PTEs	9,133	6,919	25,318	19,103	2,362	657	63,492
Total	77,745	40,858	218,588	82,150	18,905	16,707	454,953
Qualification Level in 2004							
Level 1-3 Certificate	25,013	16,610	123,246	61,660	9,958	1,774	238,261
Level 4 Certificate	4,576	3,074	27,719	7,646	1,166	492	44,673
Level 5-6 Diploma	6,748	6,152	30,366	7,566	1,938	865	53,635
Level 7 Bachelors	43,051	17,291	40,268	9,881	5,873	10,270	126,634
Level 8 Honours/ Postgrad Cert/Dip	2,142	2,240	8,216	804	958	1,942	16,302
Level 9 Masters	1,347	1,608	5,783	630	738	1,218	11,324
Level 10 Doctorate	431	807	1,524	192	282	742	3,978
Total	77,745	40,858	218,588	82,150	18,905	16,707	454,953
Ethnic Group in 2004							
European	53,728	23,218	155,131	38,504	8,492	12,565	291,638
Māori	9,945	9,190	41,573	30,706	1,128	1,883	94,425
Pasifika	4,984	3,144	12,139	6,871	1,057	610	28,805
Asian	11,420	6,882	15,864	10,577	7,475	1,938	54,156
Other	3,566	2,469	7,437	3,568	1,589	883	19,512
Total	77,745	40,858	218,588	82,150	18,905	16,707	454,953
Age Group in 2004							
under 18	14,379	1,074	2,307	1,461	175	107	19,503
18-24	59,984	19,362	40,447	14,810	5,224	9,273	149,100
25-39	2,684	13,930	89,150	35,675	9,318	4,245	155,002
40+	698	6,492	86,684	30,204	4,188	3,082	131,348
Total	77,745	40,858	218,588	82,150	18,905	16,707	454,953
Gender in 2004							
Female	39,977	24,764	113,168	60,791	10,379	9,508	258,587
Male	37,768	16,094	105,420	21,359	8,526	7,199	196,366
Total	77,745	40,858	218,588	82,150	18,905	16,707	454,953
First-year student in 2004							
Yes	30,036	2	59,377	22,937	4,107	72	116,531
No	47,709	40,856	159,211	59,213	14,798	16,635	338,422
Total	77,745	40,858	218,588	82,150	18,905	16,707	454,953

TABLE 6: INTERNATIONAL STUDENTS BY SUB-SECTOR AND REGION OF CITIZENSHIP 1999 - 2004

Sub-sector	Region of citizenship	Year enrolled						% change	
		1999	2000	2001	2002	2003	2004	1999-2004	2003-2004
Universities	Africa	96	109	149	163	161	140	46%	-13%
	Asia	4,653	5,546	8,743	13,888	19,692	22,070	374%	12%
	Central and South America	94	123	149	184	205	221	135%	8%
	Europe	591	781	1,051	1,378	1,791	2,110	257%	18%
	Middle East	15	33	83	105	125	183	1,120%	46%
	Northern America	626	789	1,049	1,359	1,852	2,401	284%	30%
	Pacific	901	876	971	891	773	690	-23%	-11%
	Total	7,036	8,257	12,195	17,968	24,599	27,865	296%	13%
ITPs	Africa	37	33	73	106	187	177	378%	-5%
	Asia	2,267	3,775	6,252	9,792	10,061	11,082	389%	10%
	Central and South America	23	25	47	64	63	71	209%	13%
	Europe	202	294	419	602	736	784	288%	7%
	Middle East	6	10	25	36	36	65	983%	81%
	Northern America	23	37	55	90	88	98	326%	11%
	Pacific	438	596	785	995	870	841	92%	-3%
	Total	3,071	4,770	7,656	11,685	12,048	13,154	328%	9%
Colleges of Education	Africa	1	1	1	2	1	3	200%	200%
	Asia	87	54	49	96	191	354	307%	85%
	Central and South America	0	1	1	1	1	4		300%
	Europe	7	15	15	15	18	35	400%	94%
	Middle East	1	2	1	0	1	1	0%	0%
	Northern America	4	4	6	42	120	139	3,375%	16%
	Pacific	12	18	29	28	28	28	133%	0%
	Total	120	95	102	184	361	564	370%	56%
Wānanga	Africa	0	1	1	1	1	0		-100%
	Asia	0	1	0	0	1	6		500%
	Central and South America	0	0	1	0	0	0		
	Europe	0	0	0	0	0	0		
	Middle East	0	0	0	0	0	0		
	Northern America	0	0	0	0	0	0		
	Pacific	0	0	0	0	0	0		
	Total	0	2	2	1	2	6		200%
OTEPs	Africa	0	0	1	0	0	0		
	Asia	4	4	6	14	14	6	50%	-57%
	Central and South America	0	0	0	0	0	0		
	Europe	0	0	2	2	1	13		1,200%
	Middle East	0	0	0	1	0	0		
	Northern America	0	1	1	2	0	0		
	Pacific	0	18	29	25	15	0		-100%
	Total	4	23	39	44	30	19	375%	-37%
PTEs	Africa	10	28	48	63	42	68	580%	62%
	Asia	1,304	2,969	5,273	7,902	9,154	7,926	508%	-13%
	Central and South America	9	35	57	106	173	141	1,467%	-18%
	Europe	138	154	298	421	313	340	146%	9%
	Middle East	11	5	29	41	61	57	418%	-7%
	Northern America	66	93	112	114	134	145	120%	8%
	Pacific	122	148	295	338	186	163	34%	-12%
	Total	1,704	3,432	6,113	8,985	10,064	8,847	419%	-12%
Total	Africa	144	172	273	335	392	388	169%	-1%
	Asia	8,315	12,349	20,323	31,692	39,113	41,444	398%	6%
	Central and South America	126	184	255	355	442	437	247%	-1%
	Europe	938	1,244	1,785	2,418	2,859	3,282	250%	15%
	Middle East	33	50	138	183	223	306	827%	37%
	Northern America	719	924	1,223	1,607	2,194	2,783	287%	27%
	Pacific	1,473	1,656	2,109	2,277	1,872	1,722	17%	-8%
	Total	11,935	16,579	26,107	38,867	47,104	50,455	323%	7%

TABLE 7: AGE-STANDARDISED PARTICIPATION RATES BY ETHNIC GROUP, GENDER AND QUALIFICATION LEVEL 1999 - 2004

Ethnic group	Gender	Year	Level 1-3 Certificate	Level 4 Certificate	Level 5-6 Diploma	Level 7 Bachelors	Level 8 Honours/ Postgrad Cert/Dip	Level 9 Masters	Level 10 Doctorate	Total	
			Age-standardised percentage of the population aged 15 and over enrolled								
European	Female	1999									
		2000									
		2001	4.1%	0.3%	1.9%	4.8%	0.6%	0.4%	0.1%	11.6%	
		2002	5.1%	0.5%	1.9%	4.8%	0.6%	0.4%	0.1%	12.7%	
		2003	5.7%	0.9%	1.8%	4.8%	0.6%	0.4%	0.1%	13.3%	
	2004	6.2%	1.1%	1.9%	4.7%	0.7%	0.4%	0.1%	14.1%		
	Male	1999									
		2000									
		2001	3.9%	0.4%	1.5%	3.2%	0.4%	0.3%	0.1%	9.3%	
		2002	4.6%	0.5%	1.4%	3.2%	0.4%	0.3%	0.1%	9.9%	
		2003	5.5%	0.7%	1.3%	3.1%	0.4%	0.3%	0.1%	10.7%	
	2004	6.0%	1.1%	1.3%	3.1%	0.3%	0.3%	0.1%	11.5%		
	Total	1999									
		2000									
2001		4.0%	0.4%	1.7%	4.0%	0.5%	0.3%	0.1%	10.5%		
2002		4.8%	0.5%	1.7%	4.0%	0.5%	0.3%	0.1%	11.4%		
2003		5.6%	0.8%	1.6%	4.0%	0.5%	0.3%	0.1%	12.1%		
2004	6.1%	1.1%	1.6%	3.9%	0.5%	0.3%	0.1%	12.8%			
Māori	Female	1999	5.7%	0.3%	1.9%	3.4%	0.2%	0.2%	0.0%	11.3%	
		2000	7.3%	0.2%	2.3%	3.6%	0.3%	0.2%	0.1%	13.2%	
		2001	11.9%	0.6%	2.6%	3.8%	0.3%	0.2%	0.1%	18.1%	
		2002	16.3%	2.9%	3.0%	4.2%	0.3%	0.3%	0.1%	24.5%	
		2003	16.5%	4.5%	3.0%	4.3%	0.4%	0.3%	0.1%	25.2%	
	2004	16.8%	4.1%	3.0%	4.3%	0.4%	0.3%	0.1%	25.6%		
	Male	1999	4.6%	0.3%	1.0%	1.9%	0.2%	0.2%	0.0%	8.0%	
		2000	5.4%	0.3%	1.3%	2.0%	0.2%	0.2%	0.0%	8.8%	
		2001	7.2%	0.5%	1.5%	2.1%	0.2%	0.2%	0.0%	11.0%	
		2002	8.6%	1.7%	1.6%	2.3%	0.2%	0.2%	0.0%	13.5%	
		2003	9.4%	2.4%	1.6%	2.2%	0.2%	0.2%	0.0%	14.5%	
	2004	10.0%	2.5%	1.5%	2.2%	0.2%	0.2%	0.0%	15.2%		
	Total	1999	5.2%	0.3%	1.5%	2.7%	0.2%	0.2%	0.0%	9.7%	
		2000	6.4%	0.2%	1.8%	2.8%	0.2%	0.2%	0.0%	11.1%	
2001		9.7%	0.6%	2.1%	3.0%	0.2%	0.2%	0.1%	14.7%		
2002		12.6%	2.3%	2.3%	3.3%	0.2%	0.2%	0.1%	19.2%		
2003		13.1%	3.5%	2.3%	3.3%	0.3%	0.2%	0.1%	20.1%		
2004	13.5%	3.3%	2.3%	3.3%	0.3%	0.2%	0.1%	20.6%			
Pasifika	Female	1999									
		2000									
		2001	5.4%	0.4%	1.7%	3.1%	0.2%	0.2%	0.0%	10.4%	
		2002	6.8%	0.7%	1.9%	3.4%	0.2%	0.2%	0.0%	12.4%	
		2003	7.7%	1.2%	2.0%	3.5%	0.2%	0.2%	0.0%	13.8%	
	2004	9.3%	1.9%	2.1%	3.7%	0.3%	0.2%	0.0%	16.1%		
	Male	1999									
		2000									
		2001	4.5%	0.3%	1.2%	2.0%	0.1%	0.1%	0.0%	7.8%	
		2002	4.9%	0.4%	1.3%	2.1%	0.1%	0.1%	0.0%	8.5%	
		2003	5.4%	0.8%	1.3%	2.2%	0.1%	0.1%	0.0%	9.3%	
	2004	6.4%	1.1%	1.3%	2.3%	0.2%	0.1%	0.0%	10.7%		
	Total	1999									
		2000									
2001		5.0%	0.3%	1.4%	2.5%	0.2%	0.1%	0.0%	9.1%		
2002		5.8%	0.6%	1.6%	2.8%	0.2%	0.1%	0.0%	10.5%		
2003		6.6%	1.0%	1.7%	2.9%	0.2%	0.2%	0.0%	11.6%		
2004	7.9%	1.5%	1.7%	3.0%	0.2%	0.2%	0.0%	13.4%			
Asian	Female	1999									
		2000									
		2001	3.4%	0.2%	1.4%	5.1%	0.6%	0.4%	0.1%	10.5%	
		2002	3.5%	0.2%	1.2%	4.7%	0.6%	0.4%	0.1%	10.2%	
		2003	6.3%	0.4%	1.2%	4.6%	0.6%	0.4%	0.1%	12.6%	
	2004	8.3%	0.9%	1.2%	4.6%	0.6%	0.5%	0.1%	14.7%		
	Male	1999									
		2000									
		2001	3.1%	0.2%	1.2%	5.3%	0.7%	0.5%	0.2%	10.5%	
		2002	3.1%	0.1%	1.1%	4.6%	0.6%	0.5%	0.2%	9.7%	
		2003	5.4%	0.3%	1.1%	4.4%	0.6%	0.5%	0.2%	11.5%	
	2004	7.1%	0.7%	1.1%	4.4%	0.5%	0.5%	0.2%	13.1%		
	Total	1999									
		2000									
2001		3.2%	0.2%	1.3%	5.2%	0.6%	0.4%	0.2%	10.5%		
2002		3.3%	0.2%	1.2%	4.7%	0.6%	0.5%	0.2%	10.0%		
2003		5.9%	0.3%	1.2%	4.5%	0.6%	0.5%	0.2%	12.0%		
2004	7.7%	0.8%	1.2%	4.5%	0.6%	0.5%	0.2%	13.9%			
Total	Female	1999	3.9%	0.3%	1.7%	4.6%	0.5%	0.4%	0.1%	10.9%	
		2000	4.5%	0.2%	1.9%	4.7%	0.5%	0.4%	0.1%	11.7%	
		2001	5.4%	0.3%	2.0%	4.8%	0.5%	0.4%	0.1%	12.9%	
		2002	6.6%	0.8%	2.0%	4.9%	0.6%	0.4%	0.1%	14.5%	
		2003	7.5%	1.3%	2.0%	4.8%	0.6%	0.4%	0.1%	15.2%	
	2004	8.2%	1.6%	2.0%	4.7%	0.7%	0.4%	0.1%	16.2%		
	Male	1999	3.5%	0.3%	1.3%	3.1%	0.5%	0.3%	0.1%	8.8%	
		2000	4.0%	0.3%	1.4%	3.2%	0.4%	0.3%	0.1%	9.3%	
		2001	4.6%	0.4%	1.5%	3.3%	0.4%	0.3%	0.1%	10.0%	
		2002	5.2%	0.6%	1.5%	3.3%	0.4%	0.3%	0.1%	10.7%	
		2003	6.2%	0.9%	1.4%	3.2%	0.4%	0.3%	0.1%	11.6%	
	2004	6.8%	1.2%	1.3%	3.2%	0.4%	0.3%	0.1%	12.4%		
	Total	1999	3.7%	0.3%	1.5%	3.9%	0.5%	0.3%	0.1%	9.9%	
		2000	4.2%	0.3%	1.7%	4.0%	0.5%	0.3%	0.1%	10.5%	
2001		5.0%	0.4%	1.8%	4.1%	0.5%	0.3%	0.1%	11.5%		
2002		5.9%	0.7%	1.8%	4.1%	0.5%	0.4%	0.1%	12.6%		
2003		6.8%	1.1%	1.7%	4.0%	0.5%	0.3%	0.1%	13.4%		
2004	7.5%	1.4%	1.7%	4.0%	0.5%	0.4%	0.1%	14.3%			

TABLE 8: DOMESTIC STUDENTS COMPLETING QUALIFICATIONS BY SUB-SECTOR, GENDER AND QUALIFICATION LEVEL 1999-2004

Sub-sector	Gender	Year	Level 1-3	Level 4	Level 5-6	Level 7	Level 8	Level 9	Level 10	Total
			Certificate	Certificate	Diploma	Bachelors	Honours/ Postgrad Cert/Dip	Masters	Doctorate	
Students completing qualifications										
Universities	Females	1999	2,631	386	727	9,836	2,704	1,545	183	17,602
		2000	2,644	407	764	9,753	2,921	1,437	188	17,660
		2001	2,393	462	658	9,805	2,990	1,322	193	17,384
		2002	2,198	449	735	9,543	3,108	1,479	225	17,169
		2003	1,989	425	759	9,552	3,274	1,428	245	17,168
		2004	1,883	468	755	10,141	3,157	1,554	276	17,845
	Males	1999	1,445	96	502	6,607	2,350	1,444	240	12,359
		2000	1,298	114	539	6,508	2,425	1,318	240	12,117
		2001	1,294	126	559	6,978	1,927	1,158	254	11,971
		2002	1,209	131	639	6,822	2,087	1,188	242	11,952
		2003	1,112	123	559	6,732	1,957	1,158	272	11,605
		2004	1,057	178	681	6,781	1,876	1,193	269	11,791
	Total	1999	4,076	482	1,229	16,443	5,054	2,989	423	29,961
		2000	3,942	521	1,303	16,261	5,346	2,755	428	29,777
		2001	3,687	588	1,217	16,783	4,917	2,480	447	29,355
		2002	3,407	580	1,374	16,365	5,195	2,667	467	29,121
		2003	3,101	548	1,318	16,284	5,231	2,586	517	28,773
		2004	2,940	646	1,436	16,922	5,033	2,747	545	29,636
ITPs	Females	1999	8,357	662	1,745	2,349	130	0	0	13,122
		2000	7,750	514	2,028	2,360	71	4	0	12,648
		2001	8,784	525	2,252	2,397	143	12	0	14,026
		2002	12,522	688	2,302	2,368	92	73	0	17,839
		2003	8,817	1,125	2,408	2,491	202	25	0	14,939
		2004	22,927	2,000	2,403	2,337	355	30	0	29,668
	Males	1999	6,659	492	1,251	762	37	1	0	9,138
		2000	6,585	330	1,269	844	43	4	0	9,012
		2001	7,214	303	1,431	914	59	4	0	9,830
		2002	8,437	473	1,425	930	48	10	0	11,202
		2003	9,873	834	1,431	999	64	17	0	13,101
		2004	21,186	1,714	1,589	969	66	13	0	25,350
	Total	1999	15,016	1,154	2,996	3,111	167	1	0	22,260
		2000	14,335	844	3,297	3,204	114	8	0	21,660
		2001	15,998	828	3,683	3,311	202	16	0	23,856
		2002	20,959	1,161	3,727	3,298	140	83	0	29,041
		2003	18,690	1,959	3,839	3,490	266	42	0	28,040
		2004	44,113	3,714	3,992	3,306	421	43	0	55,018
Colleges of Education	Females	1999	358	9	1,212	1,489	0	0	0	3,002
		2000	328	2	751	1,919	30	2	0	2,959
		2001	288	7	607	2,145	18	24	0	3,021
		2002	300	32	568	2,133	43	13	0	3,020
		2003	322	99	465	1,991	43	21	0	2,860
		2004	204	98	633	1,955	75	23	0	2,919
	Males	1999	83	0	187	468	0	0	0	707
		2000	61	0	147	526	5	0	0	719
		2001	51	0	120	599	5	1	0	761
		2002	51	2	122	598	8	1	0	766
		2003	49	13	77	557	15	3	0	707
		2004	18	12	104	537	17	5	0	680
	Total	1999	441	9	1,399	1,957	0	0	0	3,709
		2000	389	2	898	2,445	35	2	0	3,678
		2001	339	7	727	2,744	23	25	0	3,782
		2002	351	34	690	2,731	51	14	0	3,786
		2003	371	112	542	2,548	58	24	0	3,567
		2004	222	110	737	2,492	92	28	0	3,599
Wānanga	Females	1999	197	12	100	80	0	5	0	391
		2000	509	51	269	98	0	11	0	762
		2001	867	84	414	71	0	7	0	1,250
		2002	3,895	2,123	761	90	3	2	0	6,485
		2003	7,784	5,942	916	160	12	5	0	13,936
		2004	12,526	2,938	1,006	142	11	11	0	16,114
	Males	1999	163	1	68	33	0	5	0	269
		2000	280	19	171	27	0	3	0	437
		2001	410	46	216	27	0	8	0	629
		2002	1,072	940	309	33	3	5	0	2,208
		2003	2,124	2,479	379	36	6	7	0	4,789
		2004	5,384	1,191	433	68	6	8	0	6,959
	Total	1999	360	13	168	113	0	10	0	660
		2000	789	70	440	125	0	14	0	1,199
		2001	1,277	130	630	98	0	15	0	1,879
		2002	4,967	3,063	1,070	123	6	7	0	8,693
		2003	9,908	8,421	1,295	196	18	12	0	18,725
		2004	17,910	4,129	1,439	210	17	19	0	23,073

**TABLE 8: DOMESTIC STUDENTS COMPLETING QUALIFICATIONS BY SUB-SECTOR, GENDER AND QUALIFICATION LEVEL
1999-2004 (CONT.)**

Sub-sector	Gender	Year	Level 1-3	Level 4	Level 5-6	Level 7	Level 8	Level 9	Level 10	Total
			Certificate	Certificate	Diploma	Bachelors	Honours/ Postgrad Cert/Dip	Masters	Doctorate	
Students completing qualifications										
TEIs	Females	1999	11,534	1,069	3,783	13,702	2,834	1,550	183	33,886
		2000	11,217	974	3,811	14,061	3,022	1,454	188	33,835
		2001	12,315	1,078	3,926	14,340	3,151	1,365	193	35,462
		2002	18,807	3,291	4,363	14,056	3,246	1,567	225	44,119
		2003	18,816	7,579	4,541	14,088	3,521	1,478	245	48,407
		2004	36,969	5,494	4,794	14,506	3,594	1,617	276	64,982
	Males	1999	8,341	589	2,007	7,853	2,387	1,450	240	22,406
		2000	8,220	463	2,124	7,883	2,473	1,325	240	22,216
		2001	8,967	475	2,325	8,498	1,991	1,171	254	23,127
		2002	10,751	1,544	2,494	8,360	2,146	1,204	242	26,020
		2003	13,137	3,448	2,444	8,280	2,036	1,185	272	30,036
		2004	27,416	3,091	2,803	8,320	1,957	1,218	269	44,163
	Total	1999	19,875	1,658	5,790	21,555	5,221	3,000	423	56,292
		2000	19,437	1,437	5,935	21,944	5,495	2,779	428	56,051
		2001	21,282	1,553	6,251	22,838	5,142	2,536	447	58,589
		2002	29,558	4,835	6,857	22,416	5,392	2,771	467	70,139
		2003	31,953	11,027	6,985	22,368	5,557	2,663	517	78,443
		2004	64,385	8,585	7,597	22,826	5,551	2,835	545	109,145
	OTEPs	Females	1999							
2000			453	0	159	11	479	0	0	1,100
2001			558	0	168	6	434	0	0	1,166
2002			540	0	130	14	486	0	0	1,170
2003			577	0	118	11	507	0	0	1,213
2004			575	1	193	12	329	0	0	1,109
Males		1999								
		2000	114	0	8	4	318	0	0	444
		2001	234	0	10	8	305	0	0	557
		2002	156	0	8	11	317	0	0	492
		2003	190	0	4	13	321	0	0	528
		2004	170	1	9	9	172	0	0	361
Total		1999								
		2000	567	0	167	15	797	0	0	1,544
		2001	792	0	178	14	739	0	0	1,723
		2002	696	0	138	25	803	0	0	1,662
		2003	767	0	122	24	828	0	0	1,741
		2004	745	2	202	21	501	0	0	1,470
PTEs		Females	1999							
	2000		4,631	66	1,789	178	12	5	0	6,646
	2001		6,803	127	2,336	190	0	12	0	9,406
	2002		8,156	340	1,921	180	0	11	0	10,518
	2003		6,976	736	2,377	209	0	16	0	10,166
	2004		8,191	1,593	1,758	163	189	20	0	11,719
	Males	1999								
		2000	3,780	94	953	81	3	17	0	4,894
		2001	6,125	122	1,484	85	1	22	0	7,784
		2002	6,580	443	1,599	104	0	19	0	8,650
		2003	4,874	431	1,481	106	0	14	0	6,798
		2004	5,222	847	1,346	99	129	17	0	7,523
	Total	1999								
		2000	8,411	160	2,742	259	15	22	0	11,540
		2001	12,928	249	3,820	275	1	34	0	17,190
		2002	14,736	783	3,520	284	0	30	0	19,168
		2003	11,850	1,167	3,858	315	0	30	0	16,964
		2004	13,413	2,440	3,104	262	318	37	0	19,242
	Total	Females	1999	11,534	1,069	3,783	13,702	2,834	1,550	183
2000			16,276	1,039	5,757	14,249	3,488	1,459	188	41,368
2001			19,605	1,204	6,427	14,536	3,556	1,377	193	45,731
2002			27,378	3,631	6,411	14,249	3,695	1,578	225	55,397
2003			26,202	8,312	7,032	14,308	3,956	1,494	245	59,146
2004			45,179	7,080	6,741	14,681	4,052	1,637	276	76,682
Males		1999	8,341	589	2,007	7,853	2,387	1,450	240	22,406
		2000	12,097	557	3,085	7,968	2,777	1,342	240	27,414
		2001	15,290	597	3,818	8,591	2,281	1,193	254	31,269
		2002	17,441	1,986	4,099	8,475	2,440	1,223	242	34,904
		2003	18,118	3,876	3,924	8,399	2,311	1,198	272	36,997
		2004	32,503	3,939	4,158	8,428	2,220	1,234	269	51,451
Total		1999	19,875	1,658	5,790	21,555	5,221	3,000	423	56,292
		2000	28,373	1,596	8,842	22,217	6,265	2,801	428	68,782
		2001	34,895	1,801	10,245	23,127	5,837	2,570	447	77,000
		2002	44,819	5,617	10,510	22,724	6,135	2,801	467	90,301
		2003	44,320	12,188	10,956	22,707	6,267	2,692	517	96,143
		2004	77,682	11,019	10,899	23,109	6,272	2,871	545	128,133

TABLE 9: DOMESTIC AND INTERNATIONAL STUDENTS COMPLETING QUALIFICATIONS BY QUALIFICATION LEVEL, SUB-SECTOR AND FIELD OF STUDY 2004

Qualification level	Sub-sector	Domestic or international	Natural and Physical Sciences	Information Technology	Engineering and Related Technologies	Architecture and Building	Agriculture, Environmental and Related Studies	Health	Education	Management and Commerce	Society and Culture	Creative Arts	Food, Hospitality and Personal Services	Mixed Field Programmes	Total	
																Students completing qualifications in 2004
Level 1-3 Certificate	Universities	Domestic	17	34	86	0	1	201	72	176	686	133	274	1,320	2,940	
		International	9	15	3	0	0	0	5	26	196	181	24	55	1,143	1,640
		Total	26	49	89	0	1	206	98	372	372	867	157	329	2,463	4,580
	ITPs	Domestic	95	789	2,423	692	5,800	25,437	341	2,412	1,875	658	1,661	3,520	44,113	
		International	1	198	143	11	38	139	1	261	738	40	126	178	1,838	
		Total	96	987	2,566	703	5,838	25,576	342	2,673	2,613	698	1,787	3,698	45,951	
	CoEs	Domestic	0	4	0	0	0	0	91	27	73	0	0	27	222	
		International	0	0	0	0	0	0	1	1	0	0	0	0	2	
		Total	0	4	0	0	0	0	92	28	73	0	0	27	224	
	Wānanga	Domestic	11	1,187	128	31	0	116	121	1,332	968	233	14	14,015	17,910	
		International	0	0	0	0	0	0	0	0	0	0	0	0	0	
		Total	11	1,187	128	31	0	116	121	1,332	968	233	14	14,015	17,910	
	TEIs	Domestic	123	2,014	2,637	723	5,801	25,740	625	3,945	3,596	1,024	1,949	18,635	64,385	
		International	10	213	146	11	38	144	28	458	919	64	181	1,321	3,473	
		Total	133	2,227	2,783	734	5,839	25,884	653	4,403	4,515	1,088	2,130	19,956	67,858	
	OTEPs	Domestic	0	0	0	0	59	0	671	0	0	15	0	0	745	
		International	0	0	0	0	0	0	0	0	0	1	0	0	1	
		Total	0	0	0	0	59	0	671	0	0	16	0	0	746	
	PTEs	Domestic	0	1,099	687	350	311	253	128	4,325	3,310	847	1,494	748	13,413	
		International	0	19	55	2	1	1	2	379	458	105	88	193	1,296	
Total		0	1,118	742	352	312	254	130	4,704	3,768	952	1,582	941	14,709		
Total	Domestic	123	3,111	3,324	1,072	6,135	25,972	1,422	8,255	6,903	1,886	3,440	19,358	77,682		
	International	10	232	201	13	39	145	30	837	1,371	170	269	1,514	4,753		
	Total	133	3,343	3,525	1,085	6,174	26,117	1,452	9,092	8,274	2,056	3,709	20,872	82,435		
Level 4 Certificate	Universities	Domestic	9	15	20	0	5	31	303	1	245	1	0	16	646	
		International	0	4	0	1	0	0	2	0	6	0	0	139	152	
		Total	9	19	20	1	5	31	305	1	251	1	0	155	798	
	ITPs	Domestic	5	60	126	175	85	1,713	171	377	327	305	221	158	3,714	
		International	0	3	7	4	3	11	0	35	74	15	11	1	164	
		Total	5	63	133	179	88	1,724	171	412	401	320	232	159	3,878	
	CoEs	Domestic	0	0	0	0	0	0	99	0	11	0	0	0	110	
		International	0	0	0	0	0	0	2	0	0	0	0	0	2	
		Total	0	0	0	0	0	0	101	0	11	0	0	0	112	
	Wānanga	Domestic	0	0	38	0	0	0	59	1,076	2,953	20	0	0	4,129	
		International	0	0	0	0	0	0	0	0	0	0	0	0	0	
		Total	0	0	38	0	0	0	59	1,076	2,953	20	0	0	4,129	
	TEIs	Domestic	14	75	184	175	90	1,744	632	1,454	3,535	326	221	174	8,585	
		International	0	7	7	5	3	11	4	35	80	15	11	140	318	
		Total	14	82	191	180	93	1,755	636	1,489	3,615	341	232	314	8,903	
	OTEPs	Domestic	0	0	0	0	2	0	0	0	0	0	0	0	2	
		International	0	0	0	0	0	0	0	0	0	0	0	0	0	
		Total	0	0	0	0	2	0	0	0	0	0	0	0	2	
	PTEs	Domestic	10	110	93	109	160	266	3	1,115	176	45	358	2	2,440	
		International	3	10	3	1	4	5	0	134	31	7	20	94	309	
Total		13	120	96	110	164	271	3	1,249	207	52	378	96	2,749		
Total	Domestic	24	185	277	284	252	2,010	635	2,567	3,711	371	579	176	11,019		
	International	3	17	10	6	7	16	4	169	111	22	31	234	627		
	Total	27	202	287	290	259	2,026	639	2,736	3,822	393	610	410	11,646		
Level 5-6 Diploma	Universities	Domestic	1	56	101	6	119	51	135	424	423	60	61	0	1,436	
		International	0	21	25	0	0	6	1	412	22	9	39	0	535	
		Total	1	77	126	6	119	57	136	836	445	69	100	0	1,971	
	ITPs	Domestic	65	222	274	258	116	194	469	776	867	446	135	184	3,992	
		International	6	51	29	13	10	1	9	448	18	34	6	55	678	
		Total	71	273	303	271	126	195	478	1,224	885	480	141	239	4,670	
	CoEs	Domestic	0	5	0	0	0	0	580	94	60	0	0	0	737	
		International	0	0	0	0	0	0	37	23	3	0	0	0	63	
		Total	0	5	0	0	0	0	617	117	63	0	0	0	800	
	Wānanga	Domestic	0	3	0	0	30	76	505	59	359	423	0	0	1,439	
		International	0	0	0	0	0	0	0	0	0	0	0	0	0	
		Total	0	3	0	0	30	76	505	59	359	423	0	0	1,439	
	TEIs	Domestic	66	286	375	264	265	321	1,689	1,353	1,707	929	196	184	7,597	
		International	6	72	54	13	10	7	47	883	43	43	45	55	1,276	
		Total	72	358	429	277	275	328	1,736	2,236	1,750	972	241	239	8,873	
	OTEPs	Domestic	0	0	0	0	0	0	187	0	0	15	0	0	202	
		International	0	0	0	0	0	0	1	0	0	0	0	0	1	
		Total	0	0	0	0	0	0	188	0	0	15	0	0	203	
	PTEs	Domestic	6	815	81	21	0	417	400	156	463	649	102	0	3,104	
		International	1	323	10	5	0	8	29	907	98	114	14	0	1,509	
Total		7	1,138	91	26	0	425	429	1,063	561	763	116	0	4,613		
Total	Domestic	72	1,101	456	285	265	738	2,276	1,590	2,170	1,592	298	184	10,899		
	International	7	395	64	18	10	15	77	1,790	141	157	59	55	2,786		
	Total	79	1,496	520	303	275	753	2,353	3,299	2,311	1,749	357	239	13,685		
Level 7 Bachelors	Universities	Domestic	2,347	203	945	266	225	1,670	1,611	4,026	5,000	1,100	35	347	16,922	
		International	301	119	77	13	4	93	41	1,667	231	113	8	45	2,695	
		Total	2,648	322	1,022	279	229	1,763	1,652	5,693	5,231	1,213	43	392	19,617	
	ITPs	Domestic	16	309	115	72	20	1,200	198	379	313	658	26	1	3,306	
		International	0	92	20	5	2	31	7	212	3	73	1	0	446	
		Total	16	401	135	77	22	1,231	205	591	316	731	27	1	3,752	
	CoEs	Domestic	0	0	0	0	0	0	2,399	49	29	15	0	0	2,492	
		International	0	0	0	0	0	0	89	8	1	0	0	0	98	
		Total	0	0	0	0	0	0	2,488	57	30	15	0	0	2,590	
	Wānanga	Domestic	0	0	0	0	5	5	63	2	77	58	0	0	210	
		International	0	0	0	0	0	0	0	0	0	0	0	0	0	
		Total	0	0	0	0	5	5	63	2	77	58	0	0	210	
	TEIs	Domestic	2,363	512	1,060	338	250	2,875	4,255	4,454	5,419	1,796	61	348	22,826	
		International	301	211	97	18	6	124	137	1,887	235	166	9	45	3,217	
		Total	2,664	723	1,157	356	256	2,999	4,392	6,341	5,654	1,962	70	393	26,043	
	OTEPs	Domestic	0	0	0	0	0	0	0	0	0	21	0	0	21	
		International	0	0	0	0	0	0	0	0	0	0	0	0	0	
		Total	0	0	0	0	0	0	0	0	0	21	0	0	21	
	PTEs	Domestic	0	14	0	0	0	29	49	26	92	52	0	0	262	
		International	0	0	0	0	0	0	2	60	29	7	0	0	98	
Total		0	14	0	0	0	29	51	86	121	59	0	0	360		
Total	Domestic	2,363	526	1,060	338	250	2,904	4,304	4,480	5,511	1,869	61	348	23,109		
	International	301														

TABLE 9: DOMESTIC AND INTERNATIONAL STUDENTS COMPLETING QUALIFICATIONS BY QUALIFICATION LEVEL, SUB-SECTOR AND FIELD OF STUDY 2004 (CONT.)

