



Aide-Memoire: 2022 Educational Performance Indicators

To:	Hon Jan Tinetti, Minister of Education
From:	Gillian Dudgeon, Deputy Chief Executive, Delivery
Date:	01 September 2023
Reference:	AM-23-00789

Executive Summary

1. This aide memoire provides high level analysis of education performance indicators (EPIs) for the tertiary sector from 2016 to 2022. Commentary has focussed on year-on-year changes in EPIs and notable changes in specific areas.
2. Overall, 2022 EPIs for providers have largely remained consistent with long-term trends for each measure, except for *progression from levels 1-4*. which saw a notable decrease following a record increase between 2020 and 2021^{1,2}.
 - *Qualification completion* increased slightly from 61% in 2021 to 62% in 2022³
 - *Course completion* slightly decreased from 83% in 2021 to 82% in 2022
 - *First year retention* decreased slightly from 76% in 2021 to 74% in 2022
 - *Progression from levels 1-4* decreased from 39% in 2021 to 36% in 2022
3. Although EPI trends for *first year retention*, *course completion* and *qualification completion* have not significantly changed from 2016 to 2022 overall, there were variances at a subsector level to some EPI trends in several key areas in 2022. Most notably:
 - a. The wānanga subsector showed significant decreases in two of the four performance indicators, as *course completion* and *first year retention* rates fell from 2021⁴. Te Pūkenga and universities also saw reduced *first year retention* rates, while Private Training Establishments (PTEs) saw a notable increase to their *first year retention* rate after a

¹ See appendix table 1 for full breakdowns.

² 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).

³ The impact of COVID-19 on qualification completion rates will become clearer from 2023.

⁴ See appendix table 2 for full breakdowns.

decrease between 2020 and 2021. All subsectors saw a decrease in *course completion* rates. Universities saw their highest *qualification completion* rate in several years.

- b. International full-fee paying learners saw an increase to *qualification completion* rate, despite reduced enrolments following COVID-19 restrictions⁵.
 - c. The parity gap has increased, as the *qualification completion* rate fell for Māori and Pacific peoples in 2022⁶. The decrease for Māori learners was largely driven by the performance decreases seen in the wānanga subsector, which has a high proportion of learners identifying as Māori. Pacific peoples showed the largest parity gap at universities.
 - d. *Qualification completion* rate increased slightly or held steady for all cohort groups between 2021 and 2022. All cohort groups saw a decrease in their overall *course completion* rate between 2021 and 2022⁷. Most notably, Level 4 to 7 (non-degree) declined from 78% in 2021, to 74% in 2022.
4. In the industry training sector, performance across all three EPIs fell in 2022⁸. Of these, the *first year retention rate for apprentices* saw the most significant decrease⁹. The declining *programme completion* rate is likely due to the 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 initial impact of this on *programme completion* rates can be seen in 2022.
 5. Recent media articles suggest that the declines in university course completion can be attributed to the COVID-19 pandemic, increased online learning and the cost-of-living crisis¹⁰. In addition, low retention rates can be attributed to the rising cost of living and a strong job market in 2022¹¹. These factors will also be impacting other subsectors.

Purpose

6. The purpose of this briefing is to provide high level analysis of EPIs for the tertiary sector from 2016 to 2022.
7. Note that the impact of COVID-19 on qualification completion and programme completion rates will become clearer in the future as longer-term EPIs are confirmed. Note that the Ministry of Education is conducting research into the impact of COVID-19 on tertiary education in New Zealand.
8. We recommend this aide-memoire is proactively released in full.

⁵ See appendix table 3 for full breakdowns.

⁶ See appendix table 4 for full breakdowns.

⁷ See appendix table 5 for full breakdowns.

⁸ See appendix table 6 for full breakdowns.

⁹ See appendix table 7 for full breakdowns.

¹⁰ As reported by RNZ on 26 July 2023: [University course completion rates lowest since 2014](#)

¹¹ As report by Stuff on 8 June 2023: ['A perfect storm', inside the decline in student numbers at the university of otago](#)

Background

9. 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).
10. The TEC has published TEO-level EPIs on its website each year since 2009¹². 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;
 - *cohort-based qualification completion rate*¹³, 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 New Zealand Qualification Framework (NZQF) levels 1-4 and enrol in a higher tertiary qualification within 12 months of their qualification completion.
11. As part of the Reform of Vocational Education (RoVE), the role of supporting workplace-based learning (WBL) shifted from the transitional-ITOs to other providers (Te Pūkenga, PTEs, and wānanga). The final transitions took place in October 2022 when Skills Org completed transferring its remaining functions and learners to Te Pūkenga WBL¹⁴.
12. 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 and may impact overall industry training performance.
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;

¹² These figures will differ to the Ministry of Education update due to the different methodologies in calculating the EPIs.

¹³ TEC EPI methodology for qualification completion allows different timeframes for a qualification to be completed depending on the level of study. The period for measuring qualification completion is two years for qualifications at levels 1 to 3; four years for qualifications at levels 4 to 7 (non-degree); and six 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.

¹⁴ See appendix table 8 for a list of completed transitions.

- *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 cohort¹².
14. 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 programme¹⁵.
15. 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.
- a. As part of TEC's Investment Planning process, all PTEs that receive more than \$5 million in funding are required to submit a Learner Success Plan (LSP)¹⁶ this year (for 2024 funding).
 - b. TEC requires providers to develop target EPI commitments for Māori and Pacific peoples with the intention of narrowing parity gaps.
16. On 7 July 2023, we published 2022 TEO-level EPIs on our website. These were released as interactive charts for providers and as PDF reports for the industry training sector.

