

## Aide-Memoire: 2021 Educational Performance Indicators

---

<b>To:</b>	Hon Chris Hipkins, Minister of Education
<b>From:</b>	Gillian Dudgeon, Deputy Chief Executive, Delivery
<b>Date:</b>	18 July 2022
<b>Reference:</b>	AM-22-00362

### Executive Summary

---

1. This aide memoire provides high level analysis of education performance indicators (EPIs) for the tertiary sector from 2016 to 2021 and investigates the impact of COVID-19 on educational performance.
2. Overall, 2021 EPIs for providers have largely remained consistent with long-term trends for each measure, except for *progression from levels 1-4* which saw a record increase<sup>1 2</sup>. Specifically, *first year retention* was unchanged from 2020 (at 76%), while *course completion* and *qualification completion* rates slightly decreased (down 1%, from 84% in 2020 to 83% in 2021, and from 62% to 61% respectively). *Progression from levels 1-4* significantly increased (up 4%, from 35% in 2020 to 39% in 2021). We expect the impact of COVID-19 on EPIs will become clearer in future updates as longer-term EPIs are confirmed.
3. Although EPI trends for *first year retention*, *course completion* and *qualification completion* have not significantly changed from 2016 to 2021 overall, there were significant disruptions to EPI trends in several key areas in 2021. Most notably:
  - a. The wānanga subsector showed significant changes in two of the four performance indicators, as *qualification completion* fell from 2020, while *progression from levels 1-4* significantly increased<sup>3</sup>. Te Pūkenga and Universities each saw reduced *course completion* rates, while Private Training Establishments (PTEs) saw a record increase to the *qualification completion* rate.
  - b. International full-fee paying learners saw significant increase to *qualification completion* rate, despite reduced enrolments following COVID-19 restrictions<sup>4</sup>.
  - c. The parity gap has increased, as the *qualification completion* rate fell for Māori and Pacific learners in 2021<sup>5</sup>. The decrease for Māori learners was largely driven by the

---

<sup>1</sup> See appendix table 1 for full breakdowns.

<sup>2</sup> Overall provider performance holds steady across all funds, this includes Student Achievement Component (SAC), Youth Guarantee (YG) and other funds (including international full-fee paying student and other off-plan funds).

<sup>3</sup> See appendix table 2 for full breakdowns.

<sup>4</sup> See appendix table 3 for full breakdowns.

performance decreases seen in the wānanga subsector, which has a high proportion of learners identifying as Māori. Pacific learners showed the largest parity gap at universities.

- d. The overall *qualification completion* rate for level 1 to 3 qualifications decreased in 2021, whereas the *qualification completion* rate for levels 4 to 7 (non-degree) and level 7 degree qualifications increased<sup>6</sup>. The decline was most evident at Te Pūkenga<sup>7</sup> and the wānanga, which represented most of the level 1 to 3 qualification enrolments.
4. In the industry training sector, performance across all three EPIs fell in 2021<sup>8</sup>. Of these, the *credit achievement* rate for apprentices saw the most significant decrease<sup>9</sup>. This was largely due to COVID-19 protection framework requirements in 2020 and 2021. Industry training activities were restricted to varying degrees at different times and in parts of the country over this period. The impact on educational performance indicators affected the amount of training and assessment that could be conducted; this may have impacted credit achievement and programme completion, and first-year retention rates for some providers in 2020 and 2021.

## Purpose

---

5. The purpose of this briefing is to provide high level analysis of EPIs for the tertiary sector from 2016 to 2021, and to investigate the impact of COVID-19 on educational performance.
6. Note that the impact of COVID-19 on EPIs will become clearer in future updates as longer-term EPIs are confirmed. Specifically, it will take a few more years to measure the flow-on impacts of disruptions to shorter-term EPIs, like *course completion* and *first year retention* rates, on longer-term EPIs such as the *qualification completion* rate.
7. We recommend this aide-memoire is proactively released in full.

## Background

---

8. EPI measures are intended to provide a holistic view of educational performance at a tertiary education organisation (TEO). These measures allow the TEC and TEOs to consistently track and compare educational performance across the tertiary sector at various levels of detail. For example, EPIs can be used to compare educational performance at TEO, subsector, funding source (e.g., TEC-funded, international full-fee paying), and different demographic levels (e.g., gender, age, and ethnicity).
9. The TEC has published TEO-level EPIs on its website each year since 2009<sup>10</sup>. For providers, including Te Pūkenga, universities, wānanga and PTEs, four performance measures make up their EPIs:
  - *course completion rate*, the proportion of successful course completions each year, relative to total course enrolments;

---

<sup>5</sup> See appendix table 4 for full breakdowns.

<sup>6</sup> See appendix table 5 for full breakdowns.

<sup>7</sup> Te Pūkenga stood up on 1 April 2020 and brings together 16 Institutes of Technology and Polytechnics (ITPs) into one organisation. Note that this aide memoire will refer to ITPs in 2019 as Te Pūkenga for consistency.

<sup>8</sup> See appendix table 6 for full breakdowns.

<sup>9</sup> See appendix table 7 for full breakdowns.

<sup>10</sup> These figures will differ to the Ministry of Education update due to the different methodologies in calculating the EPIs.

- *cohort-based qualification completion rate*<sup>11</sup>, the proportion of students in a starting cohort that go on to complete a qualification at the same level at the same TEO;
  - *first year retention rate*, the proportion of students that enrol in a second year of study for a qualification at the same level after their first year of study, relative to the rest of their cohort; and
  - *progression rate from levels 1-4*, the proportion of students who complete a tertiary qualification at NZQF levels 1-4 and enrol in a higher tertiary qualification within 12 months of their qualification completion.
10. As part of the Reform of Vocational Education (RoVE), the role of supporting workplace-based learning is shifting from the transitional-ITOs to other providers (Te Pūkenga, PTEs, and wānanga). In 2021, four transitions were completed, with the remainder to be completed by December 2022<sup>12</sup>.
11. Transitional-ITOs which transferred learners to a new provider may report lower than usual *programme completion* rates and *first year apprentice retention* rates as learners who were unenrolled from their original transitional-ITOs and then re-enrolled at a new provider will be recorded as a non-completion and not retained by the original transitional-ITOs. Therefore, these low rates do not necessarily reflect the organisation's true performance.
12. In addition, the new provider will not have any *first year apprentice retention* rate reported in the first year of transition and no *cohort-based programme completion* rates reported for up to six years depending on the type of programme.
13. For the industry training sector, a different methodology is used. Three performance measures make up their EPIs:
- *credit achievement rate*, the proportion of credits obtained each year, relative to total credit enrolments;
  - *cohort-based programme completion rate*, the proportion of industry trainees and apprentices in a starting cohort that go on to complete a programme at the same NZQF level at the same industry training provider; and
  - *first year retention rate for apprentices*, the proportion of apprentices that enrol in the second year of an apprenticeship for their intended qualification after completing their first year, relative to the rest of their cohort.
14. The TEC uses EPIs to monitor a TEO's performance and to help inform investment decisions on funding as part of the annual Investment Plan cycle. EPIs are also used to engage with TEOs about their performance.

