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The Number of Certificates and Diplomas on the New Zealand Register of Quality Assured Qualifications

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1. Executive Summary

The numbers of certificates and diplomas presented below represent all quality assured qualifications within New Zealand that are equal to or greater than 40 credits and listed on New Zealand Register of Quality Assured Qualifications (“The Register”), as of 18 December 2008.

Total number of qualifications

- There are 5937 quality-assured qualifications listed on The Register.
- Just over 76 per cent of these qualifications are certificates and diplomas; 58.19 per cent are certificates and 17.84 per cent are diplomas.

Qualification credits

- Certificates are offered from 40 credits to 360 credits, with 120-credit qualifications most frequent (19.56 per cent) followed by 60-credit (11.95 per cent) and 40-credit (7.93 per cent) certificates.
- Diplomas are offered at range of credit values, from 120 to 480 credits, with 120-credit qualifications most frequent (37.11 per cent) followed by 240-credits (20.87 per cent) and 360-credits (4.63 per cent) diplomas.

Qualification titles

- Of the 1059 diplomas and 3455 certificates currently available, 786 and 2511 qualifications (respectively) have unique titles in that one title is used to designate one qualification.
- One title is used to designate more than one qualification; 100 of the 1059 diplomas and 339 of the 3455 certificates use a title for more than one qualification.

Qualifications by Fields

- The 3455 certificates are offered in 305 different Fields. Just over 25 per cent of these qualifications are offered in ten different Fields.
- The largest proportion of certificates (22.92 per cent) is offered in the *Engineering and Related Technology* Broad Field, followed by the *Society and Culture* Broad Field (20.52 per cent).
- The 1059 diplomas are categorised into 208 different Fields. Approximately 25 per cent of these are offered within 9 Fields.
- The largest proportion of diplomas (21.06 per cent) is offered in the *Society and Culture* Broad Field, followed by *Creative Arts* (16.81 per cent) and *Management and Commerce* (16.81 per cent) broad Fields.

Qualifications by levels

- The majority of certificates are offered at levels 3 and 4 across most NZSCED broad fields, except for *Information Technology* and *Education* Fields, which offer the bulk of certificates at levels 4 and 5, and *Mixed Field Programmes*, which offer the bulk of certificates at levels 2 and 3.
- The majority of diplomas are offered at levels 5 and 6 across 11 NZSCED Broad Fields, whereas the majority of diplomas are offered at level 7 within the *Education* Field.

Qualification developers

- There are 361 organisations that developed the 3455 certificates. Of these organisations, eleven developed just over 25 per cent of all certificates.
- There are 210 organisations that developed the 1059 diplomas. Of these 210 organisations, nine developed just over 25 per cent of all diplomas.

2. Introduction

The New Zealand Qualifications Authority (NZQA) and the Ministry of Education (MoE) were charged by the Skill New Zealand Tripartite Forum¹ to undertake a *Targeted Review of the New Zealand Qualifications System* (the targeted review), focusing on diploma and certificate level qualifications (Action 7, Skills Strategy Action Plan 2008). In April 2009, the Minister of Education approved the targeted review as planned and the project contributes to areas of focus and expectation of NZQA as contained in the Letter of Expectation with the Minister and NZQA's Statement of Intent. This review includes the active participation of the Tertiary Education Commission, Department of Labour, Business New Zealand, NZCTU, the Industry Training Federation, Industry Training Organisations, the Institutes of Technology and Polytechnics Quality, the PTE sector, Te Taihū o Ngā Wānanga and individual Institutes of Technology and Polytechnics. An objective of the targeted review is to ensure the clarity of qualifications for both industry (employers) and students, as clarity is important for understanding the acquired skills and knowledge for recruitment purposes as well as potential advancement pathways.

The purpose of this report is to provide descriptive analyses on the numbers of certificates and diplomas listed on the New Zealand Register of Quality Assured Qualification. First, however, a historical background on the National Qualifications Framework (NQF) and the Register is provided for context.

¹ The Skill New Zealand Tripartite Forum were brought together as part of work related to the previous government's Skills Strategy. The Forum comprises government Ministers and officials, Business New Zealand, the New Zealand Council of Trade Unions, and the Industry Training Federation.

3. The National Qualifications Framework and Register Background

The political, economic and social reforms of the 1980s highlighted the need for significant changes to the education sector, which was increasingly characterised by a lack of comparability in educational programmes, confusion around naming and classification, and a population who lacked the skill and education levels needed to compete effectively in an international marketplace².

Under section 253 (1)(c)(i)-(ii) of the Education Act 1989, NZQA is required to:

[...] develop a framework for national qualifications in secondary schools and in post-school education and training in which –

- (i) all qualifications have a purpose and a relationship to each other that students and the public can understand; and
- (ii) there is a flexible system for the gaining of qualifications, with recognition of competency already achieved.

There was also a significant shift away from the mentality of ‘one qualification for life’ in order to maintain and enhance learners’ ability to transfer credit by the establishment of a common system of credit. To fulfil this statutory mandate, between 1990 and 1991 NZQA consulted on the development of a national qualifications framework that would include all qualifications. The outcome of this consultation was overwhelming support for a single, unified system. Subsequently the National Qualifications Framework was introduced in November 1991.