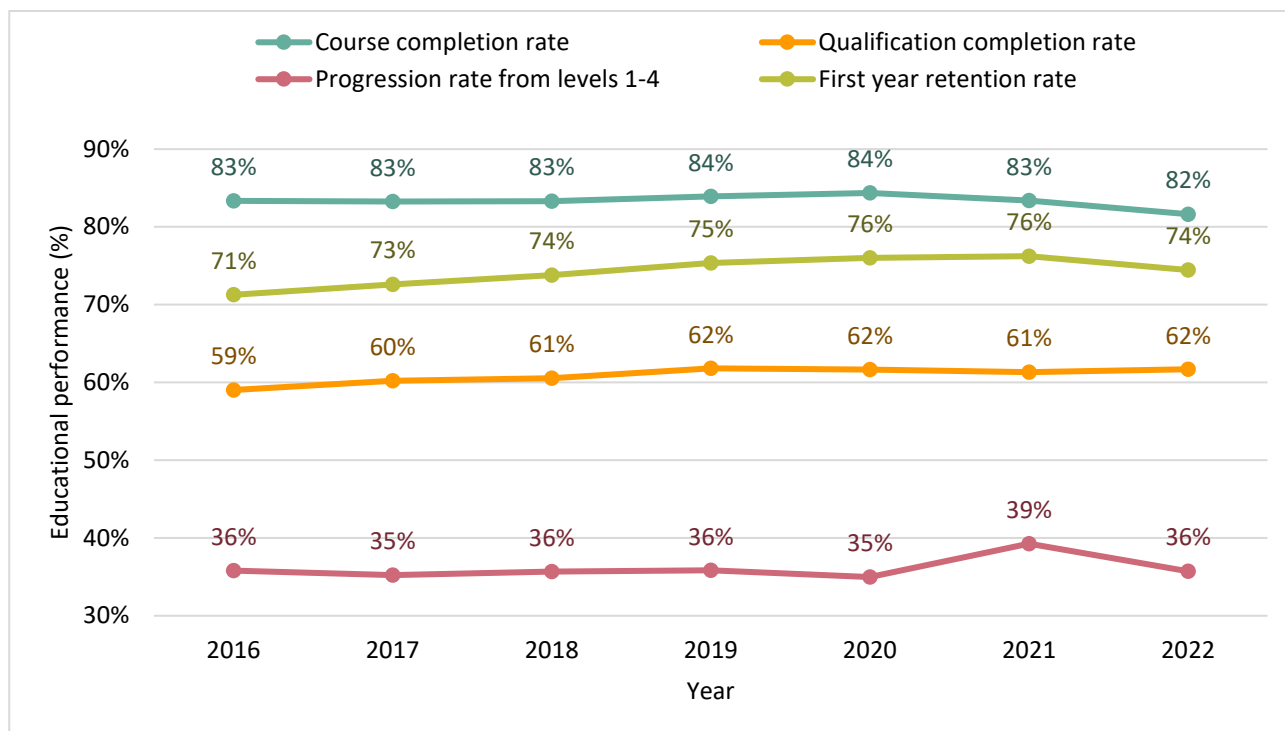
2022 provider performance remains steady with long term trends²

17. Figure 1 shows EPIs for tertiary providers from 2016 to 2022¹.
18. Overall, *course completion*, *qualification completion*, and *first year retention* 2022 EPIs for providers have remained consistent with long-term trends for each measure. The *progression from levels 1-4* rate, however, has fallen from 39% in 2021 to 36% in 2022 (down 3 percentage points). This follows a notable increase from 35% in 2020 to 39% in 2021 (up 4 percentage points)¹⁷.
19. However, most subsectors have seen a decrease in *course completion* and *first-year retention* rates between 2021 and 2022. The decline in these shorter-term measures have been attributed to multiple factors by media reports, including a decline in university entrance achievement rates, poor retention, and increased online delivery¹¹. The TEC and the Ministry of Education are conducting ongoing analysis in this space.

¹⁵ TEC EPI methodology for programme completion allows different timeframes for a programme to be completed depending on the level of study. The period for measuring programme completion is three years for industry training programmes at NZQF levels 1 to 3; four years for industry training programmes at NZQF level 4 and above; and six years for apprenticeship programmes.

¹⁶ The Learner Success Plan describes a TEO's approach to improving outcomes for all learners. It requires a well-articulated statement of vision for learner success at the TEO, a clear commitment from governance and senior management to improving outcomes for all learners, a clear and detailed understanding of current issues and problems which are resulting in poor outcomes for learners, and a coherent roadmap for how the TEO will implement its learner success approach.

¹⁷ 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 2022¹.

20. While high level EPI trends have not significantly changed in the seven years to 2022, more detailed analysis shows that there were significant disruptions to long-term EPI trends in several areas in 2022. We have highlighted areas that show significant shifts from 2021 to 2022 in the sections below.

Wānanga course completion rates have fallen, while PTEs continue to hold the highest qualification completion rate in 2022

21. In 2021 and 2022, the decline in educational performance was most pronounced in the wānanga subsector, with *course completion* and *first year retention* rates seeing the most notable decline (both down 5 percentage points)⁴.

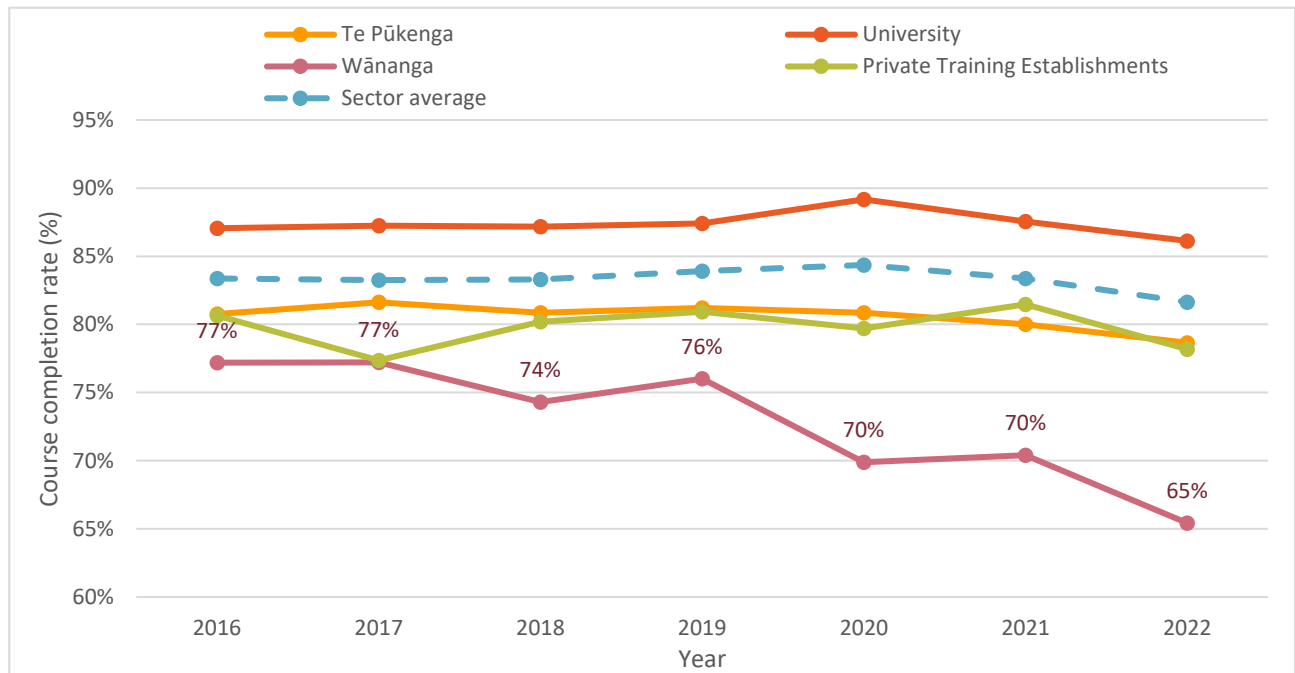
22. Wānanga *qualification completion* rates also fell in 2022. The 2022 *qualification completion* rate includes sub-degree level learners who began their qualification between 2019 and 2021. A majority of wānanga learners are enrolled in sub-degree level qualifications. Therefore, the decline in the *qualification completion rate* for wānanga may be attributed to the impacts of COVID-19. 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 until the next few years¹³.