---

<sup>11</sup> TEC EPI methodology for qualification completion allows different timeframes for a qualification to be completed depending on the level of study. Qualification completion will be calculated after 1 year for qualifications at levels 1 to 3; 4 years for qualifications at levels 4 to 7 (non-degree); and 6 years for qualifications at level 7 degree and above. Please note the TEC EPI methodology for the cohort-based qualification completion rate is different to the Ministry of Education methodology for tertiary qualification completion rates. As a result, the figures in this aide memoire will differ to the Ministry of Education update.

<sup>12</sup> See appendix table 8 for a list of completed transitions.

- a. As part of TEC's Investment Planning process, all TEOs that are required to submit an Investment Plan also need to submit a Learner Success Plan (LSP)<sup>13</sup> this year.
- b. TEC has also developed Māori and Pacific Peoples target EPI commitments that are realistic for each provider.

15. On 14 July 2022, we published TEO-level EPIs on our website. These were released as interactive charts for providers and as PDF reports for the industry training sector.

## **2021 provider performance holds steady despite COVID-19<sup>2</sup>**

---

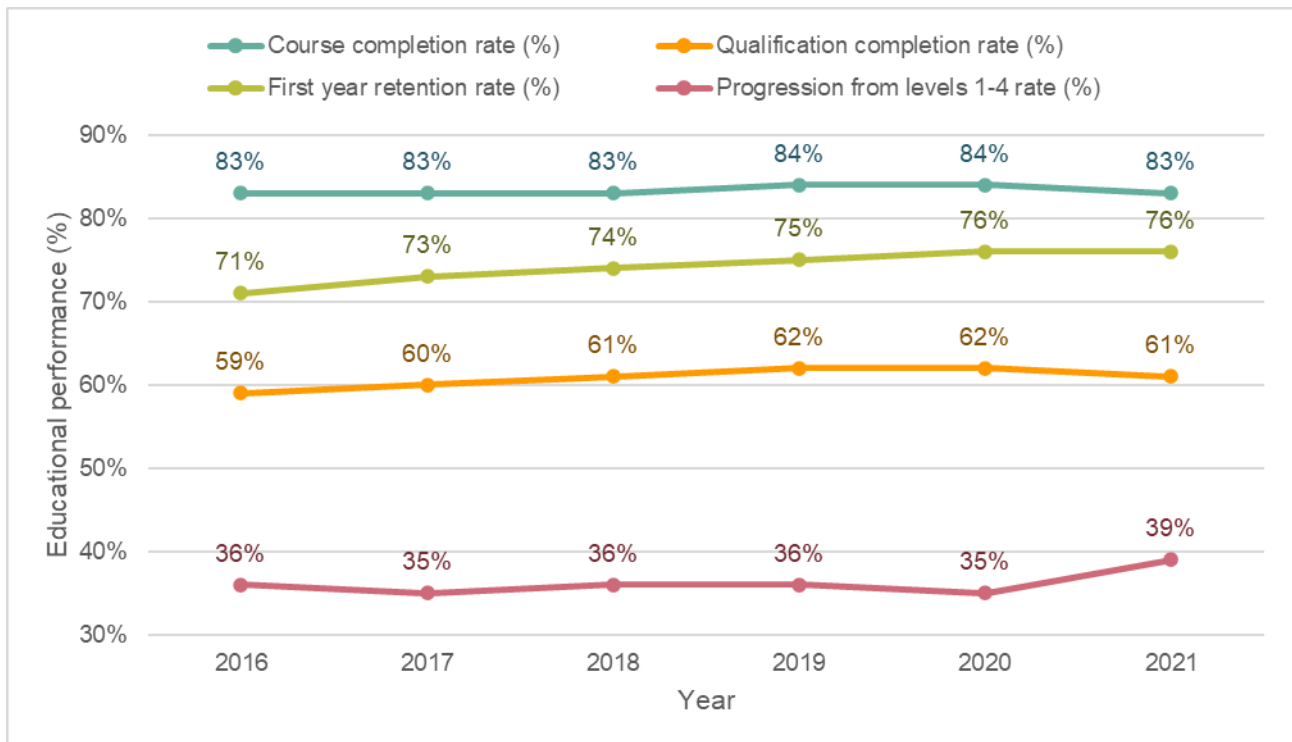
16. Figure 1 shows EPIs for tertiary providers from 2016 to 2021<sup>1</sup>.
17. Overall, *course completion*, *qualification completion*, and *first year retention* 2021 EPIs for providers have remained consistent with long-term trends for each measure. The *progression from levels 1-4* rate, however, has lifted from 35% in 2020 to 39% in 2021 (up 4 percentage points)<sup>14</sup>.
18. While overall EPI trends have not significantly changed in the six years to 2021, lower-level analysis shows that there were significant disruptions to long-term EPI trends in several areas in 2021. These shifts reveal the impact of COVID-19 on some educational performance across the sector. We have highlighted areas that show significant shifts from 2020 to 2021 in the sections below.

---

<sup>13</sup> The Learner Success Plan describes a TEO's approach to improving outcomes for all learners. It includes sections on parity of participation and achievement; organisational commitment; culturally appropriate and responsive process and practice; and partnerships with stakeholders.

<sup>14</sup> Note that COVID-19 presented various challenges to the tertiary sector, including supporting student wellbeing through periods of social and financial uncertainty, and students adapting to online course delivery. TEOs may have therefore adopted a number of approaches when considering educational performance, including grade scale weighting, which may have impacted their EPIs. TEOs also adopted a number of approaches to course withdrawals, for example allowing students to temporarily put their studies on hold or allowing learners to re-enrol later in the year.