In 1994, the Tertiary Lead Group was tasked with incorporating degrees into the National Qualifications Framework. The Group recommended that all qualifications be incorporated into a single harmonised qualifications framework. Mechanisms were proposed for registration onto this framework at both National and provider level, specified in terms of learning outcomes and objectives, credits and levels.

The National Qualifications Framework was predicated on ‘units of learning’ – a term that evolved into ‘unit standards’ – with a standard format, and a National catalogue. This shift to unit standards was seen as a key change to the existing qualifications system and aimed to increase the responsiveness of the education system to industry needs by focusing less on inputs, and more learner competencies. Basing the National Qualifications Framework on unit standards caused discord with the university sector.

The New Zealand Vice-Chancellors’ Committee (NZVCC) argued that the introduction of a standards based system would remove academic freedom and innovation, and that university study was at too high a level to be broken down into small, competency based unit standards. Consequently, the NZVCC withdrew its support from the National Qualifications Framework in 1996 before its development was complete.

² Hamil, J. (2001) *The New Zealand National Qualifications Framework, 1990 – 2001: A Country Characterisation Report* Wellington, New Zealand and London, UK: International Benchmarking of Qualifications Systems Based on Competency Standards Defined by Industry Project (Council for Normalisation and Certification of Competency Standards).

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A record of learning was to be kept for all learners, with NZQA being responsible for maintaining it in a central computer database. The multiplicity of existing classifications was replaced by three terms for registration on the framework: National Certificate; National Diploma; and National Degree. The record of learning has since been changed to the Record of Achievement.

Originally, the NQF had eight levels of achievement. The National certificate was placed at Levels 1 to 4 (this was extended to Level 7 in March 1995), the National diploma was placed at Levels 5 to 7, degrees at Level 7 and advanced degrees and all postgraduate qualifications at Level 8. In 2001, the NQF was extended to ten levels as part of the development of the criteria for the Register. In the same year, the framework was further developed to allow the registration of 'achievement standards' for school subjects and the subsequent introduction of the National Certificate of Educational Achievement (NCEA) in 2002.

In 2001 the NZQA Board agreed to the policy framework and qualification definitions for the Register, which was fully implemented by 2006. The comprehensive listing of qualifications on the Register aimed to provide learners and the public with information on, and to make comparisons between, qualifications. The inception of the Register also accommodated degrees without requiring them to be in a unit standard format by allowing providers to register a qualification that was not standards based. The National Qualifications Framework then became a subset within the Register, while sharing the same levels and qualification descriptors as the wider Register.

In May 2004, NZQA undertook a Register Compliance project to ensure that all standards and qualifications listed on the Register were reviewed against the Register's criteria. The process was complex and involved more than 400 providers and 2,500 qualifications. During the process it was found that in many cases, provider-developed qualifications were in fact National qualifications. For this and other reasons, more than 500 qualifications were removed from the Register. The outcome was that any qualifications not compliant with the Register criteria by 1 August 2006 were removed. Due to the influx of information this deadline was extended until December 2006.

Currently, the Register not only serves as a database which brings together all quality assured qualifications available in New Zealand, but also prescribes the criteria on which all qualifications must be registered. Specifically, its purposes include: clearly identifying all quality assured qualifications in New Zealand; ensuring that all qualifications are understandable and have a purpose and relation to one another; ensuring learners' ability to transfer credit; and enhancing and building on the international recognition of New Zealand qualifications³.

4. Qualifications in New Zealand

Qualifications in New Zealand are registered at one of ten levels, increasing in levels of complexity from 1 (least complex) to 10 (most complex), and includes certificates (levels 1-7), diplomas (levels 5-7), Bachelors Degrees, Graduate

³ NZQA (2007) *The New Zealand Register of Quality Assured Qualifications*, Wellington: Author, p.4.

Diplomas and Certificates (level 7), Postgraduate Diplomas and Certificates, Bachelors Degrees with Honours (level 8), Masters Degrees (level 9) and Doctorates (level 10). The current review focuses on diplomas and certificates.

The Register (2007: 10) notes that *certificates* “are often used to prepare candidates for both employment and further education and training”. Certificates are offered in a wide range of contexts across all levels, up to and including level 7. *Diplomas* are registered at levels 5, 6 and 7, and “often prepare learners for self-directed application of skills and knowledge. These qualifications often build on prior qualifications or prior experience and recognise capacity for initiative and judgement: across a broad range of educational and vocational areas, [and] in technical, professional, and/or management roles” (ibid: 10).

National Certificates and *National Diplomas* are qualifications based on unit or achievement standards. The NZQA website states that “[t]hese [National] qualifications are nationally recognised because National industry representatives design them”. Although non-national certificates and diplomas may use components of National qualifications, they are developed by Providers and approved by the relevant quality assurance body. These certificates and diplomas are sometimes referred to as *Provider Developed* or *Provider* qualifications.

