



The Other Tertiary Education Provider sector

Year: 2010



Successful Completion of Courses

Level 1-2	61%
Level 3-4	72%
Level 5-6	79%
Level 7-8	79%

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



Completion of Qualifications

Level 1-2	55%
Level 3-4	62%
Level 5-6	31%
Level 7-8	84%
Level 9-10	* %

* Information is not available for this level group.

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



Student Progression to Higher Level Study

Level 1	* %
Level 2	40%
Level 3	24%
Level 4	22%

* Information is not available for this level group.

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	37%
Level 3-4	36%
Level 5-6	22%
Level 7-8	86%
Level 9-10	* %

* Information is not available for this level group.

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 Other Tertiary Education Provider sector

Other Tertiary Education Providers are a small group of providers that offer a diverse range of education. In 2010, seven Other Tertiary Education Providers received Student Achievement Component funding.

The nature of enrolments at a specific Other Tertiary Education Provider 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 and may have different study goals.

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

Government expectations of the Other Tertiary Education Provider sector

Other Tertiary Education Providers are currently treated as a separate organisation type. From 2011 onwards, the educational performance of Other Tertiary Education Providers will be reported in conjunction with Private Training Establishments.

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: 9,509

Number of equivalent full-time student places: 3,430

Student ethnicity*		Level of study	
European	49%	Level 1-2	15%
Maori	47%	Level 3-4	24%
Pacific	6%	Level 5-6	18%
Asian	3%	Level 7-8	42%
Other	2%	Level 9-10	0%

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



Te Kohanga Reo National Trust Board Organisation Type: Other Tertiary Education Provider Year: 2010

Successful Completion of Courses

All Levels of Study

53%

Level 1-2	57%
Level 3-4	61%
Level 5-6	46%
Level 7-8	46%
Level 9-10	*

* Information is not available for this level group.

Completion of Qualifications

All Levels of Study

46%

Level 1-2	54%
Level 3-4	45%
Level 5-6	57%
Level 7-8	36%
Level 9-10	*

* Information is not available for this level group.

Student Progression to Higher Level Study

Level 1 - 4 Study

33%

Level 1	*
Level 2	48%
Level 3	*
Level 4	22%

* Information is not available for this level group.

Students Retained in Study

All Levels of Study

53%

Level 1-2	42%
Level 3-4	55%
Level 5-6	54%
Level 7-8	66%
Level 9-10	*

* Information is not available for this level group.

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.

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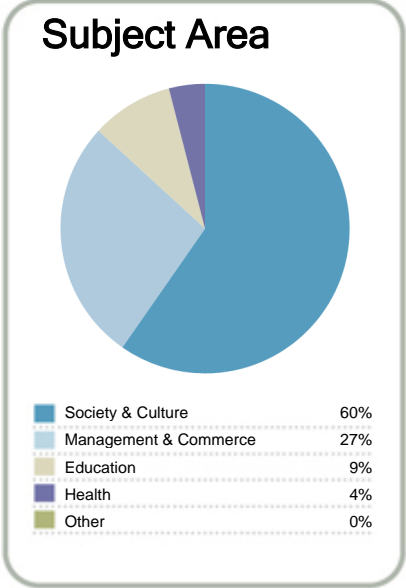
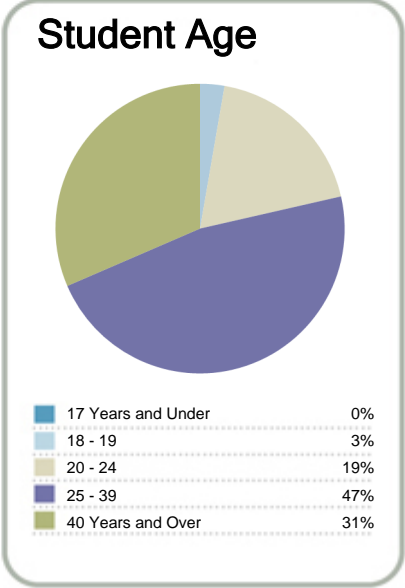
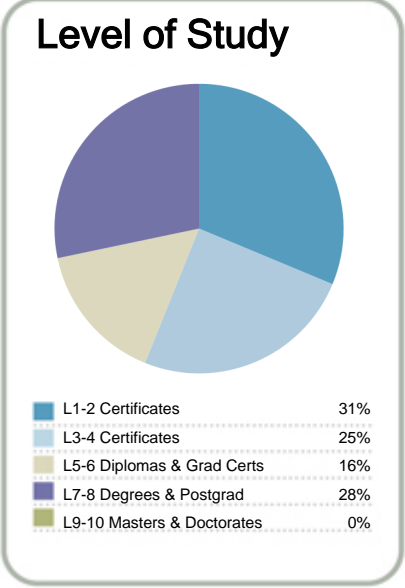
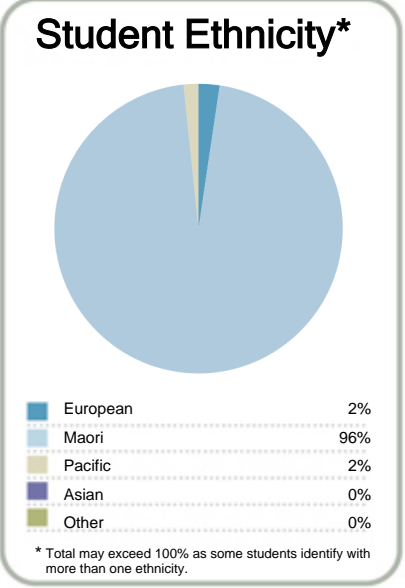
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Context

EFTS*: 1,233
Students: 2,127

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

* Number of equivalent full time students.



Contacts

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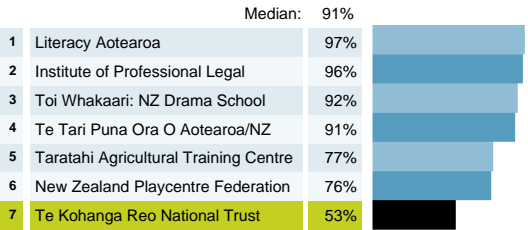


Te Kohanga Reo National Trust Board

Organisation Type: Other Tertiary Education Provider
Year: 2010

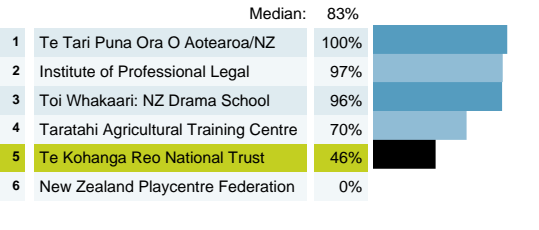
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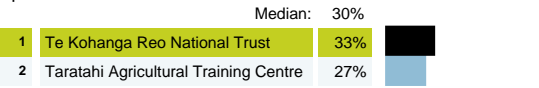
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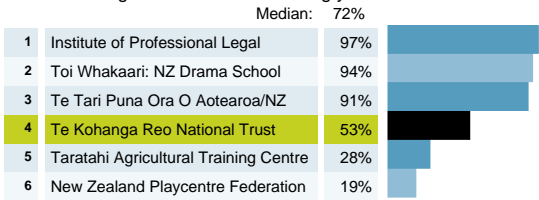
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