Qualification level	Sub-sector	Domestic or international	Natural and Physical Sciences	Information Technology	Engineering and Related Technologies	Architecture and Building	Agriculture, Environmental and Related Studies	Health	Education	Management and Commerce	Society and Culture	Creative Arts	Food, Hospitality and Personal Services	Mixed Field Programmes	Total
Level 8 Honours/Postgrad cert/dip	Universities	Domestic	690	50	56	28	100	1,069	412	1,261	1,212	135	0	27	5,033
		International	160	23	19	3	24	58	44	413	72	31	0	8	854
		Total	850	73	75	31	124	1,127	456	1,674	1,284	166	0	35	5,887
	ITPs	Domestic	0	10	8	0	0	339	14	24	2	24	0	0	421
		International	0	6	0	0	0	0	0	0	0	19	0	0	25
		Total	0	16	8	0	0	339	14	24	2	43	0	0	446
	CoEs	Domestic	0	0	0	0	0	0	92	0	0	0	0	0	92
		International	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	0	0	0	0	0	0	92	0	0	0	0	0	92
	Wānanga	Domestic	0	0	0	0	0	0	5	7	5	0	0	0	17
		International	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	0	0	0	0	0	0	5	7	5	0	0	0	17
	TEIs	Domestic	690	60	64	28	100	1,407	523	1,292	1,219	149	0	27	5,551
		International	160	29	19	3	24	58	44	413	72	34	0	8	863
		Total	850	89	83	31	124	1,465	567	1,705	1,291	183	0	35	6,414
	OTEPs	Domestic	0	0	0	0	0	0	0	0	501	0	0	0	501
		International	0	0	0	0	0	0	0	0	7	0	0	0	7
		Total	0	0	0	0	0	0	0	0	508	0	0	0	508
	PTEs	Domestic	0	0	0	0	0	0	0	1	317	0	0	0	318
		International	0	0	0	0	0	0	0	20	4	0	0	0	24
		Total	0	0	0	0	0	0	0	21	321	0	0	0	342
	Total	Domestic	690	60	64	28	100	1,407	523	1,293	1,945	149	0	27	6,272
		International	160	29	19	3	24	58	44	433	83	34	0	8	894
		Total	850	89	83	31	124	1,465	567	1,726	2,028	183	0	35	7,166
Level 9 Masters	Universities	Domestic	467	32	160	18	97	234	144	689	806	92	0	9	2,747
		International	67	9	84	18	17	8	58	245	186	16	0	2	710
		Total	534	41	244	36	114	242	202	934	992	108	0	11	3,457
	ITPs	Domestic	0	3	0	0	0	18	0	15	0	7	0	0	43
		International	0	4	0	0	0	0	0	0	0	3	0	0	7
		Total	0	7	0	0	0	18	0	15	0	10	0	0	50
	CoEs	Domestic	0	0	0	0	0	0	28	0	0	0	0	0	28
		International	0	0	0	0	0	0	4	0	0	0	0	0	4
		Total	0	0	0	0	0	0	32	0	0	0	0	0	32
	Wānanga	Domestic	0	0	0	0	0	0	2	8	9	0	0	0	19
		International	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	0	0	0	0	0	0	2	8	9	0	0	0	19
	TEIs	Domestic	467	35	160	18	97	252	174	712	815	97	0	9	2,835
		International	67	13	84	18	17	8	62	245	186	18	0	2	720
		Total	534	48	244	36	114	260	236	957	1,001	115	0	11	3,555
	OTEPs	Domestic	0	0	0	0	0	0	0	0	0	0	0	0	0
		International	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	PTEs	Domestic	0	0	0	0	0	10	0	23	4	0	0	0	37
		International	0	0	0	0	3	1	0	105	1	0	0	0	110
		Total	0	0	0	0	3	11	0	128	5	0	0	0	147
	Total	Domestic	467	35	160	18	97	262	174	734	819	97	0	9	2,871
		International	67	13	84	18	20	9	62	350	187	18	0	2	830
		Total	534	48	244	36	117	271	236	1,084	1,006	115	0	11	3,701
Level 10 Doctorate	Universities	Domestic	1	0	0	0	0	9	1	0	14	5	0	515	545
		International	0	0	0	0	0	0	0	0	1	0	0	77	78
		Total	1	0	0	0	0	9	1	0	15	5	0	592	623
	ITPs	Domestic	0	0	0	0	0	0	0	0	0	0	0	0	0
		International	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	CoEs	Domestic	0	0	0	0	0	0	0	0	0	0	0	0	0
		International	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Wānanga	Domestic	0	0	0	0	0	0	0	0	0	0	0	0	0
		International	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	TEIs	Domestic	1	0	0	0	0	9	1	0	14	5	0	515	545
		International	0	0	0	0	0	0	0	0	1	0	0	77	78
		Total	1	0	0	0	0	9	1	0	15	5	0	592	623
	OTEPs	Domestic	0	0	0	0	0	0	0	0	0	0	0	0	0
		International	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	PTEs	Domestic	0	0	0	0	0	0	0	0	0	0	0	0	0
		International	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	Domestic	1	0	0	0	0	9	1	0	14	5	0	515	545
		International	0	0	0	0	0	0	0	0	1	0	0	77	78
		Total	1	0	0	0	0	9	1	0	15	5	0	592	623
Total	Universities	Domestic	3,486	389	1,367	316	544	3,262	2,673	6,414	8,157	1,519	370	2,233	29,636
		International	535	190	208	35	45	170	171	2,901	695	193	101	1,412	6,610
		Total	4,021	579	1,575	351	589	3,432	2,844	9,315	8,852	1,712	471	3,645	36,246
	ITPs	Domestic	181	1,352	2,939	1,176	6,008	28,817	1,192	3,900	3,361	2,075	1,995	3,862	55,018
		International	7	349	198	33	53	182	17	950	830	182	134	234	3,098
		Total	188	1,701	3,137	1,209	6,061	28,999	1,209	4,850	4,191	2,257	2,129	4,096	58,116
	CoEs	Domestic	0	9	0	0	0	0	3,220	162	171	15	0	27	3,599
		International	0	0	0	0	0	0	133	30	4	0	0	0	167
		Total	0	9	0	0	0	0	3,353	192	175	15	0	27	3,766
	Wānanga	Domestic	11	1,189	164	31	35	197	751	2,472	4,333	716	14	14,015	23,073
		International	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	11	1,189	164	31	35	197	751	2,472	4,333	716	14	14,015	23,073
	TEIs	Domestic	3,678	2,938	4,470	1,522	6,578	32,123	7,808	12,938	15,989	4,278	2,379	19,848	109,145
		International	542	539	406	68	98	352	321	3,878	1,529	338	235	1,646	9,824
		Total	4,220	3,477	4,876	1,590	6,676	32,475	8,129	16,816	17,518	4,616	2,614	21,494	118,969
	OTEPs	Domestic	0	0	0	0	60	0	858	0	501	51	0	0	1,470
		International	0	0	0	0	0	0	1	0	7	1	0	0	9
		Total	0	0	0	0	60	0	859	0	508	52	0	0	1,479
	PTEs	Domestic	16	2,001	835	456	465	951	580	5,551	4,325	1,589	1,915	750	19,242
		International	4	348	68	7	8	12	33	1,578	617	233	121	287	3,294
		Total	20	2,349	903	463	473	963	613	7,129	4,942	1,822	2,036	1,037	22,536
	Total	Domestic	3,694	4,937	5,301	1,977	7,039	33,015	9,221	18,453	20,441	5,915	4,290	20,573	128,133
		International	546	887	474	75	106	364	355	5,449	2,145	572	356	1,932	13,086
		Total	4,240	5,824	5,775	2,052	7,145	33,379	9,576	23,902	22,586	6,487	4,646	22,505	141,219

TABLE 10: TEI QUALIFICATION COMPLETION RATES BY QUALIFICATION LEVEL, ETHNIC GROUP AND YEAR OF STUDY 1998 - 2004

Qualification level	Ethnic group	Year started qualification	Students starting a qualification	Percentage of students successfully completed							Qualification level	Ethnic group	Year started qualification	Students starting a qualification	Percentage of students successfully completed									
				After 1 year	After 2 years	After 3 years	After 4 years	After 5 years	After 6 years	After 7 years					After 1 year	After 2 years	After 3 years	After 4 years	After 5 years	After 6 years	After 7 years			
Level 1-3 Certificate	European	1998	30,430	23%	29%	30%	31%	31%	32%	33%	Level 9 Honours/Postgrad cert/dip	European	1998	6,310	27%	43%	53%	56%	57%	58%				
		1999	30,540	23%	27%	29%	30%	30%	32%	1999			5,810	26%	44%	52%	55%	57%	57%					
		2000	30,900	23%	27%	28%	29%	31%	1999	6,120			24%	41%	49%	52%	53%	1999	5,400	25%	41%	49%	53%	
		2001	32,660	23%	28%	30%	31%	2002	5,440	25%			40%	48%	2002	5,440	25%	40%	48%	2002	5,440	25%	40%	48%
		2002	40,430	22%	28%	30%	2003	6,170	17%	23%			2003	5,640	26%	44%	2003	5,640	26%	44%	2003	5,640	26%	44%
		2003	61,740	17%	23%	2004	61,480	36%	2004	5,800			24%	41%	2004	5,800	24%	41%	2004	5,800	24%	41%		
		2004	61,480	36%	2004	61,480	36%	2004	5,800	24%			41%	2004	5,800	24%	41%	2004	5,800	24%	41%			
	Māori	1998	9,140	30%	35%	36%	37%	38%	39%	41%	Māori	1998	580	23%	40%	49%	50%	51%	52%	53%				
		1999	9,370	31%	34%	36%	38%	39%	41%	1999		570	24%	38%	43%	45%	47%	48%						
		2000	11,420	24%	28%	31%	33%	35%	2000	640		24%	41%	46%	49%	50%	2000	640	24%	41%	46%	49%		
		2001	17,910	16%	29%	31%	34%	2001	580	25%		36%	44%	48%	2001	580	25%	36%	44%	48%				
		2002	23,210	20%	35%	37%	2002	650	21%	34%		40%	2002	650	21%	34%	40%	2002	650	21%	34%	40%		
		2003	24,420	17%	25%	2003	720	23%	37%	2003		720	23%	37%	2003	720	23%	37%	2003	720	23%	37%		
		2004	21,310	30%	2004	750	21%	2004	750	21%		2004	750	21%	2004	750	21%							
	Pasifika	1998	2,800	23%	27%	28%	29%	29%	29%	30%	Pasifika	1998	180	23%	41%	46%	49%	50%	51%	51%				
		1999	2,740	26%	29%	31%	31%	32%	33%	1999		210	18%	32%	36%	38%	39%	40%						
		2000	2,880	24%	28%	30%	30%	31%	2000	190		29%	41%	47%	50%	51%	2000	190	29%	41%	47%	50%		
		2001	3,290	27%	33%	34%	35%	2001	220	24%		34%	42%	44%	2001	220	24%	34%	42%	44%				
		2002	4,620	18%	24%	27%	2002	220	20%	35%		40%	2002	220	20%	35%	40%	2002	220	20%	35%	40%		
		2003	5,360	12%	20%	2003	200	23%	38%	2003		200	23%	38%	2003	200	23%	38%	2003	200	23%	38%		
		2004	6,760	27%	2004	230	24%	2004	230	24%		2004	230	24%										
	Asian	1998	4,250	33%	38%	40%	41%	41%	42%	Asian	1998	1,220	24%	41%	49%	51%	52%	52%						
		1999	3,720	32%	36%	38%	38%	39%	40%		1999	1,240	23%	41%	47%	48%	49%	49%						
		2000	3,500	32%	37%	38%	39%	41%	2000		1,060	27%	44%	51%	53%	54%	2000	1,060	27%	44%	51%	53%		
2001		3,720	30%	37%	38%	41%	2001	1,050	25%		43%	49%	51%	2001	1,050	25%	43%	49%	51%					
2002		5,230	23%	33%	38%	2002	1,210	23%	42%		48%	2002	1,210	23%	42%	48%	2002	1,210	23%	42%	48%			
2003		14,160	8%	56%	2003	1,320	27%	50%	2003		1,320	27%	50%	2003	1,320	27%	50%	2003	1,320	27%	50%			
2004		12,710	16%	2004	1,230	28%	2004	1,230	28%		2004	1,230	28%											
Total	1998	50,740	26%	30%	31%	32%	33%	34%	35%	Total	1998	8,890	26%	42%	52%	54%	55%	56%	56%					
	1999	49,740	26%	29%	31%	32%	33%	34%	1999		8,240	25%	42%	49%	52%	53%	54%							
	2000	53,000	24%	28%	30%	31%	32%	2000	8,430		25%	41%	49%	52%	53%	2000	8,430	25%	41%	49%	52%			
	2001	60,850	22%	29%	31%	32%	2001	7,810	25%		40%	49%	52%	2001	7,810	25%	40%	49%	52%					
	2002	77,170	21%	30%	32%	2002	8,150	24%	39%		47%	2002	8,150	24%	39%	47%	2002	8,150	24%	39%	47%			
	2003	109,570	16%	28%	2003	8,690	25%	43%	2003		8,690	25%	43%	2003	8,690	25%	43%	2003	8,690	25%	43%			
	2004	106,870	31%	2004	8,870	23%	2004	8,870	23%															
Level 4 Certificate	European	1998	5,660	15%	20%	22%	23%	23%	24%	Level 9 Masters	European	1998	3,000	7%	24%	41%	49%	53%	56%	57%				
		1999	3,640	14%	20%	22%	23%	24%	1999			2,860	10%	26%	41%	48%	51%	54%						
		2000	3,230	14%	21%	24%	24%	24%	2000			2,860	8%	22%	40%	47%	50%	2000	2,860	8%	22%	40%	47%	
		2001	4,560	12%	19%	21%	21%	2001	2,600			5%	20%	36%	44%	2001	2,600	5%	20%	36%	44%			
		2002	5,480	18%	29%	30%	2002	2,960	6%			20%	36%	44%	2002	2,960	6%	20%	36%	44%				
		2003	10,260	23%	29%	2003	2,810	5%	24%			2003	2,810	5%	24%	2003	2,810	5%	24%	2003	2,810	5%	24%	
		2004	12,310	20%	2004	2,670	5%	2004	2,670			5%												
	Māori	1998	970	12%	17%	18%	18%	19%	20%	21%	Māori	1998	360	9%	20%	32%	38%	41%	43%	45%				
		1999	690	16%	21%	22%	22%	24%	24%	1999		400	5%	17%	27%	32%	35%	38%						
		2000	700	18%	23%	24%	25%	26%	2000	370		7%	18%	27%	32%	36%	2000	370	7%	18%	27%	32%		
		2001	2,140	9%	30%	35%	36%	2001	370	3%		14%	24%	28%	2001	370	3%	14%	24%	28%				
		2002	8,120	24%	45%	46%	2002	480	4%	11%		24%	2002	480	4%	11%	24%	2002	480	4%	11%	24%		
		2003	10,000	40%	44%	2003	400	2%	17%	2003		400	2%	17%	2003	400	2%	17%	2003	400	2%	17%		
		2004	7,780	17%	2004	400	3%	2004	400	3%														
	Pasifika	1998	210	12%	17%	19%	19%	20%	20%	Pasifika	1998	110	3%	13%	31%	37%	43%	44%	45%					
		1999	160	13%	16%	16%	17%	18%	1999		120	7%	16%	29%	35%	40%	44%							
		2000	200	32%	35%	36%	36%	36%	2000		100	3%	12%	24%	30%	37%	2000	100	3%	12%	24%	30%		
		2001	270	10%	21%	23%	23%	2001	120		4%	16%	31%	39%	2001	120	4%	16%	31%	39%				
		2002	440	18%	38%	38%	2002	120	4%		15%	24%	2002	120	4%	15%	24%	2002	120	4%	15%	24%		
		2003	1,080	21%	27%	2003	140	5%	14%		2003	140	5%	14%	2003	140	5%	14%	2003	140	5%	14%		
		2004	1,320	20%	2004	120	3%	2004	120		3%													
	Asian	1998	1,980	26%	36%	37%	37%	37%	37%	Asian	1998	720	17%	48%	61%	66%	68%	68%	68%					
		1999	260	24%	35%	36%	38%	38%	38%		1999	660	21%	45%	60%	64%	65%	65%						
		2000	310	33%	41%	43%	44%	45%	2000		610	18%	41%	58%	61%	62%	2000	610	18%	41%	58%	61%		
2001		320	9%	29%	32%	35%	2001	590	13%		40%	58%	63%	2001	590	13%	40%	58%	63%					
2002		350	10%	26%	28%	2002	840	15%	39%		53%	2002	840	15%	39%	53%	2002	840	15%	39%	53%			
2003		760	17%	33%	2003	890	16%	43%	2003		890	16%	43%	2003	890	16%	43%	2003	890	16%	43%			
2004		2,080	16%	2004	820	15%	2004	820	15%															
Total	1998	7,890	14%	20%	22%	23%	23%	23%	24%	Total	1998	4,530	9%	27%	44%	51%	54%	56%	57%					
	1999	7,910	15%	21%	24%	24%	25%	25%	1999		4,330	11%	28%	42%	48%	51%	53%							
	2000	4,660	17%	23%	26%	26%	27%	2000	4,210		9%	25%	41%	47%	51%	2000	4,210	9%	25%	41%	47%			
	2001	7,820	11%	23%	26%	27%	2001	4,250	6%		22%	38%	44%	2001	4,250	6%	22%	38%	44%					
	2002	14,680	21%	38%	39%	2002	4,820	7%	22%		38%	2002	4,820	7%	22%	38%	2002	4,820	7%	22%	38%			
	2003	22,520	30%	36%	2003	4,590	7%	26%	2003		4,590	7%	26%	2003	4,590	7%	26%	2003	4,590	7%	26%			
	2004	24,270	19%	2004	4,390	7%	2004	4,390	7%															
Level 5-6 Diploma	European	1998	14,080	11%	17%	21%	24%	25%	26%	Level 10 Doctorate	European	1998	520	1%	2%	5%	13%	25%	34%	41%				
		1999	11,670	9%	17%	22%	24%	26%	27%			1999	560	0%	1%	4%	11%	24%	33%					
		2000	13,160	8%	16%	21%	22%	24%	2000			590	1%	3%	5%	15%	29%	2000	590	1%	3%	5%	15%	

TABLE 11: TEI QUALIFICATION COMPLETION RATES BY QUALIFICATION LEVEL, SUB-SECTOR AND YEAR OF STUDY 1998 - 2004

Qualification level	Sub-sector	Year started qualification	Students starting a qualification	Percentage of students successfully completed						
				After 1 year	After 2 years	After 3 years	After 4 years	After 5 years	After 6 years	After 7 years
Level 1-3 Certificate	Universities	1998	7,300	34%	40%	41%	42%	42%	42%	42%
		1999	6,850	38%	43%	44%	44%	44%	44%	
		2000	7,080	37%	42%	44%	44%	44%		
		2001	6,310	28%	37%	38%	39%			
		2002	7,010	27%	38%	40%				
		2003	5,620	25%	40%					
		2004	5,420	25%						
	ITPs	1998	43,070	25%	28%	29%	30%	31%	31%	32%
		1999	42,210	23%	27%	28%	29%	30%	31%	
		2000	42,580	22%	25%	27%	27%	29%		
		2001	44,580	24%	28%	29%	30%			
		2002	53,160	25%	28%	30%				
		2003	83,600	15%	21%					
		2004	86,750	36%						
	Colleges of Education	1998	670	27%	35%	38%	40%	40%	41%	41%
		1999	920	28%	34%	38%	40%	40%	40%	
		2000	1,070	21%	28%	31%	32%	33%		
		2001	1,110	17%	25%	28%	29%			
		2002	890	18%	22%	24%				
		2003	730	28%	31%					
		2004	1,220	7%						
	Wānanga	1998	550	23%	26%	26%	27%	28%	30%	31%
		1999	850	35%	37%	39%	41%	43%	44%	
		2000	3,170	23%	30%	36%	38%	39%		
		2001	12,250	7%	29%	30%	32%			
		2002	21,720	8%	33%	34%				
		2003	29,770	12%	42%					
		2004	24,430	12%						
Level 4 Certificate	Universities	1998	2,540	20%	29%	33%	34%	35%	35%	35%
		1999	1,520	11%	20%	26%	28%	28%	29%	
		2000	1,340	14%	24%	31%	31%	32%		
		2001	1,900	8%	24%	28%	29%			
		2002	1,550	4%	18%	21%				
		2003	1,560	8%	23%					
		2004	1,710	14%						
	ITPs	1998	5,250	11%	16%	17%	17%	17%	17%	17%
		1999	3,490	18%	22%	23%	23%	23%	23%	
		2000	3,110	17%	22%	23%	23%	23%		
		2001	4,070	14%	18%	18%	18%			
		2002	3,580	17%	20%	20%				
		2003	8,560	16%	21%					
		2004	13,410	22%						
	Colleges of Education	1998	100	5%	7%	7%	7%	7%	7%	7%
		1999	100	1%	2%	2%	2%	2%	2%	
		2000	80		9%	10%	11%	11%		
		2001	150		6%	7%	7%			
		2002	80	29%	55%	60%				
		2003	260	35%	48%					
		2004	280	25%						
	Wānanga	1998	20							
		1999	20							
		2000	140	51%	55%	55%	56%	57%		
		2001	1,750	7%	36%	43%	43%			
		2002	9,690	25%	47%	48%				
		2003	12,570	42%	47%					
		2004	9,540	14%						
Level 5-6 Diploma	Universities	1998	3,640	19%	28%	34%	37%	38%	39%	39%
		1999	2,900	11%	22%	27%	30%	32%	32%	
		2000	4,150	13%	22%	28%	30%	31%		
		2001	3,390	10%	21%	27%	30%			
		2002	4,100	11%	21%	29%				
		2003	3,620	10%	23%					
		2004	3,320	8%						
	ITPs	1998	14,780	9%	14%	18%	20%	21%	22%	22%
		1999	13,360	8%	14%	18%	20%	21%	22%	
		2000	13,560	8%	15%	18%	20%	21%		
		2001	14,680	8%	16%	19%	21%			
		2002	13,150	9%	16%	19%				
		2003	14,630	8%	16%					
		2004	13,490	9%						
	Colleges of Education	1998	2,980	7%	18%	22%	25%	26%	27%	28%
		1999	1,820	10%	27%	34%	37%	38%	39%	
		2000	2,610	4%	11%	15%	16%	17%		
		2001	2,470	6%	14%	16%	19%			
		2002	2,540	5%	13%	19%				
		2003	2,310	4%	12%					
		2004	2,210	6%						
	Wānanga	1998	370	19%	25%	31%	32%	33%	33%	33%
		1999	330	25%	33%	40%	42%	42%	43%	
		2000	1,030	34%	37%	38%	39%	40%		
		2001	1,710	28%	32%	34%	34%			
		2002	2,850	29%	40%	42%				
		2003	3,110	26%	43%					
		2004	2,980	21%						
Level 7 Bachelors	Universities	1998	32,110	4%	7%	21%	34%	41%	44%	45%
		1999	30,240	3%	6%	20%	33%	40%	43%	
		2000	31,390	3%	7%	21%	34%	41%		
		2001	31,280	3%	6%	18%	32%			
		2002	31,690	3%	5%	18%				
		2003	32,370	4%	9%					
		2004	26,800	1%						
	ITPs	1998	9,170	8%	14%	29%	37%	39%	40%	41%
		1999	8,870	6%	11%	27%	34%	37%	38%	
		2000	9,520	3%	7%	20%	27%	30%		
		2001	9,070	4%	7%	21%	29%			
		2002	9,390	4%	8%	20%				
		2003	9,660	4%	10%					
		2004	7,770	3%						
	Colleges of Education	1998	3,070	25%	34%	52%	58%	60%	61%	62%
		1999	4,520	24%	39%	62%	69%	71%	72%	
		2000	4,220	21%	31%	52%	61%	64%		
		2001	3,820	20%	31%	49%	56%			
		2002	3,530	22%	33%	53%				
		2003	3,420	24%	36%					
		2004	3,300	23%						
	Wānanga	1998	280	27%	32%	41%	42%	42%	42%	43%
		1999	260	17%	24%	32%	33%	33%	35%	
		2000	260	23%	30%	33%	35%	36%		
		2001	440	11%	15%	20%	24%			
		2002	500	12%	21%	26%				
		2003	740	13%	23%					
		2004	620	5%						

TABLE 11: TEI QUALIFICATION COMPLETION RATES BY QUALIFICATION LEVEL, SUB-SECTOR AND YEAR OF STUDY 1998 - 2004 (CONT.)

Qualification level	Sub-sector	Year started qualification	Students starting a qualification	Percentage of students successfully completed						
				After 1 year	After 2 years	After 3 years	After 4 years	After 5 years	After 6 years	After 7 years
Level 8 Honours/Postgrad cert/dip	Universities	1998	8,700	25%	42%	52%	54%	55%	56%	56%
		1999	8,020	25%	42%	49%	52%	53%	53%	
		2000	7,800	26%	43%	51%	54%	54%		
		2001	7,450	24%	41%	49%	52%			
		2002	7,800	24%	39%	47%				
		2003	7,960	25%	44%					
		2004	7,440	24%						
	ITPs	1998	190	47%	63%	64%	64%	64%	65%	65%
		1999	190	28%	56%	58%	61%	61%	63%	
		2000	600	9%	24%	27%	28%	29%		
		2001	350	24%	33%	41%	42%			
		2002	310	21%	41%	44%				
		2003	650	20%	38%					
	Colleges of Education	1998	0							
		1999	30		12%	15%	50%	56%	59%	
		2000	60	10%	12%	16%	26%	28%		
		2001	60	31%	33%	40%	40%			
		2002	70	43%	45%	46%				
		2003	70	53%	59%					
	Wānanga	1998	0							
		1999	0							
		2000	0							
		2001	0							
		2002	30	15%	21%	21%				
2003		80	18%	27%						
Level 9 Masters	Universities	1998	4,390	9%	28%	45%	52%	55%	57%	58%
		1999	4,090	12%	29%	44%	50%	54%	55%	
		2000	3,950	10%	26%	43%	49%	53%		
		2001	3,930	6%	23%	40%	47%			
		2002	4,270	7%	23%	40%				
		2003	4,210	7%	28%					
		2004	4,100	7%						
	ITPs	1998	40		3%	13%	31%	38%	41%	44%
		1999	50			2%	17%	23%	27%	
		2000	120	3%	7%	13%	21%	25%		
		2001	150	2%	5%	9%	16%			
		2002	340	16%	21%	24%				
		2003	210	1%	5%					
	Colleges of Education	1998	70			3%	7%	13%	14%	20%
		1999	130			5%	6%	6%	9%	
		2000	110		7%	9%	11%	13%		
		2001	140	6%	7%	11%	15%			
		2002	190	2%	4%	5%				
		2003	180	2%	4%					
	Wānanga	1998	40		7%	14%	21%	21%	21%	29%
		1999	80	4%	18%	22%	23%	25%	27%	
		2000	50		9%	9%	13%	15%		
		2001	60	2%	9%	9%	11%			
		2002	50	2%	8%	10%				
2003		40	3%	14%						
Level 10 Doctorate	Universities	1998	750	1%	3%	6%	14%	25%	33%	40%
		1999	870	1%	2%	4%	12%	23%	33%	
		2000	890	1%	3%	5%	14%	28%		
		2001	810	1%	3%	6%	15%			
		2002	900	1%	1%	4%				
		2003	960	1%	3%					
		2004	820	0%						
	ITPs	1998	0							
		1999	0							
		2000	0							
		2001	0							
		2002	0							
		2003	0							
	Colleges of Education	1998	0							
		1999	0							
		2000	0							
		2001	0							
		2002	0							
		2003	0							
	Wānanga	1998	0							
		1999	0							
		2000	0							
		2001	0							
		2002	0							
2003		0								
Total	Universities	1998	44,640	10%	16%	27%	39%	44%	47%	48%
		1999	41,760	10%	16%	28%	39%	45%	48%	
		2000	42,690	11%	17%	29%	40%	45%		
		2001	41,680	9%	14%	25%	37%			
		2002	42,660	8%	14%	25%				
		2003	41,760	9%	18%					
		2004	34,010	7%						
	ITPs	1998	60,110	20%	24%	28%	30%	31%	32%	33%
		1999	56,420	19%	24%	28%	30%	31%	33%	
		2000	56,360	18%	23%	26%	28%	30%		
		2001	58,590	19%	24%	27%	30%			
		2002	65,650	21%	25%	29%				
		2003	96,900	15%	22%					
	Colleges of Education	1998	6,170	17%	27%	43%	50%	52%	53%	54%
		1999	5,890	21%	31%	51%	57%	59%	60%	
		2000	6,730	15%	23%	38%	44%	46%		
		2001	6,330	16%	25%	37%	43%			
		2002	6,030	17%	25%	40%				
		2003	5,700	20%	30%					
	Wānanga	1998	5,740	16%						
		1999	1,120	28%	31%	35%	37%	39%	41%	43%
		2000	1,330	30%	37%	42%	45%	48%	50%	
		2001	3,430	23%	30%	37%	40%	42%		
		2002	13,910	9%	31%	35%	37%			
2003		30,770	15%	39%	41%					
Wānanga	1998	39,600	20%	45%						
	1999	31,990	12%							

TABLE 12: FIVE-YEAR QUALIFICATION COMPLETION RATES BY ETHNIC GROUP, AGE GROUP, GENDER AND QUALIFICATION LEVEL

Ethnic group	Age group	Gender	Level 1-3 Certificate	Level 4 Certificate	Level 5-6 Diploma	Level 7 Bachelors	Level 8 Honours/ Postgrad Cert/Dip	Level 9 Masters	Level 10 Doctorate	Total
			Percentage of students starting a qualification in 2000 who have completed by the end of 2004							
European	under 18	Female	36%	37%	44%	56%				44%
		Male	27%	15%	29%	44%				31%
		Total	31%	19%	38%	51%				37%
	18-24	Female	44%	34%	42%	58%	75%	62%	34%	58%
		Male	37%	13%	34%	48%	72%	58%	51%	47%
		Total	40%	19%	38%	53%	74%	60%	42%	52%
	25-39	Female	32%	34%	27%	34%	51%	46%	26%	37%
		Male	28%	19%	25%	29%	53%	54%	32%	32%
		Total	30%	27%	26%	32%	52%	49%	29%	35%
	40+	Female	30%	43%	25%	34%	47%	41%	15%	35%
		Male	22%	23%	17%	27%	43%	45%	23%	26%
		Total	26%	36%	22%	32%	46%	43%	18%	31%
	Total	Female	35%	37%	32%	47%	58%	48%	24%	44%
		Male	29%	16%	27%	41%	58%	53%	34%	36%
		Total	32%	26%	30%	44%	58%	50%	29%	41%
Māori	under 18	Female	19%		33%	34%				23%
		Male	11%		21%					13%
		Total	15%	26%	30%	34%				18%
	18-24	Female	32%	27%	29%	41%	65%	51%		39%
		Male	27%	18%	27%	34%	58%	48%		31%
		Total	30%	22%	28%	38%	63%	50%		35%
	25-39	Female	37%	36%	27%	29%	62%	39%		38%
		Male	32%	24%	29%	22%	44%	32%		33%
		Total	35%	30%	28%	27%	56%	36%		36%
	40+	Female	36%	39%	35%	27%	56%	27%		40%
		Male	31%	32%	30%	27%	41%	32%		33%
		Total	34%	37%	34%	27%	51%	29%		37%
	Total	Female	32%	34%	30%	34%	61%	36%	14%	37%
		Male	26%	22%	28%	28%	48%	35%		29%
		Total	30%	28%	30%	32%	56%	36%	20%	33%
Pasifika	under 18	Female	20%		23%					25%
		Male	13%							16%
		Total	16%	69%	20%					20%
	18-24	Female	34%	38%	28%	30%	72%			37%
		Male	28%	40%	25%	24%				30%
		Total	31%	39%	27%	28%	69%			34%
	25-39	Female	31%	41%	30%	26%	53%	22%		34%
		Male	27%	21%	22%	26%	56%			28%
		Total	29%	32%	27%	26%	54%	27%		31%
	40+	Female	33%		43%	31%				37%
		Male	22%		27%	20%				26%
		Total	28%	23%	38%	27%	55%	38%		32%
	Total	Female	31%	40%	31%	29%	61%	34%		34%
		Male	25%	37%	24%	24%	59%	38%		27%
		Total	28%	39%	28%	27%	60%	36%		31%
Asian	under 18	Female	38%			53%				52%
		Male	30%			53%				46%
		Total	34%		38%	53%				49%
	18-24	Female	47%		38%	53%	79%	65%		56%
		Male	37%	39%	27%	45%	63%	66%		47%
		Total	42%	50%	32%	49%	72%	66%		51%
	25-39	Female	45%	57%	35%	38%	51%	64%		50%
		Male	36%	33%	28%	32%	47%	60%	37%	43%
		Total	41%	45%	32%	35%	49%	62%	34%	46%
	40+	Female	45%	60%	29%	27%	64%	60%		45%
		Male	47%	37%	32%	26%	47%	52%		44%
		Total	46%	49%	31%	26%	55%	55%		45%
	Total	Female	45%	59%	35%	47%	63%	64%	21%	51%
		Male	39%	36%	29%	41%	52%	60%	35%	45%
		Total	42%	47%	32%	44%	57%	62%	30%	48%
Other	under 18	Female	33%			54%				42%
		Male	20%							30%
		Total	27%			53%				36%
	18-24	Female	37%		44%	51%	74%			50%
		Male	31%		33%	42%	59%			40%
		Total	34%	32%	38%	46%	66%	63%		45%
	25-39	Female	37%	42%	28%	36%	64%	46%		42%
		Male	35%	33%	24%	28%	47%	55%		37%
		Total	36%	37%	26%	33%	55%	51%	30%	40%
	40+	Female	34%		23%	37%	56%	44%		38%
		Male	30%		25%	25%	52%	56%		32%
		Total	32%	44%	24%	32%	54%	49%	20%	35%
	Total	Female	36%	41%	33%	44%	65%	49%	20%	44%
		Male	32%	36%	29%	35%	51%	56%	29%	36%
		Total	34%	38%	31%	40%	58%	53%	24%	40%
Total	under 18	Female	30%	42%	37%	53%				36%
		Male	21%	20%	28%	46%				25%
		Total	26%	27%	34%	50%				31%
	18-24	Female	39%	35%	38%	54%	75%	62%	30%	51%
		Male	33%	16%	32%	45%	69%	59%	51%	42%
		Total	36%	22%	35%	50%	72%	60%	40%	47%
	25-39	Female	34%	37%	28%	33%	52%	47%	26%	38%
		Male	30%	22%	26%	28%	51%	53%	32%	33%
		Total	32%	30%	27%	31%	52%	50%	29%	36%
	40+	Female	33%	42%	28%	33%	49%	41%	15%	37%
		Male	26%	27%	21%	26%	44%	45%	21%	29%
		Total	30%	37%	26%	31%	47%	42%	18%	34%
	Total	Female	35%	38%	32%	44%	59%	49%	23%	42%
		Male	29%	20%	27%	38%	56%	53%	33%	35%
		Total	32%	29%	30%	42%	58%	51%	28%	39%

TABLE 13: FIVE-YEAR QUALIFICATION COMPLETION RATES BY ETHNIC GROUP, AGE GROUP, GENDER AND SUB-SECTOR

Ethnic group	Age group	Gender	Universities	ITPs	Colleges of Education	Wānanga	TEIs	OTEPs	PTEs	Total
			Percentage of students starting a qualification in 2000 who have completed by the end of 2004							
European	under 18	Female	61%	45%	69%		51%		31%	44%
		Male	47%	35%			38%		13%	31%
		Total	55%	39%	63%		43%	34%	22%	37%
	18-24	Female	59%	45%	73%		58%	86%	48%	58%
		Male	50%	35%	63%		46%	80%	43%	47%
		Total	55%	39%	71%	26%	52%	84%	45%	52%
	25-39	Female	38%	29%	44%	46%	35%	50%	40%	37%
		Male	36%	23%	46%		28%	57%	40%	32%
		Total	37%	26%	45%	42%	32%	53%	40%	35%
	40+	Female	40%	27%	33%	66%	33%	48%	33%	35%
		Male	33%	18%	26%		23%	29%	32%	26%
		Total	38%	24%	31%	57%	29%	43%	32%	31%
	Total	Female	50%	34%	47%	42%	44%	59%	40%	44%
		Male	44%	27%	42%	32%	35%	52%	35%	36%
		Total	47%	31%	46%	38%	40%	57%	38%	41%
Māori	under 18	Female	44%	29%		25%	34%		15%	23%
		Male	45%	23%		13%	25%		6%	13%
		Total	45%	26%		20%	30%		10%	18%
	18-24	Female	42%	31%	67%	35%	42%	14%	30%	39%
		Male	34%	29%	49%	29%	33%		25%	31%
		Total	39%	30%	63%	33%	38%	17%	28%	35%
	25-39	Female	28%	31%	46%	46%	40%	16%	30%	38%
		Male	22%	26%	40%	38%	31%	26%	34%	33%
		Total	26%	29%	44%	43%	37%	17%	32%	36%
	40+	Female	32%	33%	32%	54%	43%	23%	24%	40%
		Male	28%	26%	30%	48%	35%	18%	25%	33%
		Total	31%	30%	31%	52%	40%	22%	24%	37%
	Total	Female	35%	31%	48%	45%	41%	18%	26%	37%
		Male	30%	27%	39%	36%	32%	24%	23%	29%
		Total	33%	29%	45%	42%	37%	19%	24%	33%
Pasifika	under 18	Female		34%			40%		18%	25%
		Male		27%			29%		7%	16%
		Total	42%	30%			34%		13%	20%
	18-24	Female	37%	31%	73%		37%	43%	34%	37%
		Male	28%	28%	44%		31%		25%	30%
		Total	33%	29%	61%	34%	34%	44%	30%	34%
	25-39	Female	32%	26%	42%		32%	28%	35%	34%
		Male	32%	23%	38%		28%		30%	28%
		Total	32%	25%	40%	57%	30%	29%	33%	31%
	40+	Female	35%	31%	52%		37%	33%	33%	37%
		Male	28%	25%			27%		20%	26%
		Total	32%	29%	43%		33%	37%	28%	32%
	Total	Female	35%	29%	52%	54%	36%	36%	31%	34%
		Male	29%	26%	35%	27%	29%	43%	22%	27%
		Total	33%	27%	46%	41%	32%	37%	28%	31%
Asian	under 18	Female	56%	26%			53%		39%	52%
		Male	57%	28%			50%		25%	46%
		Total	57%	28%			51%		32%	49%
	18-24	Female	57%	34%			55%	88%	50%	56%
		Male	47%	31%			45%		44%	47%
		Total	52%	32%	56%		50%	76%	47%	51%
	25-39	Female	58%	33%	70%		49%	31%	48%	50%
		Male	52%	25%			41%	38%	49%	43%
		Total	55%	29%	62%		45%	33%	49%	46%
	40+	Female	52%	32%	58%		42%	22%	51%	45%
		Male	42%	27%			35%	15%	60%	44%
		Total	47%	29%	57%		39%	19%	56%	45%
	Total	Female	57%	33%	64%		51%	36%	49%	51%
		Male	48%	27%	42%		42%	32%	50%	45%
		Total	53%	30%	59%		47%	34%	50%	48%
Other	under 18	Female	58%				51%		21%	42%
		Male	44%				42%		13%	30%
		Total	52%	33%			47%		17%	36%
	18-24	Female	50%	31%			48%		48%	50%
		Male	40%	32%			38%		39%	40%
		Total	45%	31%	59%		43%		44%	45%
	25-39	Female	48%	28%	29%		41%		44%	42%
		Male	41%	27%			36%		36%	37%
		Total	44%	28%	33%		39%	41%	40%	40%
	40+	Female	46%	27%	36%		39%		30%	38%
		Male	41%	21%			32%		26%	32%
		Total	44%	24%	39%		36%	46%	28%	35%
	Total	Female	49%	29%	38%		43%	46%	40%	44%
		Male	40%	27%	42%		36%		33%	36%
		Total	45%	28%	39%		40%	48%	36%	40%
Total	under 18	Female	46%	40%	64%	23%	44%	29%	23%	36%
		Male	44%	33%		17%	35%	31%	10%	25%
		Total	46%	36%	59%	21%	40%	31%	17%	31%
	18-24	Female	55%	40%	72%	35%	53%	61%	41%	51%
		Male	47%	33%	58%	29%	43%	72%	36%	42%
		Total	51%	36%	69%	32%	48%	64%	39%	47%
	25-39	Female	40%	30%	45%	47%	37%	31%	37%	38%
		Male	37%	24%	44%	37%	30%	46%	38%	33%
		Total	39%	27%	45%	44%	34%	34%	38%	36%
	40+	Female	40%	29%	34%	54%	36%	37%	33%	37%
		Male	34%	20%	27%	47%	26%	25%	34%	29%
		Total	38%	25%	32%	52%	32%	34%	33%	34%
	Total	Female	48%	33%	48%	45%	43%	40%	35%	42%
		Male	42%	27%	41%	36%	35%	45%	31%	35%
		Total	45%	30%	46%	42%	40%	41%	33%	39%