5. Methodology

The qualification data used for the current review was taken from the public face of the Register, “KiwiQuals” (www.kiwiquals.govt.nz). KiwiQuals allows individuals to search for information on quality assured qualifications (that are 40 credits or more) in New Zealand, including vocational and academic qualifications, and all secondary, industry and university qualifications. The qualification data were extracted from Register on 18 December 2008, and the list of certificates and diplomas contained the following information:

- **Qualification Number** (a unique code designating the qualification);
- **Qualification Title**;
- **Qualification Type** (e.g. National Certificate / Diplomas or (non-National) Certificate / Diploma);
- **Organisation Identification Number** (a unique code designating the qualification developer/owner);
- **Organisation Name** (the name of an organisation that developed/own the qualification⁴);
- **Level** (levels 1 to 10, with 1 being the least complex and 10 being the most complex);
- **Total Credits** (credits are measured in terms of “notional learning hours”, which includes direct contact time with teachers and trainers, time spent in studying and doing assignment etc. and time spent in assessment. One credit is equivalent to 10 notional learning hours, and 120 credits is equivalent to one year of full-time study);
- **Classification ID** (a New Zealand Standard Classification of Education code designating the *Field* of the qualification);

⁴ NZQA does not distinguish between a qualification developer and owner; NZQA views the organisation that registers a qualification as both the owner and developer of the qualification.

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- **Classification Name** (a New Zealand Standard Classification of Education name designating the *Field* of the qualification);
- **Outcome Statement** (a description of what a qualification holder will achieve in terms of skills and knowledge).

The current review summarises the Qualification Titles, Qualification Types, Qualification Developers, Levels, Credits and Classification Names. A second review examines the link between qualifications and employment and uses the Outcome Statement for this purpose. An examination of quality assured qualifications was done in order to better understand the number of industry certificates and diplomas in New Zealand. Although the scope of the *targeted review* includes certificates and diplomas at levels 1-6, the current review includes all certificates, spanning from levels 1 to 7, and all diplomas, covering levels 5 to 7, in order to provide a full account of all diplomas and certificates in New Zealand. The review includes standards-based qualifications but does not include the National Certificate in Educational Achievement (NCEA).

Key knowledge-holder input was sought from various business units within NZQA and the Ministry of Education in order to ensure accuracy of the data. In addition, various stakeholders provided comment on earlier versions of the report in order to ensure relevance of the information; the organisations consulted include the Tertiary Education Commission, the Department of Labour, Business New Zealand, Institutes of Technology and Polytechnics of NZ and the Industry Training Federation.

As this analysis is an overview of the qualifications on The Register, the lists of qualifications were not sent to the individual organisations to confirm if their qualifications are still currently offered (permitting student enrolments). Later analyses will explore this issue further (see Section 6)⁵.

6. Findings

6.1. *The total number of certificates and diplomas*

Table 1 presents the numbers and types of qualifications on The Register as at 18 December 2008. As indicated, diplomas and certificates (excluding graduate and post-graduate qualifications) comprise 76.03 per cent of all quality assured qualifications (equal to or greater than 40 credits) offered in New Zealand. Of these qualifications, 3455 are certificates (58.19 per cent) and 1059 are diplomas (17.84 per cent).

⁵ For further information see Vermillion Peirce, P. & Parker, S. (2009) *The currency of certificates and diplomas on the New Zealand Register of Quality Assured Qualifications*, Wellington: NZQA.

Table 1. Numbers* and types of qualifications on the New Zealand Register of Quality Assured Qualifications

Type of qualification	Level	Number	Percent of total qualifications
Post-graduate		748	12.60 %
Doctorate	10	42	
Masters	9	276	
Post-grad Diploma	8	216	
Post-grad Certificate	8	102	
National Post-grad Certificate	8	1	
Bachelor (Hon)	8	111	
Graduate		673	11.34 %
Bachelors	7	438	
Graduate Diploma	7	175	
Graduate Certificate	6-7	60	
Diploma		1059	17.84 %
Diploma	5-7	909	
National Diploma	5-7	150	
Certificate		3455	58.19 %
Certificate	1-7	2375	
National Certificate	1-7	1080	
Other	1	2	0.03 %
Total qualifications	1-10	5937	100 %

*as at 18 December 2008

6.2. Total credits

The total credits of a qualification are measured in terms of “notional learning hours”, which includes direct contact time with teachers and trainers, time spent studying and doing assignments, and time spent in assessment. One credit is equivalent to ten notional learning hours, and a full-time single year programme translates into 120 credits.

The 3455 certificates are offered at 203 different credit values. The numbers of credits range from 40 credits, which make up 274 certificates, to 360 credits, which make up 4 certificates. Three outliers were not included in this analysis. Table 2 lists the number of certificates offered within eight credit bands.