**Figure 1: Provider-based educational performance indicators for years 2016 to 2021<sup>1</sup>.**

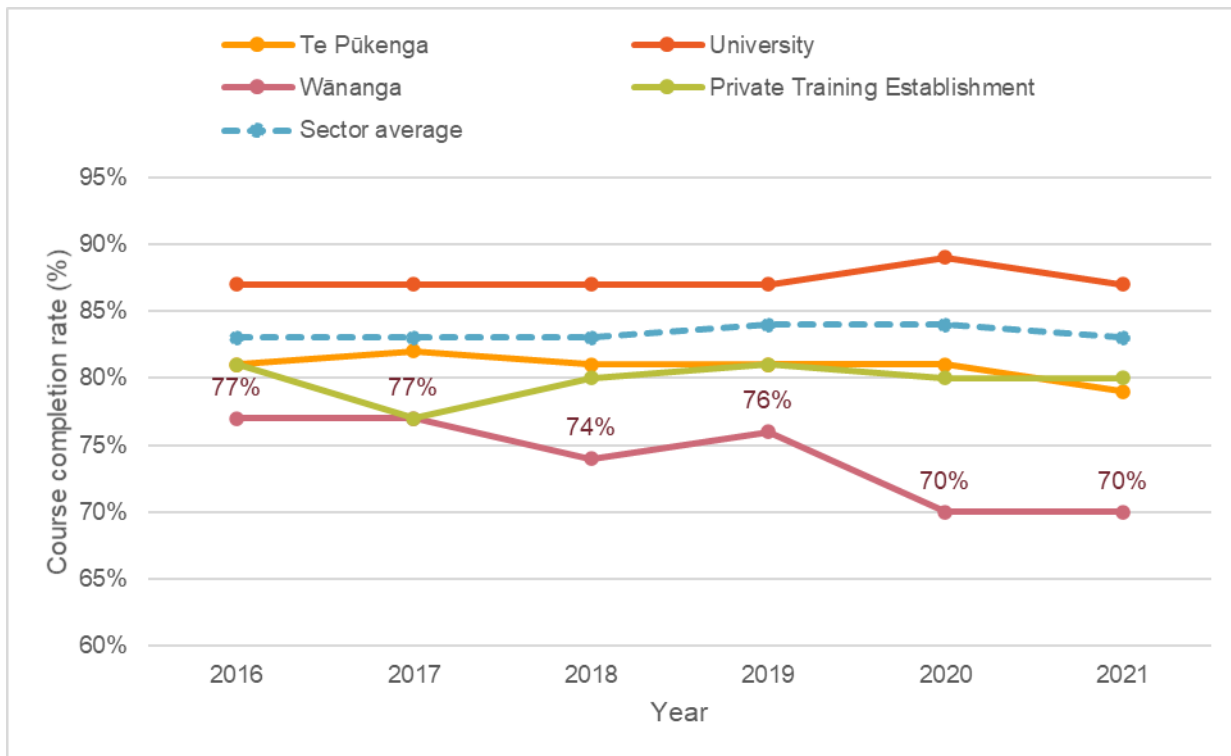


**Wānanga course completion rates have fallen due to COVID-19, while PTEs had the highest qualification completion rate in 2021**

19. In 2020 and 2021, the impacts of COVID-19 on educational performance were most pronounced in the wānanga subsector, with *course completion* and *first year retention* rates falling in comparison to 2019<sup>3</sup>. *Progression from levels 1-4*, however, significantly lifted from 2020 to 2021.
20. Wānanga *qualification completion* rates also fell in 2021. The effects of COVID-19 on *qualification completion* rates for cohorts enrolled in qualifications at levels 1 to 3, are reflected in 2021. Changes in *qualification completion* rate will be more immediate at wānanga due to the high proportion of learners enrolled in shorter duration level 1 to 3 qualifications. In comparison, other subsectors, such as universities that have a high proportion of degree level enrolments, will not see the full effect of COVID-19 on *qualification completion* rates for a few years<sup>11</sup>.
21. The wānanga subsector saw fewer enrolments and higher course withdrawals in 2020 and 2021 due to the social and financial impacts of COVID-19. For example, learners at Te Wānanga o Aotearoa and Te Whare Wānanga o Awanuiārangi did not enrol or withdrew from courses as the delivery mode (e.g., face-to-face, noho and marae-based learning) was no longer available.
22. Although wānanga enrolments increased in 2021, COVID-19 impacts appear to have affected educational performance. Factors that likely contributed to the EPI decreases from 2019 to 2020 and 2021 include:
  - a. all three wānanga were unable to use traditional delivery through marae,
  - b. for many marae it took a long time to reopen for study,
  - c. only one of the wānanga, Te Wānanga o Raukawa, was able to shift to online delivery.

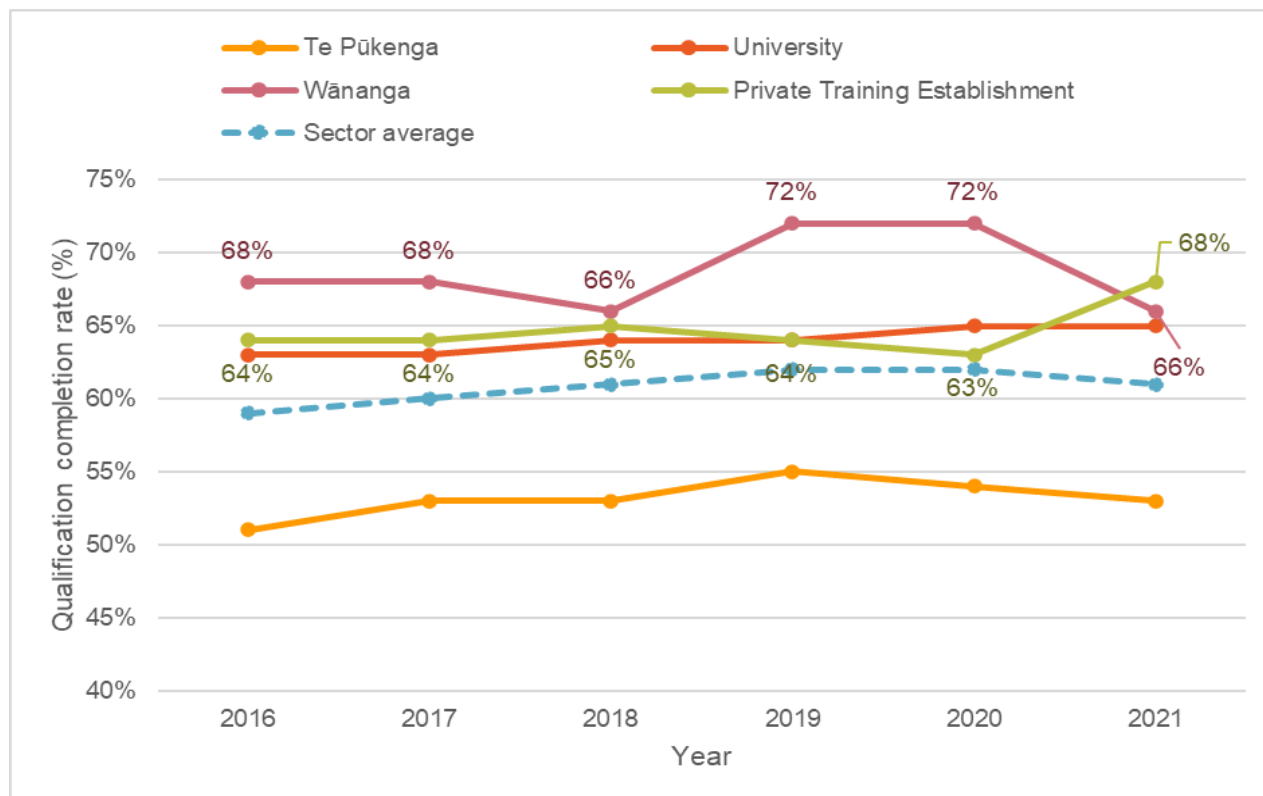
23. Figure 2 shows the *course completion* rate by subsector from 2016 to 2021<sup>3</sup>.

**Figure 2: Course completion rate by subsector, for years 2016 to 2021<sup>3</sup>.**



24. In 2020, the *course completion* rate in the wānanga subsector significantly decreased from 2019, falling from 76% in 2019 to 70% in 2020 and 2021 (down 6 percentage points). Te Pūkenga and Universities also experienced a decrease in *course completion* rates in 2021, with Te Pūkenga falling from 81% in 2020 to 79% in 2021, and Universities falling from 89% in 2020 to 87% (each down 2 percentage points respectively).