TABLE 14: FIVE-YEAR HIGHER-LEVEL PROGRESSION RATES BY ETHNIC GROUP, AGE GROUP, GENDER AND QUALIFICATION LEVEL

Ethnic group	Age group	Gender	Level 1-3 Certificate	Level 4 Certificate	Level 5-6 Diploma	Level 7 Bachelors	Level 8 Honours/ Postgrad Cert/Dip	Level 9 Masters	Level 10 Doctorate	Total	
			Percentage of students completing in 2000 who enrolled at a higher level during the next five years								
European	under 18	Female	32%	33%	8%						29%
		Male	25%	18%	14%						25%
		Total	29%	26%	9%						27%
	18-24	Female	39%	38%	23%	22%	16%	10%			26%
		Male	37%	33%	24%	24%	17%	10%			27%
		Total	38%	35%	23%	23%	17%	10%			27%
	25-39	Female	28%	33%	21%	16%	19%	10%	0%		21%
		Male	24%	17%	15%	18%	17%	8%	0%		19%
		Total	27%	28%	19%	17%	18%	9%	0%		20%
	40+	Female	22%	26%	25%	19%	30%	13%	0%		22%
		Male	16%	18%	19%	18%	23%	9%			17%
		Total	20%	24%	23%	19%	28%	12%	0%		20%
	Total	Female	31%	31%	22%	20%	20%	11%	0%		24%
		Male	29%	23%	20%	22%	18%	9%	0%		23%
		Total	30%	28%	21%	21%	19%	10%	0%		24%
Māori	under 18	Female	23%		12%						21%
		Male	16%								16%
		Total	20%		13%						19%
	18-24	Female	38%	47%	28%	23%	30%				32%
		Male	30%	27%	23%	20%	30%				27%
		Total	35%	38%	27%	22%	30%				30%
	25-39	Female	42%	46%	32%	18%	24%	25%			35%
		Male	27%	27%	25%	26%	25%	11%			26%
		Total	37%	46%	30%	21%	24%	19%			32%
	40+	Female	45%	53%	27%	25%	35%	11%			35%
		Male	35%	25%	25%	28%	28%				31%
		Total	41%	48%	26%	25%	33%	9%			34%
	Total	Female	40%	47%	29%	22%	29%	18%			33%
		Male	29%	32%	24%	23%	27%	10%			27%
		Total	35%	42%	27%	22%	28%	14%			31%
Pasifika	under 18	Female	24%								24%
		Male	19%								19%
		Total	22%	28%							22%
	18-24	Female	33%		23%	26%	25%				29%
		Male	31%		26%	21%					28%
		Total	32%	30%	24%	24%	22%				29%
	25-39	Female	26%		26%	19%	41%				24%
		Male	19%		38%	23%	27%				22%
		Total	23%		29%	21%	34%				23%
	40+	Female	18%		27%	21%					23%
		Male	19%								20%
		Total	18%		25%	23%					22%
	Total	Female	28%	30%	24%	23%	36%	3%			26%
		Male	25%	24%	29%	23%	23%				24%
		Total	26%	28%	25%	23%	31%	6%			25%
Asian	under 18	Female	54%								49%
		Male									45%
		Total	53%								47%
	18-24	Female	48%		45%	26%	18%	10%			31%
		Male	47%		34%	26%	28%	5%			31%
		Total	48%	39%	41%	26%	22%	8%			31%
	25-39	Female	29%	28%	24%	14%	25%	6%			23%
		Male	25%		30%	18%	24%	7%			20%
		Total	27%	23%	26%	16%	24%	7%	0%		22%
	40+	Female	9%	26%	17%	16%	26%				14%
		Male	11%		20%	12%	11%	6%			11%
		Total	10%	16%	18%	15%	18%	11%			12%
	Total	Female	29%	29%	30%	22%	22%	9%			25%
		Male	28%	16%	29%	23%	24%	7%	0%		23%
		Total	29%	24%	30%	23%	23%	8%	0%		24%
Other	under 18	Female									39%
		Male									
		Total	35%								30%
	18-24	Female	36%		31%	27%	36%				31%
		Male	44%		33%	28%	29%				35%
		Total	40%		32%	27%	32%				33%
	25-39	Female	18%		20%	11%	22%	2%			16%
		Male	21%		23%	21%	20%	5%			19%
		Total	19%		21%	16%	21%	4%			18%
	40+	Female	18%		17%	12%	25%				16%
		Male	7%			12%	23%				10%
		Total	13%		15%	12%	24%	8%			14%
	Total	Female	25%	20%	22%	20%	27%	5%			22%
		Male	25%		24%	23%	24%	8%			23%
		Total	25%	23%	23%	21%	26%	6%	0%		22%
Total	under 18	Female	27%	33%	9%						25%
		Male	24%	16%	15%						23%
		Total	25%	26%	10%						24%
	18-24	Female	38%	38%	25%	23%	17%	10%			28%
		Male	36%	33%	24%	24%	19%	10%			28%
		Total	37%	35%	25%	23%	18%	10%			28%
	25-39	Female	31%	33%	24%	16%	21%	9%	0%		24%
		Male	24%	22%	19%	19%	19%	8%	0%		20%
		Total	28%	29%	22%	17%	20%	9%	0%		22%
	40+	Female	25%	29%	25%	20%	31%	13%	0%		23%
		Male	18%	14%	20%	19%	23%	9%	0%		18%
		Total	22%	25%	23%	20%	28%	11%	0%		22%
	Total	Female	32%	33%	24%	21%	22%	11%	0%		25%
		Male	28%	24%	21%	22%	20%	8%	0%		24%
		Total	30%	29%	23%	21%	21%	10%	0%		25%

TABLE 15: FIVE-YEAR HIGHER-LEVEL PROGRESSION RATES BY ETHNIC GROUP, AGE GROUP, GENDER AND SUB-SECTOR

Ethnic group	Age group	Gender	Universities	ITPs	Colleges of Education	Wānanga	TEIs	OTEPs	PTEs	Total
			Percentage of students completing in 2000 who enrolled at a higher level during the next five years							
European	under 18	Female	49%	33%			36%		18%	29%
		Male	54%	24%			26%		20%	25%
		Total	51%	28%			30%		18%	27%
	18-24	Female	27%	30%	16%		27%	11%	25%	26%
		Male	26%	32%	16%		28%	8%	27%	27%
		Total	26%	31%	16%		27%	10%	26%	27%
	25-39	Female	21%	27%	15%		23%	12%	15%	21%
		Male	18%	24%	11%		20%	7%	14%	19%
		Total	20%	26%	14%		22%	10%	15%	20%
	40+	Female	25%	23%	20%		23%	12%	13%	22%
		Male	20%	18%	20%		19%	9%	10%	17%
		Total	23%	22%	20%		22%	11%	11%	20%
	Total	Female	25%	28%	17%		25%	11%	19%	24%
		Male	23%	27%	15%		24%	8%	20%	23%
		Total	24%	27%	16%		25%	10%	19%	24%
Māori	under 18	Female		28%			33%	5%	10%	21%
		Male		16%			17%	3%	13%	16%
		Total	52%	22%		31%	26%	4%	11%	19%
	18-24	Female	36%	37%	24%	50%	37%	20%	32%	
		Male	29%	30%		30%	30%	18%	27%	
		Total	33%	34%	23%	42%	34%	19%	30%	
	25-39	Female	29%	39%	17%	50%	37%	29%	24%	35%
		Male	29%	30%	21%	41%	31%	14%	26%	
		Total	29%	36%	18%	47%	35%	24%	32%	
	40+	Female	29%	39%	22%	45%	37%	10%	30%	35%
		Male	27%	34%		33%	32%	27%	31%	
		Total	28%	37%	23%	41%	35%	10%	29%	34%
	Total	Female	32%	38%	21%	48%	37%	20%	21%	33%
		Male	29%	30%	21%	35%	30%	9%	17%	27%
		Total	31%	35%	21%	43%	34%	18%	19%	31%
Pasifika	under 18	Female		39%			38%		16%	24%
		Male		22%			24%		19%	
		Total		29%			31%		15%	22%
	18-24	Female	40%	34%	32%		37%		17%	29%
		Male	35%	31%			33%		18%	28%
		Total	38%	32%	33%		35%		17%	29%
	25-39	Female	35%	29%	16%		30%		13%	24%
		Male	26%	23%			24%		18%	22%
		Total	31%	26%	15%		27%		15%	23%
	40+	Female	34%	28%	28%		30%		13%	23%
		Male	28%	20%			22%		9%	20%
		Total	31%	24%	26%		27%		11%	22%
	Total	Female	38%	31%	24%		33%	3%	15%	26%
		Male	30%	26%	21%		28%		17%	24%
		Total	35%	29%	24%	34%	31%	6%	16%	25%
Asian	under 18	Female								49%
		Male								45%
		Total	61%				57%		29%	47%
	18-24	Female	31%	35%	30%		31%		30%	31%
		Male	31%	35%			31%		27%	31%
		Total	31%	35%	29%		31%	8%	29%	31%
	25-39	Female	25%	25%	15%		25%		10%	23%
		Male	22%	24%			22%		9%	20%
		Total	24%	25%	15%		24%	6%	9%	22%
	40+	Female	21%	12%			17%		2%	14%
		Male	13%	11%			13%		7%	11%
		Total	18%	12%			15%		5%	12%
	Total	Female	28%	25%	18%		27%	6%	14%	25%
		Male	26%	24%	21%		25%	6%	13%	23%
		Total	27%	24%	19%		26%	6%	13%	24%
Other	under 18	Female								39%
		Male								
		Total					32%			30%
	18-24	Female	35%	22%			33%		16%	31%
		Male	34%	43%			35%		29%	35%
		Total	35%	33%			34%		21%	33%
	25-39	Female	17%	20%	12%		17%		6%	16%
		Male	21%	20%			21%		6%	19%
		Total	19%	20%	17%		19%		6%	18%
	40+	Female	18%	12%			16%		13%	16%
		Male	11%	13%			12%		3%	10%
		Total	15%	13%	9%		14%		8%	14%
	Total	Female	25%	19%	13%		24%		11%	22%
		Male	24%	24%			24%		13%	23%
		Total	25%	22%	15%		24%	11%	12%	22%
Total	under 18	Female	25%	33%			30%		16%	25%
		Male	37%	23%			25%		18%	23%
		Total	27%	27%		28%	28%	10%	16%	24%
	18-24	Female	29%	32%	18%	48%	29%	10%	23%	28%
		Male	27%	32%	18%	30%	29%	8%	25%	28%
		Total	28%	32%	18%	40%	29%	10%	24%	28%
	25-39	Female	22%	29%	15%	50%	26%	15%	16%	24%
		Male	20%	25%	13%	40%	22%	7%	13%	20%
		Total	21%	28%	15%	47%	24%	12%	15%	22%
	40+	Female	24%	25%	20%	44%	25%	11%	14%	23%
		Male	18%	20%	21%	33%	20%	10%	11%	18%
		Total	22%	24%	20%	40%	24%	11%	12%	22%
	Total	Female	26%	29%	18%	47%	27%	12%	19%	25%
		Male	24%	27%	16%	35%	25%	8%	18%	24%
		Total	25%	28%	17%	43%	26%	11%	18%	25%

TABLE 16: STUDENT LOAN BORROWERS IN EACH ACADEMIC YEAR 1992 - 2004

Year	Number of Borrowers
1992	44,202
1993	68,411
1994	79,338
1995	89,817
1996	95,411
1997	105,038
1998	114,387
1999	115,142
2000	128,107
2001	148,142
2002	150,526
2003	156,250
2004	157,032
% change	
1992-2004	255.3%
2002-2004	4.3%

TABLE 17: AVERAGE & MEDIAN ANNUAL AMOUNT BORROWED BY GENDER 1992 - 2004

Year	Average			Median		
	Male	Female	All Students	Male	Female	All Students
1992	\$3,665	\$3,586	\$3,628			
1993	\$4,043	\$3,920	\$3,979			
1994	\$4,347	\$4,241	\$4,309			
1995	\$4,526	\$4,353	\$4,432			
1996	\$4,739	\$4,576	\$4,649			
1997	\$5,576	\$5,478	\$5,494			
1998	\$5,862	\$5,654	\$5,714			
1999	\$5,221	\$4,734	\$4,917			
2000	\$6,558	\$5,957	\$6,058	\$5,686	\$5,133	\$5,377
2001	\$6,576	\$5,751	\$6,135	\$5,838	\$5,222	\$5,487
2002	\$6,677	\$5,845	\$6,204	\$5,722	\$5,112	\$5,383
2003	\$6,945	\$5,951	\$6,316	\$5,730	\$5,157	\$5,403
2004	\$6,665	\$5,985	\$6,258	\$5,689	\$5,201	\$5,424
% change						
	Average			Median		
	Male	Female	All Students	Male	Female	All Students
1992-2004	81.9%	66.9%	72.5%			
2000-2004	1.6%	0.5%	3.3%	0.1%	1.3%	0.9%
2002-2004	-0.2%	2.4%	0.9%	-0.6%	1.7%	0.8%

TABLE 18: VALUE OF STUDENT LOAN DEBT HELD BY INLAND REVENUE JUNE 1995 - 2004

Year	Amount (\$ million)	Difference (\$ million)	% change
1995	\$799.2		
1996	\$1,221.5	\$422.4	52.9%
1997	\$1,676.3	\$454.8	37.2%
1998	\$2,254.8	\$578.5	34.5%
1999	\$2,885.5	\$630.7	28.0%
2000	\$3,412.3	\$526.8	18.3%
2001	\$3,927.5	\$515.2	15.1%
2002	\$4,559.4	\$631.8	16.1%
2003	\$5,267.4	\$708.1	15.5%
2004	\$5,964.0	\$696.6	13.2%

TABLE 19: AVERAGE LOAN BALANCE BY YEAR

Year	Average loan balance
1995	\$6,765
1996	\$7,734
1997	\$8,854
1998	\$10,207
1999	\$11,665
2000	\$12,413
2001	\$12,497
2002	\$12,643
2003	\$13,680
2004	\$14,242
2005	\$14,997

TABLE 20: STUDENT ALLOWANCES RECIPIENTS BY GENDER 1999 - 2004

	1999	2000	2001	2002	2003	2004	% Increase
Female	32,413	34,579	35,424	34,850	32,944	38,476	16.8%
Male	31,879	33,505	34,807	34,019	31,092	33,566	8.0%
Total	64,292	68,084	70,231	68,869	64,036	72,042	12.5%

TABLE 21: STUDENT SUPPORT RECIPIENTS BY TYPE OF ASSISTANCE RECEIVED 2000 - 2004

	2000	2001	2002	2003	2004
Allowances only	15,803	13,849	13,745	12,330	14,610
Loans and allowances	52,281	56,382	55,124	51,706	57,432
Loan only	75,826	92,917	97,009	106,215	101,607

TABLE 22: STUDENT ALLOWANCES COMPARED WITH STUDENT LOAN LIVING COSTS (LC) BORROWINGS 2004

	Number of students	Student allowances received (\$ million)	Living costs borrowed (\$ million)	Total allowances + LC (\$ million)	Average allowances (\$)	Average LC borrowed (\$)	Average allowances + LC (\$)
Student allowance only	40,271	271	N/A	271	6,742	N/A	6,742
Student allowances and living costs	20,555	112	36	149	5,460	1,765	7,225
Living costs only	57,335	N/A	257	257	N/A	4,489	4,489
Total (living costs and/or student allowances)	118,161	384	294	677	3,247	2,485	5,733

TABLE 23: STUDENT ALLOWANCES RECIPIENTS BY ALLOWANCE TYPE, 1999-2004

	1999	2000	2001	2002	2003	2004	%	Increase/Decrease
16-24 single student allowances	31,232	32,846	32,772	30,757	26,756	24,359	41.8%	9.0%
Over 25 single student allowances	15,689	17,990	19,460	19,734	18,951	18,317	29.6%	3.3%
Independent circumstances allowances	5,410	5,970	6,468	7,087	7,685	7,621	12.0%	0.8%
With dependants allowances	6,813	7,400	7,527	7,259	6,770	6,713	10.6%	0.8%
Other kinds of allowance	5,148	3,878	4,004	4,032	3,874	15,032	6.0%	-288.0%
Total	64,292	68,084	70,231	68,869	64,036	72,042	100.0%	-12.5%

TABLE 24: PERCENTAGE OF THE POPULATION AGED 15 AND OVER BY HIGHEST QUALIFICATION LEVEL 1991 - 2004

Year	Bachelors or higher	Other tertiary qualifications	Total tertiary	School qualifications	No qualifications
1991	7%	32%	38.2%	28%	33.9%
1992	7%	32%	39%	28%	34%
1993	7%	31%	38%	28%	34%
1994	7%	33%	40%	28%	32%
1995	8%	33%	41%	28%	31%
1996	8%	34%	42%	28%	30%
1997	9%	33%	43%	27%	30%
1998	10%	34%	43%	27%	29%
1999	10%	34%	44%	27%	29%
2000	10%	34%	44%	27%	29%
2001	11%	34%	45%	27%	28%
2002	11%	35%	46%	27%	27%
2003	12%	35%	47%	27%	26%
2004	13%	35%	48%	27%	25%

TABLE 25: PERCENTAGE OF THE POPULATION AGED 15 AND OVER BY HIGHEST EDUCATIONAL QUALIFICATION AND ETHNIC GROUP 2004

	European	Māori	Pasifika	Other	All
No qualifications	23.5%	38.6%	35.5%	18.3%	25.1%
School qualifications	25.9%	24.9%	38.4%	32.2%	27.0%
Other tertiary qualifications	37.6%	32.3%	20.8%	20.8%	34.6%
Bachelors or higher	13.0%	4.2%	5.4%	28.7%	13.2%

TABLE 26: UNEMPLOYMENT RATE OF THE POPULATION AGED 15 AND OVER BY HIGHEST QUALIFICATION 1991 - 2004

Year	Bachelors or higher	Other tertiary qualifications	School qualifications	No qualifications
1991	4.5%	7.5%	9.8%	15.4%
1992	4.3%	8.0%	9.5%	15.2%
1993	4.1%	7.2%	9.7%	15.3%
1994	2.8%	6.1%	8.0%	13.6%
1995	3.0%	4.8%	5.5%	10.4%
1996	4.3%	4.4%	5.8%	9.5%
1997	4.8%	4.9%	6.5%	10.4%
1998	4.3%	5.4%	8.3%	12.7%
1999	3.2%	5.5%	7.2%	11.7%
2000	3.6%	4.6%	6.2%	10.4%
2001	3.3%	3.6%	6.0%	8.9%
2002	3.6%	4.1%	5.4%	7.8%
2003	3.4%	3.8%	5.0%	7.1%
2004	2.7%	3.0%	4.5%	6.3%

TABLE 27: UNEMPLOYMENT RATE OF THE POPULATION AGED 15 AND OVER BY HIGHEST QUALIFICATION AND ETHNIC GROUP 2004

	European	Māori	Pasifika	Other
Bachelors or higher	1.9%	2.8%	1.9%	6.3%
Other tertiary qualifications	2.3%	7.4%	5.3%	5.0%
School qualifications	3.7%	7.4%	7.2%	7.0%
No qualifications	4.7%	12.8%	10.6%	3.8%

TABLE 28: MEDIAN WEEKLY INCOME FOR THE POPULATION AGED 15 AND OVER BY HIGHEST QUALIFICATION AND LABOUR FORCE STATUS 2004

	Employed	Total in the labour force	Working age population
Sixth form qualification	\$552	\$540	\$405
Other tertiary qualification	\$651	\$612	\$471
Vocational or trade qualification	\$694	\$680	\$573
Bachelor of higher degree	\$870	\$863	\$750

TABLE 29: MEDIAN WEEKLY INCOME FOR THE POPULATION AGED 15 AND OVER FROM ALL SOURCES BY HIGHEST QUALIFICATION 1997 - 2004

	1997	1998	1999	2000	2001	2002	2003	2004
Bachelors or higher	\$614	\$652	\$671	\$671	\$698	\$691	\$710	\$731
Other tertiary qualifications	\$424	\$440	\$440	\$450	\$479	\$500	\$505	\$537
School qualifications	\$238	\$240	\$250	\$255	\$276	\$276	\$285	\$301
No qualifications	\$221	\$230	\$235	\$245	\$256	\$270	\$270	\$285

TABLE 30: PERCENTAGE GAIN IN ANNUAL EARNINGS BY HIGHEST QUALIFICATION COMPARED WITH A PERSON WITH LESS THAN SCHOOL CERTIFICATE 1996 AND 2001

	1996 Female	2001 Female	1996 Male	2001 Male
School Certificate	27%	24%	18%	20%
Sixth Form Certificate	42%	43%	31%	36%
University Bursaries	28%	38%	23%	34%
Diploma	43%	46%	30%	36%
Bachelors	73%	84%	75%	85%
Masters	100%	110%	96%	100%

TABLE 31: MEDIAN INCOME IN 2002 OF THOSE THAT LAST STUDIED AT THE BACHELORS LEVEL IN 1997 AND WHO HAD ACCESSED A STUDENT LOAN BY STUDY COMPLETION STATUS AND ETHNIC GROUP

	Not completed	Completed
European	\$30,820	\$39,490
Māori	\$29,340	\$41,090

Note: Due to privacy issues, data for the Pasifika and Asian ethnic groups are not reported.

TABLE 32: MEDIAN INCOME IN 2002 OF THOSE THAT LAST STUDIED AT THE CERTIFICATE LEVEL IN 1997 AND WHO HAD ACCESSED A STUDENT LOAN BY STUDY COMPLETION STATUS AND ETHNIC GROUP

	Not completed	Completed
European	\$24,440	\$26,180
Māori	\$19,250	\$24,010
Pasifika	\$25,230	\$28,000
Asian	\$21,840	\$26,480

TABLE 33: MEDIAN INCOME IN 2002 OF THOSE THAT LAST STUDIED AT THE TERTIARY LEVEL IN 1997 AND WHO HAD ACCESSED A STUDENT LOAN BY STUDY COMPLETION STATUS, LEVEL AND GENDER

	Not completed	Completed
Bachelors - male	\$31,720	\$43,530
Bachelors - female	\$29,440	\$37,950
Certificate - male	\$25,560	\$27,990
Certificate - female	\$18,040	\$23,480

TABLE 34: MEDIAN INCOME IN 2002 OF THOSE THAT LAST STUDIED AT THE TERTIARY LEVEL IN 1997 AND WHO HAD ACCESSED A STUDENT LOAN BY STUDY COMPLETION STATUS AND FIELD OF STUDY

Field of study	Completed	Not completed
Engineering and related technologies	\$46,020	\$35,840
Health	\$39,770	\$30,120
Education	\$39,320	\$30,610
Natural and physical sciences	\$37,710	\$32,130
Management and commerce	\$36,970	\$29,660
Information technology	\$36,870	\$30,550
Architecture and building	\$34,330	\$31,730
Agriculture, environmental and related	\$30,230	\$23,270
Society and culture	\$29,720	\$27,430
Creative arts	\$27,780	\$25,040
Food, hospitality and personal services	\$25,250	\$22,300

TABLE 35: UNIVERSITY RESEARCH OUTPUTS 1997 - 2004

Year	Number of Research Outputs
1997	14,747
1998	15,802
1999	15,567
2000	17,602
2001	17,933
2002	16,686
2003	16,887
2004	19,375
	Percentage Increase
2003 - 2004	14.7%
1997 - 2004	31.4%

TABLE 36: PBRF 2003 QUALITY EVALUATION AVERAGE QUALITY SCORE PER FULL-TIME EQUIVALENT STAFF MEMBER: PANEL RESULTS - ALL PANELS

Panel	Quality score	Staff rated R	Staff rated C	Staff rated B	Staff rated A
Physical sciences	4.07	55.5	163.6	167.7	42.7
Biological sciences	3.53	128.7	292.3	232.8	52.8
Engineering, technology and architecture	3.20	132.0	199.8	143.5	44.3
Medicine and public health	3.16	118.6	202.1	163.9	42.5
Social sciences and other cultural/social sciences	3.08	203.4	294.9	202.4	59.2
Humanities and law	3.03	267.0	267.2	258.1	53.3
Mathematical and information sciences and technologies	2.79	234.3	181.8	150.2	45.1
Business and economics	2.14	400.8	266.5	169.2	33.0
Creative and performing arts	1.97	205.4	118.6	73.6	14.1
Māori knowledge and development	1.95	80.2	27.1	32.1	3.0
Health	1.10	403.3	126.6	57.0	9.8
Education	0.98	726.8	173.3	70.3	24.4
Total		2,955.8	2,313.8	1,720.9	424.2

TABLE 37: ENROLMENTS IN DOCTOR OF PHILOSOPHY BY GENDER 1998 - 2004

Year	Female	Male	Total	Percentage of enrolments by women
1998	1,414	1,788	3,202	44.2%
1999	1,547	1,868	3,415	45.3%
2000	1,685	1,933	3,618	46.6%
2001	1,776	1,955	3,731	47.6%
2002	1,880	2,033	3,913	48.0%
2003	2,008	2,138	4,146	48.4%
2004	2,224	2,199	4,423	50.3%

TABLE 38: COMPLETIONS OF DOCTOR OF PHILOSOPHY BY SELECTED GROUPS 1998 - 2004

		1998	1999	2000	2001	2002	2003	2004	% change 1998-2004	% change 2003-2004
Domestic	European	278	310	324	337	333	321	391	40.6%	21.8%
	Māori	7	16	17	20	21	27	32	357.1%	18.5%
	Pasifika	6	4	2	4	2	4	7	16.7%	75.0%
	Asian	34	55	48	41	67	57	67	97.1%	17.5%
	Other	33	34	38	51	77	35	64	93.9%	82.9%
	Total	358	412	417	430	449	494	525	46.6%	6.3%
International	Total	41	53	37	38	46	38	78	90.2%	105.3%
Total		399	465	454	468	495	532	603	51.1%	13.3%

TABLE 39: COMPLETIONS OF DOCTOR OF PHILOSOPHY BY MAIN SUBJECT OF STUDY 1998 - 2004

	1998	1999	2000	2001	2002	2003	2004	2003 - 2004	1998 - 2004
Agriculture, Food, Forestry and Environment	20	23	20	17	11	20	20	0.0%	0.0%
Biology/Biological Science	87	89	102	88	105	100	115	15.0%	32.2%
Engineering and Architecture	32	40	35	41	42	40	43	7.5%	34.4%
Humanities	29	47	49	55	54	70	84	20.0%	189.7%
Law, Business and Commerce	23	23	32	37	38	45	53	17.8%	130.4%
Mathematics and computer and Information Science	28	27	29	31	24	25	44	76.0%	57.1%
Medicine and Health sciences	26	38	37	46	55	45	65	44.4%	150.0%
Physical Sciences	78	96	68	72	74	73	69	-5.5%	-11.5%
Social Sciences	70	81	82	82	96	113	99	-12.4%	41.4%
Not stated	6	2	0	0	0	1	11	1000.0%	83.3%
Total	399	466	454	469	499	532	603	13.3%	51.1%

TABLE 40: TOTAL RESEARCH INCOME BY INCOME TYPE AND BY TERTIARY EDUCATION INSTITUTION SUB-SECTOR 2000 AND 2004

(\$ million)	2000			2004				
	Top-ups	Research contracts	Total	Top-ups	PBRF	CoREs	Research contracts	Total
Universities	94.7	193.2	288.0	106.0	15.9	21.5	276.2	419.6
ITPs	4.6	0.1	4.7	6.6	0.2		1.0	7.8
Colleges of Education	0.9	2.6	3.5	1.2	0.1			1.3
Wananga	0.3	0.1	0.4	0.6	0.0			0.6
Total	100.6	196.0	296.5	114.5	16.2	21.5	277.2	429.3

TABLE 41: TOTAL RESEARCH INCOME BY INCOME TYPE IN THE UNIVERSITIES 2000 - 2004

(\$ million)	2000	2001	2002	2003	2004	2000-2004	2003-2004
Research top-ups	94.7	98.5	101.6	111	106.0	12.0%	-4.5%
PBRF					15.9		
CoREs			6.5	19.4	21.5		10.9%
Other research contracts	193.2	\$221.9	\$239.5	\$273.8	276.2	42.9%	0.9%
Total	288.0	320.4	347.6	404.2	419.6	45.7%	3.8%

As a percentage of all university income	19.1%	19.7%	19.5%	20.8%	19.6%
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TABLE 42: UNIVERSITY RESEARCH CONTRACT INCOME 1997 - 2004

Year	Research Contract Income (\$ million)
1997	131.4
1998	159.2
1999	174.5
2000	193.0
2001	218.0
2002	234.5
2003	264.4
2004	297.7
Percent Increase	
2003 - 2004	12.6%
1997 - 2004	126.5%

TABLE 43: ESTIMATED EXPENDITURE ON RESEARCH AND DEVELOPMENT BY UNIVERSITIES 1996-2004

Year	Expenditure (\$ million)
1996	273.4
1998	403.6
2000	374.1
2002	435.8
2004	454.8

TABLE 44: GOVERNMENT SPENDING ON TERTIARY EDUCATION 1999/2000 - 2004/05

(\$ million)	1999/2000	2000/01	2001/02	2002/03	2003/04	2004/05
Total expenditure (Nominal)	\$2,428	\$2,977	\$3,296	\$3,594	\$3,765	\$3,700
Total expenditure (Real)	\$2,428	\$2,884	\$3,107	\$3,339	\$3,417	\$3,265
Operating expenditure (Nominal)	\$1,887	\$2,060	\$2,277	\$2,553	\$2,745	\$2,721
Operating expenditure (Real)	\$1,887	\$1,996	\$2,147	\$2,372	\$2,491	\$2,401

TABLE 45: GOVERNMENT TERTIARY EDUCATION EXPENDITURE AS A PERCENTAGE OF GDP 1999/2000 - 2004/2005

	1999/2000	2000/01	2001/02	2002/03	2003/04	2004/05
Total expenditure	2.3%	2.6%	2.7%	2.8%	2.7%	2.5%
Operating expenditure	1.8%	1.8%	1.8%	2.0%	2.0%	1.8%

TABLE 46: PERCENTAGE GOVERNMENT TERTIARY EDUCATION EXPENDITURE BY COMPONENT 2000/2001 - 2004/2005

	2000/01	2001/02	2002/03	2003/04	2004/05
Tuition subsidies	49.6%	45.1%	46.6%	49.2%	51.3%
Student loan	22.0%	29.1%	28.4%	26.7%	26.8%
Student allowances	15.5%	13.1%	12.2%	10.9%	10.2%
Training incentive allowance	1.4%	1.2%	1.1%	1.0%	1.1%
Training for designated groups	5.5%	4.9%	5.0%	5.4%	5.5%
Others	6.0%	6.5%	6.8%	6.8%	5.1%

TABLE 47: GOVERNMENT EXPENDITURE ON TERTIARY EDUCATION BY COMPONENT 1999/2000-2004/2005

(\$ million)	1999/2000	2000/01	2001/02	2002/03	2003/04	2004/05
Tuition subsidies	\$1,203	\$1,344	\$1,535	\$1,751	\$1,909	\$1,882
Student loan	\$534	\$867	\$935	\$952	\$997	\$969
Student allowances	\$376	\$391	\$401	\$387	\$380	\$359
Training incentive allowance	\$35	\$36	\$36	\$37	\$42	\$36
Training for designated groups	\$134	\$146	\$165	\$190	\$205	\$218
Others	\$145	\$193	\$224	\$276	\$232	\$235

TABLE 48: GOVERNMENT-FUNDED EFTS IN TEIs BY LEVEL 2000-2004

	2000	2001	2002	2003	2004
Non-degree	50,464	59,058	79,168	108,147	108,638
Undergraduate	94,350	96,273	97,656	99,595	99,962
Postgraduate (Taught)	9,034	9,218	9,904	10,428	10,847
Postgraduate (Research)	5,184	5,153	5,026	5,282	5,484
Foreign research-based	302	399	422	511	610

TABLE 49: GOVERNMENT-FUNDED EFTS BY SUB-SECTOR 1991-2004

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Universities	63,234	68,521	72,142	75,702	77,976	80,809	81,981	83,705	89,115	97,016	98,250	99,977	101,192	102,761
ITPs	45,141	49,044	52,565	54,213	54,370	55,229	56,198	57,297	61,507	51,099	55,575	60,166	76,296	80,802
Colleges of Education	5,735	6,560	6,758	7,028	7,097	6,333	6,652	6,955	8,019	8,325	8,073	8,052	8,121	7,345
Wānanga	0	0	54	281	473	591	855	1,021	1,641	2,892	8,202	23,981	38,355	34,634
PTEs	0	363	1,435	2,703	2,362	1,969	2,123	2,178	9,187	15,472	22,220	25,408	20,321	20,507
OTEPs							111			901	1,339	1,654	1,770	1,685
Total	114,110	124,488	132,954	139,927	142,278	144,931	147,809	151,156	169,580	175,706	193,660	219,239	246,055	247,733

TABLE 50: TOTAL EFTS-BASED TUITION SUBSIDIES BY SUB-SECTOR 1991-2004

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Universities	\$571,810,864	\$615,238,898	\$637,262,885	\$641,987,668	\$655,490,180	\$669,612,118	\$672,736,551	\$684,758,187	\$693,372,519	\$752,320,644	\$778,961,523	\$816,887,973	\$867,849,407	\$917,640,189
ITPs	\$367,901,848	\$385,316,466	\$402,432,529	\$402,056,598	\$401,757,711	\$398,992,337	\$399,896,994	\$403,482,230	\$405,124,150	\$339,145,775	\$372,083,076	\$406,002,765	\$520,632,715	\$565,005,788
Colleges of Education	\$53,543,079	\$58,849,041	\$57,078,104	\$54,635,339	\$54,452,687	\$47,370,637	\$48,638,205	\$50,925,870	\$54,837,256	\$58,450,623	\$57,881,860	\$59,287,943	\$62,427,267	\$58,098,175
Wānanga				\$2,169,717	\$3,399,417	\$3,820,803	\$5,752,341	\$6,884,879	\$10,244,051	\$16,536,194	\$45,386,626	\$132,012,084	\$219,268,744	\$204,050,215
PTEs	\$1,900,000	\$2,700,000	\$4,900,000	\$4,900,000	\$5,900,000	\$7,000,000	\$7,000,000	\$7,000,000	\$16,802,141	\$89,581,552	\$134,356,599	\$156,180,920	\$120,814,204	\$126,180,857
OTEPs									\$891,985	\$5,370,379	\$8,135,082	\$9,915,384	\$11,357,767	\$11,854,164
Total	\$993,255,791	\$1,061,304,405	\$1,099,840,081	\$1,105,749,322	\$1,120,999,995	\$1,126,795,895	\$1,134,024,091	\$1,153,051,166	\$1,181,272,102	\$1,261,405,167	\$1,396,804,766	\$1,580,287,070	\$1,802,350,104	\$1,882,829,387