Table 2. The number of certificates offered within eight credit bands

Credit band	Credits	Number of certificates
1	40-79	1783
2	80-119	501
3	120-159	1009
4	160-199	66
5	200-239	29
6	240-279	38
7	280-319	21
8	320-360	8

As shown in Table 2, the majority of certificates are offered within the first credit band (40-79 credits) followed by the third credit band (120-159 credits). More specifically, the most frequent credit value for certificates is 120 credits; 676 certificates (19.56 per cent) are being offered at 120 credits. Following 120-credit qualifications, there are 413 60-credit certificates (11.95 per cent) and 274 40-credit certificates (7.93 per cent) certificates are the most frequent on offer.

The 1059 diplomas are offered at 153 different credit levels. The number of credits range from 120 credits (393 diplomas) to 480 credits (4 diplomas). There were four outliers, which were not included in this analysis. Table 3 lists the number of diplomas offered within nine credit bands.

Table 3. The number of diplomas offered within eight credit bands.

Credit band	Credits	Number of diplomas
1	120-159	571
2	160-199	80
3	200-239	16
4	240-279	277
5	280-319	23
6	320-359	9
7	360-399	67
8	400-439	6
9	440-480	6

As shown, most diplomas are offered in the first credit band (120-159), followed by the fourth credit band (240-279). More specifically, most diplomas are offered at 120 credits (37.11 per cent), followed by 221 diplomas (20.87 per cent) which offer 240 credits and 49 diplomas (4.63 per cent) which offer 360 credits. Less than 2 per cent of diplomas are offered above this credit value.

6.3. Qualification title

Qualification titles are the first indication of a qualification holder's skills and knowledge. To an employer, a qualification title is a direct signal of a learner's skills and knowledge. To a learner, the title indicates the qualification's discipline.

The NZQA's Criteria, Requirements and Guidelines for Course Approval and Accreditation (2003:4) indicate that "Course and qualification titles should provide a concise, accurate and informative indication of the aims and outcomes of courses". A qualification developer composes the qualification title according to prescribed criteria. First, a qualification must include the qualification type (e.g. *Certificate* or *Diploma*). Second, a qualification must be given a designator in order to identify the main disciplinary area of the qualification. For example, the designator is *Computing* in the "Certificate in Computing". The designator must also have wide National or international acceptability, or be necessary for National or international recognition of that qualification, or be a requirement of a professional body that has a formal role in the approval of the qualification.

Optionally, qualification developers may choose to add a qualifier to the title in order to improve transparency. As stated in the Criteria (ibid: 4-5), four types of qualifiers are permitted in the title. First, a discipline qualifier may be used to further define the specific focus of the qualification or to indicate a pathway within a course. Second, a focus qualifier also further identifies the concentration of the course but is signalled within the qualification title rather than following the title. A level qualifier indicates the level and is added before or after the designator. Finally, the name of the awarding institution may be added before the title.

Flexibility in qualification titles means that any one qualification may be given a variety of titles, as determined by the qualification developer. A qualification may include a qualification type and a designator whereas the same qualification may additionally include a qualifier, an awarding institution or both. This flexibility can result in one qualification having many different titles that vary in specificity.

Of the 1059 diplomas and 3455 certificates available, 786 and 2511 qualifications (respectively) have unique titles in that one title designates one qualification. However, the uniqueness may lie in the degree of specificity assigned to the title, such as the *Diploma in Applied Science* versus the *Diploma in Applied Science (level 5)*. On the other hand, 100 of the 1059 diplomas and 339 of the 3455 certificates use a title for more than one qualification. The most frequently used certificate titles include the *Certificate in Hairdressing* (14 certificates), *Certificate in Foundation Studies* (13 certificates), *Certificate in Business* (9 certificates) and *Certificate in Computing* (9 certificates). The most frequently adopted diploma titles are the *Diploma in Tourism Management* (9 diplomas), *Diploma in Accounting* (8 diplomas), *Diploma in Business Administration* (8 diplomas) and the *Diploma in Marketing* (7 diplomas).

Although one qualification title may denote multiple qualifications, each qualification is different; evident from The Register, qualifications with identical titles are often taught at different levels and they vary in the number of credits. Further analysis may examine whether generic titles (one title that is applied to a number of different qualifications) or specific titles (a different title for each qualification) provide better clarity for qualification end-users, including employers and learners (see Section 6).

6.4. Classification Name/ Field

One criterion for registration on The Register is that each qualification developer must nominate a Field for each qualification, which is also referred to as the Classification Name. The specific classification system used by qualification developers to categorise the subject area of qualifications is the New Zealand Standard Classification of Education (NZSCED).

NZSCED includes three levels of categories: broad, narrow and detailed Fields. The first, second and third pairs of digits associated with the 6-digit NZSCED code indicate the broad, narrow and detailed Fields, respectively. For example, the detailed Field *Automotive Engineering* is listed under the code 030501, which is categorised within the broad Field of *Engineering and Related Technology* (03), the narrow Field of *Automotive Engineering and Technology* (05) and the detailed Field of *Automotive Engineering* (01). At present, all qualifications listed on the Register are categorised into one of the three categories: a Broad Field, a Narrow Field or a Detailed Field. The more digits a classification level has, the more detailed the educational Field is. The numbers of certificates and diplomas categorised within the Broad, Narrow or Detailed Field in the given data are outlined below.

