

The Performance of Tertiary Education Organisations

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Tertiary Education Commission
Te Amorangi Mātauranga Matua

All Institutes of Technology and Polytechnics

Year: 2009



Successful Completion of Courses

Level 1-2	61%
Level 3-4	65%
Level 5-6	69%
Level 7-8	83%

This measure shows the proportion of courses in a given year that are successfully completed.



Completion of Qualifications

Level 1-2	42%
Level 3-4	44%
Level 5-6	44%
Level 7-8	70%
Level 9-10	64%

This measure shows the proportion of students in a given year who complete a qualification.



Student Progression to Higher Level Study

Level 1	35%
Level 2	32%
Level 3	26%
Level 4	24%

This measure shows the proportion of students in a given year who progress to study at a higher level after completing a qualification at levels 1-4.



Students Retained in Study

Level 1-2	31%
Level 3-4	36%
Level 5-6	52%
Level 7-8	73%
Level 9-10	79%

This measure shows the proportion of students in a given year who complete a qualification or re-enrol at the same tertiary education organisation in the following year.

About Institutes of Technology and Polytechnics

The TEC funds 20 Institutes of Technology and Polytechnics around New Zealand through Student Achievement Component funding.

These organisations range from those receiving funding for 1,009 to over 8,000 equivalent full-time student places.

The type of students at a specific individual Institute of Technology or Polytechnic will influence its performance. For example, part-time and extra-mural students often have work or family commitments and cannot devote as much time and energy to their studies. They may also have different study goals. This can be seen for example with the Open Polytechnic of New Zealand which has a large distance learning roll.

Government expectations of Institutes of Technology and Polytechnics

The Government expects Institutes of Technology and Polytechnics to:

- Enable a wide range of students to complete industry relevant certificate, diploma and applied degree qualifications
- Enable local access to appropriate tertiary education
- Support students with low literacy, language and numeracy skills to improve these skills and progress to higher levels of learning
- Work with industry to ensure that vocational learning meets industry needs

Tertiary Education Strategy

The Tertiary Education Strategy calls for better performance from the tertiary education sector as well as raising achievement for all learners under 25, and for Māori and Pacific learners.

Context

Number of students in total: 184,157

Number of equivalent full-time student places: 67,491

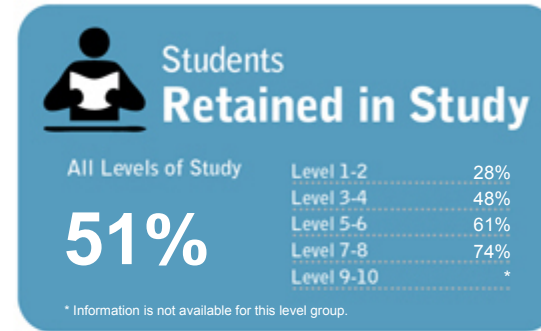
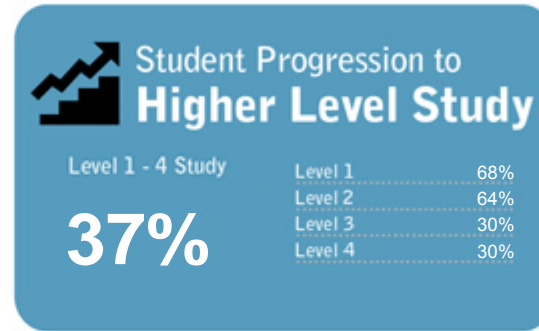
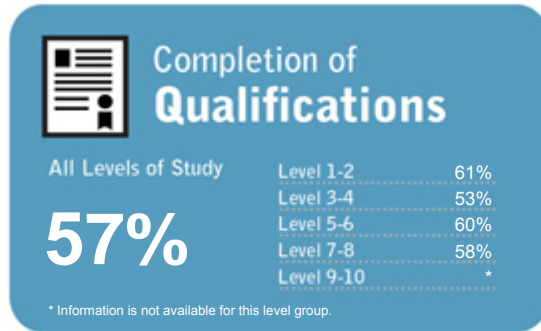
Student ethnicity*		Level of study	
European	67%	Level 1-2	17%
Māori	20%	Level 3-4	38%
Pacific	8%	Level 5-6	21%
Asian	10%	Level 7-8	24%
Other	5%	Level 9-10	0%

*Total may exceed 100% as some students identify with more than one ethnicity.