TABLE 51: AVERAGE TUITION SUBSIDIES PER EFTS BY SUB-SECTOR 1991-2004

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Universities	\$9,043	\$8,979	\$8,833	\$8,480	\$8,406	\$8,286	\$8,206	\$8,181	\$7,781	\$7,755	\$7,928	\$8,171	\$8,576	\$8,930
ITPs	\$8,150	\$7,856	\$7,656	\$7,416	\$7,389	\$7,224	\$7,116	\$7,042	\$6,587	\$6,637	\$6,695	\$6,748	\$6,824	\$6,992
Colleges of Education	\$9,336	\$8,971	\$8,446	\$7,774	\$7,673	\$7,480	\$7,312	\$7,322	\$6,839	\$7,021	\$7,169	\$7,363	\$7,687	\$7,910
Wānanga			\$6,788	\$7,721	\$7,187	\$6,465	\$6,728	\$6,743	\$6,242	\$5,718	\$5,533	\$5,505	\$5,717	\$5,892
PTEs		\$5,234	\$1,882	\$1,813	\$2,498	\$3,555	\$3,297	\$3,214	\$1,829	\$5,790	\$6,047	\$6,147	\$5,945	\$6,153
OTEPs										\$5,962	\$6,074	\$5,996	\$6,419	\$7,035
Total	\$8,704	\$8,525	\$8,272	\$7,902	\$7,879	\$7,775	\$7,672	\$7,628	\$6,966	\$7,179	\$7,213	\$7,208	\$7,325	\$7,600

TABLE 52: GOVERNMENT-FUNDED EFTS IN TEIS BY LEVEL 2000-2004

	2000	2001	2002	2003	2004
Non-degree	50,464	59,058	79,168	108,147	108,638
Undergraduate	94,350	96,273	97,656	99,595	99,962
Postgraduate (Taught)	9,034	9,218	9,904	10,428	10,847
Postgraduate (Research)	5,184	5,153	5,026	5,282	5,484
Foreign research-based	302	399	422	511	610

TABLE 53: TOTAL EFTS-BASED TUITION SUBSIDIES AND AVERAGE TUITION SUBSIDIES PER EFTS IN PTEs 1992-2004

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Total EFTS-based tuition subsidies	\$1,900,000	\$2,700,000	\$4,900,000	\$5,900,000	\$7,000,000	\$7,000,000	\$7,000,000	\$16,802,141	\$89,581,552	\$134,356,599	\$156,180,920	\$120,814,204	\$126,180,857
Average funding per EFTS	\$5,234	\$1,882	\$1,813	\$2,498	\$3,555	\$3,297	\$3,214	\$1,829	\$5,790	\$6,047	\$6,147	\$5,945	\$6,153

TABLE 54: INDUSTRY AND GOVERNMENT CONTRIBUTIONS TO THE COST OF INDUSTRY TRAINING 1996-2004

	1996	1997	1998	1999	2000	2001	2002	2003	2004
Government allocation (\$million)	\$50.1	\$61.7	\$67.8	\$63.1	\$65.9	\$71.1	\$90.6	\$98.5	\$125.4
Industry cash contribution (\$million)	\$14.7	\$19.6	\$24.7	\$26.9	\$27.9	\$30.2	\$38.1	\$41.6	\$46.6

TABLE 55: AVERAGE DOMESTIC TUITION FEES PER EFTS IN TEIS 1997-2004

	1997	1998	1999	2000	2001	2002	2003	2004
Universities	\$2,522	\$2,770	\$3,319	\$3,721	\$3,868	\$3,753	\$3,755	\$3,934
ITPs	\$2,576	\$2,801	\$3,296	\$3,530	\$3,337	\$3,094	\$2,418	\$2,254
Colleges of Education	\$2,111	\$2,364	\$2,836	\$2,732	\$2,673	\$2,603	\$2,640	\$2,646
Wānanga	\$1,629	\$1,882	\$2,450	\$2,514	\$1,226	\$618	\$348	\$405
TEIs	\$2,514	\$2,754	\$3,279	\$3,586	\$3,510	\$3,106	\$2,673	\$2,745

TABLE 56: INTERNATIONAL FEE REVENUE IN TEIS 2000-2004

(\$ million)	2000	2001	2002	2003	2004
Universities	\$74	\$106	\$185	\$276	\$328
ITPs	\$31	\$46	\$75	\$93	\$98
Colleges of Education	\$1	\$1	\$2	\$4	\$5

TABLE 57: COMBINED TUITION REVENUE PER EFTS IN TEIs 2000-2004

	2000	2001	2002	2003	2004
Universities	\$10,247	\$10,529	\$10,845	\$11,368	\$11,885
ITPs	\$9,056	\$8,954	\$8,895	\$8,463	\$8,451
Colleges of Education	\$8,739	\$8,803	\$8,872	\$9,264	\$9,538
Wānanga	\$7,317	\$6,009	\$5,443	\$5,391	\$5,597
TEIs	\$9,740	\$9,736	\$9,550	\$9,419	\$9,777

TABLE 58: FINANCIAL PERFORMANCE OF TEIs IN 2000 AND 2004

	Benchmark	Performance in 2000	Performance in 2004
Liquid assets	12.0%	13.0%	20.0%
Surplus	3.0%	2.4%	4.0%
Asset productivity	40.0%	53.0%	55.0%
Net cash flow	11.0%	13.0%	15.0%

TABLE 59: TEI SECTOR INCOME BY SOURCE 1996 - 2004

(\$ million)	1996	1997	1998	1999	2000	2001	2002	2003	2004
Government funding	\$1,039	\$1,051	\$1,071	\$1,098	\$1,101	\$1,176	\$1,343	\$1,581	\$1,606
Student tuition fees	\$362	\$418	\$461	\$547	\$613	\$682	\$791	\$904	\$981
External research contract income	\$115	\$131	\$169	\$180	\$196	\$221	\$238	\$266	\$310
Other income	\$276	\$281	\$293	\$322	\$314	\$335	\$367	\$369	\$444

TABLE 60: DISTRIBUTION OF TEI SECTOR INCOME BY SOURCE 1996-2004

	1996	1997	1998	1999	2000	2001	2002	2003	2004
Government funding	58%	56%	54%	51%	50%	49%	49%	51%	48%
Student tuition fees	20%	22%	23%	25%	28%	28%	29%	29%	29%
Research income	6%	7%	8%	8%	9%	9%	9%	9%	9%
Other income	15%	15%	15%	15%	14%	14%	13%	12%	13%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 61: TEIs' PROPORTION OF INCOME DERIVED FROM GOVERNMENT REVENUE 1997-2004

	1997	1998	1999	2000	2001	2002	2003	2004
Universities	52%	50%	47%	45%	44%	42%	41%	39%
ITPs	64%	63%	60%	58%	57%	56%	61%	60%
TEIs	56%	54%	51%	50%	49%	49%	51%	48%

TABLE 62: TEI EXPENDITURE PER EFTS BY SUB-SECTOR 1997 - 2004

	1997	1998	1999	2000	2001	2002	2003	2004
Universities	\$12,238	\$12,683	\$13,236	\$13,841	\$14,235	\$14,805	\$15,015	\$16,164
ITPs	\$8,328	\$8,592	\$8,999	\$9,268	\$9,216	\$8,925	\$8,034	\$8,544
Wānanga	\$7,675	\$7,762	\$8,608	\$6,297	\$5,962	\$4,934	\$4,869	\$6,243
Colleges of Education	\$11,579	\$12,463	\$12,360	\$12,546	\$13,680	\$14,648	\$15,021	\$14,856
TEIs	\$10,913	\$11,287	\$11,765	\$12,168	\$12,170	\$11,846	\$11,064	\$12,068

TABLE 63: INCOME, EXPENDITURE, AND OPERATING SURPLUS AS A PERCENTAGE OF REVENUE IN TEIs 1996 - 2004

(\$ million)	1996	1997	1998	1999	2000	2001	2002	2003	2004
Income	\$1,791	\$1,879	\$1,994	\$2,147	\$2,224	\$2,414	\$2,739	\$3,120	\$3,340
Costs	\$1,740	\$1,814	\$1,923	\$2,066	\$2,170	\$2,337	\$2,619	\$2,950	\$3,208
Surplus as % of income	2.9%	3.5%	3.6%	3.8%	2.4%	3.2%	4.4%	5.4%	4.0%

TABLE 64: NUMBER OF TEIs REPORTING LOSSES AND SURPLUSES OVER THRESHOLD 2001-2004

Surplus as a percentage of revenue	2001	2002	2003	2004
Less than 3 percent	18	19	23	21
0-3 percent	7	10	10	8
Deficit	10	6	2	6

TABLE 65: TEIs' NET RETURN ON INCOME 2000-2004

	2000	2001	2002	2003	2004
Universities	2.2%	3.4%	3.1%	3.8%	4.3%
ITPs	-1.7%	0.9%	3.3%	5.3%	4.8%
Colleges of Education	5.8%	3.6%	2.9%	1.6%	2.8%
Wānanga	4.0%	8.2%	22.6%	15.7%	-1.0%
All TEIs	1.4%	2.9%	4.2%	5.0%	4.0%

TABLE 66: FTE STAFF EMPLOYED IN TEIs BY SUB-SECTOR 1997-2004

	1997	1998	1999	2000	2001	2002	2003	2004
Universities	13,703	14,181	14,510	14,667	14,886	15,881	17,002	18,016
ITPs	6,539	6,593	6,646	6,712	7,233	7,540	8,104	8,287
Colleges of Education	1,173	1,213	1,289	1,284	1,349	1,362	1,343	807
Wānanga	103	130	144	209	635	995	1,720	1,959
TEIs	22,056	22,457	23,168	23,292	24,265	25,778	28,338	29,069

TABLE 67: FTE ACADEMIC STAFF EMPLOYED IN TEIs BY SUB-SECTOR 1997-2004

	1997	1998	1999	2000	2001	2002	2003	2004
Universities	6,612	6,679	6,877	7,055	7,112	7,380	7,794	8,189
ITPs	3,712	3,716	3,800	3,752	4,105	4,298	4,438	4,398
Colleges of Education	702	718	753	712	756	740	731	425
Wānanga				120	255	515	797	897
TEIs	11,405	11,359	11,878	11,861	12,336	12,933	13,846	13,909

TABLE 68: EFTS PER ACADEMIC FTE STAFF IN TEIs BY SUB-SECTOR 1997-2004

Year	Universities	ITPs	Colleges of Education	Wānanga	TEIs
1997	15.3	14.0	10.7		14.6
1998	15.5	14.4	10.9		15.0
1999	15.4	14.6	11.2		14.8
2000	15.0	15.2	11.9	17.4	15.0
2001	15.5	15.6	10.8	32.4	15.6
2002	15.8	17.3	11.1	42.4	17.1
2003	15.8	21.4	11.7	48.2	19.3
2004	15.7	22.0	13.1	38.7	19.1

TABLE 69: FTE ACADEMIC STAFF AS A PERCENTAGE OF FTE TOTAL STAFF 1997-2004

	1997	1998	1999	2000	2001	2002	2003	2004
Universities	48%	47%	47%	48%	48%	46%	46%	45%
ITPs	57%	56%	57%	56%	57%	57%	55%	53%
Colleges of Education	60%	59%	58%	55%	56%	54%	54%	53%
Wānanga				43%	60%	48%	54%	54%
TEIs	52%	51%	51%	51%	51%	50%	49%	48%

TABLE 70: PERSONNEL COSTS AS A PERCENTAGE OF TOTAL COSTS IN TEIs 1997-2004

Year	Universities	ITPs	Colleges of	Wānanga	TEIs
1997	57%	63%			57%
1998	56%	62%			57%
1999	57%	61%			57%
2000	56%	61%	57%	33%	57%
2001	58%	59%	56%	38%	57%
2002	58%	59%	58%	38%	57%
2003	59%	55%	57%	38%	56%
2004	59%	54%	59%	41%	56%

TABLE 71: FTE PBRF-ELIGIBLE UNIVERSITY STAFF BY GENDER 2003

	FTE
Male	3,866
Female	2,278

TABLE 72: FTE PBRF-ELIGIBLE UNIVERSITY STAFF BY ETHNIC GROUP 2003

	European	Māori	Pasifika	Asian	Other	Not stated
FTE	3,307	239	44	317	527	1,710

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PUBLIC ACTS / E / Education Act 1989 [Part 13-]General provisions relating to tertiary education]

[Part 13-]General provisions relating to tertiary education]

PUBLIC ACTS / E / Education Act 1989 [Part 13-]General provisions relating to tertiary education] / [159AAA Object of provisions relating to tertiary education]

[159AAA Object of provisions relating to tertiary education

- (1) The object of this Part, Parts 13A to 18, and Part 19 (which relate to tertiary education), and of the provisions of Parts 18A and 20 to 24 that relate to tertiary education, is to foster and develop a tertiary education system that
- (a) fosters, in ways that are consistent with the efficient use of national resources, high quality learning and research outcomes, equity of access, and innovation; and
 - (b) contributes to the development of cultural and intellectual life in New Zealand; and
 - (c) responds to the needs of learners, stakeholders, and the nation, in order to foster a skilled and knowledgeable population over time; and
 - (d) contributes to the sustainable economic and social development of the nation; and
 - (e) strengthens New Zealand's knowledge base and enhances the contribution of New Zealand's research capabilities to national economic development, innovation, international competitiveness, and the attainment of social and environmental goals; and
 - (t) provides for a diversity of teaching and research that fosters, throughout the system, the achievement of international standards of learning and, as relevant, scholarship.

- (2) In making decisions under this Part, Parts 13A to 18, and Part 19, and under the provisions of Parts 18A and 20 to 24 that relate to tertiary education, the Minister, the Commission, the Qualifications Authority, and the service continued by Part 22 must take into account the objects specified in subsection (1), so far as is practicable in the circumstances.)

PUBLIC ACTS / E / Education Act 1989 / [Part 13-]General provisions relating to tertiary education] / [159 Interpretation

[159 Interpretation

- (1) In this Part and [Part 13A to Part 24, and in Schedules 13 to 17), unless the context otherwise requires,

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academic year means a period of 12 months commencing on the 1st day of January:

[accreditation means accreditation under section 259)

approval, in relation to a course of study or training, means approval of the course as a whole under section 258 of this Act, and 'Approved', in relation to such a course, has a corresponding meaning:

approved nationally recognised course means a course of study or training that has been granted approval under section 258(10) of this Act, other than an approval that has been withdrawn:

assisted student means a foreign student who is in New Zealand to study under an assistance programme administered by the New Zealand Government:
association: *Definition repealed.*

[association of students: *Definition repealed.*)

award includes a degree, diploma, certificate, or qualification:

[charter means a document of the kind described in section 159L or, in the case of an institution that has a charter approved under Part 1S, a document of the kind described in section 184)

chief executive, in relation to an institution, means the person who, by whatever name the person is called, is the chief executive of the institution and includes a person for the time being performing the duties of the chief executive of the institution:

Chief Review Officer: *Definition repealed.*

college of education means, subject to subsection (3) of this section, a body referred to in section 162(1)(b) of this Act or a body established as a college of education under section 162(2) of this Act:

[Commission means the Tertiary Education Commission established under section 159C]

Council, in relation to an institution, means the body that governs the institution in accordance with section 165 of this Act:

course of study or training, in relation to an institution, means a course of study or training leading to an award:

domestic student, at any time, means a person who is then

(a) A New Zealand citizen; or

(b) the holder of a residence permit under the Immigration Act 1987 who satisfies the criteria (if any) prescribed by regulations made under subsection (4); or:

(c) By virtue of paragraph (a), paragraph (b), or paragraph (t) of section 11(1) of that Act, exempt from the requirement to hold a permit granted under that Act;

or

(d) Exempted under section 12 of that Act [Tom the requirement to hold a permit granted under that Act; or

(e) A person of a class or description of persons required by the Minister, by notice

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land includes any legal or equitable estate or interest in, or right, power or privilege over, or in connection with, land:

[Minister means the Minister of the Crown who, under the authority of any warrant or with the authority of the Prime Minister, is for the time being responsible for the administration of this Part of this Act:]

[Ministry means the department of State that, with the authority of the Prime Minister, is for the time being responsible for the administration of this Part of this Act:]

nationally recognised award means an award granted under section 263 of this Act in respect of any approved nationally recognised course of study or training:

New Zealand apprenticeship committee means an apprenticeship committee established under section 27 of the Apprenticeship Act 1983:

personal property includes money:

polytechnic means, subject to subsection (3) of this section,

(a) A body that was established immediately before the day on which the Education Amendment Act 1990 received the Royal assent, or is established on or after that day and before the 1 st day of January 1991, as a polytechnic, institute of technology, technical institute or community college under the Education Act 1964; or

(b) A body established as a polytechnic under section 162(2) of this Act: private training establishment means an establishment, other than an institution, that provides post-school education or vocational training:

proceeding means any legal or administrative proceeding, and includes an arbitration:

[profile means a document of the kind described in section 159W]

Qualifications Authority means the New Zealand Qualifications Authority

established by Part 20 of this Act: Regional Employment and Access Council means a council of that name established under section 7 of the Access Training Scheme Act 1988:

registered establishment means a private training establishment that has been granted registration by the Qualifications Authority under Part 18 of this Act, other than a registration that has been cancelled:

Secretary means the chief executive of the Ministry:

[specialist college means, subject to subsection (3), a body established as a specialist college under section 162(2)] staff, in relation to an institution, does not include the chief executive of the institution:

[statement of tertiary education priorities means the latest statement issued by the Minister under section 159AC]

in the *Gazette*, to be treated as if they are not foreign students:

enrol includes admit and enrolment and enrolled have corresponding meanings:

equivalent full-time student formula means the formula of that name that is based on the student workload that would normally be carried out by a full-time student in a single academic year:

exempt student means a foreign student who is in New Zealand to study under an exchange programme approved by the New Zealand Government:

existing institution means

(a) A body specified in Part I or Part 2 of the Schedule 13 to this Act; or

(b) A body that was established immediately before the day on which the Education Amendment Act 1990 received the Royal assent, or is established on or after that day and before the 1st day of January 1991, as a polytechnic, institute of technology, technical institute or community college under the Education Act 1964:

existing non-university institution means an existing institution other than a body specified in Part I of the Schedule 13 to this Act:

foreign student, at any time, means a person who is not then a domestic student:

functions, except where the expression occurs in a provision setting out the functions of a body, includes duties:

[give public notice means to publish a notice in the *Gazette* that

(a) gives notice of the fact that something has been made, approved, or done; and (b) includes information about how or where the public can see and obtain a copy of the thing that has been made, approved, or done]

[[[Government training establishment means any establishment that is

(a) a Crown entity [(within the meaning of section 10 of the Crown Entities Act 2004).] {sic?}] } for the time being approved by the Minister for the purposes of this definition; or

(b) a Department (within the meaning of the Public Finance Act 1989) for the time being approved by the Minister for the purposes of this definition; or

(c) the New Zealand Defence Force constituted by section 11(1) of the Defence Act 1990; or

(d) The New Zealand Police:]]]

grant, in relation to an award, includes confer and issue:

[industry training organisation means a body corporate for the time being recognised under section 5 or section 8(1) of the Industry Training Act 1992]

institution means

(a) a college of education; or (b)

a polytechnic; or

[(ba) specialist college; or] (c) a

university; or

(d) a wananga:

student member, in relation to the Council of an institution, means a member of that Council referred to in section 171(2)(c) of this Act:

- (a) an institution;
- (b) a registered establishment;
- (c) a government training establishment;
- (d) any other person or body that provides, or proposes to provide, tertiary education and that is funded through non-departmental output classes from Vote Education (for example, community education providers)]

[tertiary education strategy means the latest strategy document approved under section 159AA]

university means, subject to subsection (3) of this section, a body referred to in section 162(1)(a) of this Act or a body established as a university under section 162(2) of this Act:

University Grants Committee means the University Grants Committee established under Part I of the Universities Act 1961:

Vice-Chancellor, in relation to a university, means the chief executive of the university, by whatever name called:

Vice-Chancellors Committee means the New Zealand Vice-Chancellors Committee established by Part 19 of this Act:

wananga means, subject to subsection (3) of this section, a body established as a wananga under section 162(2) of this Act.

- (2) In the absence of proof to the contrary,
 - (a) A certificate signed by the chief executive of the [Ministry of Foreign Affairs and Trade] that on a specified day, or for a specified period, a specified person was or was not, or will or will not be, in New Zealand to study under an assistance programme administered by the New Zealand Government; or
 - (b) A certificate signed by the Secretary that on a specified day, or for a specified period, a specified person was or was not, or will or will not be, in New Zealand to study under an exchange programme approved by the New Zealand Government,
 is, for the purposes of the definitions of assisted student and exempt student in subsection (1) of this section, conclusive evidence of the matter certified; and judicial notice shall be taken of the signature on any such certificate of the chief executive or (as the case may be) the Secretary.
- (3) The definitions of the terms college of education, polytechnic, [specialist college,] university and wananga do not apply for the purposes of subsections (1), (2), and (4) of section 162 of this Act.]
- [(4) The Governor-General may, by Order in Council, make regulations prescribing criteria that the holder of a residence permit under the Immigration Act 1987 must satisfy in order to fulfil the requirements of paragraph (b) of the definition of domestic

student in subsection (1).

Regulations made under subsection (4),

- (5) (a) if made on or before 30 June in any year, expire on the close of December of that year unless they are expressly confirmed by Act of Parliament passed during that year; and
- (b) if made on or after 1 July in any year, expire on the close of 31 December in the following year unless they are expressly confirmed by Act of Parliament passed before the end of that following year.
- (6) The expiry of regulations made under subsection (4) does not affect the validity of any act done pursuant to, or in accordance with, the regulations before the date on which the regulations expire.]

PUBLIC ACTS / E / Education Act 1989/ [Part 13-[General provisions relating to tertiary education]/ [159AA Tertiary education strategy

[159AA Tertiary education strategy

- (1) The Minister must from time to time approve a tertiary education strategy that sets out the Government's medium- to long-term strategy for tertiary education.

- (2) The tertiary education strategy must address the following:

- (a) the economic context;
- (b) the social context;
- (c) the environmental context:

- (d) the development aspirations of Maori and other population groups.
- (3) Before approving a tertiary education strategy, the Minister must consult, either directly or through the Secretary, with those stakeholders in the tertiary education sector that he or she considers ought to be consulted.
- (4) As soon as practicable after approving a tertiary education strategy, the Minister must
 - (a) give public notice of it; and
 - (b) present a copy of it to the House of Representatives.]

PUBLIC ACTS / E / Education Act 1989/ [Part 13-][General provisions relating to tertiary education]/ [159AB Importance of tertiary education strategy

[159AB Importance of tertiary education strategy
In exercising their functions under this Act or any other enactment, the Commission, the Qualifications Authority, and the service continued by Part 22 must have regard to the tertiary education strategy.]

PUBLIC ACTS / E / Education Act 1989 / [Part 13-][General provisions relating to tertiary education]/ [159AC Statement of tertiary education priorities

- [159AC Statement of tertiary education priorities
(1) The Minister must, at least once in every 3 years, issue a statement of tertiary education priorities that
 - (a) is based on, and is not inconsistent with, the tertiary education strategy; and (b) sets out the Government's current priorities for tertiary education.
- (2) The Minister must consult with the Commission before issuing or amending a statement of tertiary education priorities.
- (3) The Minister may, at any time after a statement of tertiary education priorities has been in force for a year, revoke and replace, or amend the statement. Any amendment forms part of the statement it amends.
- (4) The Minister must
 - (a) give public notice of every statement of tertiary education priorities and of every amendment to it; and
 - (b) present a copy of it, and every amendment to it, to the House of Representatives.

PUBLIC ACTS / E / Education Act 1989/ [Part 13-][General provisions relating

to tertiary education]/ [159AD Roles within tertiary education sector

- [159AD Roles within tertiary education sector
(1) Nothing in this Act affects the fact that the Ministry is the Minister's principal policy adviser on tertiary education matters.
- (2) The Qualifications Authority (or, in the case of universities, the New Zealand Vice-Chancellors Committee) is the body primarily responsible for quality assurance matters in the tertiary education sector.
- (3) This section is for the avoidance of doubt.]

PUBLIC ACTS / E / Education Act 1989 / [Part 13-][General provisions relating to tertiary education]/ [159AE Ministry may hold and disseminate information

- [159AE Ministry may hold and disseminate information
Any information collected and held by the Commission, the Qualifications Authority, or the service continued by Part 22 may be held by the Ministry on behalf of the relevant agency and be disclosed by the Ministry to
 - (a) the agency on whose behalf it is held; and
 - (b) any other person or agency that is entitled to receive it.

PUBLIC ACTS / E / Education Act 1989/ [Part 13-][General provisions relating to tertiary education]/ [159AF Secretary may delegate certain powers and functions to Commission

- [159AF Secretary may delegate certain powers and functions to Commission
(1) The Secretary may delegate to the Commission any powers or functions of the Secretary under regulations made pursuant to section 303 or section 306 or section 307 (which relate to student allowances).
 - (2) A delegation under this section
 - (a) must be in writing; and
 - (b) may not include a power to further delegate any power or function; and
 - (c) may be revoked at any time by notice in writing.
 - (3) The Commission may exercise any powers or functions delegated to it under this section in the same manner and with the same effect as if the powers or functions had been conferred on the Commission directly, rather than by delegation.
 - (4) If the Commission purports to act under a delegation under this section, the Commission is presumed, in the absence of proof to the contrary, to be acting in accordance with the terms of the delegation.

Commission / [Establishment of Commission / [[159C Establishment of Commission

[[159C Establishment of Commission

(1) A Tertiary Education Commission is established.

(2) The Commission is owned by the Crown.

(3) The Commission is a Crown entity for the purposes of section 7 of the Crown Entities Act 2004.

(4) The Crown Entities Act 2004 applies to the Commission except to the extent that this Act expressly provides otherwise.

(5) The members of the Commission are the board for the purposes of the Crown Entities Act 2004.]]

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Establishment of Commission / [159D Composition of Commission

[159D Composition of Commission

(1) The Commission comprises at least 6, but not more than 9, members appointed [in accordance with section 28(1)(a) of the Crown Entities Act 2004] after consultation with the Minister of Maori Affairs.

(2) At least 2 months before appointing a member (other than a replacement member appointed under clause 11(1) of Schedule 13A), the Minister must advertise his or her intention to appoint a member and must seek responses from interested persons.

(3) Subsection (2) does not apply if the Minister appoints as a member a person who, immediately before the appointment, was a member of the Transition Tertiary Education Commission.

[(4) When appointing members of the Commission, the Minister must have regard to the need for its members to collectively have a breadth of experience and expertise, and depth of knowledge, regarding areas of the tertiary education sector.

(5) Subsection (4) does not limit section 29 of the Crown Entities Act 2004.]]

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Establishment of Commission / [159E Charging

[[159E Charging

The Commission may not charge a commercial rate for any goods and services that it

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PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission

[Part 13A- Tertiary Education Commission

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Preliminary provisions

[Preliminary provisions

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Preliminary provisions / [159A Purpose of Part

[159A Purpose of Part

The purpose of this Part is to establish a Tertiary Education Commission and the means by which the Government will exercise leadership of the tertiary education sector to ensure the strategic use of resources.

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Preliminary provisions / [159B Definition of organisation

[159B Definition of organisation

(1) In this Part, unless the context otherwise requires, organisation means

(a) a tertiary education provider;

(b) an industry training organisation;

(c) a person or body that provides tertiary education-related services and is identified in accordance with subsection (2) as an organisation for the purposes of this Part.

(2) The Minister may, by notice in the *Gazette*, identify organisations for the purpose of this Part, and may do so by describing a type of person or body that is an organisation, or by naming individual persons or bodies as organisations.

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Establishment of Commission

[Establishment of Commission

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education

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provides unless the Minister has given his or her approval.]]

PUBLIC ACTS / E / Education Act 19891 [Part 13A-Tertiary Education Commission / [Functions of Commission

[Functions of Commission

PUBLIC ACTS / E / Education Act 19891 [Part 13A-Tertiary Education Commission / [Functions of Commission / [159F Functions of Commission

[159F Functions of Commission

(1) The functions of the Commission are-

- (a) to give effect to the statement of tertiary education priorities through (i) negotiating charters with organisations; and (ii) negotiating and approving profiles, or parts of profiles, for the purpose of funding; and (iii) allocating funds to organisations; and (iv) building the capability of organisations; and
- (b) to provide advice to the Minister on (i) the tertiary education strategy and the statement of tertiary education priorities; and (ii) the activities and performance of the sector generally; and (iii) any policy implications arising from any research, monitoring, or evaluation conducted under paragraph (c); and
- (c) to conduct applied policy and programme research, monitoring, and evaluation; and (d) to monitor the performance of organisations against their profiles for the purpose of assessing overall achievement in relation to the tertiary education strategy and the statement of tertiary education priorities; and (e) to undertake any functions delegated to the Commission, including (without limitation) functions relating to the funding of organisations other than under section 159ZC; and (f) to undertake any other function given by this Act, the Industry Training Act 1992, the Modern Apprenticeship Training Act 2000, or any other enactment; and

- (2) ~~(1)~~ the Commission may provide information and other tertiary-related services to the Crown, provided that these functions are consistent with the Commission's statement of intent and are consistent with, and do not displace, any of its functions under subsection (1).

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PUBLIC ACTS / E / Education Act 19891 [Part 13A-Tertiary Education Commission / [Functions of Commission / [159G Principles guiding how Commission operates

[159G Principles guiding how Commission operates

In performing its functions, the Commission must, in addition to complying with section 159AB,

- (a) comply with any [direction of the Minister given under section 103 of the Crown Entities Act 2004]; and
- (b) work closely with the stakeholders of tertiary education providers and industry training organisations; and
- (c) work closely with tertiary education providers and industry training organisations.

PUBLIC ACTS / E / Education Act 19891 [Part 13A-Tertiary Education Commission / [Functions of Commission / [159H Minister may review performance of Commission

[159H Minister may review performance of Commission
Repealed.

PUBLIC ACTS / E / Education Act 19891 [Part 13A-Tertiary Education Commission / [Functions of Commission / [159I Delegation of functions or powers of Minister

[159I Delegation of functions or powers of Minister

- (1) The Minister may, either generally or specifically, delegate to the Commission all or any of the Minister's functions and powers under this Act or any other Act, including (a) functions or powers delegated to the Minister under this Act or any other Act; and (b) the Minister's powers relating to charters.

A delegation under this section must be in writing.

- (2)
- (3) No delegation under this section may include the power to delegate under this section.
- (4) The power of the Minister to delegate under this section (a) is subject to any prohibitions, restrictions, or conditions contained in any other Act in relation to the delegation of the Minister's functions or powers; but (b) does not limit any power of delegation conferred on the Minister by any other Act.
- (5) Subject to any general or special directions given, or conditions imposed, by the

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Minister, the Commission may exercise any functions or powers delegated to the Commission under this section in the same manner and with the same effect as if they had been conferred on the Commission directly by this section and not by delegation.

- (6) If the Commission purports to act under any delegation under this section, the Commission is, in the absence of proof to the contrary, presumed to be acting in accordance with the terms of the delegation.
- (7) A delegation does not affect or prevent the exercise of any function or power by the Minister, or affect the responsibility of the Minister for the actions of any person acting under the delegation.

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Functions of Commission / [159J Minister may direct Commission

[159J Minister may direct Commission
(1) *Repealed.*

(2) *Repealed.*

(3) Every direction [under section 103 of the Crown Entities Act 2004.] { sic? 2004 } must be consistent with the tertiary education strategy and the functions of the Commission.

(4) The Minister may not [] direct the Commission to provide or deny funding under section 159ZC to any specified organisation.

(5) *Repealed.*

(6) If the Minister gives a direction to the Commission, the Commission must include in its annual report for every year to which the direction relates a report on how the Commission has responded to it.]

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Functions of Commission / [159K Application of Commerce Act 1986

[159K Application of Commerce Act 1986

Despite section 6 of the Commerce Act 1986, nothing in that Act applies to the Commission except to the extent that the Commission engages in supplying goods and services for which it charges.

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PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Functions of Commission / [159KA Chief executive

[159KA Chief executive

(1) The Commission must appoint a chief executive in accordance with section 117 of the Crown Entities Act 2004.

(2) The chief executive must not be a member of the Commission.

(3) The Commission must act independently when appointing the chief executive. The

(4) Commission must monitor and evaluate the performance of the chief executive.

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Functions of Commission / [159KB Responsibilities of chief executive

[159KB Responsibilities of chief executive

The chief executive must

(a) ensure the efficient and effective administration of the affairs of the Commission; and

(b) act in accordance with lawful policies and directions given to him or her by the Commission.

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Functions of Commission / [159KC Declaration of interests

[159KC Declaration of interests

(1) A person who is proposed to be appointed as chief executive must declare any interests (within the meaning of that term in section 10 of the Crown Entities Act 2004) to the Commission before accepting appointment to the position of chief executive.

(2) If the chief executive has any direct or indirect interest in any transaction or other matter listed in section 62 of the Crown Entities Act 2004, he or she must disclose that interest to the Commission.

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Functions of Commission / [159KD Superannuation

[159KD Superannuation

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- (1) Any person who, immediately before becoming an employee of the Commission, is a contributor to the Government Superannuation Fund under Part 2 or Part 2A of the Government Superannuation Fund Act 1956 is deemed, for the purpose of that Act, to be employed in the Government service so long as he or she continues to be an employee of the Commission.
- (2) The Government Superannuation Fund Act 1956 applies to the person in all respects as if the person's service as an employee of the Commission were Government service.
- (3) Subsection (1) does not entitle a person to become a contributor to the Government Superannuation Fund if the person has ceased to be a contributor.
- (4) For the purpose of applying the Government Superannuation Fund Act 1956, the chief executive of the Commission is the controlling authority.

PUBLIC ACTS / E / Education Act 1989 / [Part 13A-Tertiary Education Commission / Functions of Commission / [159KE Statement of intent

- [159KE Statement of intent
- (1) The Commission must include the following information in its statement of intent:
 - (a) a general description of the things that the Commission proposes to do, achieve, or work towards during the period covered by the statement of intent, which(i) must be consistent with the statement of tertiary education priorities and the Commission's functions; and
 - (ii) must include a summary of the nature and scope of the Commission's proposed operations; and
 - (iii) may cover both financial and non-financial matters; and
 - (b) a general description of the Commission's proposed strategies and activities for giving effect to, or achieving, the things referred to in paragraph (a), including a list of the intended principal activities of the Commission and how they relate to the things referred to in paragraph (a); and
 - (c) a description of how the statement of forecast service performance in the statement of intent links to the things referred to in paragraph (a); and
 - (d) a general description of the manner in which the Commission proposes to operate and, in particular,
 - (i) which other persons or bodies engaged in similar or related work it proposes to liaise with, and how it proposes to liaise with those other persons or bodies; and
 - (ii) what capability it needs to do its work, and how it will develop that capability; and
 - (iii) how it proposes to manage its risks; and
 - (e) for each of the financial years to which the statement of intent relates, performance measures and targets by which the Commission's performance, and progress towards delivering the things referred to in paragraph (a) may be judged.

- (2) The Commission need not include in its statement of intent the information required

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in section 141(1)(b), (c), and (f) of the Crown Entities Act 2004.

- (3) The grouping of outputs in the statement of forecast service performance in the statement of intent must be done so that, in the case of outputs funded by appropriation, a group of outputs does not contain outputs funded from more than 1 appropriation in the Estimates.
- (4) The Minister may, in relation to the Commission, exercise his or her powers under section 147(1) of the Crown Entities Act 2004 as if that section included a reference to subsection (1)(a) and (c); and that section applies accordingly.

PUBLIC ACTS / E / Education Act 1989 / [Part 13A- Tertiary Education Commission / Functions of Commission / [159KF Annual report

- [159KF Annual report
- (1) The Commission must include in its annual report a description of how the Commission is monitoring, and how it will report on, progress in implementing the tertiary education strategy.
 - (2) This section does not limit section 151 of the Crown Entities Act 2004.