Table 4. NZSCED Field classifications of certificates and diplomas on The Register.

	Broad Field	Narrow Field	Detailed Field	Total
Certificates	3.15 % (109)	5.85 % (202)	91.00 % (3144)	(3455)
Diplomas	3.12 % (33)	7.55 % (80)	89.33 % (946)	(1059)
Total	3.15 % (142)	6.25 % (282)	90.61 % (4090)	(4514)

For all certificates and diplomas, 305 and 208 different NZSCED codes (including Broad, Narrow and Detailed Fields) have been identified by qualification developers as the “subject areas” for certificates and diplomas (respectively) on The Register. Analysis of the number of qualifications offered under the different Fields reveals that there are many certificates and diplomas offered within some Fields, whereas other Fields offer few certificates and diplomas. A quartile analysis was done on the data whereby the Field categories were first sorted numerically according to the number of qualifications listed within each Field. The list was then grouped into three categories; the upper quartile (representing the list of Fields that included the most qualifications, down to 25 per cent of the total qualifications), the lower quartile (the list of Fields that included the fewest qualifications, up to 25 per cent) and the interquartile range (the list of Fields that included qualifications between 25 and 75 per cent).

The Fields which contain the lower quartile of certificates, or 853 certificates, were categorised into 214 separate Fields. Although the upper quartile represents a similar number of certificates (894), these certificates were grouped amongst 10 different Fields. Table 5 presents the spread of Fields that offer the upper quartile of certificates.

Table 5. Upper quartile of certificates, by Field (developer-nominated NZSCED classification).

NZSCED	Title	Number of certificates	Percent of total certificates
91506	English for Speakers of Other Languages	263	7.61 %
80701	Tourism Studies	96	2.78 %
80904	Text Processing and Office Tools	77	2.23 %
92101	Sport and Recreation Activities	76	2.20 %
110303	Hairdressing	74	2.14 %
80301	Business Management	73	2.11 %
110301	Beauty Therapy	62	1.79 %
92103	Cookery	58	1.68 %
110109	Sports Coaching, Playing, Officiating and Instructing	58	1.68 %
91703	Religious Studies	57	1.65 %
	Total	894	25.87 %

Just over 25 per cent of all certificates are categorised under the 10 Fields listed above. The average number of certificates taught within these 10 Fields is 89, which is considerably more than the average of 11 certificates across all 305 Fields. What is also noteworthy is that the 10 Fields are within three Broad Fields (NZSCED): *Management and Commerce* (08), *Society and Culture* (09), and *Food, Hospitality and Personal Services* (11). The interquartile range (25-75 per cent) includes 1711 certificates, which are offered in 81 Fields.

A similar picture is evident in the analysis of diplomas, with an unbalanced spread of qualifications offered across the Fields. The lower quartile includes 261 diplomas, and these diplomas are categorised into 141 separate Field areas. The upper quartile, representing a similar number of diplomas (268), is grouped amongst 9 different Fields.

As shown in Table 6, 25.31 per cent of all diplomas are categorised under 9 Fields. The average number of diplomas taught within these 9 Fields is nearly 30, which is more than the average of 5.12 diplomas offered across all 208 Fields. The 9 developer-identified Fields are within five NZSCED Broad Fields: *Engineering and Related Technology* (03), *Education* (07), *Management and Commerce* (08), *Society and Culture* (09), and *Creative Arts* (10). The interquartile range (25-75 per cent) includes 530 diplomas which are offered in 58 different Fields.

Table 6. Upper quartile of diplomas, by Field (developer-nominated NZSCED classification).

NZSCED	Title	Number of diplomas	Per cent of total diplomas
80301	Business Management	53	5.00 %
91703	Graphic Arts and Design Studies	40	3.78 %
100501	Religious Studies	40	3.78 %
90513	Counselling	28	2.64 %
80701	Tourism Studies	27	2.55 %
92103	Fine Arts	21	1.98 %
100301	Sports Coaching, Playing, Officiating and Instructing	21	1.98 %
70101	Teacher Education: Early Childhood (Pre-Service)	20	1.89 %
31505	Aircraft Operation	18	1.70 %
	Total	268	25.31 %