25. Figure 3 shows *qualification completion* rate by subsector from 2016 to 2021<sup>3</sup>.

**Figure 3: Qualification completion rate by subsector, for years 2016 to 2021<sup>3</sup>.**

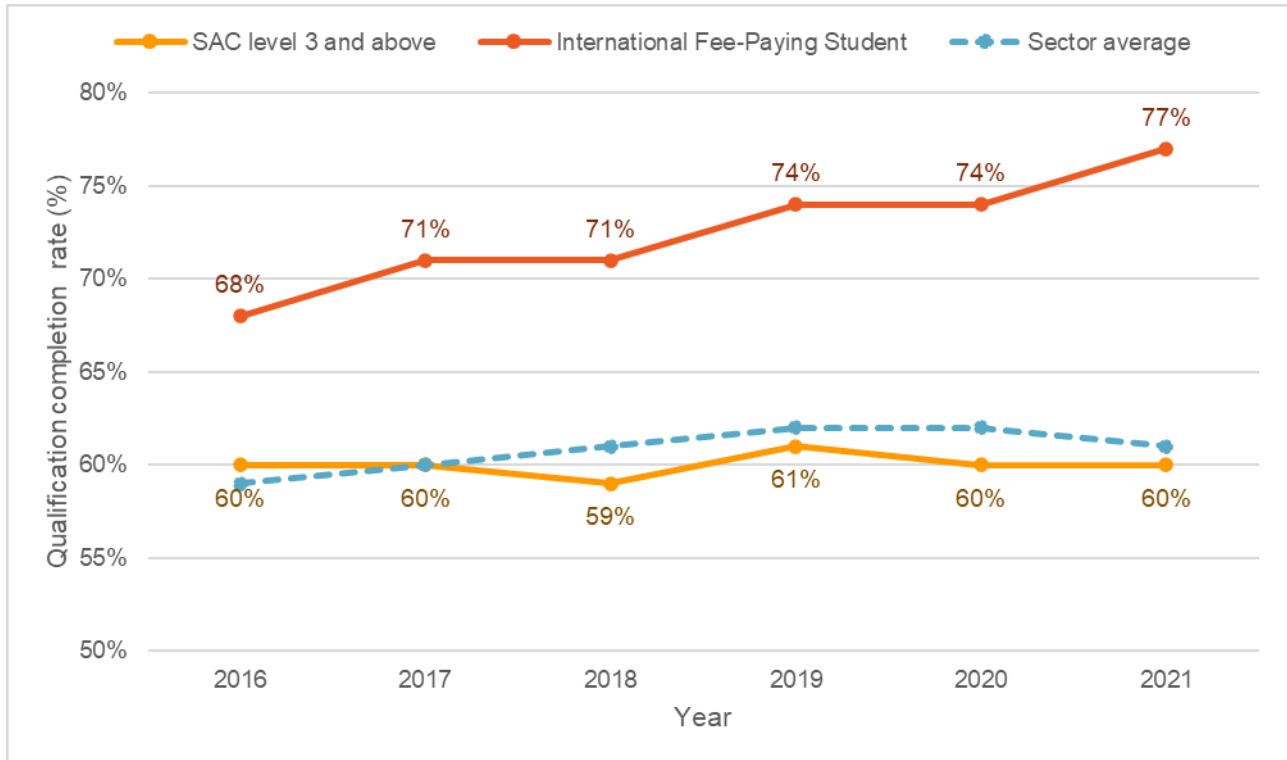
26. The *qualification completion* rate in the wānanga subsector fell significantly, down from 72% in 2020 to 66% in 2021 (down 6 percentage points). PTEs saw a significant *qualification completion* rate increase, up from 63% in 2020 to 68% in 2021 (up 5 percentage points). The increase was largely driven by the rise at level 4 to 7 (non degree) where it rose from 63% in 2020 to 70% in 2021 (up 7 percentage points). In comparison, the change at other levels were: up 3%, up 1% and down 2% for level 1 to 3, level 7 degree and level 8 to 10 respectively. PTEs had the highest *qualification completion* rate of all the subsectors in 2021, whereas wānanga had recorded the highest *qualification completion* rates in previous years, from 2016 to 2020.
27. The *first year retention* rate held steady for Te Pūkenga and universities, while wānanga increased by 2 percentage points and PTEs decreased by 4 percentage points. Note that shifts in the *first year retention* rate will likely have an effect on the *qualification completion* rate in future years.
28. All subsectors saw increased *progression from levels 1-4* rates in 2021. The wānanga subsector showed the biggest increase, up 8 percentage points from 30% in 2020 to 38% in 2021. This was followed by PTEs (up 3 percentage points), and Te Pūkenga and Universities (both up 1 percentage point)<sup>3</sup>.

## Qualification completion rate increased for international students in 2021

29. In 2020 and 2021, international travel restrictions during COVID-19 led to a significant decrease in international full-fee paying learner enrolments. The number of international learners decreased from 57,985 learners in 2019 to 47,370 learners in 2020 (-10,615 learners from 2019, -18%), and 35,820 learners in 2021 (-22,165 learners from 2019, -38%). This contrasts with 2016 to 2019, when international enrolment numbers had held steady at approximately 58,000 learners each year.

30. Figure 4 shows *qualification completion* rates for international full-fee paying learners, compared to Student Achievement Component (SAC) level 3 and above funded learners and the sector average, from 2016 to 2021.

**Figure 4: Qualification completion rate by funding source: International full-fee paying, and Student Achievement Component level 3 and above funding compared to sector average, for years 2016 to 2020<sup>4</sup>.**



31. Despite the downward enrolments trend due to COVID-19, the *qualification completion* rate for international students significantly increased, up 3 percentage points from 74% in 2020 to 77% in 2021. However, as many international students are enrolled in level 7 degree qualifications, it may be a few years before we see the full impact of COVID-19 on *qualification completion* rates.

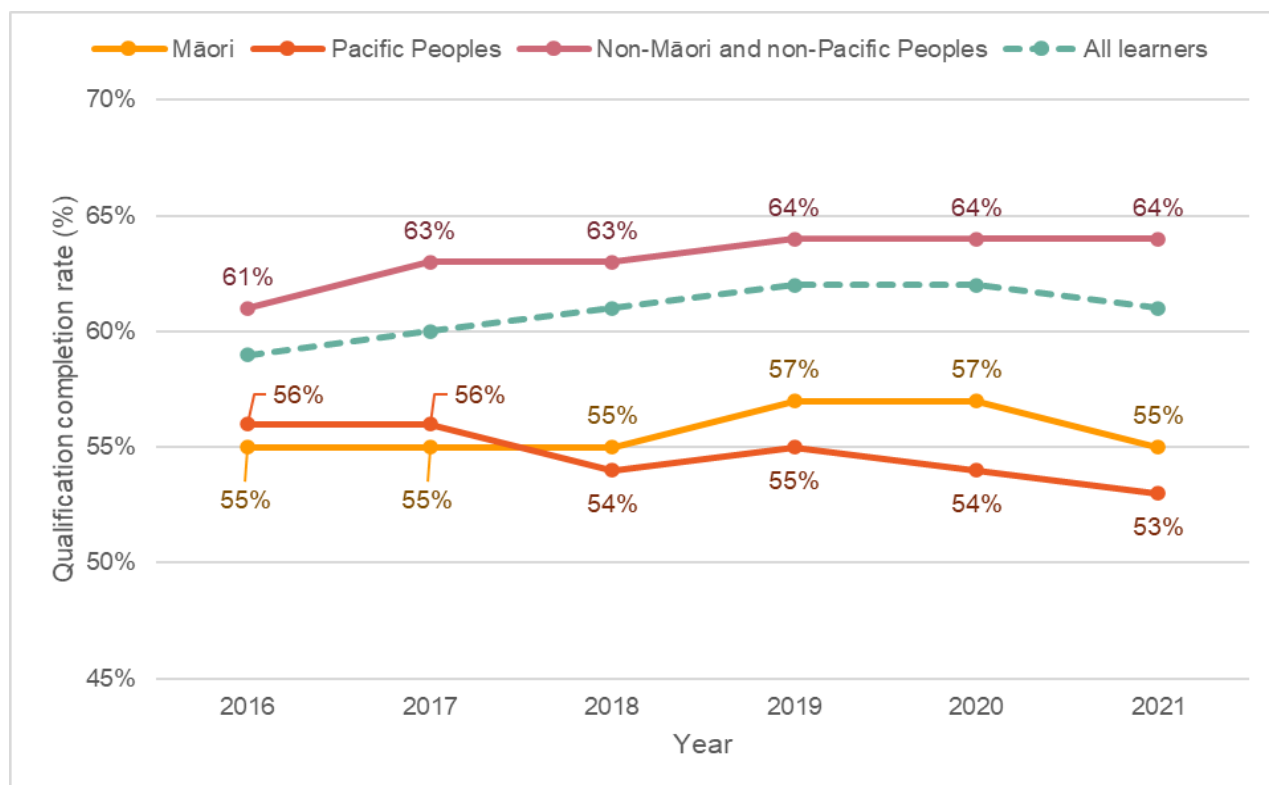
### Parity gap increases as *qualification completion* rate falls for Māori and Pacific learners

