

MEMO

To UP Education
From Michael Bealing
Date 9 August 2022
Subject Updated section 8 to include 2021 completion rates

Purpose

This memo provides updated graphs and commentary on the relative performance of UP Education compared to other vocational and training education providers in the sector. Figures 1 and 2 are updates of figures 8 and 9 (2020 data) published in our report in December 2021. The update includes the addition of 2021 education performance indicator data.

A page break has been added to this page to maintain the intended layout of the revised section (see overleaf).

The picture that emerges from the trends in qualification completion rates, in general, and by ethnic group, is that UP Education:

- has consistently delivered higher qualification completion rates than ITPs, and the median PTE rate
- has higher qualification completion rates for learners traditionally under-served by education
- is better at supporting students in achieving education outcomes which contribute to better societal and economic outcomes over the students' lifetime.

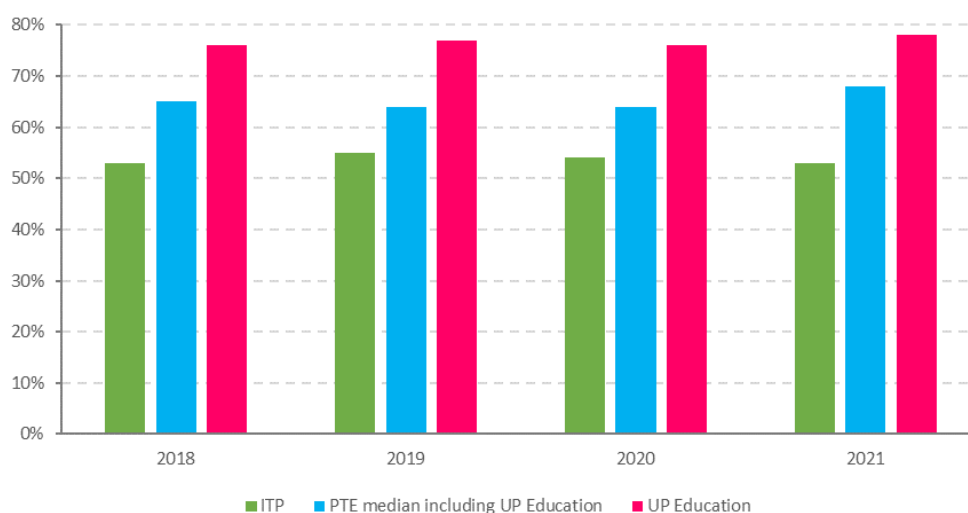
The value of UP Education for under-served learners

This section of the report focuses on the role of UP in achieving better education outcomes for under-served learners. Here we compare UP's performance based on qualification completion rates compared to relevant sector medians.

UP Education delivers higher completion rates than other providers

Overall, qualification completion rates are higher at UP Education than at the median private Training Establishments (PTEs) rate. Figure 1 shows the qualification completion rates for UP Education compared to the ITP median and the PTE median. In 2021, the qualification completion rate at UP Education (78%) was 25% higher than Institutes of Technology and Polytechnics (ITPs) (53%) and 10% higher than the PTE median (68%).

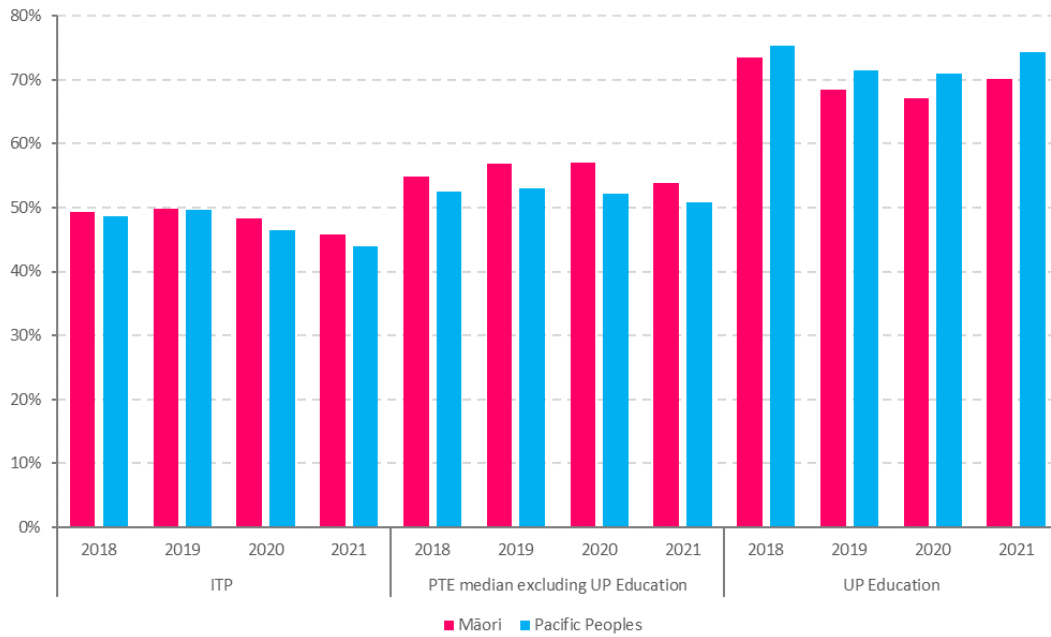
Figure 1 Qualification completion rate by the provider