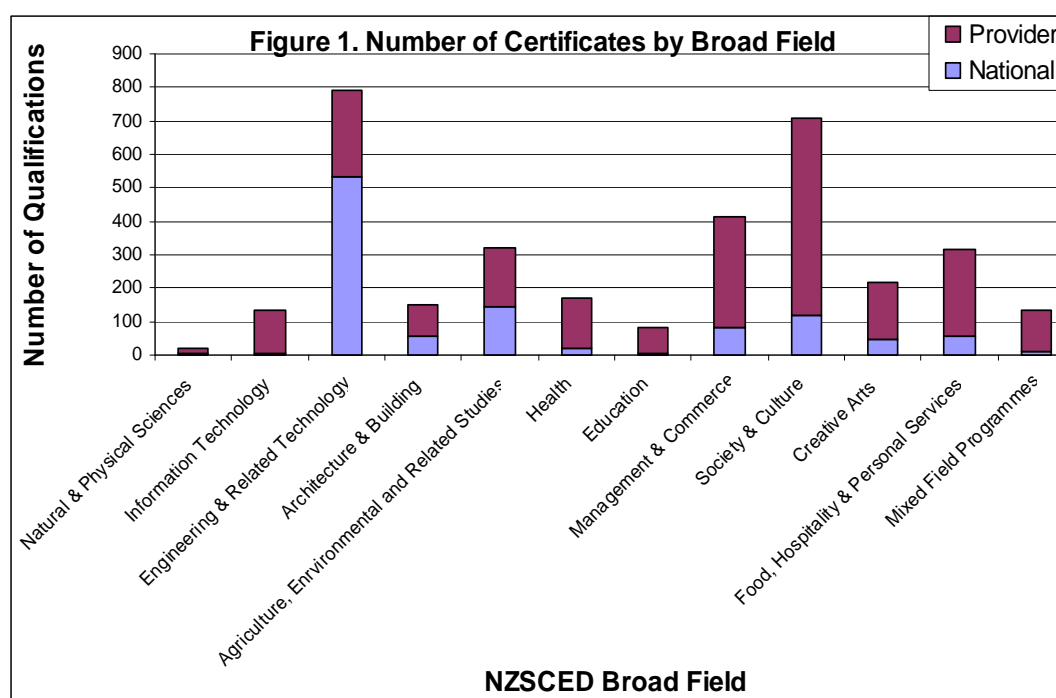
The quartile assessment illustrates that there are some Fields which offer a considerable proportion of the qualifications whereas other Fields offer few. In order to illustrate the number of qualifications offered within Fields, the Fields were categorised into one of 14 bands according to the number of qualifications offered within the Field. Table 7 lists the number of certificates and diplomas offered within 14 qualification bands.

Table 7. Number of qualifications (Bands 1-14), including certificates and diplomas, for NZSCED Field

	Number of qualifications	Number of NZSCED Fields for certificates (% of Fields)	Number of NZSCED Fields for diplomas (% of Fields)
Band 1	1-20	266 (87.21 %)	201 (96.63 %)
Band 2	21-40	24 (7.87 %)	6 (2.88 %)
Band 3	41-60	8 (2.62 %)	1 (0.48 %)
Band 4	61-80	5 (1.64 %)	0
Band 5	81-100	1 (0.33 %)	0
Band 6	101-120	0	0
Band 7	121-140	0	0
Band 8	141-160	0	0
Band 9	161-180	0	0
Band 10	181-200	0	0
Band 11	201-220	0	0
Band 12	221-240	0	0
Band 13	241-260	0	0
Band 14	261-280	1 (0.33 %)	0
Total		305	208

As noted in Table 7 above, the bulk of different Fields offer between 1-20 different qualifications, with 87.21 per cent of Fields offering this number of certificates and 96.63 per cent of Fields offering this number of diplomas. A further breakdown of Band 1 is such that 219 Fields offer between 1-10 certificates and 47 offer between 11-20 certificates. For diplomas, Band 1 represents 182 different Fields which offer 1-10 qualifications and 19 Fields which offer 11-20 qualifications. Table 7 illustrates that less than 13 per cent of Fields offer more than 20 certificates and less than 4 per cent of Fields offer more than 20 diplomas.

In order to gain a better understanding of the diplomas and certificates according to Field, the qualifications' Field codes that were identified by the qualification developer ("developer-identified Fields") were aggregated to one of 12 NZSCED Broad Fields. As such, the first two digits of the nominated Field were used to identify the Broad Field of the qualification. The 12 Broad Fields are listed in Figure 1, along with the spread of certificates offered across the 12 Broad Field categories.



The aggregated data for certificates show that there is an average of 288 certificates across the 12 Broad Fields. The largest proportion of certificates (22.92 per cent) is offered in the *Engineering and Related Technology* Field (792 certificates). There are 70 developer-identified Fields that were included into this broad category. The second largest number of certificates (709) is within the category *Society and Culture*, which comprises 20.52 per cent of all quality-assured certificates in New Zealand. There are 40 different developer-identified Fields that were aggregated into this Broad Field. Three additional Fields offer more than the average number of certificates; 11.92 per cent of certificates (412) are offered within the Field *Management and Commerce*, 9.26 per cent of certificates (320) are offered within the Field *Agriculture, Environmental and Related Studies*, and 9.20 per cent of certificates (318) are offered within the Field of *Food, Hospitality and Personal Services*. Appendix 1 lists the Field categories included within the NZSCED Broad Fields. The remaining seven Broad Field categories offered fewer than the average number of certificates (277): *Natural and Physical Sciences* (19), *Information Technology* (136), *Architecture and Building* (149), *Health* (170), *Education* (81), *Creative Arts* (215), and *Mixed Field Programmes* (134).