32. In 2021, the parity gap has increased for *qualification completion* rates. Performance on this measure has fallen for learners identifying as Māori and Pacific Peoples, while performance has held steady for non-Māori and non-Pacific Peoples.

33. Figure 5 shows the *qualification completion* rate by ethnicity group from 2016 to 2021<sup>5</sup>.



**Figure 5: Qualification completion rates by ethnicity group for Māori, Pacific Peoples, and non-Māori and non-Pacific Peoples, for years 2016 to 2021<sup>5</sup>.**



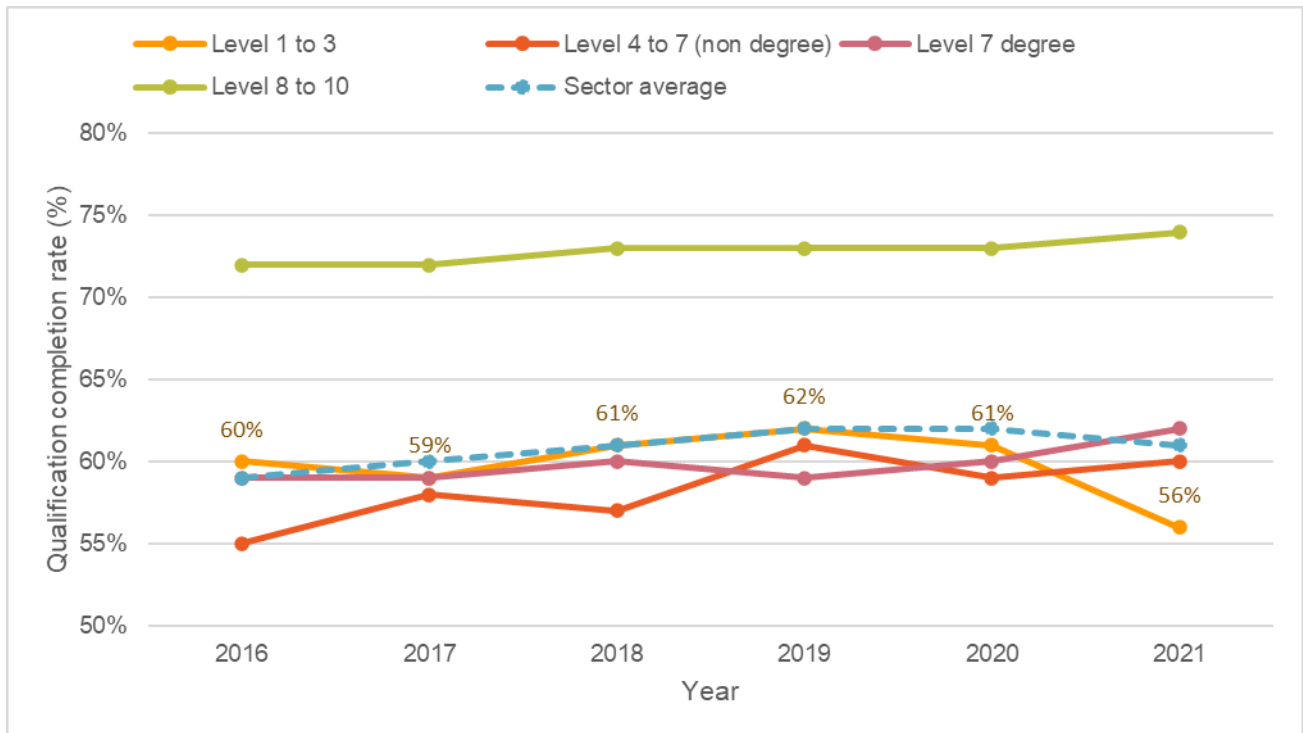
34. The *qualification completion* rates for Māori learners decreased in 2021, falling from 57% in 2020 to 55% in 2021, and fell slightly from 54% to 53% for Pacific learners. This has resulted in a parity gap of 11 percentage points between Pacific and non-Māori and non-Pacific Peoples, and 9 percentage points between Māori and Non-Māori and non-Pacific Peoples.
35. The overall decrease in *qualification completion* rate among Māori learners was influenced by the wānanga subsector, which represents the majority of qualification completions by learners identifying as Māori each year. For example, wānanga represented 36% of all qualification completions from Māori learners in 2021.
36. The parity gap for *qualification completion* rate in 2021 was particularly pronounced at degree-level, at 23 percentage points between Pacific (43%) and non-Māori and non-Pacific Peoples (66%), compared to a parity gap of 17 percentage points in 2020. The parity gap for Māori learners at degree-level was 18 percentage points between Māori (48%) and non-Māori and non-Pacific Peoples (66%) in 2021, compared to a parity gap of 17 percentage points in 2020.
37. The *course completion* rate for Pacific learners decreased in 2021, from 74% in 2020 to 71% in 2021 (down 3 percentage points). This led to a parity gap of 16 percentage points between Pacific and Non-Māori and non-Pacific Peoples. This compares to the parity gap for Māori learners, which has seen a larger parity gap following COVID-19 restrictions. The parity gap for these learners was 15 percentage points between Māori and non-Māori and non-Pacific Peoples in 2020, and 14 percentage points in 2021.
38. The lower *course completion* rates for Māori and Pacific learners will likely have a flow-on effect, and further increase disparities in the *qualification completion* rate in upcoming years. For example, we may continue to see a disparity between Māori and Pacific Peoples, and non-Māori non-Pacific Peoples *qualification completion* rates at the degree-level.
39. TEC continues to focus on achieving parity of outcomes and performance for all learners. We have continued to develop Māori and Pacific Peoples target EPI commitments for each

individual provider. These are set at a level that asks for a substantial and realistic improvement in Māori and Pacific Peoples EPIs for each provider.