23. 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 2022 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.

24. Figure 2 shows the *course completion* rate by subsector from 2016 to 2022⁴.

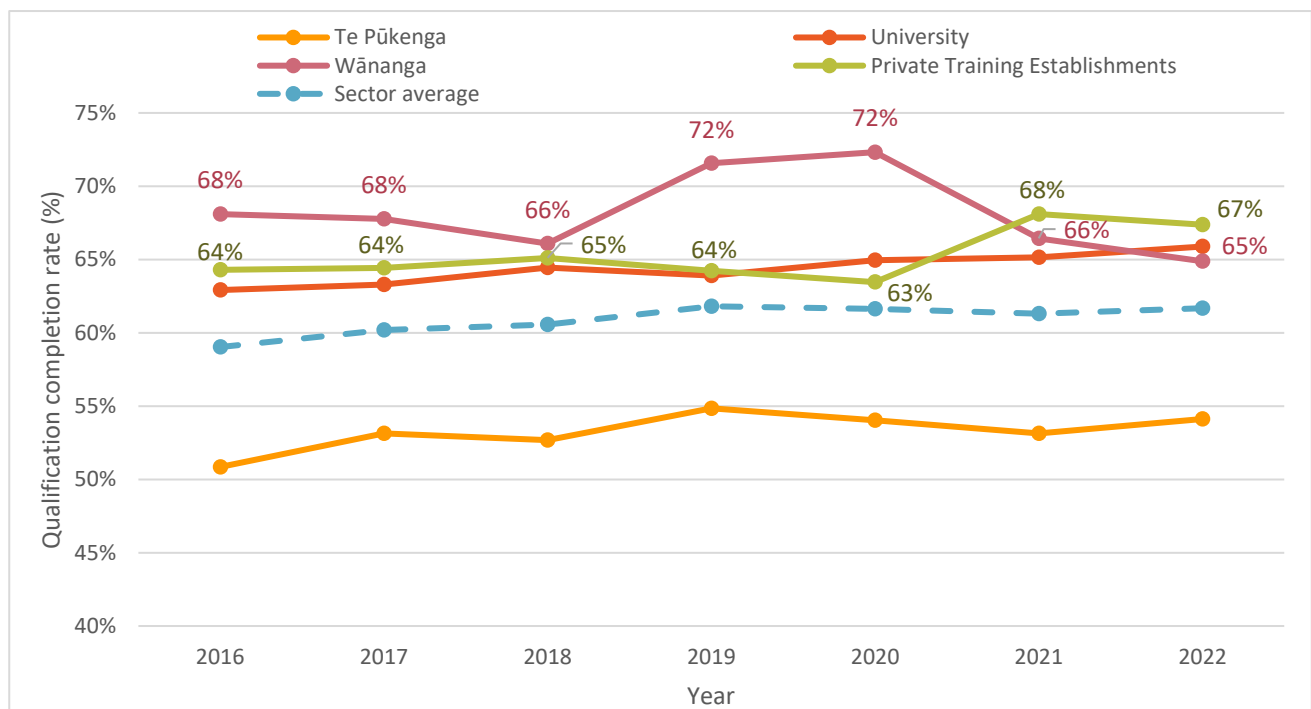
Figure 2: Course completion rate by subsector, for years 2016 to 2022⁴.



25. 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). In 2022, this fell a further 5 percentage points to 65%. A decline in *course completion* rates was also seen across the remaining subsectors. Te Pūkenga declined from 80% in 2021 to 79% in 2022 (down 1 percentage point), Universities declined from 88% in 2021 to 86% in 2022 (down 2 percentage points), and PTEs declined from 81% in 2021 to 78% in 2022 (down 3 percentage points).

26. Figure 3 shows *qualification completion* rate by subsector from 2016 to 2022⁴.

Figure 3: Qualification completion rate by subsector, for years 2016 to 2022⁴.

