# The Performance of Tertiary Education Organisations



### The Institute of Technology or Polytechnic sector Year: 2010



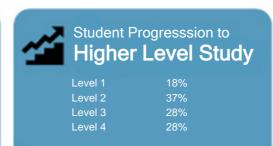
Level 1-2 68% Level 3-4 71% Level 5-6 72% Level 7-8 84%

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

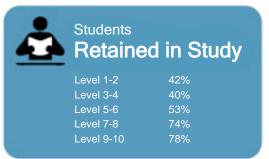


This measure shows the proportion of students in a given year who complete a qualification.

Level 9-10



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.

#### About the Institute of Technology or Polytechnic sector

In 2010, the TEC funded 20 Institutes of Technology and Polytechnics (ITPs) through Student Achievement Component funding, for fewer than 1,000 to over 8,000 equivalent full-time student places.

The nature of enrolments at a specific ITP 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.

An increase in enrolments in lengthy qualifications in 2010 may lower some TEOs' qualification completion rate.

### Government expectations of the Institute of Technology or Polytechnic sector

The government expects ITPs to:

- Enable a wide range of students to complete industry relevant certificate, diploma and applied degree qualifications
- Enable a 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 achievment for all learners under 25, and for Māori and Pacific learners

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Number of students in total: 173,774

Number of equivalent full- time student places: 68,318

Student ethnicity*		Level of study		
European	66%	Level 1-2	15%	
Maori	21%	Level 3-4	37%	
Pacific	8%	Level 5-6	21%	
Asian	10%	Level 7-8	26%	
Other	5%	Level 9-10	0%	

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

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Report Version: 1
Asset ID: M0001v01

Cutoff Type: Closed Date Effective: 16 July, 2011 Date/Time Created: 24/08/2011 - 03:47

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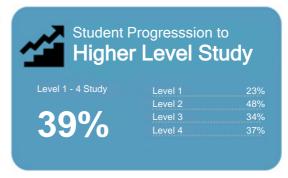
## Waiariki Institute of Technology

Organisation Type: **Institute of Technology or Polytechnic** Year: **2010** 



	etion of <b>lifications</b>	
All Levels of Study	Level 1-2	38%
	Level 3-4	46%
AAO/	Level 5-6	34%
44%	Level 7-8	56%
	Level 9-10	

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

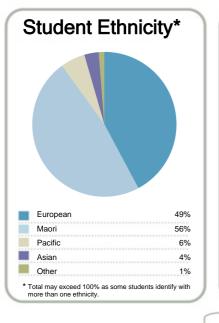
EFTS\*: 2,968

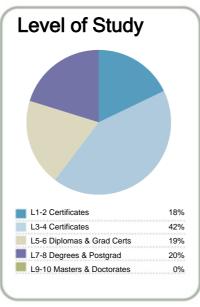
that are successfully completed.

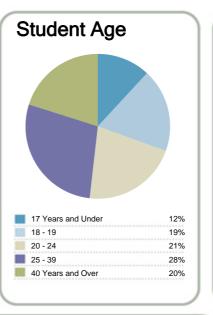
Students: 5,222

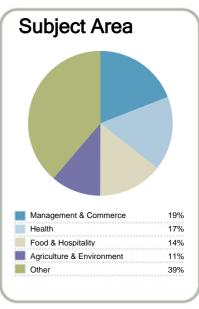
Further information about student characteristics may be available on the organisation's website.

\* Number of equivalent full time students.











http://www.waiariki.ac.nz

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## The Performance of Tertiary Education Organisations





## Waiariki Institute of Technology

Organisation Type: Institute of Technology or Polytechnic Year: 2010



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

	Median:	76%					
1	Aoraki Polytechnic	84%					
2	CPIT	81%					
3	MIT	80%					
4	Tai Poutini Polytechnic	79%					
5	NMIT	78%					
6	Otago Polytechnic	78%					
7	NorthTec	77%					
8	WINTEC	77%					
9	UNITEC	77%					
10	Whitireia Community Polytechnic	76%					
11	EIT	76%					
12	WITT	76%					
13	Weltec	75%					
14	Bay of Plenty Polytechnic	74%					
15	Telford Rural Polytechnic	73%					
16	Tairawhiti Polytechnic	69%					
17	Waiariki Institute of Technology	65%					
18	SIT	65%					
19	Open Polytechnic	64%					
20	UCOL	62%					



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

	Median:	57%	
1	Whitireia Community Polytechnic	65%	
2	Weltec	64%	
3	CPIT	63%	
4	Otago Polytechnic	62%	
5	WINTEC	61%	
6	NMIT	60%	
7	WITT	60%	
8	Bay of Plenty Polytechnic	59%	
9	MIT	58%	
10	Aoraki Polytechnic	57%	
11	NorthTec	56%	
12	EIT	55%	
13	UNITEC	52%	
14	UCOL	51%	
15	Tai Poutini Polytechnic	47%	
16	Telford Rural Polytechnic	45%	
17	Tairawhiti Polytechnic	44%	
18	Waiariki Institute of Technology	44%	
19	SIT	43%	
20	Open Polytechnic	33%	



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

qua	lification at levels 1 - 4.			
	M	edian:	29%	
1	MIT		47%	
2	EIT		45%	
3	SIT		45%	
4	Weltec		39%	
5	Waiariki Institute of Technology		39%	
6	UNITEC		35%	
7	Whitireia Community Polytechni	ic	34%	
8	Otago Polytechnic		33%	
9	WINTEC		33%	
10	CPIT		31%	
11	UCOL		28%	
12	NorthTec		27%	
13	Bay of Plenty Polytechnic		25%	
14	Tairawhiti Polytechnic		24%	
15	WITT		23%	
16	NMIT		23%	
17	Telford Rural Polytechnic		22%	
18	Tai Poutini Polytechnic		21%	
19	Open Polytechnic		20%	
20	Aoraki Polytechnic		17%	



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.

Median: 51%						
1	UNITEC	64%				
2	Weltec	61%				
3	WINTEC	59%				
4	Telford Rural Polytechnic	59%				
5	WITT	59%				
6	MIT	58%				
7	Aoraki Polytechnic	54%				
8	NorthTec	52%				
9	EIT	52%				
10	UCOL	51%				
11	NMIT	50%				
12	Bay of Plenty Polytechnic	50%				
13	Otago Polytechnic	48%				
14	Whitireia Community Polytechnic	46%				
15	CPIT	44%				
16	Tairawhiti Polytechnic	40%				
17	Waiariki Institute of Technology	39%				
18	SIT	39%				
19	Tai Poutini Polytechnic	32%				
20	Open Polytechnic	30%				

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