## Qualification completion rate falls for levels 1 to 3, and increases for levels 7 degree and above

40. Figure 6 shows *qualification completion* rates by qualification cohort: levels 1 to 3, 4 to 7 (non-degree), 7 degree, and 8 to 10, from 2016 to 2021<sup>6</sup>.

**Figure 6: Qualification completion rate by qualification cohort: levels 1 to 3, 4 to 7 (non-degree), 7 degree, and 8 to 10, for years 2016 to 2020<sup>6</sup>.**



41. The *qualification completion* rate has fallen for levels 1 to 3 in 2021, down from 61% in 2020 to 56% in 2021 (down 5 percentage points). The performance decline was particularly pronounced in the wānanga subsector, where the *qualification completion* rate fell from 73% in 2020 to 64% in 2021 (down 9 percentage points).

42. The *qualification completion* rate lifted for levels 4 to 7 (non-degree), and levels 7 degree and above<sup>15</sup>.

- a. Specifically, the *qualification completion* rate for levels 4 to 7 (non-degree) increased from 59% in 2020 to 60% in 2021 (up 1 percentage points).
- b. The *qualification completion* rate for levels 7 degree increased from 60% in 2020 to 62% in 2021 (up 2 percentage points) and increased from 73% in 2020 to 74% at levels 8 to 10 (up 1 percentage point).

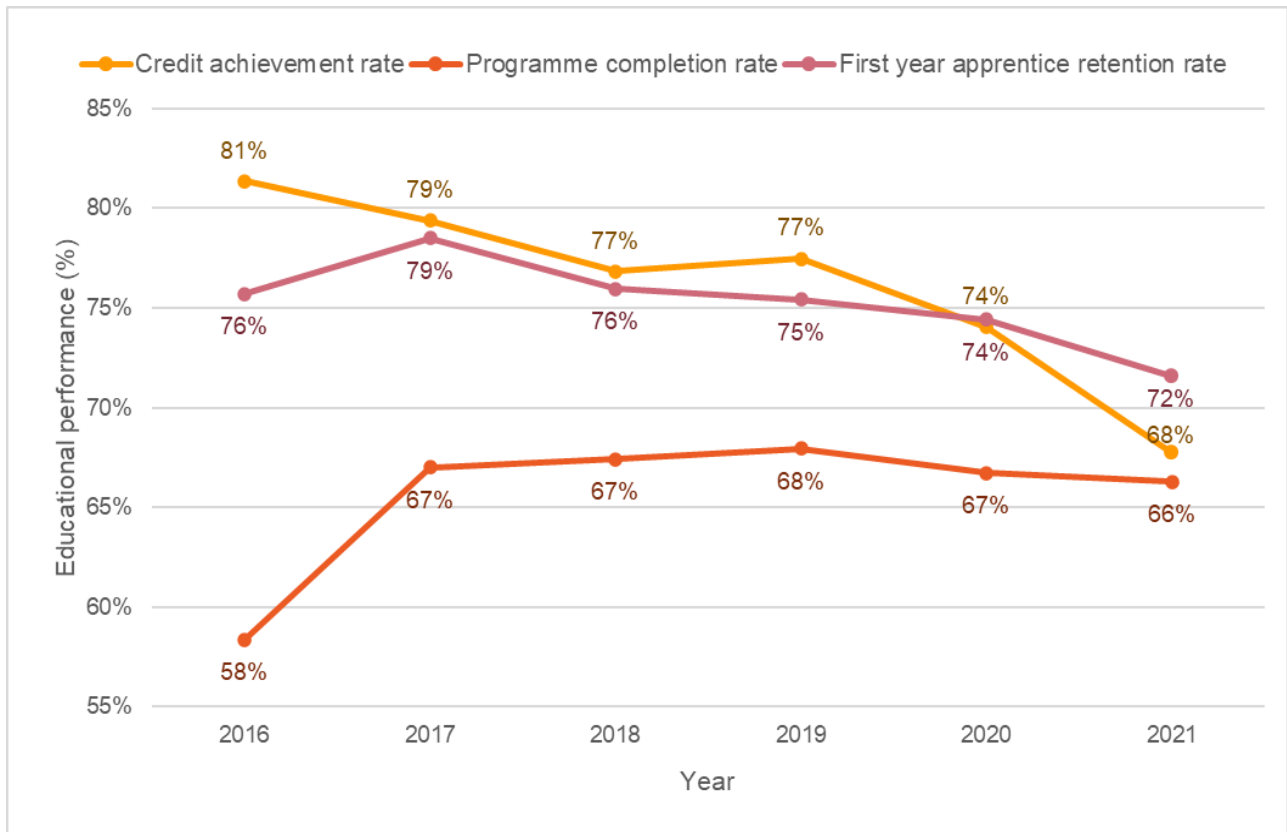
<sup>15</sup> Note that levels 1 to 7 (non-degree) are primarily represented by course enrolments in Te Pūkenga (45%), PTEs (31%) and wānanga (19%) subsectors, while levels 7 degree and above mostly consist of course enrolments in universities (79%) and Te Pūkenga (16%).