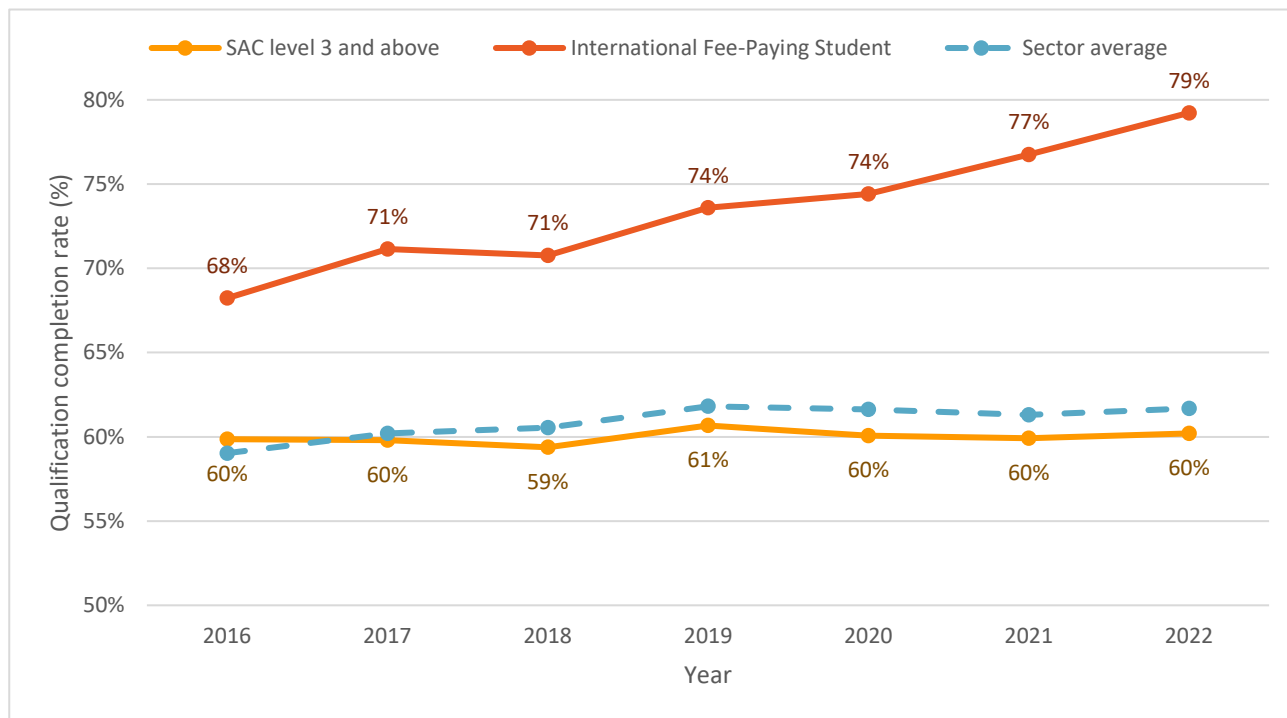


27. The *qualification completion* rate in the wānanga subsector has seen a further decline following a significant decline between 2020 and 2021, where it fell from 72% to 66% (down 6 percentage points). In 2022, it fell 1 percentage point, from 66% to 65%. Despite a slight decrease, PTEs continue to hold the highest *qualification completion rate* in comparison to other subsectors, decreasing from 68% to 67% in 2022 (down 1 percentage point). PTEs also had the highest *qualification completion rate* of all the subsectors in 2021, whereas wānanga had recorded the highest *qualification completion rates* in previous years (2016 to 2020). Universities and Te Pūkenga saw slight increases in their *qualification completion rates*, rising from 65% in 2021 to 66% in 2022, and 53% to 54% respectively (up 1 percentage point each). Te Pūkenga continues to hold significantly lower *qualification completion rates* than other subsectors. Note that qualification completion rates of Te Pūkenga business divisions vary greatly (between 27% and 69% in 2022).
28. *First year retention* rates for universities decreased from 80% in 2021 to 78% in 2022. Te Pūkenga also saw a decline of 2 percentage points, with first year retention decreasing from 67% in 2021 to 65% in 2022. Wānanga saw a more notable change, declining from 64% in 2021 to 59% in 2022 (down 5 percentage points). While PTEs increased from 61% in 2021 to 65% in 2022 (up 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.
29. All subsectors saw decreased *progression from levels 1-4* rates in 2022. The PTE subsector showed the biggest decrease, down 7 percentage points from 42% in 2021 to 35% in 2022. This was followed by universities, which decreased from 89% in 2021 to 86% in 2022 and Te Pūkenga, with a decline from 36% in 2021 to 33% in 2022 (both down 3 percentage points). Wānanga saw a decline of 1 percentage point, decreasing from 38% in 37% in 2022⁴.

2022 Qualification completion rate increased for international students

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 2022.
31. In 2020 and 2021, international travel restrictions during COVID-19 led to a significant decrease in international full-fee paying learner enrolments. In 2022, there was a further reduction in international learner enrolments. It declined from 35,820 learners in 2021 to 30,095 in 2022 (-16%). This contrasts with 2016 to 2019, when international enrolment numbers had held steady at approximately 58,000 learners each year.
32. Despite the downward enrolments trend due to COVID-19, the *qualification completion* rate for international students increased, up 2 percentage points from 77% in 2021 to 79% in 2022. However, as many international students are enrolled in level 7 degree and above qualifications, it may be a few years before we see the full impact of COVID-19 on *qualification completion rates*¹².

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 2022⁵.

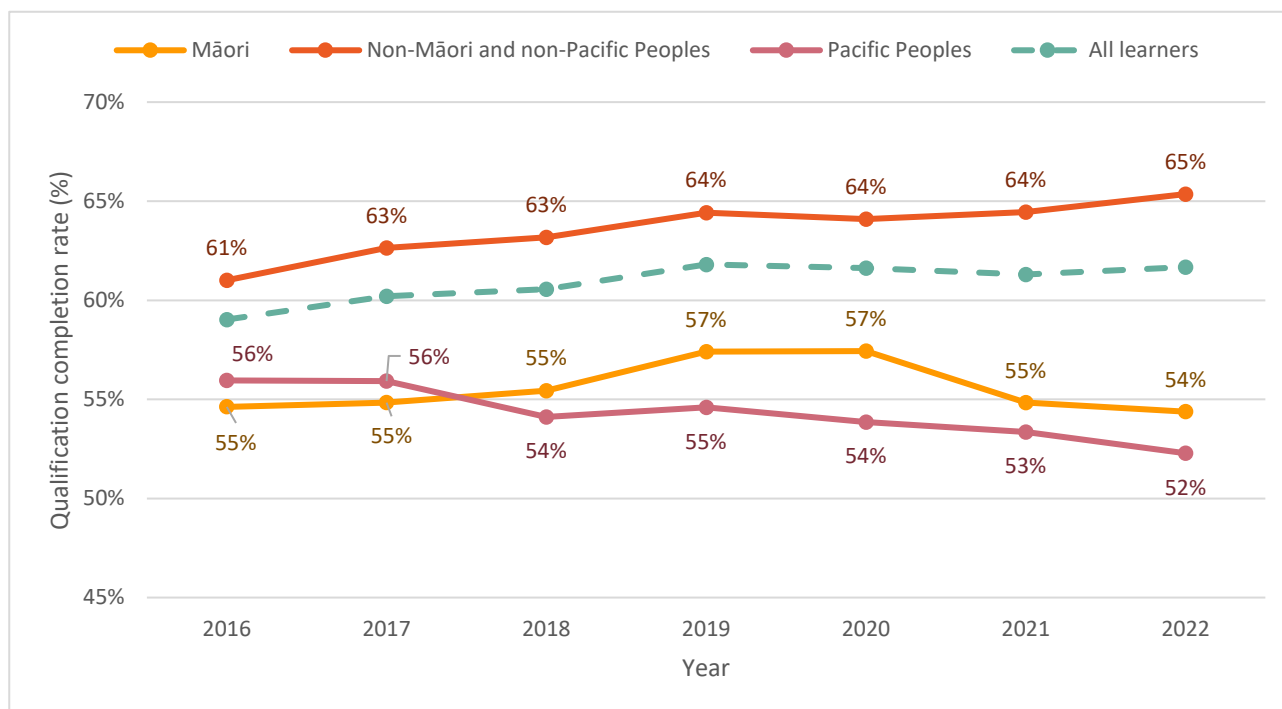


Parity gap increases as *qualification completion* rate falls for Māori and Pacific peoples