Source: Tertiary Education Commission, Nga Kete.

UP also consistently performs better than the other providers when measured by the qualification completion rates of Māori and Pacific peoples. Figure 2 shows the qualification rates among Māori and Pacific peoples for 2018, 2019, 2020 and 2021. The results show that in 2021, UP Education's qualification completion rates were 30% higher among Pacific Peoples and 24% higher among Māori compared to the ITP median. In the same year, UP Education's qualification completion rates were 24% higher among Pacific Peoples and 16% higher among Māori than the PTE median.

Figure 2 Qualification completion rate by provider and ethnicity

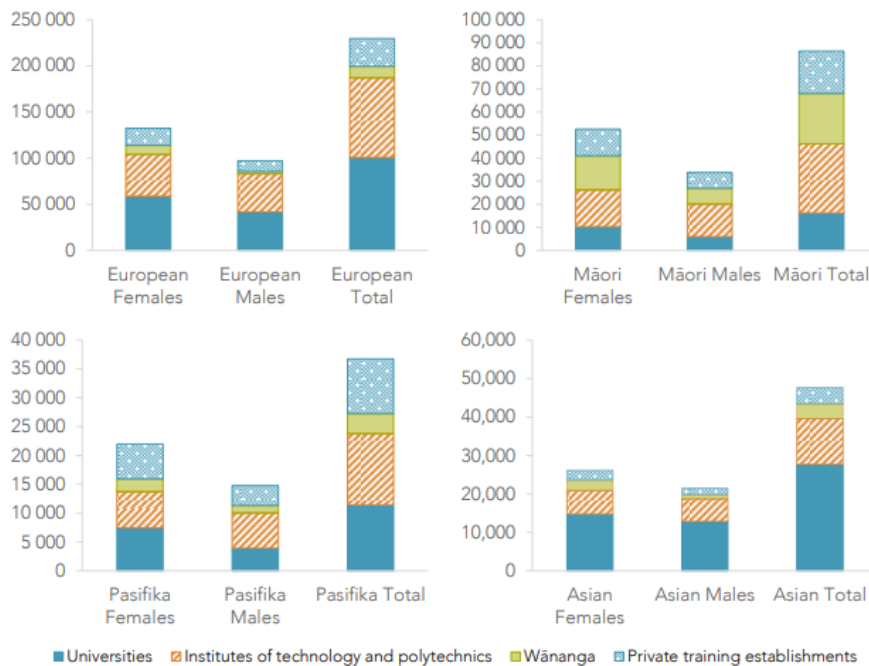


Source: Tertiary Education Commission, Nga Kete.

The scale of impact and opportunity is substantial

PTEs operate on a scale of enrolment close to that of universities (see Figure 3), and some individual PTEs are on a similar or equal scale to their public sector counterparts in their specialist area.

Figure 3 Domestic tertiary enrolments by ethnicity, gender, and subsector, 2015



Source: New Zealand Productivity Commission (2017)

Improving outcomes for Māori and Pacific learners and learners with disabilities is a major opportunity

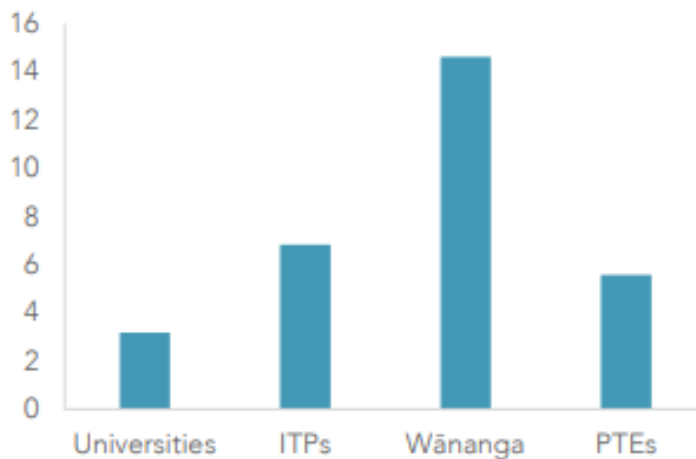
As shown in Figure 3, despite the strong presence of PTEs and wānanga in New Zealand, Māori and Pacific students are disadvantaged. Even after controlling for prior school achievement, Māori school leavers are less likely to enrol in higher-level tertiary education and those who do experience worse outcomes. Pacific school leavers are much less likely to complete a degree than New Zealand Europeans successfully.