## Industry Training sector EPIs: Credit achievement rate falls in 2021

43. In 2021, all three EPIs for the industry training sector decreased from 2020.

44. Figure 7 shows EPIs for the industry training sector from 2016 to 2021<sup>8</sup>.

**Figure 7: Industry training sector educational performance indicators, for years 2016 to 2021<sup>8</sup>.**

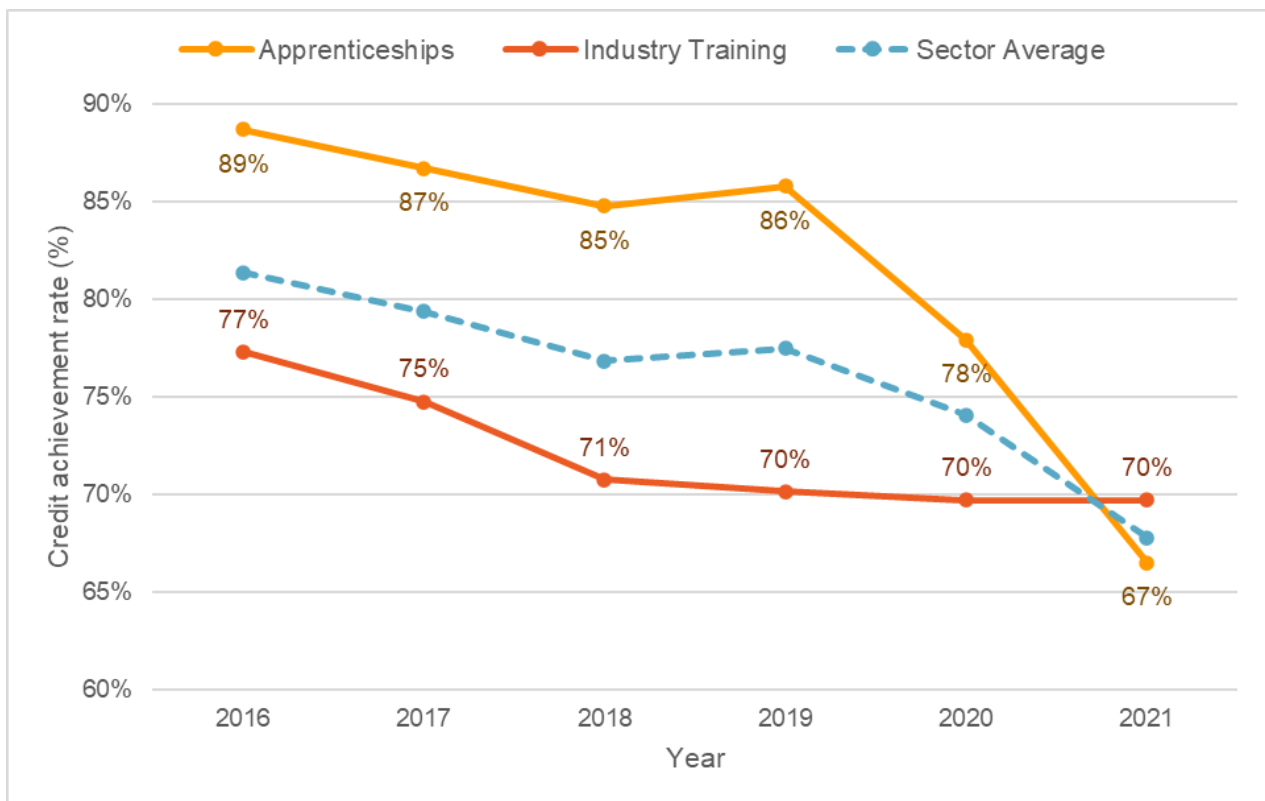


45. The *credit achievement* rate saw the most significant decrease, down from 74% in 2020 to 68% in 2021 (down 6 percentage points). In comparison, *first year retention* and *programme completion* rates were consistent with long-term trends, falling 2% and 1% respectively from 2020.

## Credit achievement rate for apprentices significantly drops due to COVID-19

46. Figure 8 shows the *credit achievement* rate for apprenticeships and industry training learners compared to the sector average, from 2016 to 2021<sup>9</sup>.

**Figure 8: Credit achievement rate for apprenticeships and industry training learners compared to the sector average, for years 2016 to 2021<sup>9</sup>.**



47. In 2021, *credit achievement* for apprentices fell below the rate of industry trainees for the first time. *Credit achievement* for apprentices fell significantly, down from 78% in 2020 to 67% in 2021 (down 11 percentage points), while it held steady at 70% for trainees.
48. The decreases for apprentices were largely due to the impact of COVID-19 restrictions on the subsector, as many apprenticeships and traineeships were put on hold. COVID-19 restrictions in many sectors, such as health and primary industries, meant there were limitations on conducting workplace assessments. Consequently, many apprentices could not achieve the number of credits they were expected to in 2021.
49. In addition, the number of apprentices has significantly increased since the second half of 2020 following the introduction of the Targeted Training and Apprenticeship Fund (TTAF) in July 2020 and Apprenticeship Boost Initiatives (ABI) in August 2020. The *credit achievement* rate may have fallen as a result, as employers adjusted to accommodate new apprentices.
50. Despite the *credit achievement* rate for apprentices decreasing, 2021 saw a large increase in the number of credits achieved. In 2021, approximately 2.5 million credits were achieved by apprentices, this contrasts with 2016 to 2019, when the number of credits achieved each year averaged 1.9 million.
51. We will continue to monitor the impact of increased apprenticeship enrolments on EPIs in upcoming years.

## About the data

---

52. The EPI data used in this aide memoire is compiled from:

- a. April 2022 Single Data Return (SDR) for providers, and
- b. Industry Training Register (ITR) for the industry training sector, which is finalised for the year ended December in late March 2022.

53. The figures in this aide memoire will differ to the Ministry of Education update due to the different methodologies in calculating the EPIs



**Gillian Dudgeon**

Deputy Chief Executive, Delivery  
Tertiary Education Commission

18 July 2022



**Hon Chris Hipkins**

Minister of Education

18 / 8 / 2022

## Appendixes

**Table 1: Provider-based educational performance indicators, years 2016-2021**

Year	Course completion rate (%)	Qualification completion rate (%)	First year retention rate (%)	Progression from levels 1-4 rate (%)
2016	83%	59%	71%	36%
2017	83%	60%	73%	35%
2018	83%	61%	74%	36%
2019	84%	62%	75%	36%
2020	84%	62%	76%	35%
2021	83%	61%	76%	39%

**Table 2: Provider-based educational performance indicators by subsector, years 2016-2021**

Educational performance indicator (EPI)	Year	Subsector				Sector average
		Te Pūkenga	University	Wānanga	Private Training Establishment	
Course completion rate (%)	2016	81%	87%	77%	81%	<b>83%</b>
	2017	82%	87%	77%	77%	<b>83%</b>
	2018	81%	87%	74%	80%	<b>83%</b>
	2019	81%	87%	76%	81%	<b>84%</b>
	2020	81%	89%	70%	80%	<b>84%</b>
	2021	79%	87%	70%	80%	<b>83%</b>
Qualification completion rate (%)	2016	51%	63%	68%	64%	<b>59%</b>
	2017	53%	63%	68%	64%	<b>60%</b>
	2018	53%	64%	66%	65%	<b>61%</b>
	2019	55%	64%	72%	64%	<b>62%</b>
	2020	54%	65%	72%	63%	<b>62%</b>
	2021	53%	65%	66%	68%	<b>61%</b>
First year retention rate (%)	2016	59%	78%	61%	64%	<b>71%</b>
	2017	62%	78%	66%	63%	<b>73%</b>
	2018	63%	79%	67%	60%	<b>74%</b>
	2019	66%	80%	66%	63%	<b>75%</b>
	2020	67%	80%	62%	65%	<b>76%</b>
	2021	67%	80%	64%	61%	<b>76%</b>
Progression from levels 1-4 rate (%)	2016	35%	69%	34%	36%	<b>36%</b>
	2017	34%	70%	32%	38%	<b>35%</b>
	2018	34%	71%	34%	37%	<b>36%</b>
	2019	35%	88%	33%	38%	<b>36%</b>
	2020	35%	88%	30%	38%	<b>35%</b>
	2021	36%	89%	38%	41%	<b>39%</b>

**Table 3: Provider-based educational performance indicators by funding group: SAC levels 3 and above, international, and sector average, years 2016-2021**

Educational performance indicator (EPI)	Year	Funding comparison group		
		SAC level 3 and above	International Fee-Paying Student	Sector average
Course completion rate (%)	2016	83%	90%	<b>83%</b>
	2017	83%	90%	<b>83%</b>
	2018	83%	90%	<b>83%</b>
	2019	83%	91%	<b>84%</b>
	2020	84%	92%	<b>84%</b>
	2021	83%	91%	<b>83%</b>
Qualification completion rate (%)	2016	60%	68%	<b>59%</b>
	2017	60%	71%	<b>60%</b>
	2018	59%	71%	<b>61%</b>
	2019	61%	74%	<b>62%</b>
	2020	60%	74%	<b>62%</b>
	2021	60%	77%	<b>61%</b>
First year retention rate (%)	2016	71%	76%	<b>71%</b>
	2017	72%	79%	<b>73%</b>
	2018	73%	79%	<b>74%</b>
	2019	74%	83%	<b>75%</b>
	2020	75%	79%	<b>76%</b>
	2021	76%	80%	<b>76%</b>