33. In 2022, 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 increased slightly for non-Māori and non-Pacific peoples.

34. Figure 5 shows the *qualification completion* rate by ethnicity group from 2016 to 2022⁶.

Figure 5: Qualification completion rates by ethnicity group for Māori, Pacific peoples, and non-Māori and non-Pacific peoples, for years 2016 to 2022⁶.

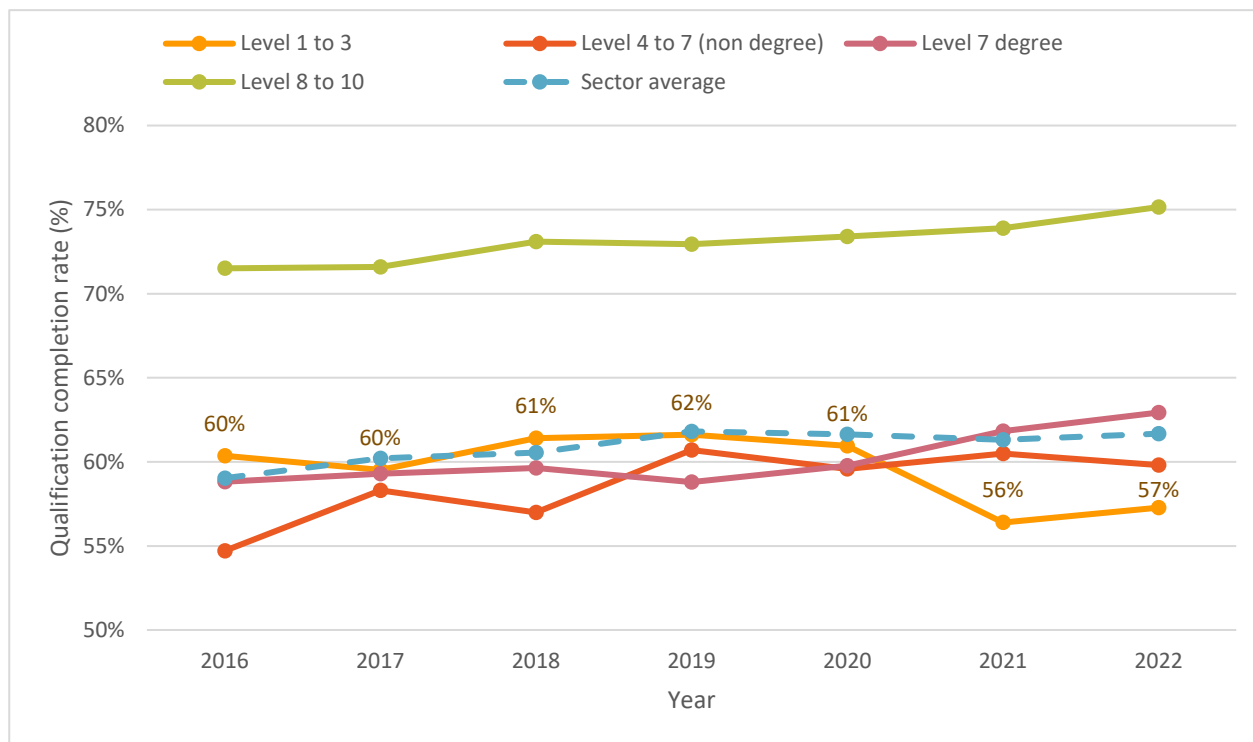


35. The *qualification completion* rates for Māori learners decreased in 2022, falling from 55% in 2021 to 54% in 2022, and fell slightly from 53% to 52% for Pacific peoples. This has resulted in a parity gap of 11 percentage points between Māori and Non-Māori and non-Pacific peoples, and a parity gap of 13 percentage points between Pacific and non-Māori and non-Pacific peoples.
36. 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 35% of all qualification completions from Māori learners in 2022.
37. The parity gap for *qualification completion* rate in 2022 continues to be particularly pronounced at degree-level, at 22 percentage points between Pacific peoples (44%) and non-Māori and non-Pacific peoples (67%), compared to a parity gap of 23 percentage points in 2021. The parity gap for Māori learners at degree-level was 18 percentage points between Māori (49%) and non-Māori and non-Pacific peoples (67%) in 2022, holding steady from 2021.
38. The *course completion* rate for Pacific peoples decreased in 2022, from 72% in 2021 to 69% in 2022 (down 3 percentage points). This led to a parity gap of 17 percentage points between Pacific peoples and Non-Māori and non-Pacific peoples. The parity gap was 14 percentage points between Māori and non-Māori and non-Pacific peoples in 2022, unchanged from 2021.
39. The lower *course completion* rates for Māori and Pacific peoples 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.
40. The TEC continues to focus on driving improvements in sector performance to achieve equity of education outcomes for all learners. All large TEOs are required to develop a Learner Success Plan which clearly demonstrates a whole of organisation commitment to, and a coherent roadmap for, improving outcomes for learners.

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

41. 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 2022⁷.

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 2022⁷.



42. The *qualification completion* rate has risen slightly for levels 1 to 3 in 2022, up from 56% in 2021 to 57% in 2022 (up 1 percentage point). This follows a notable decline between 2020 and 2021, which fell 5 percentage points from 61% in 2020.

43. The 2022 *qualification completion* rate lifted for levels 1 to 3, level 7 degree, and levels 8 to 10, while holding steady for levels 4 to 7 (non-degree)¹⁸.