Lifting outcomes for Māori and Pacific learners is critical to ensuring good socioeconomic outcomes for these groups and ultimately reaching New Zealand's economic potential. But to do this, the government must acknowledge and harness the important role that PTEs play. PTEs are more popular with Māori (and roughly as popular with Pacific learners) than universities.

A similar case can be made for learners with disabilities who are more commonly represented in wānanga, institutes of technology and polytechnics and PTEs than in universities (see Figure 4).

Figure 4 Percentage of students with a disability by education provider type

Percentage of students with a disability



Source: New Zealand Productivity Commission (2017)

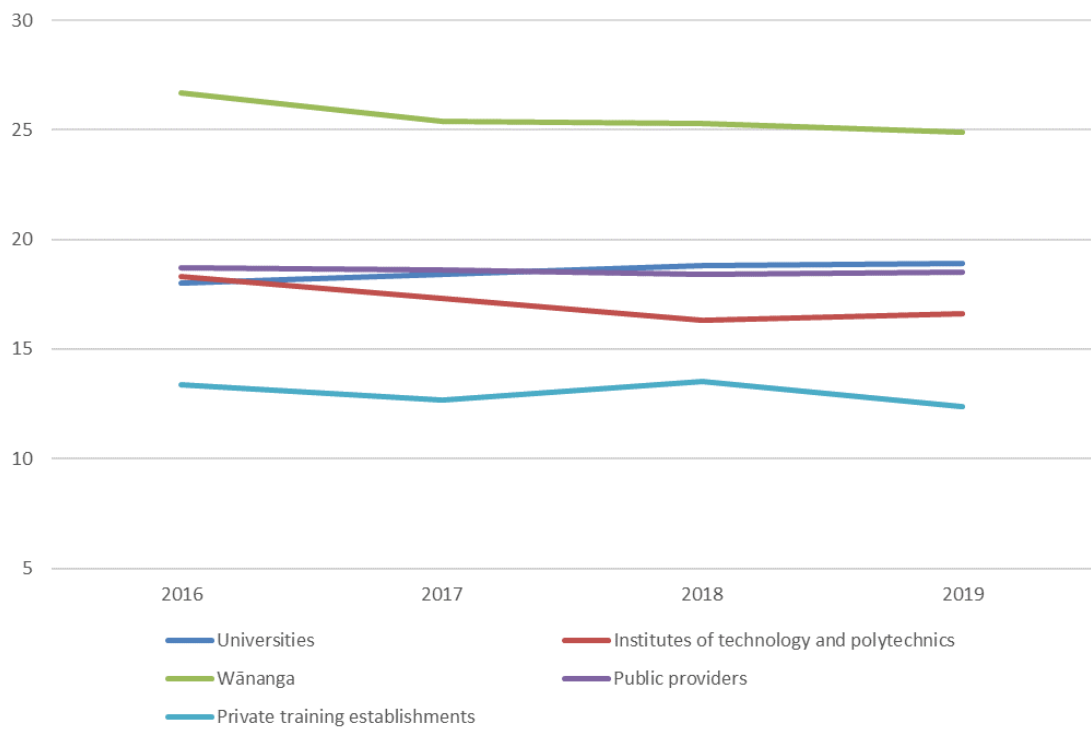
Higher staff-to-student ratios at PTEs offer the potential for a tailored service

Under-served learners may be better served in education systems that have the capacity for more tailored and student-orientated teaching. Rather than a one size fits all universal approach, a targeted approach may contribute to better outcomes. Ministry of Education data shows that PTEs consistently have higher staff ratios to students compared to other tertiary institutions (see Figure 5). This suggests that PTEs may be better able to serve students with diverse needs in the classroom.



Figure 5 Students per academic staff member

The average number of students per academic staff member



Source: NZIER, using Ministry of Education tertiary resourcing data Quality Tertiary Institutions, <http://www.qti.org.nz/Our-Views/The-Role-of-Private-Tertiary-Education>