Wellington Institute of Technology

Organisation Type: Institute of Technology or Polytechnic
Year: 2009



This measure shows the proportion of courses in a given year that are successfully completed.

This measure shows the proportion of students in a given year who complete a qualification.

This measure shows the proportion of students in a given year who progress to study at a higher level after completing a qualification at levels 1 - 4.

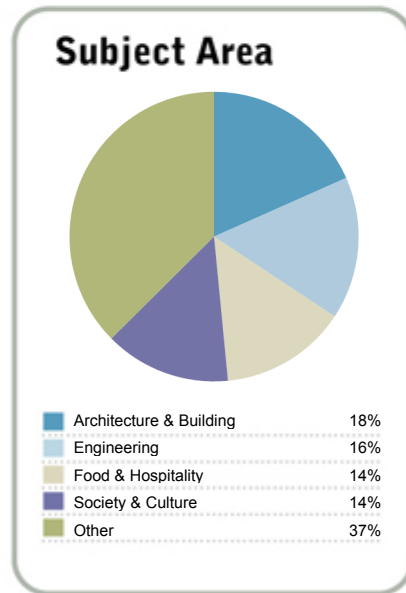
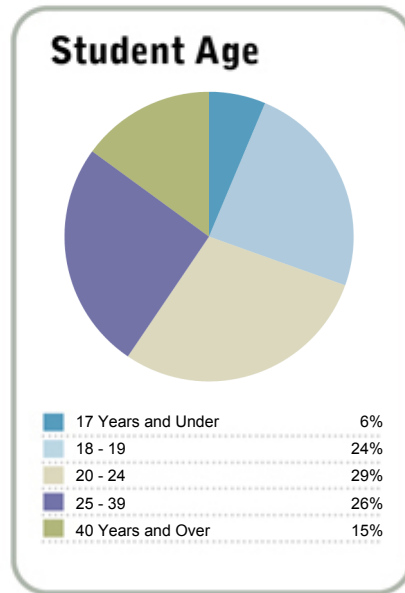
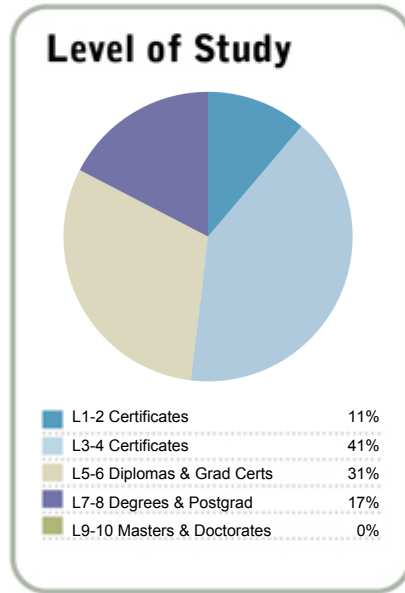
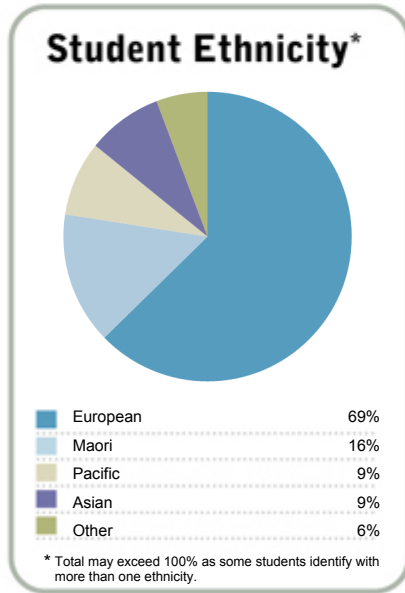
This measure shows the proportion of students in a given year that complete a qualification or re-enrol at the same tertiary education organisation in the following year.