- a. Specifically, the *qualification completion* rate for levels 1 to 3 increased from 56% in 2021 to 57% in 2022 (up 1 percentage point). The *qualification completion* rate for level 7 degree increased from 62% in 2021 to 63% in 2022 (up 1 percentage point) and for levels 8 to 10, it increased from 74% in 2021 to 75% in 2022.
- b. The *qualification completion* rate for levels 4 to 7 (non-degree) remained unchanged from 2020 and 2021 at 60%.

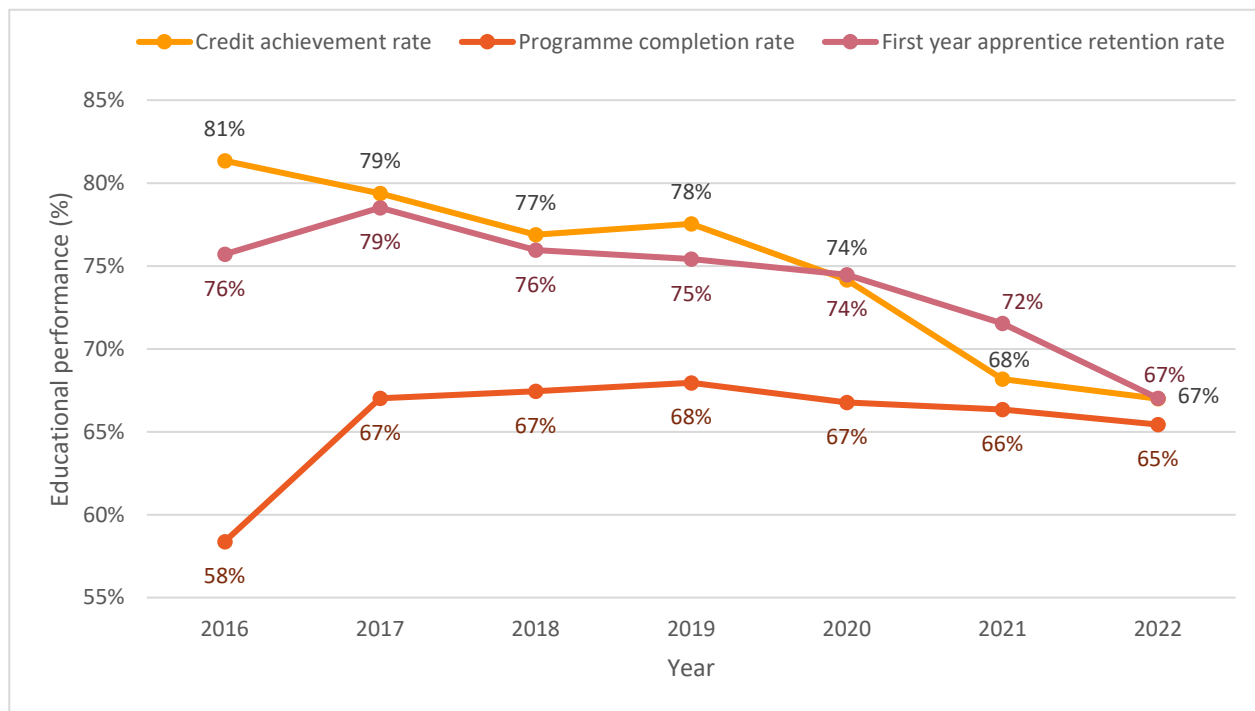
Industry Training sector EPIs: Credit achievement rate falls in 2022

44. In 2022, all three EPIs for the industry training sector decreased from 2021.

¹⁸ Note that levels 1 to 7 (non-degree) are primarily represented by course enrolments in Te Pūkenga (55%), PTEs (25%) and wānanga (18%) subsectors, while levels 7 degree and above mostly consist of course enrolments in universities (81%) and Te Pūkenga (13%).

45. Figure 7 shows EPIs for the industry training sector from 2016 to 2022⁸.

Figure 7: Industry training sector educational performance indicators, for years 2016 to 2022⁸.

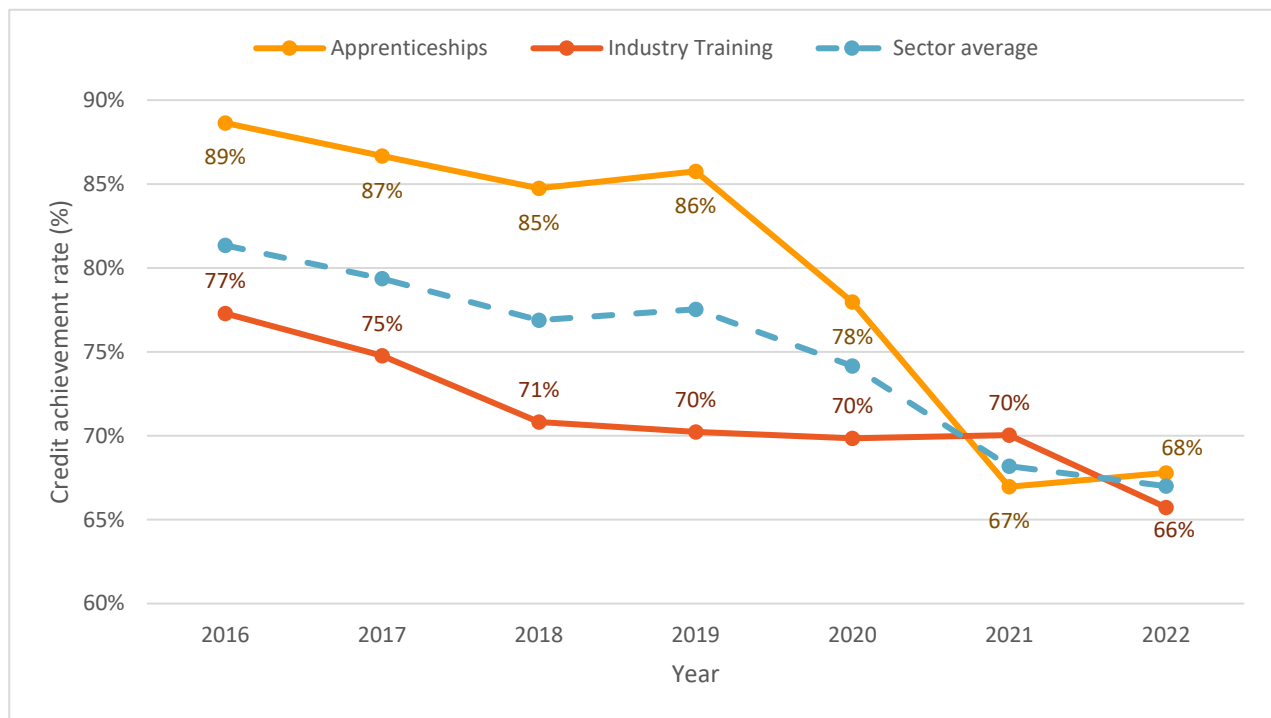


46. The *first year apprentice retention* rate saw the most significant decrease, down from 72% in 2021 to 67% in 2022 (down 5 percentage points). Programme completion and credit achievement rates have continued their steady decline since 2019, both falling 1 percentage point from 2021.