PUBLIC ACTS / E / Education Act 1989 / [Part 13A- Tertiary Education Commission / Functions of Commission / [159KG Certain powers must not be delegated

- [159KG Certain powers must not be delegated
- (1) The Commission must not delegate any of the following powers:
 - (a) the power to appoint a chief executive; or
 - (b) any other power that the Minister specifies by notice in writing to the Commission.
 - (2) This section applies despite section 73 of the Crown Entities Act 2004.]

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / Charters

- Charters
- PUBLIC ACTS / E / Education Act 1989 / [Part 13A- Tertiary Education Commission / Charters / [159L What is a charter?**

- [159L What is a charter?

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An organisation's charter is a document that

- (a) sets out the organisation's mission and role in the tertiary education system; and (b) is intended to cover a medium- to long-term timeframe; and
- (c) provides the basis for development of the organisation's profile; and
- (d) is prepared by the organisation in accordance with the requirements for the contents of charters prescribed by the Minister under section 159M; and
- (e) is approved by the Minister in accordance with the criteria for assessment of charters identified by the Minister under

PUBLIC ACTS / E / Education Act 1989 / [Part 13A-Tertiary Education Commission / Charters / [159M Content of charters, and assessment criteria

[159M Content of charters, and assessment criteria

(1) The Minister must, in consultation with the Commission, prescribe and give public notice of

- (a) the content of charters, being the matters that charters must address; and (b) the criteria that the Minister will use to assess proposed charters.

(2) When prescribing, under subsection (1), the content of charters and assessment criteria for charters, the Minister may prescribe standard contents and criteria, as well as prescribing different contents and different criteria applying to different organisations, groups of organisations, or types of organisation.

(3) The criteria for assessment may (without limitation) include criteria that relate to the process used to develop a charter as well as to the content of the charter.

(4) If the Minister requires an organisation, by notice in writing, to consult over its charter with any specified person or group of persons, that requirement is for all purposes to be treated as assessment criteria that have been prescribed under this section.

PUBLIC ACTS / E / Education Act 1989 / [Part 13A-Tertiary Education Commission / Charters / [159N Organisations that must or may have a charter

[159N Organisations that must or may have a charter

(1) After 1 January 2004, the following must have a charter prepared and approved under this Part:

- (a) all institutions;
- (b) all other organisations that seek or receive funding from the Commission, unless exempt under subsection (4).

(2) At any time before 1 January 2004, the Commission may require, by notice in writing to the organisation, any organisation referred to in subsection (1) to prepare a charter under this Part within a specified reasonable period, and an organisation that receives

such a notice must prepare a charter as required.

(3) Before 1 January 2004, any organisation that is not required under subsection (2) to have a charter, but that wishes to have one may, with the agreement of the Minister, prepare and seek approval for a charter.

(4) The Minister may, on the advice of the Commission,

- (a) by notice in writing to an organisation, exempt the organisation from the requirement to have a charter or from any requirement about the content of charters; and
- (b) by notice in the *Gazette*, exempt any group of organisations or type of organisation from the requirement to have a charter or from any requirement about the content of charters.

(5) Subsection 4 does not apply to institutions.

PUBLIC ACTS / E / Education Act 1989 / [Part 13A-Tertiary Education Commission / Charters / [1590 Preparing charters

[1590 Preparing charters

(1) An organisation that wishes, or is obliged, to have a charter must

- (a) identify its stakeholders and publish a list of them in at least 1 daily newspaper circulating in each area served by the organisation; and
- (b) prepare a proposed charter; and
- (c) consult with its stakeholders over the proposed charter; and
- (d) consult with any other person or group of persons with whom the Minister requires the organisation to consult.

(2) After completing the consultation required under subsection (1)(c) and (d), the organisation must submit the proposed charter to the Commission for comment and consultation.

(3) Following consultation with the Commission over, and (if necessary) modification of, the proposed charter, the organisation must submit the proposed charter to the Commission for approval by the Minister.

PUBLIC ACTS / E / Education Act 1989 / [Part 13A-Tertiary Education Commission / Charters / [159P Minister's approval of charters

[159P Minister's approval of charters

(1) The Minister must assess a proposed charter against the criteria prescribed under section 159M(1).

(2) The Minister must approve a proposed charter unless satisfied on reasonable grounds that he or she should not do so.

is approved under section 159P.

PUBLIC ACTS / E / Education Act 1989 / [Part 13A-Tertiary Education Commission / Charters / [159S Amendments to, and review of, charters

[159S Amendments to, and review of, charters

(1) Sections 159O and 159P apply to an amendment or proposed amendment to a charter (other than an amendment proposed by the Minister under section 159Q) as if the amendment or proposed amendment were a charter or proposed charter.

(2) If the Minister approves an amendment to a charter, the amendment forms part of the charter from the date set by the Minister.

(3) The Minister may, at any time, require an organisation to review its charter with a view to amending or replacing it.

PUBLIC ACTS / E / Education Act 1989 / [Part 13A-Tertiary Education Commission / Charters / [159T Expiry of charters

[159T Expiry of charters

(1) Every charter must specify the date on which it expires, which must be
 (a) an expiry date as agreed with the Minister, which must be a date no later than 10 years after the date on which the charter comes into effect; or
 (b) in the case of an industry training organisation, the date on which its recognition under section 5 or section 8(1) of the Industry Training Act 1992 expires.

(2) Every charter, unless revoked earlier, expires on its expiry date.

PUBLIC ACTS / E / Education Act 1989 / [Part 13A- Tertiary Education Commission / Charters / [159U Charter may lapse if organisation does not receive funding

[159U Charter may lapse if organisation does not receive funding
 The charter of an organisation (other than an institution) lapses if the provider does not receive funding from the Commission for 2 consecutive years.

PUBLIC ACTS / E / Education Act 1989 / [Part 13A-Tertiary Education Commission / Charters / [159V Charters must be available

159V Charters must be available
 An organisation that has a charter must ensure that the charter is available for
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(3) A charter comes into effect on the date specified by the Minister.

(4) If the Minister rejects a proposed charter, he or she must give reasons for the rejection.

(5) An organisation may submit a revised proposed charter to the Minister as many times as is necessary, but only if, before resubmitting it, the organisation has consulted further with the Commission and, if the revisions are significant, with the people or groups with whom it is required to consult under section 159Q(1)(c) and (d).

PUBLIC ACTS / E / Education Act 1989 / [Part 13A-Tertiary Education Commission / Charters / [159Q Minister's special powers in relation to charters of institutions

[159Q Minister's special powers in relation to charters of institutions

(1) If the Minister and an institution cannot agree over the content of the institution's charter, the Minister must, after consulting as he or she thinks appropriate, determine the matter.

(2) The Minister may, at any time, on his or her own initiative, propose amendments to an institution's charter or proposed charter.

(3) If the Minister proposes an amendment to a charter or proposed charter, he or she must notify the institution of the proposal and give the institution a reasonable period in which to make submissions in response to it.

(4) After considering any submissions made by an institution on the proposal, the Minister may approve the proposed amendment, with or without further amendment, or abandon the proposal.

(5) Nothing in this section limits the right or ability of an institution to propose any amendment to its own charter or proposed charter.

PUBLIC ACTS / E / Education Act 1989 / [Part 13A-Tertiary Education Commission / Charters / [159R Minister may approve interim charters for institutions

[159R Minister may approve interim charters for institutions

(1) In any of the following circumstances, the Minister may, on his or her own initiative, approve an interim charter for an institution:

(a) when an institution is newly established;

(b) when an institution has changed its status;

(c) when an institution has merged with another institution or had another institution incorporated into it;

(d) when an institution's charter has expired or been revoked.

(2) An interim charter approved under subsection (1) remains in force until a new charter

inspection by the public, and that copies may be obtained at no more than a reasonable cost.

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / Profiles

[Profiles

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / Profiles / [159W]What is a profile?

[159W What is a profile?

An organisation's profile is a document that

- (a) is prepared annually; and
- (b) sets out the organisation's operating plans, key policies, and proposed activities for the next 3 years; and
- (c) sets out the organisation's objectives, and the performance measures and targets that the organisation will use to measure its performance; and (d) sets out the short- to medium-term strategic direction of the organisation; and (e) identifies the activities of the organisation for which it seeks or receives funding from the Commission; and
- (f) sets out the basis on which funding will be sought or received from the Commission; and
- (g) demonstrates how the organisation will give effect to its charter (unless it is exempt under section 159N(4) from the requirement to have one); and
- (h) identifies the information that the organisation will supply on an annual basis to the Commission; and
- (i) includes the content prescribed under section 159X(1)(a), and is in the form prescribed under that section.

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / Profiles / [159X Content of profiles and criteria for approval

[159X Content of profiles and criteria for approval

(1) The Commission must, at least once every 3 years, prescribe and give public notice

of

- (a) the content and form of profiles; and
- (b) the criteria on which the Commission will approve profiles, or parts of profiles, for funding purposes; and
- (c) the kinds of background or supplementary information that the Commission may require an organisation to provide when it submits its profile to the Commission; and
- (d) the timetable and process for the submission of profiles to the Commission.

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- (2) Notices given under subsection (1)
 - (a) may prescribe different content and form, criteria, information, timetables, and processes for different organisations, groups of organisations, or types of organisation; and
 - (b) may be given at different times; and
 - (c) may be amended by the Commission, in which case the Commission must give public notice of the amendment.

(3) The Commission may permit organisations to prepare combined profiles for more than 1 organisation.

(4) The Commission may waive any requirement (other than a requirement imposed by this Act) as to the content or form of profiles, or the timing or process to be used in submitting them.

Section Notice:

PUBLIC ACTS / E / Education Act 1989 / [Part 13A- Tertiary Education Commission / Profiles / [159Y Organisations that must have a profile

[159Y Organisations that must have a profile

(1) After 1 January 2004, the following organisations must have a profile:

- (a) all institutions;
- (b) all other organisations that seek or receive funding from the Commission, unless exempt under subsection (3).

(2) At any time before 1 January 2004, the Commission may, by notice in writing to an organisation, require the organisation to prepare a profile within a specified reasonable period; and an organisation that receives such a notice must prepare a profile.

(3) Despite subsection (1), the Commission may,

- (a) by written notice to an organisation, exempt the organisation for a specified period from the requirement to have a profile; and
- (b) by notice in the *Gazette*, exempt any group of organisations, or type of organisation, from the requirement to have a profile.

(4) Subsection (3) does not apply to institutions.

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / Profiles / [159Z Profiles must be publicly available

[159Z Profiles must be publicly available

An organisation that has a profile must ensure that the profile is available for inspection by the public, and that copies may be obtained at no more than a reasonable cost.

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PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Funding by Commission

[Funding by Commission

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Funding by Commission / [159ZA Minister must determine design of funding mechanisms

[159ZA Minister must determine design of funding mechanisms
 (1) The Minister must, from time to time, determine the design of the mechanisms that the Commission must use to fund organisations.

(2) Without limiting the generality of subsection (1), when determining the design of funding mechanisms the Minister

(a) must identify the general form and essential components of each mechanism; and

(b) must indicate which mechanisms relate to funding provided under section 1 59ZC, and which (if any) relate to other funding; and

(c) may specify the amount of money, or the proportion of an amount of money, available under any particular mechanism; and

(d) may provide for different versions or modifications of a mechanism to apply to different groups of organisations; and

(e) may specify conditions that the Commission must attach to funding provided under any funding mechanism, including conditions setting limits on the fees that an organisation may charge domestic students; and

(f) may make provision for funding that targets particular student groups.

(3) However, the Minister may not identify a specified organisation or organisations to which funding is to be provided or denied under any mechanism.

(4) Every mechanism must be consistent with the principle that receipt by an organisation of public funds is dependent on the organisation meeting quality assurance requirements under this Act.

(5) The Commission must develop the details of how to implement the Minister's determinations under this section.

(6) The Minister may not, under subsection (2)(e), specify conditions setting limits on the fees that organisations may charge domestic students until 2 months after the date on which the Minister has published a notice in the *Gazette* that

(a) states that the Minister proposes to specify such conditions; and

(b) sets out the proposed conditions; and

(c) invites submissions on the proposed conditions; and

(d) specifies the date by which submissions must be received, which must be a date

no more than 21 days after the date of the *Gazette* notice.

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Funding by Commission / [159ZB Approval of profiles for funding purposes

[159ZB Approval of profiles for funding purposes

(1) An organisation that has a profile may submit it to the Commission for approval for funding purposes.

(2) The Commission may, after discussion and, if necessary, negotiation with the organisation, approve all or any part of the organisation's profile for funding purposes.

(3) If the Commission does not approve a profile or part of a profile for funding purposes, it must notify the organisation and give reasons for the non-approval.

(4) If the Commission approves an organisation's profile, or part of its profile, for funding purposes, the organisation is eligible for funding from the Commission.

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / [Funding by Commission / [159ZC Payment of funding

[159ZC Payment of funding

(1) The Commission must determine the amount of funding payable to an organisation that is eligible for funding by applying the appropriate funding mechanism or mechanisms to the part or parts of the organisation's profile that are approved for funding purposes.

(2) The Commission must arrange for payment to the organisation of the amount of funding determined under subsection (1).

(3) If a funding mechanism provides that funding may be provided under it to an organisation that does not have a profile, the Commission may, in accordance with the funding mechanism, fund an organisation under this section even if it does not have a profile.

(4) Nothing in this section limits the Commission's powers, under a delegated authority or any other enactment, to fund organisations other than under this section.

PUBLIC ACTS / E / Education Act 1989 / [Part 13A- Tertiary Education Commission / [Funding by Commission / [159ZD Conditions on funding

[159ZD Conditions on funding

(1) It is a condition of payment of funding under section 1 59ZC that the recipient will supply to the Commission or Ministry, at intervals and in a form specified by the Commission or Ministry, any financial, statistical, or other information that the

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Commission or Ministry requires the organisation to supply.

- (2) The Commission may impose conditions on the use of any funding provided under section 159ZC, but only if the Minister has provided that, under the mechanism under which that funding is provided.
- (a) any or specified conditions may be imposed; or
- (b) specified conditions must be imposed.
- (3) The Commission may at any time (including during a funding period) amend any condition imposed under subsection (2), but no such amendment takes effect until the organisation has had reasonable notice of it.

PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / Funding by Commission / [159ZE Accountability for funding received under section 159ZC

- [159ZE Accountability for funding received under section 159ZC
- (1) An organisation, other than an institution, that receives funding under section 159ZC must ensure that
- (a) records are kept, in a form not inconsistent with that required by the Commission, for the period to which the funding relates, that fully and fairly show
- (i) the transactions, assets, liabilities, and funds of the organisation that are or were affected by the funding; and
- (ii) whether any conditions on which the grant was made have been complied with; and
- (b) the records are available for inspection by the Commission at all reasonable times.

- (2) As soon as practicable after the end of any year in which an organisation, other than an institution, receives funding under section 159ZC, the organisation must provide the Commission with
- (a) a financial report of the organisation for that year, including a statement of financial performance, a statement of financial position, a statement of movements in equity, a statement of cash flows, and a statement of service performance that compares the performance of the organisation with the objectives and targets specified in the organisation's profile for that year; and
- (b) any financial reports, or statistical or other information, required by the Commission; and
- (c) any information necessary to demonstrate compliance with any condition attached to any funding.

- (3) The reports required under subsection (2)(a) must be prepared in accordance with generally accepted accounting practice and must be audited by an independent chartered accountant.

- (4) Section 203 sets out the accountability requirements for institutions.

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PUBLIC ACTS / E / Education Act 1989/ [Part 13A-Tertiary Education Commission / Funding by Commission / [159ZF Commission may suspend funding

[159ZF Commission may suspend funding

The Commission may suspend or terminate payment, or any or all further payments, of any funding to an organisation if the Commission is satisfied on reasonable grounds that the organisation

- (a) has not complied, or is not complying, with a condition on which the funding was provided; or
- (b) in the case of funding provided under section 159ZC, is not providing, or has not provided, adequate and timely information when required to do so by the Commission or Ministry."

PUBLIC ACTS / E / Education Act 1989/ [Part 14-Establishment And Disestablishment Of Tertiary Institutions

[Part 14-Establishment And Disestablishment Of Tertiary Institutions

PUBLIC ACTS / E / Education Act 1989/ [Part 14-Establishment And Disestablishment Of Tertiary Institutions / [160 Object

[160 Object

The object of the provisions of this Act relating to institutions is to give them as much independence and freedom to make academic, operational, and management decisions as is consistent with the nature of the services they provide, the efficient use of national resources, the national interest, and the demands of accountability.)

PUBLIC ACTS / E / Education Act 1989/ [Part 14-Establishment And Disestablishment Of Tertiary Institutions / [161 Academic freedom

[161 Academic freedom

(1) It is declared to be the intention of Parliament in enacting the provisions of this Act relating to institutions that academic freedom and the autonomy of institutions are to be preserved and enhanced.

- (2) For the purposes of this section, academic freedom, in relation to an institution, means
- (a) The freedom of academic staff and students, within the law, to question and test received wisdom, to put forward new ideas and to state controversial or unpopular opinions;

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- (b) The freedom of academic staff and students to engage in research;
- (c) The freedom of the institution and its staff to regulate the subject-matter of courses taught at the institution;
- (d) The freedom of the institution and its staff to teach and assess students in the manner they consider best promotes learning;
- (e) The freedom of the institution through its chief executive to appoint its own staff.
- (3) In exercising their academic freedom and autonomy, institutions shall act in a manner that is consistent with
- (a) The need for the maintenance by institutions of the highest ethical standards and the need to permit public scrutiny to ensure the maintenance of those standards; and
- (b) The need for accountability by institutions and the proper use by institutions of resources allocated to them.
- (4) In the performance of their functions the Councils and chief executives of institutions, Ministers, and authorities and agencies of the Crown shall act in all respects so as to give effect to the intention of Parliament as expressed in this section.]

PUBLIC ACTS / E / Education Act 1989/ [Part 14-Establishment And Disestablishment Of Tertiary Institutions / [162 Establishment of institutions

- [162 Establishment of institutions
- (1) Upon the commencement of this section, this Act has effect as if
- (a) Each body specified in Part 1 of the Schedule 13 to this Act was established as a university under subsection (2) of this section; and
- (b) Each body specified in Part 2 of that Schedule was established as a college of education under subsection (2) of this section; and
- (c) Each body that, immediately before that commencement, was established as a polytechnic, institute of technology, technical institute or community college under the Education Act 1964, was established as a polytechnic under subsection (2) of this section,
- and a reference in any other Act to an institution established under this Act shall be read as including a reference to a body referred to in paragraph (a), paragraph (b), or paragraph (c) of this subsection.
- (2) Subject to subsections (3) to (5) of this section, the Governor-General may, by Order in Council made on the written recommendation of the Minister, establish a body as a college of education, a polytechnic, a specialist college, a university, or a wananga, as the Governor-General considers appropriate.
- (3) Before deciding whether or not to recommend to the Governor-General the making of an Order in Council under subsection (2) of this section, the Minister shall
- (a) Give the Qualifications Authority a reasonable period in which to give advice to the Minister on the matter and consider any advice so given; and
- [(ab) satisfy himself or herself that the establishment of the institution is in the interests of the tertiary education system and the nation as a whole; and]

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- (b) Consult with such institutions, organisations representing institutions, and other relevant bodies, as the Minister considers appropriate.
- (4) In recommending to the Governor-General under subsection (2) of this section that a body should be established as a college of education, a polytechnic, [a specialist college,] a university, or a wananga, the Minister shall take into account
- (a) That universities have all the following characteristics and other tertiary institutions have one or more of those characteristics:
- (i) They are primarily concerned with more advanced learning, the principal aim being to develop intellectual independence;
- (ii) Their research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge;
- (iii) They meet international standards of research and teaching;
- (iv) They are a repository of knowledge and expertise;
- (v) They accept a role as critic and conscience of society; and
- (b) That
- (i) A college of education is characterised by teaching and research required for the pre-school, compulsory and post-compulsory sectors of education, and for associated social and educational service roles;
- (ii) A polytechnic is characterised by a wide diversity of continuing education, including vocational training, that contributes to the maintenance, advancement, and dissemination of knowledge and expertise and promotes community learning, and by research, particularly applied and technological research, that aids development;
- [(iia) a specialist college is characterised by teaching and (if relevant) research of a specialist nature that maintains, enhances, disseminates, and assists in the application of knowledge and expertise;]
- (iii) A university is characterised by a wide diversity of teaching and research, especially at a higher level, that maintains, advances, disseminates, and assists the application of, knowledge, develops intellectual independence, and promotes community learning;
- (iv) A wananga is characterised by teaching and research that maintains, advances, and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding ahuatanga Maori (Maori tradition) according to tikanga Maori (Maori custom).
- (5) The Minister may, on the recommendation of the Council of the institution concerned, change the name of an institution by notice published in the *Gazette*.]

PUBLIC ACTS / E / Education Act 1989/ [Part 14-Establishment And Disestablishment Of Tertiary Institutions / [163 Constitution of institutions

[163 Constitution of institutions
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- (1) Each body referred to in paragraph (b) or paragraph (c) of section 162(1) of this [Part of this Act shall] consist of its governing body, the chief executive, the teaching staff, general staff, the graduates and students, and such other people as the governing body may from time to time determine.
- (2) Each Order in Council establishing an institution shall make provision for determining the people who are to constitute the institution.]

PUBLIC ACTS / E / Education Act 1989/ [Part 14-Establishment And Disestablishment Of Tertiary Institutions / [164 Disestablishment of institutions

- [164 Disestablishment of institutions
(1) Subject to this section, the Governor-General may, by Order in Council made on the written recommendation of the Minister, disestablish an institution.
- (2) The Governor-General shall not disestablish a university [established under section 162] unless the House of Representatives has passed a resolution approving the disestablishment of the university.
- (3) The Minister shall not recommend the disestablishment of an institution unless the Minister
- (a) Is satisfied on reasonable grounds that there are good reasons to do so; and [(ab) is satisfied that the disestablishment is in the interests of the tertiary education system and the nation as a whole; and]
- (b) Specifies the reasons in the recommendation.
- [4] When an institution is, or 2 or more institutions are, disestablished, the Governor-General may, by Order in Council made on the written recommendation of the Minister, incorporate the disestablished institution or anyone or more of the disestablished institutions in another institution, whether the other institution is
- (a) An existing institution or a new institution established for the purpose;
- (b) An institution of the same class as the disestablished institution or institutions or an institution of a different class from it or them (for example, a disestablished polytechnic may be incorporated in a university).]
- Subsection note:

- (S) Before deciding whether or not to recommend the making of an Order in Council under subsection (1) [or subsection (4), or both subsections (1) and (4)], the Minister shall
- (a) Give to the Council of the institution or the Councils of the institutions concerned, and to every other body that the Minister considers is likely to be directly affected, written notice
- (i) Setting out the action that the Minister is considering whether to take and the reasons for that action, and
- (ii) Inviting each Council or other body to make a written submission to the Minister in relation to the matter; and
- (b) Publish such notices as the Minister considers appropriate inviting members of

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the public to make written submissions in relation to the matter; and
(c) Consider any submissions made within a reasonable period in response to the notices referred to in paragraphs (a) and (b) of this subsection.

- (6) If an Order in Council is made under subsection (1) or subsection (4), or both subsections (1) and (4), the Minister must present to the House of Representatives a copy of the Order in Council and a statement of the reasons for the making of the Order in Council.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions

[Part 15-Administration Of Tertiary Institutions

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Councils

[Councils

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Councils / [165 Institutions to be governed by Councils

- [165 Institutions to be governed by Councils
(1) After the commencement of this section,
- (a) The governing body of each institution shall be a Council constituted in accordance with this Part; and
- (b) A reference in any law to the Council or other governing body of an institution shall be construed, except in relation to matters that occurred before that commencement, as a reference to the Council of that institution as so constituted.
- (2) Subject to section 193(2) of this Act, all acts or things done in the name of, or on behalf of, an institution with the authority of, or of a delegate of, the Council or the chief executive shall be deemed to have been done by the institution.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary

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Institutions / [Councils / [166 Incorporation

[166 Incorporation

- (1) Each body that is established as a university under section 162(2) of this Act after the commencement of section 162 of this Act, and each college of education, polytechnic, [specialist college,] or wananga, is a body corporate with perpetual succession and a common seal, and is capable of
- (a) Holding real and personal property; and
 - (b) Suing and being sued; and
 - (c) Otherwise doing and suffering all that bodies corporate may do and suffer.
- (2) This section does not limit the generality of section 192(1) of this Act.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Councils / [167 Affixing of Council's common seal

[167 Affixing of Council's common seal

- (1) The Council of an institution may, in writing under the institution's common seal, authorise any member or members of the Council, or any member or members of the staff of the institution, to execute documents, or documents of a specified class or description, or specified documents, on behalf of the institution.
- (2) Subject to subsection (6) of this section, an authority under subsection (1) of this section may be given
- (a) Unconditionally, or subject to any conditions the Council thinks fit;
 - (b) To a specified member or members of the Council or a specified member or members of the staff of the institution;
 - (c) To a member or members of the staff of the institution of a specified class or description;
 - (d) To the holder or holders for the time being of a specified office or offices of or in the institution;
 - (e) To the holder or holders for the time being of offices of a specified class or description of or in the institution.
- (3) The institution's common seal shall not be affixed to any document except
- (a) Pursuant to a resolution of the Council; or
 - (b) By virtue of, and in accordance with, an authority under subsection (1) of this section.

(4) The affixing of the institution's common seal pursuant to a resolution of the Council shall be countersigned

- (a) In the case of the affixing of the common seal to an award, by one member; or
- (b) In any other case, by at least 2 members.

(5) The affixing of the institution's common seal by virtue of an authority under subsection (1) of this section shall be countersigned in accordance with the authority.

(6) An authority under subsection (1) of this section shall provide for the affixing of the

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institution's common seal to be countersigned by at least 2 people.

- (7) The affixing of the institution's common seal on a document is conclusive proof of the authority of the people who affixed it to do so.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Constitution Of Councils

[Constitution Of Councils

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Constitution Of Councils / [168 Constitutions of Councils of existing institutions

[168 Constitutions of Councils of existing institutions

- (1) It is the duty of the governing body of an existing institution to recommend to the Minister, as soon as practicable after the commencement of this section, a constitution for the Council of the institution that is, in the opinion of that governing body, appropriate for the institution and complies with the requirements of section 171 of this Act.
- (2) Subject to subsection (3) of this section, if the governing body of an existing institution recommends to the Minister a constitution for the Council of the institution in accordance with subsection (1) of this section, the Minister shall, by notice published in the *Gazette*, determine the constitution of that Council in accordance with the recommendation.
- (3) If the governing body of an existing institution does not make a recommendation in accordance with subsection (1) of this section within 6 weeks after the commencement of this section or does not make a recommendation within that period that complies with the requirements of section 171 of this Act, the Minister shall, by notice published in the *Gazette*, determine the constitution of the Council of that institution.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Constitution Of Councils / [169 Constitutions of Councils of new institutions

[169 Constitutions of Councils of new institutions

- (1) For the purpose of advising the Minister as to the constitution for the Council of a body that is, or is to be, established under section 162(2) of this Act, the Minister shall appoint a committee (in this section referred to as an "establishment committee") consisting of 3 persons.

(2) The establishment committee shall recommend to the Minister a constitution for the

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Council that is, in the opinion of that committee, appropriate for the institution and complies with the requirements of section 171 of this Act.

- (3) When the establishment committee has recommended a constitution for the Council in accordance with subsection (2) of this section, the Minister shall, by notice published in the *Gazette*, determine the constitution of the Council in accordance with the recommendation.)

PUBLIC ACTS / E / Education Act 1989/ [Part 15--Administration Of Tertiary Institutions / Constitution Of Councils / [170 Amendment of constitution

[170 Amendment of constitution
If, after the constitution of a Council has been determined, the Council recommends to the Minister that the constitution be amended in a manner that complies with the requirements of section 171 of this Act, the Minister shall, by notice published in the *Gazette*, amend the constitution in accordance with the recommendation.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / Constitution Of Councils / [171 Requirements as to constitutions of Councils

[171 Requirements as to constitutions of Councils
(1) The Council of an institution shall consist of not fewer than 12 nor more than 20 members.

(2) Subject to subsection (1) of this section, the Council of an institution shall include--(a) Four persons appointed by the Minister:

- (b) The chief executive of the institution;
(c) At least 1, but not more than 3, permanent members of that staff;
(d) At least 1, but not more than 3, permanent members of the academic staff of the institution elected by the permanent members of that staff;

[(c) At least 1, but not more than 3, persons who must be appointed,
(i) in the case of an institution at which membership of a students association is compulsory, in accordance with the constitution or rules of the association; or

(ii) in any other case, following an election (conducted in accordance with statutes made by the Council) by the students at the institution:)] (ea)

Repealed. (f) Having regard to the courses provided by the institution
(i) One person appointed in accordance with the Council's constitution after consultation by the person or body making the appointment with the central organisation of employers within the meaning of the Labour Relations Act 1987:

(ii) One person appointed in accordance with the Council's constitution after

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consultation by the person or body making the appointment with the central organisation of workers within the meaning of the Labour Relations Act 1987:

- (iii) If the governing body or the establishment committee, as the case may be, considers it appropriate for professional bodies to be represented on the Council, 1 or more persons appointed in accordance with the Council's constitution to represent those bodies.

(3) The constitution of a Council may, in addition to providing for the Council to include the persons mentioned in subsection (2) of this section but subject to subsection (1) of this section, contain any 1 or more of the following provisions:

- (a) A provision allowing the Council to co-opt as members not more than a specified number of persons;
(b) A provision allowing the appointment, in accordance with the provision, as members of not more than a specified number of persons;
(c) A provision allowing the election, in accordance with the provision, as members of not more than a specified number of persons.

(4) It is desirable that the Council of an institution should reflect so far as is reasonably practicable,

- (a) The ethnic and socio-economic diversity of the communities served by the institution; and
(b) The fact that approximately half the population of New Zealand is male and half the population is female.

(5) The Minister, when appointing members of a Council, and a Council, when co-opting or appointing members, shall have regard to subsection (4) of this section and shall strive to ensure that the Council has a sufficient number of members with expertise in management to enable the Council properly to perform its functions.

(6) A person is not eligible for appointment, election, or co-option as a member of a Council, if,

- (a) *Repealed.*
[(b) the person is subject to a compulsory treatment order that is an inpatient order, or becomes a special patient under the Mental Health (Compulsory Assessment and Treatment) Act 1992; or]
(c) The person is a bankrupt who has not obtained his or her order of discharge or whose order of discharge has been suspended for a term not yet expired or is subject to conditions not yet fulfilled.

(7) The constitution of a Council shall contain a provision limiting the number of occasions on which a person may be appointed, elected or co-opted as a member of the Council but, subject to any such provision, a person is not ineligible for appointment, election or co-option as a member of a Council merely because the person has previously been a member of that Council.

Repealed

[(8)

(8A) *Repealed.*]

(9) No act or proceeding of, or of any committee of, a Council is invalidated because of

(a) A defect in the appointment, election, or co-option of a member of the Council
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- or of the committee; or
- (b) A disqualification of a member of the Council or of the committee; or
 - (c) A defect in the convening of a meeting; or
 - (d) A vacancy or vacancies in the membership of the Council or of the committee.
- (10) In this section permanent member, in relation to the academic or general staff of an institution, means a member of that staff
- (a) Who is employed, either on a full-time or part-time basis
 - (i) For a period ending, unless sooner terminated, on his or her reaching a specified age; or
 - (ii) Until he or she retires or resigns; or
 - (b) Who has been employed, whether under a contract for a specified period or otherwise, and either on a full-time or part-time basis, for at least 3 months; or
 - (c) Who has been employed, whether under a contract for a specified period or otherwise, and either on a full-time or part-time basis, for less than 3 months and whose employment is, in the opinion of the chief executive of the institution, likely to continue for at least 3 months from the date of commencement of that employment.

(11) The members of the staff of an institution who are to be regarded as the academic staff of the institution, and the members of the staff of an institution who are to be regarded as the general staff of the institution, for the purposes of an election of members of the Council of the institution by the staff of the institution or for the purposes of membership of the Council by persons so elected, shall, if there are no statutes of the institution dealing with the matter, be determined by the chief executive of the institution.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / Constitution Of Councils / [172 Transitional provisions relating to an institution's first Council

- [172 Transitional provisions relating to an institution's first Council
- (1) A reference in this section to an election includes a reference to the taking of any step connected with an election, including the calling for nominations of candidates for election, the ascertainment of the persons eligible to vote, the voting, the counting of votes and the declaration of the poll.
 - (2) If it is practicable to do so, the Minister shall defer making the first appointments to the Council of an institution of persons referred to in section 171(2)(a) of this Act until the other members of the Council referred to in section 171 (2) of this Act have been elected, appointed or co-opted.
 - (3) An election of a member of a Council may begin to be held at any time on or after the day on which the Education Amendment Act 1990 received the Royal assent and, if

- not completed before the 1st day of January 1991, may be completed on or after that day.
- (4) An election of a member of the Council of an institution as mentioned in subsection (3) of this section shall be held,
 - (a) In the case of an election of a student member where the students at the institution belong to an association of students recognised by the governing body of the institution, in such manner as the governing body of that association determines; or
 - (b) In the case of any other election, in such manner as is provided by statutes made by the governing body of the institution or, if there are no such statutes, in such manner as that governing body determines.

(5) The governing body of an institution may make statutes for the purposes of subsection (4) of this section.

(6) If, on the 1st day of January 1991,

- (a) The election of a member or members of the Council of an institution referred to in paragraph (c), paragraph (d) or paragraph (e) of section 171(2) of this Act has not been held or completed or, if provision is made by the Council's constitution for a member or members to be elected by the Court of Convocation for the institution, that election has not been held or completed; and
 - (b) The previous governing body of the institution included a person or persons whom the Minister considers to correspond to a member or members referred to in paragraph (a) of this subsection,
- the Minister may, by written notice to the chief executive of the institution, direct that a specified person or persons, being a person or persons referred to in paragraph (b) of this subsection, is or are to be a member or members of the Council until the corresponding member or members referred to in paragraph (a) of this subsection is or are elected.

(7) If the Minister notifies the governing body of an institution before the 1st day of January 1991 that a member of the proposed Council of the institution to be appointed by the Minister will not be appointed until after that day, that governing body may before that day appoint a person (other than a person who is not eligible for appointment because of section 171(6) of this Act) to be a member of the Council of the institution from and including that day until the first-mentioned member is appointed or the 1st day of November 1990, whichever is the earlier.

(8) In the case of an existing institution, nothing in this Act affects the functions and powers of the existing governing body of the institution before the 1st day of January 1991 but, on the commencement of that day, that governing body ceases to exist and thereafter the Council of the institution constituted in accordance with this Part of this Act shall be the governing body of the institution as provided by section 165 of this Act.]