In addition to the number of qualifications by Field, the results also show that National certificates make up the majority of certificates in some Fields, such as *Engineering and Related Technology* (67.17 per cent) whereas there are more Provider certificates offered in other Fields, such as *Information Technology* (97.79 per cent) and *Education* (91.36 per cent) ⁶.

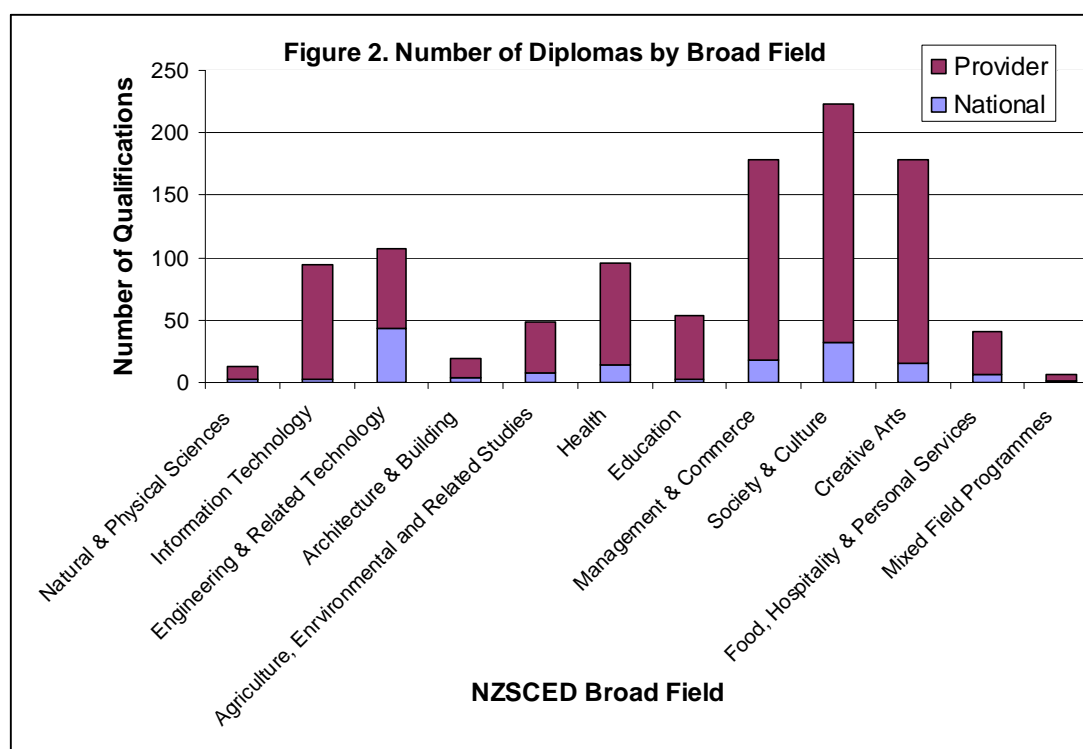
⁶ Also included in the data was one 'New Zealand' Certificate. The New Zealand Register of Quality Assured Qualifications (2007:16) states that qualifications which include 'New Zealand' indicate qualifications which are "non-unit standard based qualifications of National standing". The New Zealand Certificate included in the data is a level 5, New Zealand Certificate in Nanny Education, which was developed by the Nanny Education Organisation of New Zealand.

The aggregated data for diplomas, which are shown in Figure 2, show that there are six Fields which offer more than the average number of diplomas across all Fields (88). In total, 21.06 per cent of all diplomas being offered are within the *Society and Culture* Field (223), which consists of 32 different developer-identified Fields under this broad Field. The second highest group of diplomas (16.81 per cent) are categorised under *Creative Arts* broad Field (178), with 24 developer-identified Fields falling within this category. Next, 16.81 per cent of diplomas were being offered under the *Management and Commerce* broad Field (178). There are 24 broad, narrow and detailed Fields aggregated into this broad Field. 107 diplomas (10.10 per cent) were offered in the *Engineering and Related Technology* Field (107), which included 38 different developer-identified Fields. Finally, 9.07 per cent of the diplomas were offered under the Field of *Health* (96), including 23 different developer-identified Fields and 8.88 per cent were offered under the Field *Information Technology* (94), including 12 different developer-identified Fields. The remaining six broad Field categories offered fewer than the average number of diplomas (88): *Natural and Physical Sciences* (13), *Architecture and Building* (19), *Agriculture, Environmental and Related Studies* (49), *Education* (54), *Food, Hospitality and Personal Services* (41), and *Mixed Field Programmes* (7).

The results also show that Provider diplomas make up the majority of diplomas offered in all Fields. The *Engineering and Related Technology* Field offers the greatest proportion of National Diplomas than the other 11 Fields; within this Field, 41.12 per cent are National Diplomas^{7,8}.

⁷ Also included in the data were three New Zealand Diplomas, including the New Zealand Diploma in Business (level 6), which is owned by the NZQA, a level 6 New Zealand Diploma in Engineering (Civil), which is owned by Manukau Institute of Technology, and a level 7 New Zealand Diploma in Specialist Subjects (Secondary Teacher) Division II, which is owned by the Ministry of Education.