Credit achievement rate for apprentices significantly

47. Figure 8 shows the *credit achievement* rate for apprenticeships and industry training learners compared to the sector average, from 2016 to 2022⁹.

Figure 8: Credit achievement rate for apprenticeships and industry training learners compared to the sector average, for years 2016 to 2022⁹.



48. In 2022, *credit achievement* for apprentices rose above the rate of industry trainees after falling below for the first time in 2021. This was partially due to notable decrease in credit achievement for industry trainees, falling from 70% in 2021 to 66% in 2022 (down 4 percentage points). *Credit achievement* for apprentices increased slightly, up from 67% in 2021 to 68% in 2022 (up 1 percentage point).
49. We will continue to monitor the impact of increased apprenticeship enrolments on EPIs in upcoming years.

About the data

50. The EPI data used in this aide memoire is compiled from:
- a. April 2023 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 2023.
51. 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
01 September 2023



Hon Jan Tinetti

Minister of Education
10 / 09 / 2023

Appendixes

Table 1: Provider-based educational performance indicators, years 2016-2022

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%
2022	82%	62%	74%	36%

Table 2: Provider-based educational performance indicators by subsector, years 2016-2022

Educational performance indicator (EPI)	Subsector					
	Year	Te Pūkenga	University	Wānanga	Private Training Establishment	Sector average
Course completion rate (%)	2016	81%	87%	77%	81%	83%
	2017	82%	87%	77%	77%	83%
	2018	81%	87%	74%	80%	83%
	2019	81%	87%	76%	81%	84%
	2020	81%	89%	70%	80%	84%
	2021	80%	88%	70%	81%	83%
	2022	79%	86%	65%	78%	82%
Qualification completion rate (%)	2016	51%	63%	68%	64%	59%
	2017	53%	63%	68%	64%	60%
	2018	53%	64%	66%	65%	61%
	2019	55%	64%	72%	64%	62%
	2020	54%	65%	72%	63%	62%
	2021	53%	65%	66%	68%	61%
	2022	54%	66%	65%	67%	62%
First year retention rate (%)	2016	59%	78%	61%	64%	71%
	2017	62%	78%	66%	63%	73%
	2018	63%	79%	67%	60%	74%
	2019	66%	80%	66%	63%	75%
	2020	67%	80%	62%	65%	76%
	2021	67%	80%	64%	61%	76%
	2022	65%	78%	59%	65%	74%
Progression from levels 1-4 rate (%)	2016	35%	69%	34%	36%	36%
	2017	34%	70%	32%	38%	35%
	2018	34%	71%	34%	37%	36%
	2019	35%	88%	33%	38%	36%
	2020	35%	88%	30%	39%	35%
	2021	36%	89%	38%	42%	39%
	2022	33%	86%	37%	35%	36%

Table 3: Provider-based educational performance indicators by funding group: SAC levels 3 and above, international, and sector average, years 2016-2022

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%	83%
	2017	83%	90%	83%
	2018	83%	89%	83%
	2019	83%	91%	84%
	2020	84%	92%	84%
	2021	84%	92%	83%
	2022	82%	90%	82%
Qualification completion rate (%)	2016	60%	68%	59%
	2017	60%	71%	60%
	2018	59%	71%	61%
	2019	61%	74%	62%
	2020	60%	74%	62%
	2021	60%	77%	61%
	2022	60%	79%	62%
First year retention rate (%)	2016	71%	76%	71%
	2017	72%	79%	73%
	2018	73%	79%	74%
	2019	74%	83%	75%
	2020	75%	79%	76%
	2021	76%	80%	76%
	2022	74%	83%	74%

Table 4: Provider-based educational performance indicators by ethnicity group: Māori, Pacific peoples, and non-Māori and non-Pacific peoples, for years 2016-2022

Educational performance indicator (%)	Year	Ethnicity group			All learners
		Māori	Pacific peoples	Non-Māori and non-Pacific peoples	
Course completion rate (%)	2016	74%	73%	87%	83%
	2017	74%	70%	87%	83%
	2018	74%	73%	87%	83%
	2019	75%	73%	87%	84%
	2020	73%	74%	88%	84%
	2021	73%	72%	87%	83%
	2022	72%	69%	85%	82%
Qualification completion rate (%)	2016	55%	56%	61%	59%
	2017	55%	56%	63%	60%
	2018	55%	54%	63%	61%
	2019	57%	55%	64%	62%
	2020	57%	54%	64%	62%
	2021	55%	53%	64%	61%
	2022	54%	52%	65%	62%

First year retention rate (%)	2016	61%	68%	73%	71%
	2017	63%	67%	75%	73%
	2018	65%	68%	76%	74%
	2019	66%	70%	77%	75%
	2020	68%	69%	78%	76%
	2021	68%	70%	78%	76%
	2022	67%	69%	76%	74%
Progression from levels 1-4 rate (%)	2016	37%	40%	34%	36%
	2017	36%	40%	34%	35%
	2018	35%	41%	35%	36%
	2019	36%	42%	35%	36%
	2020	35%	38%	35%	35%
	2021	41%	43%	38%	39%
	2022	39%	38%	34%	36%

Table 5: Provider-based educational performance indicators by cohort: levels 1 to 3, 4-7 (non-degree), 7 degree, and 8-10, for years 2016-2022