Institutions / [Constitution Of Councils / [173 Term of office

- [173 Term of office
(1) Subject to this section, members of the Council of an institution who are appointed, or (not being student members) are elected, hold office for 4 years.
(2) Subject to this section, a student member holds office for 1 year.
(3) Subject to this section, a member co-opted by the Council holds office for such period, not exceeding 4 years, as the Council determines in relation to the member concerned.
(4) Each of the members first appointed (otherwise than under section 172 of this Act) to the Council, and each of the members (other than a student member) first elected to the Council, holds office for either 2 years or 4 years, as the Council determines in relation to the member concerned at, or within 3 months (or such further period as the Minister allows) after, its first meeting.
(5) The term of office of a member of a Council who is appointed, elected or co-opted commences on whichever is the latest of the following:
(a) The date of the appointment, election or co-option;
(b) In the case of a member who was appointed or elected as mentioned in section 171 (2) of this Act and whose predecessor in office did not cease to hold office before the expiration of his or her term of office, the expiration of that term;
(c) The date of commencement of this section.
(6) Notwithstanding subsections (1), (2), and (4) of this section, if the term of office of a member of a Council who was appointed or elected as mentioned in section 171(2) of this Act expires before a successor is appointed or elected, the member continues in office until a successor is appointed or elected.
(7) This section has effect subject to sections 172, 174, and 176 of this Act.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Constitution Of Councils / [174 Vacation of office

- [174 Vacation of office
(1) A member of a Council (other than the chief executive) may resign as a member by written notice signed by the member and given to the chief executive.
(2) A member of the Council of an institution who was elected as mentioned in paragraph (c) or paragraph (d) of section 171(2) of this Act ceases to hold office as a member if he or she-
(a) Being a member referred to in section 171 (2)(c) of this Act, ceases to be a permanent member of the academic staff of the institution; or
(b) Being a member referred to in section 171(2)(d) of this Act, ceases to be a permanent member of the general staff of the institution.
(3) The Council may, by resolution, dismiss a member of a Council (other than the chief executive) as a member if the member

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- (a) Is declared bankrupt; or
(b) Becomes mentally disordered within the meaning of the [Mental Health (Compulsory Assessment and Treatment) Act 1992]; or
(c) Fails to attend 3 consecutive meetings of the Council without having given to the chief executive prior notice of his or her inability to attend the meeting concerned; or
(d) Without reasonable excuse, fails to comply with section 175 of this Act.
(4) The chief executive shall send to the member concerned a letter setting out the terms of the resolution dismissing the member.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Constitution Of Councils / [175 Disclosure of interest

- [175 Disclosure of interest
(1) A member of, or of a committee of, a Council who has an interest in a matter being considered or about to be considered by the Council or committee, as the case may be, shall, as soon as possible after the relevant facts have come to the member's knowledge, disclose the nature of the interest at a meeting of the Council or committee.
(2) A disclosure under subsection (1) of this section shall be recorded in the minutes of the meeting of the Council or committee and the member shall not unless the Council decides otherwise
(a) Be present during any deliberation of the Council or committee with respect to that matter; or
(b) Take part in any decision of the Council or committee with respect to that matter.
(3) For the purposes of this section, a person has an interest in a matter if, and only if, the matter relates to the conditions of service of the person as the chief executive or a member of the staff of the institution concerned or the person has any other direct or indirect pecuniary interest in the matter.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Constitution Of Councils / [176 Casual vacancies

- [176 Casual vacancies
(1) If the office of a member of a Council becomes vacant before the end of the member's term of office, a person shall, subject to subsection (2) of this section, be appointed, elected or co-opted to the vacant office by the same procedure as that by which the member whose office became vacant became a member.
(2) If the vacancy occurs within 3 months before the end of the member's term of office,

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the Council may decide that the vacancy need not be filled under this section.

- (3) A member appointed, elected or co-opted under this section holds office for the period commencing on the date of the appointment, election or co-option and ending at the expiration of the term of office of the member whose office became vacant.
- (4) Notwithstanding subsection (3) of this section, if the term of office of a member referred to in that subsection *who* was appointed or elected as mentioned in section 171 (2) of this Act expires *before* a successor is appointed or elected, the member continues in office until a successor is appointed or elected.
- (5) This section has effect subject to section 174 of this Act.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Constitution Of Councils / [177 Chairperson and Deputy Chairperson

[177

- (1) Chairperson and Deputy Chairperson
At the first meeting of a Council the Council shall elect 1 of its members to be the Chairperson, and another of its members to be the Deputy Chairperson, of the Council.
- (2) Whenever a vacancy subsequently occurs in the office of Chairperson or Deputy Chairperson of the Council, the Council shall elect one of its members to fill the vacant office.
- (3) A member of the Council *who* is the chief executive of the institution, a member of the staff of the institution or a student member is not eligible for election as the Chairperson or Deputy Chairperson of the Council.
- (4) The Chairperson and Deputy Chairperson of a Council each hold office, subject to this section, for 1 year but are eligible for re-election.
- (5) Notwithstanding subsection (4) of this section, if the term of office of the Chairperson or Deputy Chairperson of a Council expires *before* a successor is elected, the Chairperson or Deputy Chairperson, as the case may be, continues in office until a successor is elected.
- (6) The Chairperson or Deputy Chairperson of a Council
(a) May resign as Chairperson or Deputy Chairperson by written notice signed by him or her and given to the chief executive; and
(b) Ceases to hold office as Chairperson or Deputy Chairperson if
(i) He or she ceases to be a member of the Council; or
(ii) He or she becomes the chief executive, a member of the staff or a student of the institution; or
(iii) The Council passes a resolution to the effect that it has no confidence in the Chairperson or Deputy Chairperson, as the case may be.
- (7) The Chairperson of the Council of a university may be referred to as the Chancellor or by such other title as the Council determines and the Chairperson of the Council of an

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institution other than a university may be referred to by such title (other than Chancellor or another title that includes the word "Chancellor") as the Council determines.

- (8) The Deputy Chairperson of the Council of a university may be referred to as the Pro-Chancellor or by such other title as the Council determines and the Deputy Chairperson of the Council of an institution other than a university may be referred to by such title (other than Pro-Chancellor or another title that includes the word "Chancellor") as the Council determines.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Constitution Of Councils / [178 Meetings of Councils

[178

- (1) Meetings of Councils
The Chairperson of a Council may convene meetings to be held at such places and times as he or she determines.
- (2) It is the duty of the Chairperson of a Council to convene such meetings as he or she thinks necessary for the efficient performance of the functions of the Council.
- (3) If so requested by written notice by not fewer than 5 members of a Council, the Chairperson of the Council shall convene a meeting.
- (4) If there is no Chairperson of a Council or for any reason the Chairperson is not available, the Deputy Chairperson of the Council has the powers and duties of the Chairperson under subsections (1) to (3) of this section and references in those subsections to the Chairperson shall be construed as references to the Deputy Chairperson.
- (5) No business shall be transacted at a meeting unless a majority of the members then holding office are present.
- (6) The Chairperson shall preside at all meetings at which he or she is present.
- (7) If the Chairperson is not present at a meeting but the Deputy Chairperson is present, the Deputy Chairperson shall preside.
- (8) If neither the Chairperson nor the Deputy Chairperson is present at a meeting, the members present shall appoint 1 of their number to preside.
- (9) Every question *before* a meeting shall be decided by a majority of the votes cast on it by the members present.
- (10) At a meeting the member presiding has a deliberative vote on every question, and on any question where the deliberative votes for and against are equal also has a casting vote.
- (11) Except as provided by this section, a Council shall determine its own procedures.]

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PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions /
[Constitution Of Councils / [179 Fees and allowances

[179 Fees and allowances

- (1) A member of a Council other than the chief executive may be paid fees at such rates (not exceeding maximum rates fixed by the Minister in accordance with the fees framework) as the Council determines.
- (2) A member of a Council other than the chief executive is entitled, in accordance with the fees framework, to be reimbursed, out of the funds of the entity, for actual and reasonable travelling and other expenses incurred in carrying out his or her office as a member.
- (3) For the purposes of this section, fees framework means the framework determined by the Government from time to time for the classification and remuneration of statutory and other bodies in which the Crown has an interest, including statutory entities and their subsidiaries and tertiary education institutions.]]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions /
[Functions and duties of Councils

[Functions and duties of Councils

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions /
[Functions and duties of Councils / [180 Functions of Councils

[180 Functions of Councils

- (1) The functions of the Council of an institution are~
- (a) To appoint a chief executive in accordance with the State Sector Act 1988, and to monitor and evaluate his or her performance);
- [(b) to prepare, negotiate, and adopt a charter for the institution:
- (c) to adopt a profile for the institution:
- (d) to ensure that the institution is managed in accordance with its charter and its profile:
- (e) to determine the policies of the institution in relation to the implementation of its charter, the carrying out of its profile, and, subject to the State Sector Act 1988, the management of its affairs.)
- (2) If, at any time before 1 January 2004, an institution does not have a profile, the references in subsection (1) to a profile must be taken to refer instead to the statement of objectives required under [section 154 of the Crown Entities Act 2004].]]

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PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary
Institutions / [Functions and duties of Councils / [181 Duties of Councils

[181 Duties of Councils

- It is the duty of the Council of an institution, in the performance of its functions and the exercise of its powers,~
- (a) To strive to ensure that the institution attains the highest standards of excellence in education, training, and research;
- (b) To acknowledge the principles of the Treaty of Waitangi;
- (c) To encourage the greatest possible participation by the communities served by the institution so as to maximise the educational potential of all members of those communities with particular emphasis on those groups in those communities that are under-represented among the students of the institution;
- (d) To ensure that the institution does not discriminate unfairly against any person: [(c) to ensure that the institution operates in a financially responsible manner that ensures the efficient use of resources and maintains the institution's long-term viability:)
- (f) To ensure that proper standards of integrity, conduct, and concern for~
- (i) The public interest; and
- (ii) The wellbeing of students attending the institution- are maintained.)

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary
Institutions / [Functions and duties of Councils / [182 Determination of policy

[182 Determination of policy

- (1) In determining the policy of an institution with respect to any matter relating to the institution, the Council of the institution shall consult with any board, committee, or other body established within the institution that has responsibility for giving advice in relation to, or for giving effect to, the policy of the institution with respect to that matter.
- (2) The Council of an institution shall establish an academic board consisting of the institution's chief executive, and members of the staff and students of the institution, to-
- (a) Advise the Council on matters relating to courses of study or training, awards, and other academic matters; and
- (b) Exercise powers delegated to it by the Council.
- (3) The academic board shall be deemed for the purposes of section 222 of this Act to be a committee appointed by the Council under section 193(2)(i) of this Act.
- (4) Without limiting the generality of subsection (1) of this section, the Council of an institution shall not make any decision or statute in respect of any academic matter referred to in subsection (2) of this section unless it has requested the advice of the

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academic board and considered any advice given by the academic board.

(5)

Without derogating from the duties of the Council of an institution under subsections (1) and (4) of this section, a decision or statute made by the Council is not invalid merely because of a failure of the Council to comply with either of those subsections.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Charters / [186 Consideration of proposed charter or amendment

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Functions and duties of Councils / [183 Personal liability

[183 Personal liability

No member of the Council of an institution is personally liable for any act done or omitted by the member or by the Council

(a) In good faith; and

(b) In pursuance or intended pursuance of the functions of the institution or of the Council.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Charters / [187 Power of Minister to initiate amendment of charter

[187 Power of Minister to initiate amendment of charter
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Charters

[Charters

Repealed.

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Charters / [188 Approval of charter or amendment

[188 Approval of charter or amendment
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Charters / [184 Each institution to have charter

[184 Each institution to have charter

Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Charters / [189 What happens if institution has no charter

[189 What happens if institution has no charter
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Charters / [184A Interim arrangements for charters

[184A Interim arrangements for charters

Repealed

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Charters / [190 Mandatory requirements for charter

[190 Mandatory requirements for charter
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Charters / [185 Consultations

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PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Charters / [191 Charter to be available for inspection

[191 Charter to be available for inspection
Repealed

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Profiles

[Profiles

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Profiles / [191A Each institution to have a profile

[191A Each institution to have a profile

(1) The Council of every institution must, before the start of an academic year, adopt a profile for that academic year.

(2) Subsection (1) does not apply to the 2003 academic year.

(3) When an institution adopts a profile, it must immediately forward a copy to the Commission."

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Powers of institutions and Councils

[Powers of institutions and Councils

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Powers of institutions and Councils / [192 Powers of institutions

[192 Powers of institutions

Subject to subsection (2) of this section, an institution has

(a) The rights, powers, and privileges of a natural person; and

(b) The power to issue debentures; and

(c) The power to grant floating charges on the institution's undertaking or property, or any of it; and

(d) The power to do any other thing it is authorised to do by this Act, by any other enactment, or by any rule of law.

(2) None of the rights, powers, or privileges of an institution shall be exercised except for the purpose of performing

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(a) Functions characteristic of institutions of the class to which the institution belongs; or

[(aa) In the case of an institution that incorporates another institution or other institutions under section 164(4), functions characteristic of institutions of the class to which the incorporating institution belongs and functions characteristic of institutions of the class or classes to which the incorporated institution or institutions belong; or]

(b) Functions of a kind that, in the opinion of the institution's Council,

(i) May conveniently, and without disadvantage to the performance of those characteristic functions, be performed in association with those functions; and

(ii) Are appropriate for institutions of the class to which the institution belongs [or, in the case of an institution that incorporates another institution or other institutions under section 164(4), are appropriate for institutions of the classes represented in the institution].

(3) Paragraphs (b) to (d) of subsection (1) of this section do not affect the generality of paragraph (a) of that subsection.

(4) Subject to subsection (5) of this section, an institution shall not exercise any of the following powers without the written consent of the Secretary:

(a) The power to sell or otherwise dispose of assets or interests in assets;

(b) The power to mortgage or otherwise charge assets or interests in assets;

(c) The power to grant leases of land or buildings or parts of buildings;

(d) The power to borrow, issue debentures, or otherwise raise money.

(5) Subsection (4) of this section does not prohibit an institution, without the consent of the Secretary, from

(a) Selling or otherwise disposing of, or mortgaging or otherwise charging, an asset or an interest in an asset, where the value of the asset or interest does not exceed an amount determined by the Minister or an amount ascertained in accordance with a formula determined by the Minister;

(b) Granting a lease for a term that does not exceed, and when added to any term

for which the lease may be renewed does not exceed, 5 years;

(c) Borrowing, issuing debentures, or otherwise raising money, where the amount to be borrowed, the amount of the debentures, or the amount to be raised, does not exceed an amount determined by the Minister or ascertained in accordance with a formula determined by the Minister.

(6) A determination by the Minister under this section may relate to all institutions, institutions of a specified class or description, or a specified institution or institutions, and shall be made after the Minister has consulted the institution or institutions concerned.

(7) Where the Secretary consents under subsection (4) of this section to the exercise of a power by an institution, the Council shall comply with any conditions imposed by the Secretary and shall tell the Secretary when the transaction has been completed and how the proceeds, if any, of the transaction have been dealt with.

(8) Subject to subsection (1) of this section, the powers to grant awards conferred on an institution by this Act or any other enactment

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- (a) In the case of nationally recognised awards, are subject to any reasonable requirements made by the Qualifications Authority in the performance of its functions under this Act; and
- (b) In any case, do not extend, without the consent of that Authority, to granting an award that is described as a "degree" or the description of which includes the words "bachelor", "master", or "doctor".
- (9) Subsection (8)(b) of this section does not apply in relation to the granting of an award by a university.
- (10) Any consent by the Qualifications Authority under subsection (8)(b) of this section may be withdrawn, after consultation with the Council of the institution concerned, with effect from a date not earlier than the 1st day of January next following the giving of notice of the withdrawal to that institution.
- (11) Nothing in this Act prevents an institution that was in existence immediately before the commencement of this section
- (a) From granting during the 2 years following that commencement an award of a kind or description that the institution, or the governing body of that institution, was entitled to grant immediately before that commencement; or
- (b) From granting after that period an award to a person in consequence of the person's having completed a course of study or training that the person commenced to undertake before the end of that period.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Powers of Institutions and Councils / [193 Powers of Councils

- [193 Powers of Councils
- (1) The Council of an institution has all powers reasonably necessary to enable it to perform its functions efficiently and effectively.
- (2) Except where they are exercised by delegation under this Act, the following powers of an institution shall be exercised only by the institution's Council:
- (a) To provide courses of study or training, admit students (including provisionally and ad eundem statum) and grant awards;
- (b) To grant fellowships, scholarships, bursaries, or prizes;
- (c) To authorise the making of grants or loans out of the money of the institution to the chief executive, to members of the staff or students of the institution, or to any association of staff or students, on such terms and conditions as the Council thinks fit and guarantee loans made by other persons to the chief executive or members of the staff of the institution for housing purposes;
- (d) To accept gifts, devise, and bequests made to the institution, whether on trust or otherwise;
- [(e) To agree to the disestablishment of the institution and its incorporation in another institution of the same class or a different class (for example, the Council of a polytechnic may agree to the disestablishment of the polytechnic

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- and its incorporation in a university):
- (ea) To agree to the incorporation in the institution of another institution or other institutions, whether of the same class as itself or a different class from itself (for example, the Council of a university may agree to the incorporation of a polytechnic in the university).]
- (f) To arrange for the manufacture of, and distribute (whether by way of sale or otherwise), any article or thing bearing a mark, symbol or writing that is associated with the institution;
- (g) To arrange for the provision of (whether by sale or otherwise) goods and services to staff or students of the institution or other persons using, or otherwise attending at, facilities of the institution;
- (h) To prescribe fees payable by students of the institution or any of them;
- (i) To establish boards or other bodies within the institution to give advice to the Council;
- (j) To do anything incidental to the exercise of any of the preceding powers.
- (3) The Council of an institution has power to appoint committees consisting of such persons, whether or not members of the Council, as the Council determines to exercise such powers as are delegated to them under section 222 of this Act and such powers as are conferred on them by statutes made by the Council, and to alter, discharge, and reconstitute committees so appointed.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Powers of Institutions and Councils / [194 Statutes

- [194 Statutes
- (1) The Council of an institution may make statutes, not inconsistent with this Act or the State Sector Act 1988, with respect to any of the following matters:
- (a) The good government and discipline of the institution;
- (b) The imposition, by or on behalf of the Council, of penalties upon staff or students of the institution for contravention of or failure to comply with a statute with respect to a matter referred to in paragraph (a) of this subsection;
- (c) The election of members of the Council by the staff of the institution including
- (i) The persons who are to be regarded as members of the academic staff, and the persons who are to be regarded as members of the general staff, for the purposes of such an election; and
- (ii) The determination of questions arising in relation to the conduct or the result of such an election;
- (d) The persons who are to be regarded as being, or having been, students of the institution for the purposes of the election of a student member of the Council or for the purposes of membership of the Council as a student member and, in the case of an election of a student member to which section 171(8)(a) does not apply, any other matters relating to the election including the determination of questions arising in relation to the conduct or the result of the election;
- (e) Subject to Part 16 of this Act, the enrolment of persons in courses of study or

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training of the institution or the admission of persons to examinations of the institution:

Subject to Part 16 of this Act, the courses of study and training of the institution: Council and the requirements for those awards:

- (f) The granting by the Council of fellowships, scholarships, bursaries, and prizes:
- (g) The provision of superannuation or retirement benefits for, or in respect of, the chief executive or members of the staff of the institution:
- (h) Any other matter required or permitted by this Act to be provided for by statutes.

(i)

- (2) If the Council of an institution makes a statute under subsection (1)(b) of this section providing for the imposition of penalties upon staff or students of the institution, the statute shall provide for the Council, if so requested by a member of the staff or a student upon whom a penalty is imposed, to review, or arrange for the review of, the amount of the penalty, the imposition of the penalty, or both.]

PUBLIC ACTS / E / Education Act / 1989 / [Part 15-Administration Of Tertiary Institutions / Powers of institutions and Councils / [195 Trust property

[195 Trust property

Notwithstanding anything contained in this Act or any other enactment relating to the institution, any real or personal property held by an institution upon trust shall be dealt with in accordance with the powers and duties of the institution as trustee.]

PUBLIC ACTS / E / Education Act / 1989 / [Part 15-Administration Of Tertiary Institutions / [Institutions at risk]

[Institutions at risk]

PUBLIC ACTS / E / Education Act / 1989 / [Part 15-Administration Of Tertiary Institutions / [Institutions at risk] / [195A Criteria for risk assessment of institutions

[195A Criteria for risk assessment of institutions

- (1) The Secretary must, after consulting with institution Councils, determine criteria for assessing the level of risk to the operation and long-term viability of institutions.

- (2) The Secretary must publish criteria determined under subsection (1) in the *Gazette*.

- (3) Criteria determined under this section must be reviewed at least once in every 2 years following the date of their publication in the *Gazette*.

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PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Institutions at risk] / [195B Institutions to provide information if required

[195B Institutions to provide information if required

- (1) The Secretary may, if he or she has reasonable grounds to believe that an institution may be at risk, by written notice to the Council of an institution, require the Council to provide either or both of the following:
 - (a) specified information about the operation, management, or financial position of the institution at a given time;
 - (b) reports at specified intervals on specific aspects of the operation, management, or financial position of the institution.

- (2) If the Secretary requires information under subsection (1), the information required must be information that relates to the risks to the institution that the Secretary is concerned about.

- (3) A Council that receives a notice under subsection (1) must provide the Secretary with the required information within or at the time or times specified in the notice.

- (4) The Secretary may revoke or amend any notice given under subsection (1).

(5) *Repealed*

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Institutions at risk] / [195C Minister may appoint Crown observer

[195C Minister may appoint Crown observer

- (1) If the Minister considers on reasonable grounds that the operation or long-term viability of an institution is at risk, he or she may appoint a Crown observer to the Council of the institution.

- (2) A Crown observer may not be appointed to the Council of an institution unless the Minister has first
 - (a) consulted with the Council; and
 - (b) advised the Council that he or she is considering appointing a Crown observer;

and

- (c) given the Council an opportunity to comment on the proposal.

- (3) Every appointment under this section must be in writing and must state the date on which it takes effect.

- (4) A Crown observer may

- (a) attend any meeting of the Council or committee of the Council of the institution to which he or she is appointed; and

- (b) offer advice to the Council, or any committee or member of the Council; and

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- (c) report to the Minister on any matter raised or discussed at any meeting that he or she attends as a Crown observer.
- (5) A Crown observer must at all times maintain confidentiality with respect to Council affairs, except as authorised by paragraph (c) of subsection (4).
- (6) A Crown observer is not a member of the Council or any committee of the Council, and may not
- (a) vote on any matter; or
 - (b) exercise any of the powers, or perform any of the functions or duties, of a member of the Council.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Institutions at risk] / [195D Minister may dissolve Council and appoint commissioner

[195D Minister may dissolve Council and appoint commissioner
 (1) The Minister may, by written notice, dissolve the Council of an institution and appoint a commissioner to act in place of the Council if the Minister believes on reasonable grounds that

- (a) there is a serious risk to the operation or long-term viability of the institution; and
- (b) other methods of reducing the risk either have failed or appear likely to fail.

- (2) For the purpose of subsection (1), there is a serious risk to the operation or long-term viability of an institution if
- (a) the institution is, or is at risk of being, unable to pay its debts as they become due in the normal course of business; and
 - (b) according to the criteria published under section 195A(2), there is a serious level of risk to the operation or long-term viability of the institution.
- (3) A notice under subsection (1) must specify
- (a) the date when the dissolution and appointment take effect; and
 - (b) the name of the person appointed as commissioner.
- (4) The Minister may not exercise the power under subsection (1) in relation to an institution unless he or she has first
- (a) consulted with the Council of the institution and any other interested parties over the possible need to dissolve the Council and appoint a commissioner; and
 - (b) following that consultation, given the Council written notice of his or her preliminary decision that the Council should be dissolved and a commissioner appointed in its place; and
 - (c) allowed the Council at least 21 days in which to respond to the preliminary decision; and
 - (d) considered any submissions made by the Council about why the preliminary decision should not be confirmed.
- (5) As soon as practicable after giving a notice under subsection (1), the Minister must (a) publish a copy of it in the *Gazette*; and

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- (b) present a copy of it to the House of Representatives.
- (6) When a commissioner is appointed under this section, the Minister must review the appointment at least once in every 12 months following the appointment.
- (7) As soon as the Minister is satisfied (following an annual review or at any other time) that the risk that gave rise to the appointment of the commissioner has reduced to such an extent that it is appropriate that the institution be administered by a Council, a new Council must be appointed in accordance with the constitution of the Council most recently notified in the *Gazette*.
- (8) A commissioner's appointment ends on the close of the day before a new Council takes office.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Institutions at risk] / [195E Powers and functions of commissioner

[195E Powers and functions of commissioner

- (1) A commissioner appointed under section 195D has all the powers, functions, and duties of the Council that he or she is appointed to replace, and must exercise those powers and perform those functions and duties in accordance with this Act (having particular regard to sections 160 and 161) and the institution's charter.
- (2) A commissioner replaces all Council members who serve on any committee of the Council that he or she is appointed to replace.
- (3) Anything that, if done by or on behalf of a Council, is required to be signed by 2 or more members of the Council, may be done by the commissioner's signature alone.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Institutions at risk] / [195F Minister to appoint advisory committee

[195F Minister to appoint advisory committee

- (1) If the Minister appoints a commissioner under section 195D, the Minister must also appoint an advisory committee for the purpose of advising and supporting the commissioner in the exercise of the commissioner's functions, duties, and powers.
- (2) The Minister may appoint up to 5 persons to be members of an advisory committee and must ensure that the composition of the committee reasonably reflects the community of the institution as represented by its Council at the time of the Council's dissolution.
- (3) Members of an advisory committee may be paid fees at the same rates as were paid to members of the Council at the time of its dissolution.
- (4) The commissioner must have regard to any advice given by an advisory committee.
- (5) For the purposes of section 222(1) (which is about delegations by the Council to New Zealand Statutes - Update 10 June 2002
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committees), an advisory committee is deemed to be a committee appointed under section 193(3).]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Institutions at risk] / [195G Review of operation of sections 195A to 195F

[195G Review of operation of sections 195A to 195F

No later than 5 years from the date on which sections 195A to 195F come into force, the Minister must

- (a) review, in consultation with interested parties, the operation of sections 195A to 195F; and
- (b) prepare a report of the review that includes recommendations on whether any amendment to those sections is necessary or desirable; and
- (c) present a copy of the report to the House of Representatives.)

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Chief Executive And Staff

[Chief Executive And Staff

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Chief Executive And Staff / [196 Duties of chief executive

[196 Duties of chief executive

- (1) The academic and administrative affairs of an institution shall be managed by the chief executive of the institution.
- (2) A person who held office as chief executive of an institution immediately before the commencement of this section (whether by virtue of an appointment made as required by section 35 of the State Sector Amendment Act (No 2) 1989 or otherwise) shall, unless the term of office of the person would, apart from this Act, have ended on that commencement, be deemed to have been appointed to that office on that commencement by the Council of the institution in accordance with section 180(a) of this Act for the unexpired portion of his or her term of office and on the same terms and conditions as those on which the person was employed immediately before that commencement.

- (3) The chief executive of a university may be referred to as the Vice-Chancellor or by such other title as the Council of the university determines and the chief executive of an institution other than a university may be referred to by such title (other than Vice-Chancellor or another title that includes the word "Chancellor") as the Council of the institution determines.)

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PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Chief Executive And Staff / [197 Delegation by chief executive

[197 Delegation by chief executive

(1) The chief executive of an institution may from time to time, either generally or particularly, by writing delegate to the academic board or to any member of the staff of the institution any of the functions or powers of the chief executive under this Act or any other Act including functions or powers delegated to the chief executive under an Act other than this Act.

(2) Where the chief executive of an institution has, pursuant to subsection (1) of this section, delegated any functions or powers to the academic board or to a member of the staff of the institution, that board or member may, with the prior approval in writing of the chief executive, by writing signed by at least 2 members of that board or by the member, as the case may be, delegate such of those functions or powers as the chief executive approves to any other member of the staff of the institution.

(3) Subject to any general or special directions given or conditions imposed by the chief executive, the person to whom any functions or powers are delegated under this section may perform those functions or exercise those powers in the same manner and with the same effect as if they had been conferred on that person directly by this Act and not by delegation.

(4) The power of a chief executive to delegate under this section

- (a) is subject to any prohibitions, restrictions, or conditions contained in any other Act in relation to the delegation of the chief executive's functions or powers; but
- (b) does not limit any power of delegation conferred on the chief executive by any other Act.

(5) A person purporting to act pursuant to a delegation under this section shall, in the absence of proof to the contrary, be presumed to be acting in accordance with the terms of the delegation.

(6) A delegation under subsection (1) of this section to the academic board shall be deemed to be a delegation to the persons from time to time constituting that board.

(7) A delegation under this section to a member of the staff may be made to a specified person or to persons of a specified class, or to the holder or holders for the time being of a specified office or specified class of offices.

(8) A delegation under this section does not affect or prevent the performance of any function or the exercise of any power by a chief executive, or affect the responsibility of a chief executive for the actions of any person acting under the delegation.

(9) A delegation under this section is revocable in writing at will and, until it is revoked, continues in force according to its tenor, notwithstanding that the person b)(whom it was made may have ceased to hold office, and continues to have effect as if made by the successor in office of that person.)

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PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Chief Executive And Staff / [198 Transitional provisions for employment of staff

- [198 **Transitional provisions for employment of staff**
(1) A person who was a member of the staff of an institution immediately before the commencement of this section shall, after that commencement, unless the employment of the person would, apart from this Act, have ended on that commencement, be, by force of this subsection, in the employment of the chief executive of the institution, on the same terms and conditions as those on which the person was employed immediately before that commencement, until the person's employment terminates or is terminated in accordance with those terms and conditions.
- (2) The terms and conditions of employment of a person to whom subsection (1) of this section applies shall remain in force until varied either individually or through [a collective agreement].
- (3) This section has effect subject to the Labour Relations Act 1987 and the State Sector Act 1988.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Bulk Funding

[Bulk Funding

Repealed.

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Bulk Funding / [199 Grants to institutions

[199 Grants to institutions

Repealed

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Finance

[Finance

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary

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Institutions / [Finance / [200 Bank accounts

[200 **Bank accounts**

- (1) The Council of an institution may establish, maintain and operate bank accounts in the name of the institution at any registered bank [or any registered building society with which a Crown entity may establish, maintain, or operate a bank account under section 158 of the Crown Entities Act 2004].
- (2) As soon as is practicable after receiving any money, the Council shall pay it into one or other of the institution's bank accounts.
- (3) The Council shall properly authorise every withdrawal and payment of money from any of the institution's bank accounts.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Finance / [[201 Proper accounts to be kept

[[201 **Proper accounts to be kept**

Section 168(1) and (2) of the Crown Entities Act 2004 applies to a Council of an institution.]]

PUBLIC ACTS / E / Education Act 1989 / [part 15-Administration Of Tertiary Institutions / [Finance / [201A How institutions may use income and capital

[201A **How institutions may use income and capital**

- (1) An institution may, subject to the provisions of any enactment and the terms of any trust or endowment,
(a) apply its income and capital in doing whatever the Council of the institution thinks will accomplish the goals and purposes set out in the institution's charter; and
(b) create, maintain, or add to, out of income, a fund or funds for any 1 or more of the purposes for which the income may be applied.
- (2) Subsection (1)(b) does not limit the generality of subsection (1)(a).]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / [Finance / [201 B Gifts

[201B **Gifts**

- (1) Any money or property that is gifted to an institution may be accepted or disclaimed by the Council of the institution in accordance with section 167 of the Crown Entities Act 2004.

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- (2) A limitation in this Act or the Crown Entities Act 2004 (such as a limitation on the form in which property may be held) does not apply during a period that is reasonable in the circumstances.

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Finance / [202 Application of money

[202 Application of money

The money of an institution shall be applied only

- (a) In payment or discharge of the expenses, charges, obligations or liabilities incurred or undertaken by or on behalf of the institution; or
- (b) *Repealed.*
- (c) In making grants to the Foundation for Research, Science, and Technology; or In payment of any remuneration or allowances payable to members of the Council or
- (d) of committees of the Council or to the chief executive or members of the staff of the institution; or
- (e) In making any other payments that are required or permitted by this Act or any other enactment to be made out of the money of the institution.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Finance / [203 Institutions are Crown entities

[203 Institutions are Crown entities

- (1) Every institution is a Crown entity for the purposes of section 7 of the Crown Entities Act 2004.

- (2) However, that Act applies to tertiary education institutions only to the extent that subsection (3) provides.
- (3) The provisions of that Act set out in Schedule 4 of that Act and Schedule BA of this Act apply to tertiary education institutions and their Crown entity subsidiaries (within the meaning of that Act).
- (4) Section 651(1) and (2) of the Public Finance Act 1989 applies, with all necessary modifications, to tertiary education institutions and, accordingly, every institution must invest in the same manner that Treasury invests money under that section.
- (5) No instruction issued by the Minister of Finance under section 80A of the Public Finance Act 1989 applies to an institution.
- (6) The financial year of an institution is an academic year.
- (7) The members of the Council of an institution are the board for the purposes of the Crown Entities Act 2004.]

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PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions

[Miscellaneous Provisions

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [204 Transfer of assets and liabilities on commencement

[204 Transfer of assets and liabilities on commencement In the case of an existing non-university institution,

- (1)
 - (a) All real and personal property that, immediately before the commencement of this section, was vested in the then governing body of the institution (including property held on trust) is, by force of this subsection, vested in the institution subject to all charges, encumbrances, estates, and interests, and the provisions of any enactment, affecting that property; and
 - (b) The institution becomes, by force of this subsection, liable to pay and discharge all the debts, liabilities and obligations of the previous governing body that existed immediately before that commencement.
- (2) Where any land vests in an institution under this section, the District Land Registrar for the land registration district in which the land is situated, on the deposit with him or her of such plans and documents as he or she may require, shall make such entries in the register, and generally do all such other things, as may be necessary to give full effect to the provisions of this section.
- (3) Any contract or other instrument subsisting, or any proceeding pending, immediately before the commencement of this section to which the then governing body of an existing non-university institution was a party has effect after that commencement as if
 - (a) The institution is substituted for the previous governing body as a party to the contract, other instrument or proceeding; and
 - (b) Any reference in the contract or other instrument, or in a pleading, affidavit or other document in the proceeding, to the previous governing body in its capacity as a party to the contract, other instrument or proceeding is (except in relation to matters that occurred before that commencement) a reference to the institution.
- (4) Any statutes, regulations, or bylaws made by the governing body, or the Senate, Professorial Board or other board, committee or authority of an institution and in force immediately before the commencement of this section continue in force after that commencement, so far as they are capable of application and with any necessary modifications, as if they are statutes made by the Council of the institution.
- (5) Any rulings, decisions or other acts of authority of any relevant authority or person that, immediately before the commencement of this section, applied in relation to an institution but were capable of being repealed, replaced, or amended by an appropriate authority or officer of that institution continue to apply after that commencement, so

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far as they are capable of application and with any necessary modifications, but may be repealed, replaced, or amended after that commencement by the chief executive of the institution, subject to the State Sector Act 1988.

- (6) All statutes or regulations of the Senate of the University of New Zealand or any committee or Board of that Senate or University or of the Chancellor or Vice-Chancellor or any officer of that University, so far as they were subsisting immediately before the commencement of this section by virtue of section 53(1) of the Universities Act 1961 and were applicable in relation to a university that is an institution to which subsection (4) of this section applies, shall be deemed to be, in their application in relation to that university, statutes, or regulations to which that subsection applies.

- (7) All rulings, decisions, or other acts of authority of the Senate of the University of New Zealand or any committee or Board of that Senate or University or of the Chancellor or Vice-Chancellor or any officer of that University, so far as they were subsisting immediately before the commencement of this section by virtue of section 53(1) of the Universities Act 1961 and were applicable in relation to a university that is an institution to which subsection (5) of this section applies, shall be deemed to be, in their application in relation to that university, rulings, decisions, or other acts of authority to which that subsection applies.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [205 Taxes and duties in relation to property of existing institutions

- [205 Taxes and duties in relation to property of existing institutions
(1) For the purposes of the Acts specified in the [Schedule to the Tax Administration Act 1994] and any other enactment that imposes, or provides for the collection of, a tax,

duty, levy, or other charge

- (a) The previous governing body of each existing non-university institution, and that existing non-university institution, shall be deemed to be the same person with effect on and from the date on which the real and personal property of the previous governing body vests in that institution pursuant to section 204(1) of this Act; and

- (b) In respect of the liability under any such enactment for, and the assessment, determination, or imposition of, taxes, duties, levies, or other charges accruing on and from the day on which the real and personal property of the previous governing body of that institution so vests in that institution, all transactions entered into by, and acts of, the previous governing body before the vesting effected by section 204(1) of this Act shall be deemed to have been entered into by, or to be those of, that institution and to have been entered into or performed by that institution at the time when they were entered into or performed by the previous governing body.

For the purposes of determining whether

- (2) [(a) Any taxpayer satisfies the requirements of section 1F(1)(a) of the [Income Tax Act 2004]; or

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- (b) Any taxpayer is included in a group of companies or a wholly-owned group for the purposes of section IG 1 of the [Income Tax Act 2004]; or
(c) Any debit arises to be recorded in a taxpayer's imputation credit account under section ME 5(1)(i) of the [Income Tax Act 2004], or in a taxpayer's dividend withholding payment account under section MG 5(1)(i) of that Act, or in a taxpayer's branch equivalent tax account under section MF 4(3)(d) of that Act, -]

shares held by the previous governing body of an existing non-university institution in any company (whether directly or through anyone or more interposed companies) immediately before the vesting effected by section 204(1) of this Act shall be treated as having been acquired by that institution at the time when they were acquired by the previous governing body.

- (3) The vesting of all the real and personal property of the previous governing body of an existing non-university institution in that institution pursuant to section 204(1) of this Act shall not be treated as a supply of any goods or services for the purposes of the Goods and Services Tax Act 1985, or as a disposition of property for the purposes of the Estate and Gift Duties Act 1968 or as a conveyance for the purposes of the Stamp and Cheque Duties Act 1971.