**Table 4: Provider-based educational performance indicators by ethnicity group: Māori, Pacific Peoples, and non-Māori and non-Pacific Peoples, for years 2016-2021**

Educational performance indicator (%)	Year	Ethnicity group			All learners
		Māori	Pacific Peoples	Non-Māori and non-Pacific Peoples	
Course completion rate (%)	2016	74%	73%	87%	<b>83%</b>
	2017	74%	70%	87%	<b>83%</b>
	2018	74%	73%	87%	<b>83%</b>
	2019	75%	73%	87%	<b>84%</b>
	2020	73%	74%	88%	<b>84%</b>
	2021	73%	71%	87%	<b>83%</b>
Qualification completion rate (%)	2016	55%	56%	61%	<b>59%</b>
	2017	55%	56%	63%	<b>60%</b>
	2018	55%	54%	63%	<b>61%</b>
	2019	57%	55%	64%	<b>62%</b>
	2020	57%	54%	64%	<b>62%</b>
	2021	55%	53%	64%	<b>61%</b>
First year retention rate (%)	2016	61%	68%	73%	<b>71%</b>
	2017	63%	67%	75%	<b>73%</b>
	2018	65%	68%	76%	<b>74%</b>

	2019	66%	70%	77%	<b>75%</b>
	2020	68%	69%	78%	<b>76%</b>
	2021	68%	70%	78%	<b>76%</b>
<b>Progression from levels 1-4 rate (%)</b>	2016	37%	40%	34%	<b>36%</b>
	2017	36%	40%	34%	<b>35%</b>
	2018	35%	41%	35%	<b>36%</b>
	2019	36%	42%	35%	<b>36%</b>
	2020	35%	38%	35%	<b>35%</b>
	2021	41%	43%	38%	<b>39%</b>

**Table 5: Provider-based educational performance indicators by cohort: levels 1 to 3, 4-7 (non-degree), 7 degree, and 8-10, for years 2016-2021**

Educational performance indicator (%)	Year	Cohort				Sector average
		Level 1 to 3	Level 4 to 7 (non-degree)	Level 7 degree	Level 8 to 10	
<b>Course completion rate (%)</b>	2016	73%	80%	86%	93%	<b>83%</b>
	2017	74%	79%	86%	93%	<b>83%</b>
	2018	74%	78%	86%	93%	<b>83%</b>
	2019	74%	79%	87%	93%	<b>84%</b>
	2020	71%	77%	88%	94%	<b>84%</b>
	2021	72%	77%	87%	92%	<b>83%</b>
<b>Qualification completion rate (%)</b>	2016	60%	55%	59%	72%	<b>59%</b>
	2017	59%	58%	59%	72%	<b>60%</b>
	2018	61%	57%	60%	73%	<b>61%</b>
	2019	62%	61%	59%	73%	<b>62%</b>
	2020	61%	59%	60%	73%	<b>62%</b>
	2021	56%	60%	62%	74%	<b>61%</b>
<b>First year retention rate (%)</b>	2016	-	52%	75%	78%	<b>71%</b>
	2017	-	55%	75%	78%	<b>73%</b>
	2018	-	54%	76%	80%	<b>74%</b>
	2019	-	58%	77%	80%	<b>75%</b>
	2020	-	60%	77%	80%	<b>76%</b>
	2021	-	59%	77%	81%	<b>76%</b>
<b>Progression from levels 1-4 rate (%)</b>	2016	38%	32%	-	-	<b>36%</b>
	2017	38%	31%	-	-	<b>35%</b>
	2018	39%	30%	-	-	<b>36%</b>
	2019	38%	33%	-	-	<b>36%</b>
	2020	36%	33%	-	-	<b>35%</b>
	2021	41%	37%	-	-	<b>39%</b>



**Table 6: Industry training educational performance indicators, for years 2016 to 2021**

Year	First year retention rate for apprentices (%)	Programme completion rate (%)	Credit achievement rate (%)
2016	76%	58%	81%
2017	79%	67%	79%
2018	76%	67%	77%
2019	75%	68%	77%
2020	74%	67%	74%
2021	72%	66%	68%

**Table 7: Industry training educational performance indicators by learner type: apprenticeships and industry training, for years 2016 to 2021**

Educational performance indicator (%)	Year	Learner type	
		Apprenticeships	Industry training
First year retention rate for apprentices (%)	2016	76%	-
	2017	79%	-
	2018	76%	-
	2019	75%	-
	2020	74%	-
	2021	72%	-
Programme completion rate (%)	2016	54%	59%
	2017	47%	69%
	2018	42%	71%
	2019	62%	70%
	2020	56%	69%
	2021	55%	69%
Credit achievement rate (%)	2016	89%	77%
	2017	87%	75%
	2018	85%	71%
	2019	86%	70%
	2020	78%	70%
	2021	67%	70%

**Table 8: Completed Transitional-industry training organisation transitions**

Transfer date	Transitional-ITO	Receiving Provider	What Transferred?
Aug 2021	Competenz	Te Pūkenga Work Based Learning Ltd – Competenz Division	Staff, learners and arranging training functions
Aug 2021	Competenz	Skills4Work	Retail meat apprenticeships
Aug 2021	Competenz	Apprentice Training New Zealand 2010 Trust	Engineering and related apprenticeship programmes
Aug 2021	NZ Marine & Composites ITO	Marine and Specialised Technologies Academy of New Zealand (MAST Academy)	Staff, learners and arranging training functions
Sep 2021	Connexis	Te Pūkenga Work Based Learning Ltd – Connexis Division	Staff, learners and arranging training functions
Oct 2021	BCITO	Te Pūkenga Work Based Learning Ltd – BCITO Division	Staff, learners and arranging training functions
Jan 2022	MITO	Te Pūkenga Work Based Learning Ltd – MITO Division	Staff, learners and arranging training functions
Jan 2022	MITO	Marine and Specialised Technologies Academy of New Zealand (MAST Academy)	Small group of industrial textile fabrication learners

**Table 9: Upcoming Transitional-industry training organisation transitions**

Transfer date	Transitional-ITO	Receiving Provider
July 2022	Service Skills Institute (ServiceIQ)	Te Pūkenga Work Based Learning Ltd – ServiceIQ Division
July 2022	Skills Organisation Incorporated (Skills)	St John
September 2022	Community Support Services ITO Incorporated (Careerforce)	Te Pūkenga Work Based Learning Ltd – Careerforce Division
September 2022	Skills Organisation Incorporated (Skills)	Industry Connection for Excellence (ICE) Ignite Colleges Vertical Horizonz
September 2022	NZ Hair and Beauty ITO (HITO)	Te Pūkenga Work Based Learning Ltd
October 2022	Skills Organisation Incorporated (Skills)	Te Pūkenga Work Based Learning Ltd -

AIDE MEMOIRE: 2021 EDUCATIONAL PERFORMANCE INDICATORS

		existing divisions ETCO Industry Connection for Excellence (ICE) Ignite Colleges Vertical Horizonz Strategi Institute
October 2022	Primary ITO	Te Pūkenga Work Based Learning Ltd - Primary Division
October 2022	Skills Active Aotearoa	Te Mahi Ako