Educational performance indicator (%)	Year	Cohort				Sector average
		Level 1 to 3	Level 4 to 7 (non-degree)	Level 7 degree	Level 8 to 10	
Course completion rate (%)	2016	73%	80%	86%	93%	83%
	2017	74%	79%	86%	93%	83%
	2018	74%	78%	86%	93%	83%
	2019	74%	79%	87%	93%	84%
	2020	71%	77%	88%	94%	84%
	2021	72%	78%	87%	93%	83%
	2022	70%	74%	86%	91%	82%
Qualification completion rate (%)	2016	60%	55%	59%	72%	59%
	2017	60%	58%	59%	72%	60%
	2018	61%	57%	60%	73%	61%
	2019	62%	61%	59%	73%	62%
	2020	61%	60%	60%	73%	62%
	2021	56%	60%	62%	74%	61%
	2022	57%	60%	63%	75%	62%
First year retention rate (%)	2016	-	52%	75%	78%	71%
	2017	-	55%	75%	78%	73%
	2018	-	54%	76%	80%	74%
	2019	-	58%	77%	80%	75%
	2020	-	60%	77%	80%	76%
	2021	-	59%	77%	81%	76%
	2022	-	57%	76%	80%	74%
Progression from levels 1-4 rate (%)	2016	38%	32%	N/A	N/A	36%
	2017	38%	31%	N/A	N/A	35%
	2018	39%	30%	N/A	N/A	36%
	2019	38%	33%	N/A	N/A	36%
	2020	37%	33%	N/A	N/A	35%
	2021	41%	37%	N/A	N/A	39%
	2022	38%	32%	N/A	N/A	36%

Table 6: Industry training educational performance indicators, for years 2016 to 2022

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%	78%
2020	74%	67%	74%
2021	72%	66%	68%
2022	67%	65%	67%

Table 7: Industry training educational performance indicators by learner type: apprenticeships and industry training, for years 2016 to 2022

Educational performance indicator (%)	Year	Learner type	
		Apprenticeships	Industry training
First year retention rate for apprentices (%)	2016	76%	N/A
	2017	79%	N/A
	2018	76%	N/A
	2019	75%	N/A
	2020	74%	N/A
	2021	72%	N/A
	2022	67%	N/A
Programme completion rate (%)	2016	54%	59%
	2017	47%	69%
	2018	42%	71%
	2019	62%	70%
	2020	56%	69%
	2021	55%	69%
	2022	53%	70%
Credit achievement rate (%)	2016	89%	77%
	2017	87%	75%
	2018	85%	71%
	2019	86%	70%
	2020	78%	70%
	2021	67%	70%
	2022	68%	66%

Table 8: Completed Transitional-industry training organisation transitions

Transfer date	Transitional-ITO	Receiving Provider	What Transferred?
August 2021	Competenz	Te Pūkenga Work Based Learning Ltd – Competenz Division	Staff, learners and arranging training functions
August 2021	Competenz	Skills4Work	Retail meat apprenticeships
August 2021	NZ Marine & Composites ITO	Marine and Specialised Technologies Academy of New Zealand (MAST Academy)	Staff, learners and arranging training functions
September 2021	Connexis	Te Pūkenga Work Based Learning Ltd – Connexis Division	Staff, learners and arranging training functions
October 2021	BCITO	Te Pūkenga Work Based Learning Ltd – BCITO Division	Staff, learners and arranging training functions
January 2022	MITO	Te Pūkenga Work Based Learning Ltd – MITO Division	Staff, learners and arranging training functions
January 2022	MITO	Marine and Specialised Technologies Academy of New Zealand (MAST Academy)	Small group of industrial textile fabrication learners
July 2022	Service Skills Institute (ServiceIQ)	Te Pūkenga Work Based Learning Ltd – ServiceIQ Division	Learners and arranging training functions for the aviation, hospitality, retail, travel, tourism and museum sectors
July 2022	Skills Organisation Incorporated (Skills)	St John	Learners and arranging training functions for the ambulance sector
September 2022	Community Support Services ITO Incorporated (Careerforce)	Te Pūkenga Work Based Learning Ltd – Careerforce Division	Staff, learners and arranging training functions for the following sectors: Aged residential care, disability support, home and community support, healthcare services, mental health and addiction, social services, youthwork, cleaning, urban pest management.
September 2022	Skills Organisation Incorporated (Skills)	Industry Connection for Excellence (ICE)	Staff, learners and arranging training functions for the following sectors: Appliance servicing, case management, contact centre, credit management, customer premise systems, electrical
September 2022	Skills Organisation Incorporated (Skills)	Ignite Colleges	
September 2022	Skills Organisation Incorporated (Skills)	Vertical Horizonz	

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			equipment in explosive atmospheres, electronic engineering, electronic security, emergency communications, motor rewinding, public sector, real estate, roofing, switchgear fitting.
September 2022	New Zealand Hair and Beauty Industry Training Organisation Inc. (HITO)	Te Pūkenga Work Based Learning Ltd – HITO Division	Staff, learners and arranging training functions for the hairdressing, barbering and beauty therapy sectors
October 2022	Skills Organisation Incorporated (Skills)	Te Pūkenga Work Based Learning Ltd - existing divisions	Staff, learners and arranging training functions for the following sectors: Adult education, building surveying/regulatory, business, civil defence, conservation, coordinated incident management systems, cranes, electricians, elevated work platforms, financial services, fire & rescue, industrial measurement & control, industrial rope access, intelligence, organisation risk & compliance, offender management, plumbing, gas fitting & drain laying, regulatory compliance (g-reg), rigging, scaffolding, security, statistics and workplace health & safety
October 2022	Skills Organisation Incorporated (Skills)	ETCO	
October 2022	Skills Organisation Incorporated (Skills)	Industry Connection for Excellence (ICE)	
October 2022	Skills Organisation Incorporated (Skills)	Ignite Colleges	
October 2022	Skills Organisation Incorporated (Skills)	Vertical Horizonz	
October 2022	Skills Organisation Incorporated (Skills)	Strategi Institute	
October 2022	Primary ITO	Te Pūkenga Work Based Learning Ltd - Primary Division	Staff, learners and arranging training functions for the following sectors: Agriculture, horticulture, food processing and many other related fields. Its subsectors include meat processing, rural servicing, amenity horticulture (such as public parks and gardens), dairy farming, sheep, beef and deer, seafood, viticulture and a range of others

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October 2022	Skills Active Aotearoa	Skills Active Te Mahi Ako (Te Mahi Ako)	Staff, learners and arranging training functions for the following sectors: Exercise, outdoor recreation, community recreation, aquatics, sport, entertainment and events, and snow sport
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