- (4) Nothing in subsection (2) or subsection (3) of this section limits the generality of subsection (1) of this section.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [206 Transfer of Crown assets and liabilities to institutions

- [206
(1)

Transfer of Crown assets and liabilities to institutions
Notwithstanding any Act, rule of law, or agreement, the Minister may, on behalf of the Crown, do any 1 or more of the following:

- (a) Transfer to an institution assets and liabilities of the Crown (being assets and liabilities relating to the activities to be carried on by the institution):

(b) Vest in an institution any rights conferred by designations under operative district schemes applying to land transferred to the institution:

(c) Grant to an institution leases, licences, easements, permits, or rights of any kind in respect of any assets or liabilities of the Crown,

on any terms and conditions the Minister agrees with the institution's chief executive.

- (2) The Minister shall, within 12 sitting days after taking any action under subsection (1) of this section, lay before the House of Representatives a copy of the document by which the action was taken.

- (3) Assets that are fixed to, or are under or over, any land may be transferred to an institution pursuant to this section whether or not any interest in the land is also transferred; but, where any asset is so transferred, the asset and the land shall be regarded as separate assets each capable of separate ownership.

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- (4) Any asset or liability of the Crown may be transferred to an institution pursuant to this section whether or not any Act or agreement relating to the asset or liability permits such a transfer or requires any consent to such a transfer.
- (5) Where a transfer of the kind described in subsection (4) of this section takes place, (a) The transfer does not entitle any person to terminate, alter, or in any way affect the rights or liabilities of the Crown or the institution under any Act or agreement; (b) If the transfer is registrable, the person responsible for keeping the register shall register the transfer forthwith after written notice of the transfer is received by him or her from any person authorised for this purpose by the Minister; (c) The laying before the House of Representatives of any document relating to the transfer shall be deemed to be notice of the transfer, and any third party shall after the date of the document deal with the institution in place of the Crown; (d) The Crown remains liable to any third party as if the asset or liability had not been transferred; (e) Any satisfaction or performance by the institution in respect of the asset or liability shall be deemed to be also satisfaction or performance by the Crown; (f) Any satisfaction or performance in respect of the asset or liability by any third party to the benefit of the institution shall be deemed to be also to the benefit of the Crown.
- (6) No provision in any agreement limiting the Crown's right to sell any assets to third parties, or for determining the consideration for the sale of any assets to third parties, or obliging the Crown to account to any person for the whole or part of the proceeds of sale by the Crown of any assets to third parties, or obliging the Crown to pay a greater price than otherwise by reason of or as a consequence of the sale of any assets to third parties, shall have any application or effect in respect of any agreement or transfer entered into or effected pursuant to or under this section or pursuant to such an agreement or transfer.
- (7) Where (a) Land, interests in land, licences, permits, or rights created on terms and conditions wholly or partly set out in any Act are transferred to an institution pursuant to this section; and (b) The Governor-General has by Order in Council declared that this subsection shall apply in respect of that land or those interests, licences, permits, or rights
- then, whether or not the Act is repealed, such of the terms and conditions set out in the Act as are specified in the Order in Council (with all necessary modifications) shall continue to apply in respect of that land or those interests, licences, permits, or rights after the transfer unless the institution and the holders of that land or those interests, licences, permits, or rights otherwise agree.
- Repealed*
- (8) *Repealed*
- (9) *Repealed*
- (10) Where any requirement has been made under section 43 or section 118 of the Town and Country Planning Act 1977 in respect of any work which has been transferred to an institution pursuant to this Act, the procedures specified in the Town and Country

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Planning Act 1977 may be completed as if a Minister of the Crown continued to be financially responsible for the work and as if the work were a public work]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [207 Provisions relating to transfer of land

- [207 Provisions relating to transfer of land
(1) Notwithstanding any other provision of this Act, Crown land within the meaning of the Land Act 1948 and any lands of the Crown other than lands registered under the Land Transfer Act 1952 that are to be transferred to an institution shall (a) Be identified by an adequate legal description, or on plans lodged in the office of the Chief Surveyor for the land district in which the land is situated (being plans certified as correct for the purposes of this section by that Chief Surveyor); and (b) Be approved by the Governor-General in Council and vest in the institution pursuant to and on a date specified in an Order in Council made for the purposes of this section.
- (2) Notwithstanding any other provision of this Act, no land that is subject to (a) A lease or licence pursuant to section 66 or section 66AA of the Land Act 1948; or (b) Reservation from sale or disposition under section 58 of the Land Act 1948 shall be transferred to an institution pursuant to section 206(1) of this Act.
- (3) All land that is subject to the Land Act 1948 or the Forests Act 1949 and that is transferred to an institution pursuant to this Act shall cease to be subject to the Land Act 1948 or the Forests Act 1949, as the case may be, from the date of that transfer, unless otherwise expressly provided by this Act or any other Act.
- (4) Nothing in sections 40 to 42 of the Public Works Act 1981 shall apply to the transfer of land to an institution pursuant to this Act; but sections 40 and 41 of that Act shall after that transfer apply to that land as if the institution were the Crown and the land had not been transferred pursuant to section 206 of this Act.
- (5) Nothing in this Act or in any transfer of land to an institution pursuant to section 206 of this Act shall derogate from the provisions of (a) Section 3 of the Petroleum Act 1937; (b) Section 8 of the Atomic Energy Act 1945; (c) Section 3 of the Geothermal Energy Act 1953; (d) Sections 6 and 8 of the Mining Act 1971; (e) Sections 5 and 261 of the Coal Mines Act 1979.)

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(2) Where any land that has been vested in an institution pursuant to section 207(1) of this Act and for which no certificate of title has been issued in the name of that institution, is to be transferred to any other person, the District Land Registrar shall, before issuing a certificate of title, either receive under the hand of or request from the [Director-General within the meaning of section 2 of the Survey Act 1986] or any Chief Surveyor a certificate in the form set out in the Schedule 2 to the Land Act 1948 as to the legal description of the land, any trusts, reservations, or restrictions affecting the land, and any other matters that the District Land Registrar considers appropriate.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [210 Maori land claims

[210 Maori land claims
The submission in respect of any land or interest in land of a claim under section 6 of the Treaty of Waitangi Act 1975 does not prevent the transfer of that land or of any interest in that land or of that interest in land
(a) By the Crown to an institution; or
(b) By an institution to any other person.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [211 District Land Registrar to register necessary memorial

[211 District Land Registrar to register necessary memorial
(1) Where any land or interest in land is transferred to an institution under section 206 of this Act or vested in an institution by an Order in Council made under section 215 of this Act, the District Land Registrar shall, without fee, note on the certificate of title the words "Subject to section 212 of the Education Act 1989 (which provides for the resumption of land on the recommendation of the Waitangi Tribunal and which does not provide for third parties, such as the owner of the land, to be heard in relation to the making of any such recommendation)".

(2) Subsection (1) of this section does not apply in relation to any piece of land or interest in land that is excluded from section 212 of this Act by subsection (2) or subsection (3) of that section.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [212 Resumption of land on recommendations of Waitangi Tribunal

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PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [208 Title to land

[208 Title to land
(1) A District Land Registrar shall, on written application by any person authorised by the Minister and on payment of the prescribed fee,
(a) Register an institution as the proprietor, in substitution for the Crown, of the estate or the interest of the Crown in any land that is incorporated in the register or otherwise registered in the land registry office of the land registration district concerned and that is transferred to the institution pursuant to section 206 of this Act; and
(b) Make such entries in the register and on any outstanding documents of title and generally do all such things as may be necessary to give effect to this section.

(2) The powers conferred by subsection (1) of this section may be exercised in respect of an estate or interest that is incorporated in the register by virtue of a lease or licence that has expired or has been determined.

(3) A District Land Registrar shall, on written application by any person authorised by the Minister and on payment of the prescribed fee, issue a certificate of title for land vested in an institution pursuant to section 207(1) of this Act in form No 1 in the Schedule 1 to the Land Transfer Act 1952, amended as appropriate.

(4) As soon as registration is accomplished in accordance with subsection (1) of this section or a certificate of title is issued in accordance with subsection (3) of this section, the institution shall, except where the interest acquired is either an easement in gross or an estate as lessee or mortgagee, be deemed to be set off of an estate in fee simple in possession in respect of that land.

(5) Applications in accordance with subsections (1) and (3) of this section shall specify the name of the institution and the date of the approval under section 207(1)(b) of this Act of the land to be transferred, together with a description of the land sufficient to identify it and, in the case of applications under subsection (3) of this section, a certificate by the Chief Surveyor for the district concerned as to the correctness of the description.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [209 Land certification

[209 Land certification
(1) Before a District Land Registrar issues a certificate of title in respect of any land vested in an institution pursuant to section 207(1) of this Act, the District Land Registrar shall either receive under the hand of or request from the [Director-General within the meaning of section 2 of the Survey Act 1986] or any Chief Surveyor a certificate in the form set out in the Schedule 2 to the Land Act 1948 as to the legal description of the land, any trusts, reservations, or restrictions affecting the land, and any other matters that the District Land Registrar considers appropriate.

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- [212
(1) Resumption of land on recommendations of Waitangi Tribunal
Where the Waitangi Tribunal has, under section 8A(2)(a) of the Treaty of Waitangi Act 1975, recommended the return to Maori ownership of any land or interest in land transferred to an institution under section 206 of this Act or vested in an institution by an Order in Council made under section 215 of this Act, that land or interest in land shall, if the recommendation has been confirmed with or without modifications under section 8B of that Act, be resumed by the Crown in accordance with section 213 of this Act and returned to Maori ownership.
- (2) This section does not apply in relation to any piece of land that, at the date of its transfer to an institution under section 206 of this Act or the date of its vesting in an institution by an Order in Council made under section 215 of this Act, was subject to-
- (a) A deferred payment licence issued under the Land Act 1948; or
(b) A lease under which the lessee had the right of acquiring the fee simple.
- (3) This section does not apply in relation to any piece of land or interest in land in respect of which a certificate issued under section 8E(1) of the Treaty of Waitangi Act 1975 has been registered.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15--Administration Of Tertiary Institutions / Miscellaneous Provisions / [213 Resumption of land to be effected under Public Works Act 1981

- [213
(1) Resumption of land to be effected under Public Works Act 1981
Where section 212 of this Act requires any land or interest in land to be resumed by the Crown, the Minister of Lands shall acquire that land or interest in land under Part 2 of the Public Works Act 1981 as if it were land or an interest in land required for both Government work and a public work and Parts 2, 4, 5, 6, and 7 of that Act and the Schedules 1,3,4, and 5 to that Act shall, subject to any necessary modifications, apply accordingly.
- (2) The existence on the certificate of title to any land or interest in land acquired pursuant to subsection (1) of this section of a memorial under section 211 of this Act shall not be taken into account in any assessment of compensation made under the Public Works Act 1981 in relation to the acquisition of that land or interest in land.
- (3) The power conferred by this section does not include the power to acquire or take and to hold under section 28 of the Public Works Act 1981 any interest in land described in section 8A(6) of the Treaty of Waitangi Act 1975.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15--Administration Of Tertiary Institutions / Miscellaneous Provisions / [214 Resumption of Wahi Tapu
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- [214
(1) Resumption of Wahi Tapu
Where the Governor-General is satisfied that any land or interest in land held by an institution, being land or an interest in land transferred to that institution under section 206 of this Act or vested in that institution by an Order in Council made under section 215 of this Act, is Wahi Tapu, being land of special spiritual, cultural, or historical tribal significance, the Governor-General may, by Order in Council published in the *Gazette*, declare--
(a) That that land or interest shall be resumed by the Crown on a date specified in the Order in Council; and
(b) That, on the date of its resumption pursuant to the Order in Council, that land or interest in land shall be no longer liable to resumption under section 212 of this Act.

- (2) Where any land or interest in land is to be resumed pursuant to subsection (1)(a) of this section,--
(a) The institution shall transfer the land or interest in land to the Crown on the date specified in the Order in Council; and
(b) The Crown shall pay to the institution in respect of the land or interest in land the compensation that would have been payable to the institution if, on the date specified in the Order in Council made under subsection (1) of this section, the land or interest in land had, pursuant to section 213 of this Act, been acquired by the Minister of Lands under Part 2 of the Public Works Act 1981.

- (3) Every memorandum of transfer executed pursuant to an Order in Council made under subsection (1) of this section--
(a) Shall recite that it is so executed; and
(b) Shall give both the date of the Order in Council and the date of its publication in the *Gazette*.

- (4) Upon its resumption pursuant to subsection (1) of this section, the land or interest in land shall be dealt with in accordance with an agreement made between the Crown and the relevant tribe or, if they fail to agree, in accordance with any recommendation of the Waitangi Tribunal pursuant to an application made under section 6 of the Treaty of Waitangi Act 1975.

- [(5) A resumption of land or of an interest in land pursuant to subsection (1)(a) is not a subdivision of land within the meaning of section 218 of the Resource Management Act 1991.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15--Administration Of Tertiary Institutions / Miscellaneous Provisions / [215 Orders in Council relating to transfer of assets and liabilities

- [215
(1) Orders in Council relating to transfer of assets and liabilities
For the purpose of facilitating the transfer of assets and liabilities to an institution pursuant to section 206 of this Act, the Governor-General may from time to time, by Order in Council, do any one or more of the following:
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- (a) Vest in or impose on an institution any asset or liability (other than land to which section 207(1) of this Act applies), or any class of any such asset or liability, that the institution has agreed to have transferred to it.
- (b) Vest land in an institution for the purposes of section 207(1) of this Act: Declare that a reference to the Crown or a Minister, officer, employee, department, or instrument of the Crown in any or all regulations, orders, notices, or documents shall be deemed to be or to include a reference to an institution specified in the order:
- (d) Declare that an institution shall assume or continue to have the rights and obligations of the Crown or a Minister, officer, employee, department, or instrument of the Crown in respect of applications for rights, objections, or proceedings before any court, authority, or other person, being rights and obligations that the institution has agreed to assume:
- (e) Declare that sections 294 to 294I of the Local Government Act 1974 (which relate to reserve contributions, development levies, and contributions to certain regional works) shall not apply to specified developments, being developments that the Minister has agreed to transfer to an institution pursuant to section 206 of this Act:
- (t) Declare, in respect of any assets or liabilities transferred to an institution pursuant to section 206 of this Act, that the institution shall be deemed to have specified rights or obligations in respect of those assets or liabilities, being rights or obligations that are required in respect of those assets or liabilities as a result of the change of ownership or responsibility from the Crown to the institution: Declare that any Order in Council made under this section shall be deemed to be notice to all persons, and that specific notice need not be given to any authority or other person:
- (g) Direct any authority or other person to register or record any such vesting or declaration.
- (h)

- (2) Every Order in Council made under this section may be made on such terms and conditions as the Governor-General thinks fit, and shall have effect according to its tenor.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [216 Interpretation relating to transfer of assets and liabilities

- [216 Interpretation relating to transfer of assets and liabilities
(1) In this section and in sections 206 to 215 of this Act, unless the context otherwise requires,

agreement includes a deed, a contract, an agreement, an arrangement, and an understanding, whether oral or written, express or implied, and whether or not enforceable at law:

assets means any real or personal property of any kind, whether or not subject to rights, and without limiting the generality of the above includes

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(a) Any estate or interest in any land, including all rights of occupation of land or buildings:

(b) All buildings, vehicles, plant, equipment, and machinery, and any rights therein: All livestock, products from livestock, and crops:

(c) All securities within the meaning of the Securities Act 1978:

(d) All rights of any kind, including rights under Acts, deeds, agreements, or licences, planning rights, water rights, and clean air licences, and all applications for and objections against applications for such rights:

(t) All patents, trade marks, designs, copyright, and other intellectual property rights whether enforceable by Act or rule of law:

(g) Goodwill, and any business undertaking:

(h) All natural gas, petroleum, and other hydrocarbons:

institution includes a subsidiary of an institution:

liabilities includes

(a) Liabilities and obligations under any Act or agreement; and

(b) Deposits and other debt securities within the meaning of the Securities Act 1978; and

(c) Contingent liabilities:

rights includes powers, privileges, interests, licences, approvals, consents, benefits, and equities of any kind, whether actual, contingent, or prospective:

transfer includes

(a) Assign and convey; and

(b) Vest by Order in Council; and

(c) Confer estates in fee simple of land held by the Crown, whether in allodium or otherwise; and

(d) Grant leases, rights, and interests in any real or personal property; and

(e) In the case of liabilities, the assumption of the liabilities by an institution.

- (2) In this section and in sections 206 to 215 of this Act, a reference to transfer, authorise, or grant includes entering into an agreement to transfer, authorise, or grant, as the case may be.

- (3) This section and sections 206 to 215 of this Act shall have effect, and assets and liabilities may be transferred pursuant to those sections, notwithstanding any restriction, prohibition, or other provision contained in any Act, rule of law, or agreement that would otherwise apply.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [217 Effect of disestablishment

[217 Effect of disestablishment

(1) Where an institution is disestablished, the following provisions of this section have effect. .

- (2) The institution and the Council of the institution cease to exist.

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- (3) A person who would, but for the disestablishment of the institution, have been entitled to be granted an award of the institution is entitled to be granted a like award.
- (a) If the institution is incorporated in another institution, of the other institution; or (b) Otherwise, of such institution as the Secretary directs.
- (4) A person who has partially completed a course at the disestablished institution leading to an award is entitled to enrol in a similar course at,
- (a) If the institution is incorporated in another institution, the other institution; or (b) Otherwise, such other institution as the Secretary directs to enrol the person, and to be granted such status, and such credit for work performed at the disestablished institution, as the Council of the other institution, after consulting the Qualifications Authority, considers appropriate.
- (5) If the disestablished institution is, immediately upon its disestablishment, incorporated in another institution,
- (a) All real and personal property that, immediately before the disestablishment, was vested in the disestablished institution (including property held on trust) is, by force of this subsection, vested in the other institution subject to all charges, encumbrances, estates, and interests, and the provisions of any enactment, affecting that property; and
- (b) The other institution becomes, by force of this subsection, liable to pay and discharge all the debts, liabilities, and obligations of the disestablished institution that existed immediately before its disestablishment.
- (6) If the disestablished institution is not, immediately upon its disestablishment, incorporated in another institution,
- (a) All real and personal property that, immediately before the disestablishment was vested in the Council of the disestablished institution (including property held on trust) is, by force of this subsection, vested in the Minister subject to all charges, encumbrances, estates, or interests, and the provisions of any enactment, affecting that property; and
- (b) The Minister becomes, by force of this subsection, liable to pay and discharge all the debts, liabilities, and obligations of the Council of the disestablished institution that existed immediately before its disestablishment.
- (7) Where any real or personal property that was held by a disestablished institution on trust vests in the Minister under subsection (6)(a) of this section, the Minister may appoint another institution to be the trustee of that property.
- (8) Where any land vests in an institution or in the Minister under this section, the District Land Registrar for the land registration district in which the land is situated, on the deposit with him or her of such plans and documents as he or she may require, shall make such entries in the register, and generally do all such other things, as may be necessary to give full effect to the provisions of this section.
- (9) Any contract or other instrument (other than a contract of, or instrument relating to, employment) subsisting, or any proceeding pending, immediately before the disestablishment of an institution to which the institution was a party has effect after the disestablishment as if
- (a) The institution in which the disestablished institution is incorporated or the Minister, as the case may be, is substituted for the disestablished institution as a

- party to the contract, other instrument or proceeding; and
- (b) Any reference in the contract or other instrument, or in a pleading, affidavit or other document in the proceeding, to the disestablished institution in its capacity as a party to the contract, other instrument or proceeding is (except in relation to matters that occurred before the disestablishment) a reference to the institution in which the disestablished institution is incorporated or the Minister, as the case may be.

- (10) Notwithstanding subsection (2) of this section, the Council of the disestablished institution shall continue in existence for the purpose of complying, or facilitating compliance, with [Part 4 of the Crown Entities Act 2004] and section 220 of this Act in relation to any academic year of the institution and,
- (a) If the institution is incorporated in another institution, the Council of the other institution; or
- (b) Otherwise, the Secretary,
- shall give to the Council of the disestablished institution any assistance that that Council requires for the purpose of complying with its obligations under those provisions and is responsible for paying any expenses incurred by that Council (including remuneration and expenses of members of that Council) in so complying.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [218 Taxes and duties where disestablished institution incorporated into other institution

- [218 Taxes and duties where disestablished institution incorporated into other institution
- For the purposes of the Acts specified in the [Schedule to the Tax Administration Act 1994] and any other enactment that imposes, or provides for the collection of, a tax, duty, levy, or other charge
- (1) (a) A disestablished institution referred to in section 217(5) of this Act and the other institution referred to in that section shall be deemed to be the same person with effect on and from the date on which the real and personal property of the disestablished institution vests in the other institution pursuant to that section; and
- (b) In respect of the liability under any such enactment for, and the assessment, determination, or imposition of, taxes, duties, levies, or other charges accruing on and from the day on which the real and personal property of the disestablished institution so vests in the other institution, all transactions entered into by, and acts of, the disestablished institution before the vesting effected by section 217(5) of this Act shall be deemed to have been entered into by, or to be those of, the other institution and to have been entered into or performed by the other institution at the time when they were entered into or performed by the disestablished institution.

- (2) For the purposes of determining whether
- [(a) Any taxpayer satisfies the requirements of section 11(1)(a) of the [Income Tax Act 2004]; or

- (b) Any taxpayer is included in a group of companies or a wholly-owned group for the purposes of section IG 1 of the [Income Tax Act 2004]; or
- (c) Any debit arises to be recorded in a taxpayer's imputation credit account under section ME 5(1)(i) of the [Income Tax Act 2004], or in a taxpayer's dividend withholding payment account under section MG 5(1)(i) of that Act, or in a taxpayer's branch equivalent tax account under section MF 4(3)(d) of that Act.-]
- shares held by a disestablished institution in any company (whether directly or through anyone or more interposed companies) immediately before the vesting effected by section 217(5) of this Act shall be treated as having been acquired by the other institution referred to in that section at the time when they were acquired by the disestablished institution.
- (3) The vesting of all the real and personal property of a disestablished institution in another institution pursuant to section 217(5) of this Act shall not be treated as a supply of any goods or services for the purposes of the Goods and Services Tax Act 1985, or as a disposition of property for the purposes of the Estate and Gift Duties Act 1968 [.]
- (4) Nothing in subsection (2) or subsection (3) of this section limits the generality of subsection (1) of this section.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [219 Taxes and duties in other cases

- [219 Taxes and duties in other cases
- (1) For the purposes of the Acts specified in the [Schedule to the Tax Administration Act 1994] and any other enactment that imposes, or provides for the collection of, a tax, duty, levy, or other charge-
- (a) A disestablished institution referred to in section 217(6) of this Act and the Minister shall be deemed to be the same person with effect on and from the date on which the real and personal property of the disestablished institution vests in the Minister pursuant to that section; and
- (b) In respect of the liability under any such enactment for, and the assessment, determination, or imposition of, taxes, duties, levies, or other charges accruing on and from the day on which the real and personal property of the disestablished institution so vests in the Minister, all transactions entered into by, and acts of, the disestablished institution before the vesting effected by section 217(6) of this Act shall be deemed to have been entered into by, or to be those of, the Minister and to have been entered into or performed by the Minister at the time when they were entered into or performed by the disestablished institution.

- (2) For the purposes of determining whether
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- [(a) Any taxpayer satisfies the requirements of section IF 1(1)(a) of the [Income Tax Act 2004]; or
- (b) Any taxpayer is included in a group of companies or a wholly-owned group for the purposes of section IG 1 of the [Income Tax Act 2004]; or
- (c) Any debit arises to be recorded in a taxpayer's imputation credit account under section ME 5(1)(i) of the [Income Tax Act 2004], or in a taxpayer's dividend withholding payment account under section MG 5(1)(i) of that Act, or in a taxpayer's branch equivalent tax account under section MF 4(3)(d) of that Act.-]
- shares held by a disestablished institution in any company (whether directly or through anyone or more interposed companies) immediately before the vesting effected by section 217(6) of this Act shall be treated as having been acquired by the Minister at the time when they were acquired by the disestablished institution.
- (3) The vesting of all the real and personal property of a disestablished institution in the Minister pursuant to section 217(6) of this Act shall not be treated as a supply of any goods or services for the purposes of the Goods and Services Tax Act 1985, or as a disposition of property for the purposes of the Estate and Gift Duties Act 1968 [.]
- (4) Nothing in subsection (2) or subsection (3) of this section limits the generality of subsection (1) of this section.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [220 Annual report

- [220 Annual report
- (1) As soon as practicable after the end of each academic year of an institution ending after the commencement of this section the Council of the institution shall give to the Minister a report on the operations of the institution during that year.
- (2) A Council must include in every annual report of the Council the financial statements prepared by the Council, in accordance with section 154 of the Crown Entities Act 2004, in respect of the academic year to which the report relates, together with the audit report and the statement of responsibility under section 155 of that Act relating to those financial statements.
- (2AA) A Council must comply with sections 154 to 157 of the Crown Entities Act 2004 except that, despite section 155(d) of that Act, the statement of responsibility must be signed by
- (a) the chairperson of the Council and the chief executive of the institution; or (b) if there is no chairperson, the chief executive of the institution and the chief financial officer.]

- [(2A) A Council shall include in every annual report
- (a) A summary of its equal employment opportunities programme for the year to
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- which the report relates; and
- (b) An account of the extent to which the Council was able, during the year to which the report relates, to meet the equal employment opportunities programme for that year; and
- (c) An account of the extent to which the Council has eliminated unnecessary barriers to the progress of students; and
- (d) An account of the extent to which the Council has avoided the creation of unnecessary barriers to the progress of students; and
- (e) An account of the extent to which the Council has developed programmes to attract students from groups in the community
- (i) Under-represented in the institution's student body; or
- (ii) Disadvantaged in terms of their ability to attend the institution[; and]]
- [(f) a statement of service performance reporting on the performance of the institution as compared with the institution's objectives and performance targets specified in the institution's profile for that financial year.]

[(2B) Section 156 of the Crown Entities Act 2004 applies to institutions and, for this purpose, is to be read as referring to a statement of service performance under subsection (2A)(f).]

[(3) The Minister must present the report to the House of Representatives within 5 working days after receiving the report or, if Parliament is not in session, as soon as possible after the commencement of the next session of Parliament.]

[(4) The first report by the Council of an institution that is a body to which section 162(1) of this Act applied shall extend to operations during the part of the academic year before the Council became the governing body of the institution.]

PUBLIC ACTS / E / Education Act 1989 / [Part 15-Administration Of Tertiary Institutions / Miscellaneous Provisions / [221 Annual report to be available for inspection

[221 Annual report to be available for inspection
The Council of an institution shall ensure that copies of its annual report are available at the office of the Council for inspection during ordinary office hours by any person without charge.]

PUBLIC ACTS / E / Education Act 1989/ [Part 15-Administration Of Tertiary Institutions / [Miscellaneous Provisions / [222 Delegation by Council

[222 Delegation by Council
The Council of an institution may, from time to time, either generally or particularly,
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by writing signed by at least 2 members of the Council, delegate to the chief executive of the institution or to a committee appointed under section 193(3) of this Act any of its functions or powers under this Act (except the power to appoint a chief executive) or any other Act.

(2) Where the Council has, pursuant to subsection (1) of this section, delegated any functions or powers to the chief executive or a committee, the chief executive or committee may, with the prior approval in writing of the Council, by writing signed by the chief executive or by at least 2 of the members of the committee, as the case may be, delegate such of those functions or powers as the Council approves to a member of the staff of the institution.

(3) Subject to any general or special directions given or conditions imposed by the Council, the person to whom any functions or powers are delegated under this section may perform those functions or exercise those powers in the same manner and with the same effect as if they had been conferred on that person directly by this Act and not by delegation.

(4) The power of the Council to delegate under this section

- (a) Is subject to any prohibitions, restrictions, or conditions contained in any other Act in relation to the delegation of the Council's functions or powers; but
- (b) Does not limit any power of delegation conferred on the Council by any other Act.

(5) A person purporting to act pursuant to a delegation under this section shall, in the absence of proof to the contrary, be presumed to be acting in accordance with the terms of the delegation.

(6) A delegation under subsection (1) of this section to the chief executive shall,

- (a) Subject to paragraph (b) of this subsection, if the chief executive to whom it was made ceases to hold office, continue to have effect as if made to the chief executive for the time being; and
- (b) If there is no chief executive for the time being, or if the chief executive is absent from duty, continue to have effect as if made to the person for the time being acting in place of the chief executive.

(7) A delegation under subsection (1) of this section to a committee shall be deemed to be a delegation to the persons from time to time constituting the committee.

(8) A delegation under this section to a member of the staff may be made to a specified person or to persons of a specified class, or to the holder or holders for the time being of a specified office or specified class of offices.

(9) A delegation under this section does not affect or prevent the performance of any function or the exercise of any power by the Council or affect the responsibility of the Council for the actions of any person acting under the delegation.

(10) A delegation under this section is revocable at will

- (a) In the case of a delegation under subsection (1), in writing signed by at least 2 members of the Council; or
- (b) In the case of a delegation under subsection (2), in writing signed by the chief executive or by at least 2 of the members of the committee, as the case

requires,
and until it is revoked continues in force according to its tenor.

- (11) This section applies to the academic board of an institution (established under section 182(2) of this Act) as if
- (a) It is a committee of the institution's Council; and
 - (b) All its powers are powers of the Council, conferred on the committee by the Council by delegation.]

PUBLIC ACTS / E / Education Act 1989 / **[Part 16--Courses And Students**

[Part 16--Courses And Students

PUBLIC ACTS / E / Education Act 1989 / [Part 16--Courses And Students / 223 Courses

[223 Courses

- (1) Subject to subsection (2) of this section and Part 20 of this Act, the Council of each institution may determine the courses of study and training to be provided at the institution.
- (2) If the Minister believes on reasonable grounds that the provision or the continued provision of a particular course of study or training at a particular institution would have significant implications for the allocation of the national resources available for tertiary education or vocational training, and would be contrary to the efficient use of those resources, the Minister may, after consulting the Council of the institution and such other persons as the Minister considers appropriate, by written notice to the Council setting out the reasons for giving the direction, direct the Council that the institution is not to provide, or to continue to provide, that course.
- (3) The power of the Minister under subsection (2) of this section may be exercised only in relation to a course of study or training as a whole and that subsection does not entitle the Minister to give a direction limited to particular subjects or other constituent elements of a course of study or training.
- (4) The Council of an institution shall comply with a direction given to it under subsection (2) of this section.]
- PUBLIC ACTS / E / Education Act 1989 / [Part 16--Courses And Students / 224 Enrolment of students
- [224 Enrolment of students In
- (1) this section,

eligible person, in relation to a course of study or training at an institution, means a person who is eligible to be enrolled as a student in that course by virtue of subsection (2) of this section:

year means a period of 12 months commencing on 1 January.

- (2) Subject to this section, a person is eligible to be enrolled as a student at any institution in a course of study or training provided by the institution if, and only if,
- (a) One of the following subparagraphs applies:
 - (i) The person is a domestic student;
 - (ii) The person is an exempt student;
 - (iii) The Council of the institution consents; and
 - (b) The person holds the minimum entry qualifications for the course determined by the Council; and
 - (c) The person has attained
 - (i) If the institution has fixed a minimum age for enrolment at the institution, the age so fixed; and
 - (ii) If the institution has fixed a minimum age for enrolment in the course, the age so fixed.
- (3) Paragraphs (b) and (c) of subsection (2) of this section do not apply to a person if (a) The person has attained the age of 20 years; or
- (b) The Council of the institution is satisfied that the person is capable of undertaking the course of study or training concerned.
- (4) Where an eligible person applies for enrolment in a course of study or training at an institution, the person is, subject to this section, entitled to be enrolled in that course.
- (5) Where the Council of an institution is satisfied that it is necessary to do so because of insufficiency of staff, accommodation, or equipment, the Council may determine the maximum number of students who may be enrolled in a particular course of study or training at the institution in a particular year.
- (6) Where
- (a) The maximum number of persons who may be enrolled at an institution in a particular course in a particular year is determined by the Council of the institution under subsection (5) of this section; and
 - (b) The number of eligible persons who apply for enrolment in that course in that year exceeds the maximum number so determined
- the Council may, in the selection of the students to be enrolled, give preference to eligible persons who are included in a class of persons that is under-represented among the students undertaking the course.
- (7) The Council of an institution shall not permit a foreign student to be enrolled at the institution in a course of study or training the duration of which will be or is likely to be not less than 3 months unless the course is an approved course and the institution is accredited to provide the course.
- (8) The duration of a course of study or training for the purposes of subsection (7) of this section is the period from and including the day on which the course starts to and including the day on which the course ends or is likely to end, as the case requires, irrespective of the number of days during that period on which study or training takes

- achieved by the student) in his or her course of study or training; and Particulars of any allowances, grants, or other payments received by each student at the institution in respect of his or her course of study or training out of public money appropriated by Parliament.
- (b) Without limiting the generality of subsection (1) of this section, the records to be kept by an institution under that subsection include such records as will enable the institution to comply with any requirement that may be made by the Secretary under section 226 of this Act.)

PUBLIC ACTS / E / Education Act 1989 / [Part 16-Courses And Students / [226 Secretary may require information

[226 Secretary may require information

The Registrar or other appropriate officer of an institution shall, if so required by the Secretary, provide to the Secretary, in such form as the Secretary specifies, such statistical information in the possession of the institution as the Secretary specifies in relation to students generally or a particular class of students.)

PUBLIC ACTS / E / Education Act 1989 / [Part 16-Courses And Students / [226A Disclosure of enrolment information by institutions

[226A Disclosure of enrolment information by institutions (1) In this section, unless the context otherwise requires,

allowance means an allowance established by regulations made under section 303:

benefit means [an unemployment benefit or a sickness benefit under] the Social Security Act 1964, or an independent youth benefit under section 60F of that Act:

chief executive means the chief executive of the department:

department means the department for the time being responsible for the administration of the Social Security Act 1964 and for the administration of Part 25:

specified period means any period specified in a notice under subsection (3):

[student loan and student loan scheme have the same meaning as they have in section 2 of the Student Loan Scheme Act 1992.]

(2) The purpose of this section is to facilitate the disclosure of information by institutions to the department, in order to verify

(a) The entitlement or eligibility of any person to or for any benefit or allowance

[(@r student loan); or

(b) The amount of any benefit or allowance [or student loan] to which any person is or was entitled or for which any person is or was eligible.

(3) For the purpose of this section, the chief executive may from time to time, in

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place or is proposed to take place.

(9) Except as provided in subsection (11) or subsection (12) of this section, no foreign student other than an exempt student shall be enrolled at an institution if the student's enrolment at the institution would have the effect that a domestic student, or an exempt student, who is eligible to enrol at the institution and has applied for enrolment would not be able to be enrolled.

(10) Except as provided in subsection (11) or subsection (12) of this section, no foreign student other than an exempt student shall be enrolled in any course of study or training at an institution if the student's enrolment in that course would have the effect that a domestic student, or an exempt student, who is eligible to enrol in the course and has applied for enrolment in the course would not be able to be enrolled in it.

(11) Any assisted student may be enrolled at an institution, or in a course of study or training at an institution, by agreement between the Council and the chief executive of the [Ministry of Foreign Affairs and Trade).

(12) Notwithstanding that domestic students and exempt students may not be able to be enrolled at an institution or in a course of study or training at an institution, a foreign student who is not an exempt student may be enrolled at the institution, or in that course of study or training at the institution, if the enrolment is in a vacant place-(a) That the Council of the institution established for foreign students; and

(b) Whose continued availability is dependent on the fees payable by foreign students enrolled in it.

(13) Nothing in this section prevents the Council of an institution from refusing to permit, or from cancelling, the enrolment of a person as a student at the institution, or in a particular course of study or training at the institution, on the ground that

(a) The person is not of good character; or

(b) The person has been guilty of misconduct or a breach of discipline; or

(c) The person is enrolled for full-time instruction in another institution or in a

(d) school; or
The person has made insufficient progress in the person's study or training after a reasonable trial at the institution or at another institution.

(14) The chief executive of an institution that provides approved courses of pre-service teacher-training shall ensure that the appropriate authorities of the institution liaise with the appropriate authorities of other institutions that provide such courses so as to establish common requirements to govern the selection of people for enrolment, and the enrolment of people, in those courses.)

PUBLIC ACTS / E / Education Act 1989 / [Part 16-Courses And Students / [225 Records relating to students

[225 Records relating to students

(1) Each institution shall keep records that show

(a) The progress of each student at the institution (including the principal results

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accordance with arrangements under the Privacy Act 1993 previously agreed between the chief executive and any institution (or, where they are unable to agree, in accordance with arrangements under that Act settled by the Privacy Commissioner appointed under the Privacy Act 1993), by notice in writing or electronically require the institution to supply all or any of the information set out in subsection (6), in respect of people

- (a) Who are (or were in any) enrolled as [] students at the institution; or
- (b) Whose name and date of birth (being the name and date of birth of any person who is, or was during any, receiving a benefit or allowance [or student loan]) is supplied to the institution by the chief executive, together with the notice.