Context

EFTS*: 2871
Students: 4762

Further information about student characteristics may be available on the organisation's website.

* Number of equivalent full time students.



Contacts

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Wellington Institute of Technology

Organisation Type: Institute of Technology or Polytechnic
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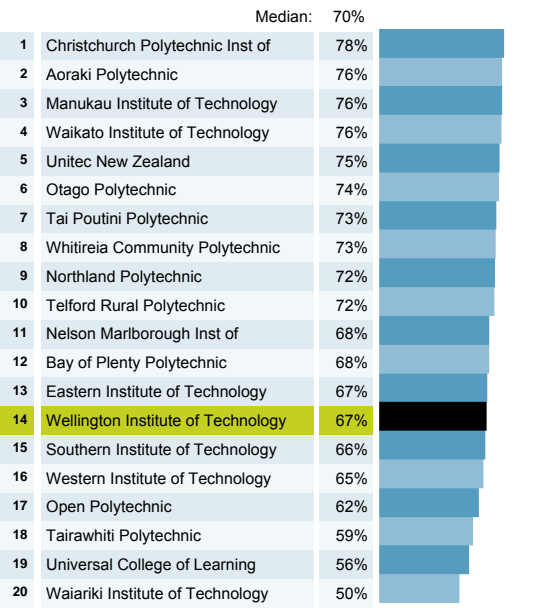
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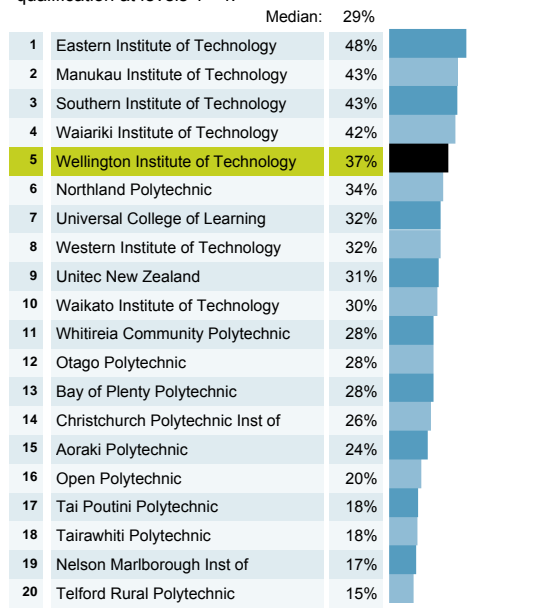
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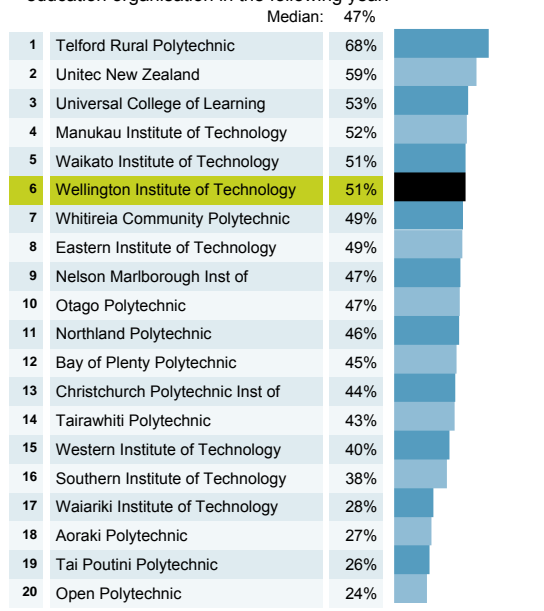
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How to read the graphs:

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Organisation Percentage Performance

Disclaimer: The results in this report are generated from data submitted by Tertiary Education Organisations. While efforts have been made to verify the information, the Tertiary Education Commission does not attest to the accuracy or completeness of the results.