The Performance of Tertiary Education Organisations

72%

72%

59%

This measure shows the number of credits that were achieved by trainees in a

given year, as a proportion of the credits trainees were expected to achieve in that



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All Industry Training Organisations

Achievement of

Credits

Levels 1 & 2

Levels 3 & 4

Levels 5 & above

Organisation Type: Industry Training Organisation

Year: 2013

•	

All Levels of Study

74%

Completion of **Programmes**

Levels 1 & 2	74%
Levels 3 & 4	75%
Levels 5 & above	 74%

This measure shows the nominal credit value of programmes that were completed in a given year as a proportion of the credits trainees were expected to achieve in that year.

About Industry Training

All Levels of Study

72%

In 2013, the TEC funded 20 Industry Training Organisations (ITOs) through the Industry Training Fund and Modern Apprenticeships Scheme. As a result of mergers throughout the year, there were 13 funded ITOs at the close of 2013.

ITOs do not provide training themselves, but act as brokers between employers and training providers. ITOs range in size from an ITO that covers a single industry to large ITOs that cover multiple industries.

Many of the industries that ITOs represent have long established trades and apprenticeship models with an associated history and culture of regulated training, while other ITOs represent industries where the culture of training is still developing.

Government expectations of Industry Training

The Government expects ITOs to:

- enable working people to complete nationally recognised qualifications;
- create clear pathways towards advanced trade qualifications at levels four and above; and
- build and maintain strong support from the industries they serve.

To give effect to these expectations, ITOs have three statutory functions which are to:

- set skill standards for their industry;
- develop arrangements for the delivery of training; and
- provide leadership within their industry on skill and training needs.

Tertiary Education Strategy

The Tertiary Education Strategy 2014-2019 sets out the Government's expectations and priorities for New Zealand's tertiary education system, ensuring that the skills people develop are well matched to labour market needs, as well as getting at-risk young people into a career, and boosting achievement of Māori and Pasifika learners.

Context				
Number of Trainees:				129,307
Number of STMs*:				42,087
Trainee ethnicity+		Le	vel of study**	
European	66%	Le	vels 1-2	36%
Māori	18%	Le	vels 3-4	59%
Pacific	7%	Le	vels 5 and above	4%
Other	12%			

*Standard Training Measure - an STM is a unit of training, specifically the amount of training required to achieve 120 credits. STM figures are rounded to whole numbers.

+Total may not equal 100% as some trainees identify with more than one ethnicity.

** Percentage figures are rounded to whole numbers, and may not equal 100%



Disclaimer: The results in this report are generated from data submitted by Tertiary Education Organisations. While efforts have been made to verify the information, the Tertiary Education Commission does not attest to the accuracy or completeness of the results.

The Performance of Tertiary Education Organisations



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Skills Active

Organisation Type: Industry Training Organisation

Year: 2013

*	Achievement of Credits Levels 1 & 2 46% Levels 3 & 4 72%			Completion of Programm evels 1 & 2 evels 3 & 4	1 es 41% 70%	
All Levels of Study	Levels 5 & above 68% This measure shows the number of credits that were act given year, as a proportion of the credits trainees were e year.	hieved by trainees in a expected to achieve in that	All Levels of Study	evels 5 & above his measure shows the nominal a given year as a proportion of nat year.	41% credit value of program	
Context Trainees: 4,5 STMs*: 1,6 Further information about rainee characteristics may be available on the organisation website. * Standard Training Measure an STM is a unit of training, specifically the amount of training required to achieve 120 credits. STM figures an rounded to whole numbers.	Pe 1's 2 -	Level of	of Study**	Trainee A	Age**	Provider Contact Details PO Box 2183 WELLINGTON 6140 0508 475 4557
* Percentage figures are ounded to whole numbers, and may not equal 100%	European Maori Pacific Other	Levels 1 & 2 Levels 3 & 4 Levels 5 & above		17 Years and Under 18 - 19 20 - 24 25 - 39 40 Years and Over		

www.skillsactive.org.nz



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The Performance of Tertiary Education Organisations



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Comparative Educational Performance

Organisation Type: Industry Training Organisation

Year: 2013

Achievement of **Credits**

This measure shows the number of credits that were achieved by trainees in a given year, as a proportion of the credits trainees were expected to achieve in that

1	Building and Construction ITO	100%	
2	Pharmacy ITO	100%	
3	NZ Hairdressing ITO	90%	
4	NZITO	88%	
5	Infrastructure ITO	84%	
6	Joinery ITO	80%	
7	EMQUAL	75%	
8	NZ Motor ITO	75%	
9	NZ Marine ITO	74%	
10	Decorate NZ & Floor NZ	73%	

ction	100%	11	InfraTrain I
		12	ServiceIQ
	100%	13	Competenz
	90%		Communic
	88%		Skills Activ
	84%		Careerforc
	80%		Primary IT(
	75%		
	75%		Plastics an
	74%	19	Skills Orga
	74%	20	Forest Indu

ain NZ	68%	
IQ	68%	
tenz	66%	
inications & Media	66%	
ctive	66%	
orce	66%	
ITO	65%	
and Materials ITO	65%	
rganisation	60%	
ndustries	48%	

Median: 71%

How to read the graphs:					
00	Lorem ipsum	00%			
۸	^	۸	^		
Rank	Organisation	Percentage	Performance		

Completion of Programmes

This measure shows the nominal credit value of programmes that were completed in a given year as a proportion of the credits trainees were expected to achieve in that year.

11 ServiceIQ

1	Pharmacy ITO	100%	
2	NZ Hairdressing ITO	100%	
3	Building and Construction ITO	95%	
4	NZITO	92%	
5	NZ Motor ITO	84%	
6	Skills Organisation	83%	
7	Infrastructure ITO	82%	
8	NZ Marine ITO	73%	
9	Primary ITO	71%	
10	EMQUAL	69%	

12 Competenz	65%
13 Skills Active	64%
14 InfraTrain NZ	63%
15 Decorate NZ & Floor NZ	63%
16 Communications & Media	61%
17 Careerforce	60%
18 Joinery ITO	53%
19 Plastics and Materials ITO	47%
20 Forest Industries	45%



Median: 67%

65%

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