(4) A notice under subsection (3) may require the institution to supply the information specified in the notice either immediately or at specified times during the academic year, or both, and in the latter case may require the institution to supply at those times only details of any changes to the information the institution has previously supplied under this section.

(5) A notice under subsection (3) may include

- (a) An identification number assigned by the chief executive to any person who is referred to in the notice; or
- (b) An identification number assigned to any such person by the institution; or (c) Both.

(6) The details referred to in subsection (3) are

- (a) Their
 - (i) Full names and addresses; and
 - (ii) Their dates of birth;
- (b) Their identification numbers (being either or both of the identification numbers referred to in subsection (5));
- (c) Details of their recognised courses of study or parts of the courses in which they are so enrolled; and details of the fees for those courses;
- (d) If, during the , they enrolled for any such course or ceased to be so enrolled or ceased to be enrolled as [] students, the details of each such event and the respective dates on which the event occurred;
- (e) Details of their academic performance in any such course;
- (f) Details of their citizenship or residency status in New Zealand;
- (g) Details of any allowances granted to the person by the institution on behalf of the Secretary in any academic year before the 1999 academic year;

[(h) Details reasonably required by the chief executive for the administration of the student loan scheme.]

(7) As soon as possible after the time or times specified in a requirement under subsection (3), an institution must supply the information required to the chief executive or any employee or agent of the department authorised by the chief executive to receive such information.

(8) Information supplied by an institution under subsection (7) must be in a form previously agreed between the institution and the chief executive under the Privacy Act 1993 (or, where they are unable to agree, in a form settled by the Privacy Commissioner appointed under the Privacy Act 1993), and may include coded

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information.

(9) Section 104 of the Privacy Act 1993 applies as if subsection (1) of that section also provided that, in relation to the information matching programme in section 226A of the Education Act 1989, the Commissioner, before seeking a report on any of the matters in section 104(2)(a), (d), or (e) [Tom a tertiary institution, must first seek a report on the matter [Tom the department for the time being responsible for the administration of the Social Security Act 1964.]]

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [226B Offences concerning information requests

[226B Offences concerning information requests

- (1) Any institution that intentionally fails or refuses to comply with section 226A(7) commits an offence and is liable on summary conviction to the penalty specified in subsection (2).
- (2) The maximum penalty for an offence against subsection (1) is a fine not exceeding \$5,000, and, where the offence is a continuing one, a fine not exceeding \$500 for each day the offence continues.]

PUBLIC ACTS / E / Education Act 1989 / [Part 16-Courses And Students / [[227 Fees for domestic students

[[227 Fees for domestic students

- (1) The Council of an institution may fix, or specify a means by which there may be calculated or ascertained, a tuition fee for any course of study or training at the institution.
- [(1A) The Council of an institution that receives funding under section 1 59ZC must not fix, in relation to domestic students, a fee (or a fee of a particular kind) that exceeds any maximum specified in a condition imposed under section 1 59ZD(2) as being the maximum fee (or fee of that kind) that can be charged to a domestic student.]
- (2) No domestic student shall be or continue to be enrolled in a course of study or training at an institution unless there have been paid to the Council in respect of the student(a) The tuition fee (if any) fixed, or calculated or ascertained in accordance with a means specified, under subsection (1) of this section; and

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- (b) All other fees (if any) prescribed by the Council.
- (3) Nothing in subsection (2) of this section prevents a Council's accepting by instalments any fee required by that subsection to be paid.
- (4) The Council of an institution shall take all reasonable steps to ensure that before the procedures for enrolling a student at the institution for the first time in any year are complete the student is given written notice of the circumstances (if any) in which the student is or may be entitled to a refund of all or any part of fees under this section paid or to be paid to the Council.
- (5) The power of a Council to refund to a student all or any part of any fees paid to it under this section is not limited or affected by
- (a) Any failure to comply with subsection (4) of this section; or
 - (b) The fact that the circumstances fall outside those notified under that subsection; or
 - (c) The fact that the refund is larger than a notice under that subsection provides for.]]

PUBLIC ACTS / E / Education Act 1989 / [Part 16-Courses And Students / [228 Fees for foreign students

- [228 Fees for foreign students
- (1) The Council of an institution shall take all reasonable steps to ensure that no person is enrolled at the institution until it has established whether the person is a domestic student or a foreign student.
- (2) No foreign student shall be or continue to be enrolled in any course of study or training at an institution unless there have been paid to the Council in respect of the student
- (a) An amount fixed by the Council that is not less than the Council's best estimate of
 - (i) The cost to the institution (including the institution's marginal administrative and other general costs, and the appropriate portion of any initial or start-up costs of the course) of providing tuition in the course for I student, in the case of a course in which no domestic student is enrolled;
 - (ii) The marginal cost to the institution (including the institution's marginal administrative and other general costs, and any marginal initial or start-up costs of the course) of providing tuition in the course for I student in addition to the domestic students receiving tuition in the course, in every other case; and
 - (b) An amount fixed by the Council that is not less than an amount that in the Council's opinion is an appropriate reflection of the use by I student receiving tuition in the course of the capital facilities (if any) whose provision at the institution is necessary by virtue only of the institution's provision of tuition to foreign students in addition to domestic students; and
 - (c) All other fees (if any) prescribed by the Council.

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- (2A) Notwithstanding subsection (2) of this section, a Council may accept from a foreign student in respect of any course of study or training at an institution an amount that is less than the sum of the amounts referred to in that subsection by an amount that is no greater than the sum of
- (a) Any amounts by which the Council has decided to subsidise the student in respect of the course; and
 - (b) The appropriate proportion of any amounts by which the Council has decided to subsidise the student in respect of courses of a kind or description that include the course; and
 - (c) The appropriate proportion of any amounts by which the Council has decided to subsidise students of a kind or description that include the student in respect of the course; and
 - (d) The appropriate proportion of any amounts by which the Council has decided to subsidise students of a kind or description that include the student in respect of courses of a kind or description that include the course,
- out of the general revenue of the Council (not being funds provided under [section I 59ZC]) or out of any special supplementary grant under that section that may be used for the purpose.
- (2B) Nothing in subsection (2) of this section prevents a Council's accepting by instalments any fee required by that subsection to be paid.]
- (3) Where a foreign student has after the 31 st day of December 1989 received tuition in a course of study or training at an institution without paying the full [amounts required by paragraphs (a) and (b) of subsection (2)] of this section in respect of the course, the institution may, in any Court of competent jurisdiction, recover the underpayment from the student, as a debt to the institution.
- (4) In any year, the amount of any grant for an institution may be reduced from what it would otherwise have been by any amount by which (in the Secretary's opinion), by virtue of the fact that the full amount required by subsection (2)(a) of this section in respect of a course of study or training at the institution in which a foreign student was enrolled has not been paid to the institution, the student's education has been subsidised by public money appropriated by Parliament.
- (5) No grant shall be reduced under subsection (4) of this section unless the Secretary has given to the Council of the institution written notice of the circumstances taken into account when the proposed reduction was decided on.
- (6) Where the Council of an institution disputes that a grant should be reduced under subsection (4) of this section, or disputes the amount by which it should so be reduced, the following provisions apply:
- (a) The Council may, within 28 days of getting notice from the Secretary under subsection (5) of this section, by written notice to the Secretary giving the name and address of a proposed arbitrator, require the dispute to be settled by arbitration;
 - (b) If, within 14 days of getting the Council's notice, the Secretary has agreed an arbitrator with the Council, the agreed arbitrator shall settle the dispute;
 - (c) If, within 14 days of getting the Council's notice, the Secretary has not agreed an arbitrator with the Council, an arbitrator appointed jointly by the Secretary and by the arbitrator originally proposed by the Council shall settle the dispute:

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(d) The arbitrator's decision is final.

(7) The Council of an institution shall

(a) When a foreign student enrolls, or resumes attendance, at the institution, give to the Secretary written notice (to the best of the Council's knowledge) of the student's name, nationality, and course of study or training;

(b) When a foreign student ceases to be enrolled at, or ceases to attend, the institution, notify the Secretary in writing;

(c) Comply with all accounting requirements relating to foreign students enrolled at institutions contained in any notice published by the Minister in the *Gazette* that is for the time being in force.]

(8) The Council of an institution shall take all reasonable steps to ensure that when a student enrolls at the institution (whether for the first time or for a subsequent time) the student is given written notice of the circumstances (if any) in which the student is or may be entitled to a refund of all or any part of fees under this section paid or to be paid to the Council.

(9) The power of a Council to refund to a student all or any part of any fees paid to it under this section is not limited or affected by

(a) Any failure to comply with subsection (8) of this section; or
(b) The fact that the circumstances fall outside those notified under that subsection; or
(c) The fact that the refund is larger than a notice under that subsection provides for.]

PUBLIC ACTS / E / Education Act 1989 / [Part 16-Courses And Students / [228A Tertiary institutions to give prospective students information about fees

[228A Tertiary institutions to give prospective students information about fees
An institution (as defined in section 159(1)) must ensure that prospective students receive, before enrolment is completed, full written details of

(a) All fees associated with their courses; and
(b) The class or lecture materials, books, special clothing, safety equipment, tools, and other items that are or may be required by the establishment to be bought or provided by students enrolled for each course of study or training.]

PUBLIC ACTS / E / Education Act 1989 / [Part 16-Courses And Students / [229 Fees payable to associations of students

[229 Fees payable to associations of students
Repealed

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PUBLIC ACTS / E / Education Act 1989 / [Part 16-Courses And Students / [229A Institutions at which membership of students association is compulsory

[229A Institutions at which membership of students association is compulsory
(1) This section applies to every institution at which membership of a students association is compulsory.

(2) The students association that, at the commencement of this section, is recognised by the Council of the institution as being the institution's students association for the purpose of representation on the Council, is the students association at that institution for the purposes of section 171(2)(c), this section, and sections 229B and 229C.

(3) The Council must, if asked to by the institution's student association, collect the membership fees of the association, but only if the association provides the Council with
(a) a copy of its current constitution; and
(b) an independently audited set of financial accounts of the association for the last financial year.

(4) The Council must pay all membership fees collected on behalf of the students association to the association in a timely manner, but may charge the association for the actual and reasonable costs incurred by the Council in collecting the fees.

(5) A students association may, on the grounds of hardship, exempt any student from the obligation to pay the membership fee of the association; and a student so exempted may nonetheless be a member of the association.

(6) A students association may exempt any student from membership of the association on the grounds of conscientious objection; and, if exempted, the association must pay the student's membership fee to a charity of its choice.

(7) Every students association must ensure that information about the rights in subsections (5) and (6) is available to students before enrolment, and must make rules for dealing in a fair, timely, and consistent way with applications for exemption under either subsection.]

PUBLIC ACTS / E / Education Act 1989 / [Part 16-Courses And Students / [229B Initiating change relating to compulsory membership of students association

[229B Initiating change relating to compulsory membership of students association (1) The students of an institution at which membership of a students association is compulsory may request the Council to conduct a vote of all students at the institution on whether membership of the students association should continue to be compulsory.

(2) The students of an institution at which membership of a students association is not compulsory may request the Council to conduct a vote of all students at the institution
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on whether membership of a specified students association at the institution should become compulsory.

- (3) A request under subsection (1) or subsection (2) is not effective unless it is accompanied by a petition requesting the vote, signed by at least 10% (as calculated according to figures provided by the Ministry) of all students currently enrolled at the institution.[]

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [[229C Council to conduct vote on issue of compulsory membership of students association

[[229C Council to conduct vote on issue of compulsory membership of students association

- A Council that receives an effective request under section 229B must conduct (and pay for) a vote of all students at the institution as soon as practicable after receiving the request, but may not hold a vote more than once every 2 years.

- (1)
- (2) The Council must make statutes setting out the procedures for conducting a vote under this section in consultation with,
- (a) in the case of an institution at which membership of a students association is compulsory, the institution's students association; or
- (b) in the case of an institution at which membership of a students association is not compulsory, any associations that represent students and that the Council considers should be consulted.
- (3) The result of a vote of students held under this section determines whether, in and after the following year, membership of the association referred to in the vote is compulsory or not.
- (4) Despite subsection (1), a vote may be held in 2000 under this section.)]

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [[229D Sections 229A to 229C apply to private training establishments

[[229D Sections 229A to 229C apply to private training establishments
Sections 229A to 229C apply to private training establishments; and, for the purpose of those sections,
(a) every reference to an institution includes a reference to a private training establishment; and
(b) every reference to a Council includes a reference to the governing body of the private training establishment.])

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students /

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[229E Councils to conduct referenda

[229E Councils to conduct referenda
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [229F Voting slip

[229F Voting slip
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [229G Disclosure, refund, and fixing of compulsory fees

[229G Disclosure, refund, and fixing of compulsory fees
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [229H Close, and declaration of result, of referendum

[229H Close, and declaration of result, of referendum
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [229I Campaign funding to be equalised

[229I Campaign funding to be equalised
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [229J Association to disclose value of resources used for campaign

[229J Association to disclose value of resources used for campaign
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [229K Group receiving equalisation money to account for its use

[229K Group receiving equalisation money to account for its use
Repealed

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Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [Part To Apply To Private Training Establishments

[Part To Apply To Private Training Establishments

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [Part To Apply To Private Training Establishments / [229R Application to private training establishments

[229R Application to private training establishments
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 17-Education Review Office

[Part 17-Education Review Office

Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 17-Education Review Office / [230 Review of institutions

[230 Review of institutions
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 17-Education Review Office / [231 Powers of Chief Review Officer

[231 Powers of Chief Review Officer
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments

[Part 18--Private Training Establishments

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [229L Undue influence

[229L Undue influence
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [229M Complaints

[229M Complaints
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [229N Provisions applying when membership of association of students is voluntary

[229N Provisions applying when membership of association of students is voluntary
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [229O Association of students may prescribe fee for membership, and Council may collect it

[229O Association of students may prescribe fee for membership, and Council may collect it
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [229P Provisions applying when membership of association of students is compulsory

[229P Provisions applying when membership of association of students is compulsory
Repealed

PUBLIC ACTS / E / Education Act 1989/ [Part 16-Courses And Students / [229Q Association of students may prescribe fee for membership, and Council may collect it

[229Q Association of students may prescribe fee for membership, and Council may collect it

(1) The governing body of a private training establishment may apply to the Qualifications Authority for registration of the establishment as a private training establishment for the purposes of this Act.

(2) An application by the governing body of a private training establishment for registration of the establishment shall be in such form and contain such information as the Qualifications Authority requires and shall be accompanied by such fee (if any) as that Authority determines.]

PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments / [235 Certain applications not to be considered

[235 Certain applications not to be considered

The Qualifications Authority shall not consider an application for the registration of a private training establishment under section 234 of this Act unless

- (a) The establishment or the governing body of the establishment is a body corporate; and
- (b) The application is accompanied by a written statement approved by the governing body that sets out the general goals and purposes of the establishment, being goals and purposes that relate primarily to education or training, or both. J

PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments / [236 Grant or refusal of application

[236 Grant or refusal of application

(1) [The Qualifications Authority must grant an application for registration of a private training establishment, and may only grant such an application, if it is satisfied that-] (a) The establishment is a suitable body to be registered having regard to the goals and purposes set out in the statement that accompanied the application in accordance with section 23 5(b) of this Act; and

(b) The establishment has¹, or will at the relevant time have,] adequate staff, equipment, and premises to provide its courses of study or training; and

[(ba) The establishment

(i) In the case of an establishment that is already operational, has acceptable financial management practices and performance; and

(ii) In the case of an establishment that is not already operational, is likely to have acceptable financial management practices and performance; and]

[(c) The establishment complies, or is capable of complying and likely to comply, with section 236A of this Act; and]

(d) The establishment

(i) . Provides, or will provide, every prospective student with a written statement of the total course costs and other financial commitments associated with each course of study or training before accepting that student's enrolment; and

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PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments / [[232 Courses for foreign students to be quality assured unless exempt

[[232 Courses for foreign students to be quality assured unless exempt

(1) A person must not permit a foreign student to begin to undertake a course of study or training at a private training establishment unless

(a) the course is an approved course and the establishment is accredited to provide it; or

(b) the course is of less than 3 months' duration and is an exempt course, as provided for in subsection (2).

(2) The Qualifications Authority may, by notice in the *Gazette*, exempt courses of study or training for the purpose of subsection (1)(b).

(3) A notice under subsection (2)

(a) may exempt only courses of study or training that are, or are likely to be, of less than 3 months' duration; and

(b) may identify courses, or classes of courses, that are exempt; and

(c) may identify courses by reference to a provider, or a class of provider, that offers them; and

(d) may be in respect of courses that have been completed, are in progress, or have not yet started; and

(e) is a regulation for the purposes of the Regulations (Disallowance) Act 1989 but

not a regulation for the purposes of the Acts and Regulations Publications Act 1989.

(4) For the purposes of this section and section 236(1), a course of study or training is of less than 3 months' duration if the period starting on the day on which the course starts, and ending on the day on which it ends (or is likely to end) is less than 3 calendar months, irrespective of the number of days during that period on which study or training is, or is proposed to be, provided.]]

PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments / [233 Provision of approved courses

[233 Provision of approved courses

A person shall not provide an approved course of study or training at a private training establishment unless the establishment is a registered establishment

PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments / [234 Applications for registration

[234 Applications for registration

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- (ii) Allows, or will allow, every student enrolled for a course of study or training [(other than a course of less than 3 months' duration)] to withdraw from it at any time within 7 days after the [first day of the course for which the attendance of students at the establishment is required]; and
- (iii) Refunds, or will refund, to every student who so withdraws, without deduction, so much of any payment, or of the sum of any payments, made by the student to the establishment in respect of that course, and, if withdrawal from that course also constitutes withdrawal from the establishment as a whole, in respect of enrolment at the establishment, as exceeds \$500 or 10 percent of the amount of that payment or of the sum of those payments, whichever is the less; and
- [(iv) allows, or will allow, every foreign student enrolled for a course of study or training that is of less than 3 months' duration to withdraw from it within a period (being less than 7 days) specified by the Authority, and refunds, or will refund, to any student who so withdraws a minimum amount or proportion, specified by the Authority, of any payments made by the student to the establishment in respect of the course; and]
- (e) The standard of instruction that is or will be provided in the courses of study or training will be not lower than the standard that would be expected to be provided if the courses were provided at a polytechnic or college of [education.]

II

- (2) Registration may be granted without limitation as to time or for a specified period.
- (3) The grant of registration to a private training establishment does not entitle the establishment or its governing body, or any of its students, to receive financial assistance out of public money appropriated by Parliament.]
- [(4) The Authority must give written notice to a private training establishment when it grants or refuses to grant registration and, if it refuses registration, it must give reasons for the refusal.]

- 253(1)(ca) that are currently in force, except to the extent that the Authority exempts the establishment, by a condition on its registration, from compliance.
- (2) When granting registration to an establishment, the Qualifications Authority may impose conditions on the registration that are specific to that establishment.
- (3) The Qualifications Authority may at any time, with the agreement of a registered establishment, impose new conditions on its registration, and may amend or revoke any existing conditions.
- (4) The Qualifications Authority may, without the agreement of a registered establishment, impose conditions on its registration, or amend or revoke any existing conditions, but only if the Authority has first
 - (a) given written notice to the establishment of its intentions; and
 - (b) given the establishment a reasonable opportunity to respond to the notice; and (c) considered any submissions made by the establishment in response to the notice.
- (5) When conditions are imposed, amended, or revoked, the Qualifications Authority must give notice in writing to the registered establishment of the new, amended, or revoked conditions.]

PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments / [236A Information, withdrawals, and refunds

[236A Information, withdrawals, and refunds

- (1) Every private training establishment shall
 - (a) Ensure that all printed and other information made available to prospective students gives full details of
 - (i) The total fees for each course of study or training, including fees for class or lecture materials, books, special clothing, safety equipment, tools, and any other items that are or may be provided to students enrolled for that course[, and including any [students association membership fees]]; and
 - (ii) The class or lecture materials, books, special clothing, safety equipment, tools, and other items that are or may be required by the establishment to be bought or provided by students enrolled for each course of study or training; and
 - (b) Provide every prospective student with a written statement of the total course costs and other financial commitments associated with each course of study or training before accepting that student's enrolment; and
 - (c) Allow every student enrolled for a course of study or training (being a course of 3 months or more) to withdraw from it at any time within 7 days after the first day of the course for which attendance of students at the establishment is required; and
 - (d) Refund to every student who so withdraws, without deduction, so much of any payment, or of the sum of any payments, made by the student to the establishment in respect of that course, and, if withdrawal from that course also constitutes withdrawal from the establishment as a whole, in respect of

PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments / [236AA Conditions on registration

- [236AA Conditions on registration
- (1) It is a condition of registration that the establishment will at all times comply with the relevant policies and criteria established by the Qualifications Authority under section

enrolment at the establishment, as exceeds \$500 or 10 percent of the amount of that payment or of the sum of those payments, whichever is the lesser.

- (2) Where, before the 7th day after the first day of a course of study or training (being a course of 3 months or more) for which attendance of students at the establishment is required, a student has made any payment or payments (whether described as fees or otherwise howsoever) to the establishment in respect of the student's enrolment or participation in the course,
- (a) The establishment shall ensure that there is paid to an independent person approved by the Qualifications Authority for the purpose out of that payment or those payments, to be held in trust to be available for refund to the student under subsection (1)(d) of this section, an amount equal to so much of that payment or the sum of those payments as exceeds the lower of the following amounts:
- (i) 10 percent of that payment or the sum of those payments;
 - (ii) \$500;
- (b) If, and only if, satisfied that the student withdrew from the course within 7 days after the first day of the course for which attendance of students at the establishment was required, the person shall pay the amount held to the student;
- (c) If, and only if, satisfied that the student did not withdraw from the course within 7 days after the first day of the course for which attendance of students at the establishment was required, the person shall (as the case requires) pay the amount held to the establishment, or hold it for the establishment's creditors.]]

PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments / [236B Establishment to notify immigration officer if student withdraws from course

[236B Establishment to notify immigration officer if student withdraws from course (1) A private training establishment shall ensure that, within 7 days of the withdrawal of any student from a course of study or training at the establishment, an immigration officer (within the meaning of paragraph (a) of the definition of that term in section 2(1) of the Immigration Act 1987) is given written notice of the name of the student and the course, and the day on which the student withdrew.

- (2) Subsection (1) of this section does not apply to a student if the establishment (or governing body) is satisfied on reasonable grounds that the student is a domestic student.]

PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments / [236C Fees for domestic students must not exceed maximums set in conditions of funding

[236C Fees for domestic students must not exceed maximums set in conditions of funding

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A registered private training establishment that receives funding under section 159ZC must not fix, in relation to domestic students, a fee (or a fee of a particular kind) that exceeds any maximum specified in a condition imposed under section 159ZD(2) as being the maximum fee (or fee of that kind) that can be charged to a domestic student.]

PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments / [[237 Cancellation of registration

[[237 Cancellation of registration

(1) The Authority may cancel the registration of a registered establishment if it is satisfied on reasonable grounds that

- (a) the establishment no longer meets I or more of the requirements set out in section 236(1); or
 - (b) the establishment is not complying, or has not complied, with I or more of the conditions applying to it.
- (2) Before cancelling a registration, the Authority must
- (a) notify the establishment that it is considering cancelling registration, and give reasons; and
 - (b) give the establishment a reasonable opportunity to respond to the notice; and (c) consider any submissions made by the establishment in response to the notice.
- (3) If the Authority cancels a registration, it must give notice of its decision to both the establishment and the Commission, with reasons.
- (4) Nothing in this section limits the Authority's powers under section 255A(7) to cancel an establishment's registration.]]

PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments / [238 Notice

[238 Notice
Repealed.

PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments / [238A Grants to private training establishments

[238A Grants to private training establishments
Repealed.

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An identification number assigned to any such person by the private training establishment; or
Both.

- (b) The details referred to in subsection (3) are
- (c) Their
- (a) Full names and addresses; and
- (i) Their dates of birth;
- (b) Their identification numbers (being either or both of the identification numbers referred to in subsection (5));
- (c) Details of their recognised courses of study or parts of the courses in which they are so enrolled¹ and details of the fees for those courses;
- (d) If, during the specified period, they enrolled for any such course or ceased to be so enrolled or ceased to be enrolled as a [] student, the details of each such event and the respective dates on which the event occurred;
- (e) Details of their academic performance in any such course;
- (f) Details of their citizenship or residency status in New Zealand;
- (g) Details of any allowances granted to them by the private training establishment on behalf of the Secretary in any academic year before the 1999 academic year;
- [(h) Details reasonably required by the chief executive for the administration of the student loan scheme.]
- As soon as possible after the time or times specified in a requirement under subsection (3), a private training establishment must supply the information required to the chief executive or any employee or agent of the department authorised by the chief executive to receive such information.
- Information supplied by a private training establishment under subsection (7) must be in a form previously agreed between the private training establishment and the chief executive under the Privacy Act 1993 (or, where they are unable to agree, in a form settled by the Privacy Commissioner appointed under the Privacy Act 1993), and may include coded information.
- Section 104 of the Privacy Act 1993 applies as if subsection (1) of that section also provided that, in relation to the information matching programme in section 226A of the Education Act 1989, the Commissioner, before seeking a report on any of the matters in section 104(2)(a), (d), or (e) [Tom a private training establishment, must first seek a report on the matter [Tom the department for the time being responsible for the administration of the Social Security Act 1964.]]

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PUBLIC ACTS / E / Education Act 1989/ [Part 18-Private Training Establishments /
[[238B Disclosure of enrolment information by private training establishments

[[238B Disclosure of enrolment information by private training establishments (1) In this section, unless the context otherwise requires,

allowance means an allowance established by regulations made under section 303;

benefit means [an unemployment benefit or a sickness benefit under] the Social Security Act 1964, or an independent youth benefit under section 60F of that Act;

chief executive means the chief executive of the

department; means the department for the time being responsible for the administration of the Social Security Act 1964 and for the administration of Part 25;

specified period, means any period specified in a notice under subsection (3);

[student loan and student loan scheme have the same meaning as they have in section 2 of the Student Loan Scheme Act 1992.]

(2) The purpose of this section is to facilitate the disclosure of information by governing bodies of private training establishments to the department, in order to verify

(a) The entitlement or eligibility of any person to or for any benefit or allowance [or student loan]; or (b) The amount of any benefit or allowance [or student loan] to which any person is or was entitled or for which any person is or was eligible.

(3) For the purpose of this section, the chief executive may [Tom time to time, in accordance with arrangements under the Privacy Act 1993 previously agreed between the chief executive and any institution (or, where they are unable to agree, in accordance with arrangements under that Act settled by the Privacy Commissioner appointed under the Privacy Act 1993), by notice in writing or electronically require the institution to supply all or any of the information set out in subsection (4), in respect of people

(a) Who are (or were in any specified period) enrolled as [] students at the private training establishment; or

(b) Whose name and date of birth (being the name and date of birth of any person who is, or was during any specified period, receiving a benefit or allowance [or student loan]) is supplied to the private training establishment by the chief executive, together with the notice.

(4) A notice under subsection (3) may require the private training establishment to supply the information specified in the notice either immediately or at specified times during the academic year, or both, and in the latter case may require the private training establishment, to supply at those times only details of any changes to the information the private training establishment has previously supplied under this section.

(5) A notice under subsection (3) may include

(a) An identification number assigned by the chief executive to any person who is referred to in the notice; or

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PUBLIC ACTS I E I Education Act 1989 [Part 18-Private Training Establishments I
[238C Offences concerning information requests

[238C Offences concerning information requests

(1) A private training establishment that intentionally fails or refuses to comply with section 238B(7) commits an offence and is liable on summary conviction to the penalty specified in subsection (2).

(2) The maximum penalty for an offence against subsection (1) is a fine not exceeding \$5,000, and, where the offence is a continuing one, a fine not exceeding \$500 for each day the offence continues.]

PUBLIC ACTS I E I Education Act 1989 [Part 18A-[International] students

18A-[International] students

PUBLIC ACTS I E I Education Act 1989 [Part 18A-[International] students I [238D
Interpretation

[238D Interpretation

In this Part, unless the context otherwise requires,

administrator means the person or organisation responsible for administering the code

code means the code of practice established under section 238F

IEAA means the International Education Appeal Authority established by the code

international student means a person who-

(a) *Repealed.*

(b) is enrolled by a provider; and

(c) in relation to the provider, is a foreign student as defined in section 2 or section 159 (whichever is applicable)

provider means

(a) a registered school; or

(b) an institution as defined in section 159; or

(c) a private training establishment holding a current registration under Part 18

review panel means the review panel established by the code.]

PUBLIC ACTS I E I Education Act 1989 [Part 18A-[International] students I

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[238E Signatories to code may enrol persons as international students

[238E Signatories to code may enrol persons as international students

(1) A provider may enrol a person as an international student or continue to have an international student enrolled, so long as the provider is a signatory to the code.

(2) A provider must not enrol a person as an international student or continue to have an international student enrolled, or provide educational instruction for such a person, if

(a)

the provider is not a signatory to the code; or

(b)

the provider is removed as a signatory to the code under section 238G; or

(c)

for any other reason provided in the code, the provider ceases to be a signatory to the code.

(3) A provider that is suspended under section 238G may continue to have international students enrolled and may provide educational instruction to only those students to the extent permitted by the review panel under that section.

[(4) Until 1 July 2003, nothing in subsection (1) or subsection (2) applies to providers who enrol international students only on courses of less than 3 months' duration (as that term is defined in section 232(4)).]

PUBLIC ACTS I E I Education Act 1989 [Part 18A-[International] students I [238F
Code

[238F Code

(1) The Minister may publish a code of practice that provides a framework for the pastoral care of international students.

(2) Without limiting subsection (1), the code may include provisions for all or any of the following purposes:

(a) designating the administrator;

(b) setting out requirements relating to the manner in which providers may assess and recruit prospective international students, including the information to be given by providers about courses, procedures, and costs;

(c) providing for the welfare of international students, including the support services to be provided by a provider and any reporting obligations;

(d) requiring providers to review their own performance to ensure compliance with the code, and providing for the designation or appointment of an independent person or organisation to monitor the performance of providers to ensure compliance with the code;

(e) establishing the IEAA to investigate and determine complaints from international students about alleged breaches of the code, after all internal grievance procedures have been exhausted, and to refer appropriate cases to the review panel; setting out rules of procedure or empowering the IEAA to regulate its own procedure; and, subject to section 238G, specifying the remedies and sanctions it may impose;

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- (f) establishing the review panel to determine whether a signatory should be removed or suspended as a signatory to the code; setting out rules of procedure or empowering the review panel to regulate its own procedure; and, subject to section 238G, specifying the remedies and sanctions it may impose; despite everything in the Public Finance Act 1989, requiring providers to indemnify the administrator;
- (g) providing for such other matters as are contemplated by or necessary for giving full effect to this Part and for its due administration.
- (3) The code of practice may make different provisions in relation to international students aged under 18 and in relation to international students aged 18 or over.
- (4) The code is binding on all parties who are signatories to the code.
- (5) The Minister must notify the making of the code in the *Gazette* and make copies available for inspection free of charge, or for purchase at a reasonable cost, in such form and at such places as the Minister determines.]

PUBLIC ACTS / E / Education Act 1989/ [Part 18A-[International] students / [238G Sanctions

[238G Sanctions

- (1) If it finds that a signatory to the code has committed a serious breach of the code of practice, the IEAA may recommend to the review panel that
- (a) the provider be removed as a signatory to the code; or
- (b) the provider be suspended for a specified period as a signatory to the code.
- (2) If it finds that a signatory to the code has committed a breach of the code other than a serious breach, the IEAA may impose an appropriate sanction (other than a sanction referred to in subsection (1)(a) or (b)) provided in the code.
- (3) If it considers that the sanction it has imposed on a provider under subsection (2) has not been complied with to its satisfaction, the IEAA can recommend to the review panel that
- (a) the provider be removed as a signatory to the code; or
- (b) the provider be suspended for a specified period as a signatory to the code.
- (4) The review panel may
- (a) impose the sanction referred to in subsection (1)(a) or (b) that is recommended by the IEAA; or
- (b) substitute the other sanction referred to in subsection (1); or
- (c) substitute an appropriate lesser sanction provided for in the code; or
- (d) set aside the recommendation made by the IEAA.
- (5) At any time pending a final determination by the review panel, it may refer a matter back to the IEAA with directions to reconsider the whole or any specified part of the matter.]

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[238H Export education levy

[238H Export education levy

- (1) The Governor-General may, by Order in Council, in accordance with a recommendation of the Minister, make regulations imposing an export education levy on providers who receive tuition fees from international students enrolled with them.
- (2) Without limiting subsection (1), regulations made under this section must
- (a) prescribe the amount, a method or methods for calculating the amount, or both, of export education levy payable by individual providers, and may prescribe different amounts, or different methods of calculating the amounts, payable by different classes of provider; and
- (b) prescribe when the levy, or any part of the levy, is payable, and the period to which it, or any part of it, relates; and
- (c) designate the agency that will administer the levy and, if that agency is the Ministry, the regulations may authorise the Ministry to delegate all or specified aspects of the levy's collection and use to another body; and
- (d) require that a provider supplies, on request by the agency responsible for the administration of the levy, information on student numbers or any other matter that is necessary to determine or verify the amount of levy payable by the provider; and
- (e) *Repealed*
- (3) The Minister must consult with providers before recommending that regulations be made under subsection (1) that prescribe or amend an export education levy.
- (4) No regulations may be made under this section that impose a levy in respect of tuition fees received in respect of any period before 1 January 2003.]

PUBLIC ACTS / E / Education Act 1989/ [Part 18A-[International] students / [238I Purpose and administration of export education levy

[238I Purpose and administration of export education levy

- (1) The purposes to which the funds of the levy may be put are as follows:
- (a) the development, promotion, and quality assurance of the export education sector, which may include (without limitation)-
- (i) professional and institutional development; and
- (ii) marketing; and
- (iii) implementation of scholarship schemes; and
- (iv) research, and resource development; and
- (v) support (financial or otherwise) of other bodies engaged in the development, promotion, or quality assurance of the export education sector:
- [(ab) the making of payments as set out in subsections (1A) and (1B):]
(b) the administration and audit of the code:
(c) the general administration of the levy and associated purposes.

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administration, and effectiveness of the export education levy;- and
 prepare a report on the findings of the review; and
 present a copy of the report to the House of Representatives.)

- (b)
 - (c)
- (1A) Subsection (1B) applies if
- (a) an international student is or was enrolled with a private training establishment for a course of study or trainings; and
 - (b) at the time of the student's enrolment the private training establishment held a current registration under Part 18; and
 - (c) the private training establishment has not, cannot, or will not provide, in whole or in part, the course of study or training.
- (1B) If this subsection applies, the funds of the levy may be used for any of the following:
- (a) to make payment to any person to ensure the reimbursement of the student, in whole or in part, for tuition fees or for any payment other than tuition fees made by or on behalf of that student to the private training establishment in respect of the student's course of study or training if, and to the extent that,
 - (i) the private training establishment has not refunded the tuition fees or other payment; and
 - (ii) the agency responsible for the administration of the levy approves the reimbursement of the student as necessary and appropriate in the circumstances;
 - (b) with the approval of the Minister, to reimburse the Crown for any sum provided by the Crown and paid to any person to ensure the reimbursement of the student, in whole or in part, for tuition fees or for any payment other than tuition fees made by or on behalf of that student to the private training establishment in respect of the student's course of study or training if, and to the extent that, (i) the private training establishment had not refunded the tuition fees or other payment; and
 - (ii) the agency responsible for the administration of the levy approved the reimbursement of the student as necessary and appropriate in the circumstances;
 - (c) with the approval of the Minister, to reimburse, in whole or in part, the agency responsible for the administration of the levy, or any Crown entity, for
 - (i) costs incurred by that agency or Crown entity in placing the student with an alternative provider; or
 - (ii) other costs incurred by that agency or Crown entity as a direct result of the private training establishment not providing the course of study or training.)
- (2) The funds of the levy must be kept in a separate bank account that is used only for the purposes of the levy.
 - (3) As soon as practicable after 1 July in each year, the agency responsible for the administration of the levy must present to the Minister an annual report on the administration of the levy, which must include audited financial statements prepared in accordance with generally accepted accounting practice; and the Minister must present a copy of the report to the House of Representatives.
 - (4) The amount of levy payable by a provider under regulations made under this section is a debt due to the Crown and may be recovered in any court of competent jurisdiction.
 - (5) No later than 1 March 2006, the Minister must
 - (a) undertake, in consultation with providers, a review of the operation,