⁸ It should also be noted that it is not possible to determine which qualifications are within *Field Maori* using Kiwiqual as “Field” is not included. This information, however, is provided on a separate website: www.nzqa.govt.nz/framework/explore/field-maori; there are 15 certificates and 11 diplomas noted on the website as Field Māori.



6.5 Qualification level

Every qualification on the Register includes a level, which ranges in complexity from 1 to 10. Qualifications at Level 1 are the least complex. They enable an end-user to “carry out processes that are limited in range, are repetitive and familiar, [and] are employed within closely defined contexts; employing recall, a narrow range of knowledge and cognitive skills, no generation of new ideas; applied in directed activity, under close supervisions, [and] with no responsibility for the work or learning of others” (The Register, 2007: 18).

Complexity in achieved skills and knowledge increases as the qualification level increases. The highest level of qualification in the current review is level 7. Level 7 enables an end-user to “carry out processes that require a command of highly specialised technical or scholastic and basic research skills across a major discipline, involve the full range of procedures in a major discipline, are applied in complex, variable and specialised contexts; employing knowledge of major discipline with areas of specialisation in depth, the analysis, transformation and evaluation of abstract data and concepts, the creation of appropriate responses to resolve given or contextual abstract problems; applied in planning, resourcing and managing processes, within broad parameters and functions, with complete accountability for determining, achieving and evaluating personal and/or group outcomes” (ibid: 19). Levels 1 to 7 certificates and levels 5 to 7 diplomas are included in the current review.

The number of certificates offered at different levels for the twelve Broad Fields is shown in Table 8.

Table 8. Number of certificates (NZSCED Broad Field and Level)

LEVEL	Natural & Physical Sciences	Information Technology	Engineering & Related Technology	Architecture & Building	Agriculture, Environmental & Related Studies	Health	Education	Management & Commerce	Society & Culture	Food, Hospitality & Creative Arts	Mixed Field Programmes	Total	Per cent	
1	1		18	1	2	1		2	45	2	5	31	108	3.13%
2	5	11	186	23	65	10	5	56	71	15	57	36	540	15.63%
3	5	30	290	51	133	43	10	192	238	57	135	36	1220	35.31%
4	5	34	234	68	101	79	26	134	241	119	97	28	1166	33.75%
5	2	32	56	5	14	22	30	23	90	20	24	2	320	9.26%
6	1	28	8	1	5	8	6	5	22	2		1	87	2.52%
7		1				7	4		2				14	0.41%
Total	19	136	792	149	320	170	81	412	709	215	318	134	3455	100.00%
Per cent	0.55%	3.94%	22.92%	4.31%	9.26%	4.92%	2.34%	11.92%	20.52%	6.22%	9.20%	3.88%	100.00%	

As shown in Table 8, the majority of certificates are offered at levels 3 and 4 across most Broad Fields. However, there is a slight shift of the bulk of certificates to be offered at higher levels for two Fields; the majority of certificates are offered at levels 4 and 5 within the *Information Technology* and *Education* Fields. The opposite is true for *Mixed Field Programmes*, which offer the bulk of certificates at levels 2 and 3.

As shown in Table 9, the majority of diplomas are offered at levels 5 and 6 across 11 NZSCED Broad Fields. The exception is *Education*, which offers the majority of diplomas at level 7.

Table 9. Number of diplomas (NZSCED Broad Field and Level)

LEVEL	Natural & Physical Sciences	Information Technology	Engineering & Related Technology	Architecture & Building	Agriculture, Environmental and Related Studies	Health	Education	Management & Commerce	Society & Culture	Food, Hospitality & Creative Arts	Mixed Field Programmes	Total	Per cent	
5	6	45	49	10	29	23	10	103	109	62	41	3	490	46.27%
6	7	37	50	8	19	50	15	63	106	89		4	448	42.30%
7		12	8	1	1	23	29	11	8	28			121	11.43%
Total	13	94	107	19	49	96	54	177	223	179	41	7	1059	100.00%
Per cent	1.23%	8.88%	10.10%	1.79%	4.63%	9.07%	5.10%	16.71%	21.06%	16.90%	3.87%	0.66%	100.00%	

6.6. Qualification developer

There are 361 organisations that developed the 3455 certificates. Just over 25 per cent of certificates (895), representing the upper quartile, were developed by 11 organisations. Table 10 presents the spread of organisations that developed the upper quartile of certificates.

Table 10. Upper quartile of certificates by qualification owner.

Organisation Name	Number of certificates	% of total certificates
Christchurch Polytechnic Institute of Technology	102	2.95 %
Wellington Institute of Technology	97	2.81 %
Southern Institute of Technology	92	2.66 %
Nelson Marlborough Institute of Technology	88	2.55 %
Manukau Institute of Technology	85	2.46 %
Universal College of Learning (UCOL)	84	2.43 %
NZQA National Qualifications Services	77	2.23 %
Whitireia Community Polytechnic	72	2.08 %
Te Wananga o Aotearoa	67	1.94 %
Agriculture Industry Training Organisation	66	1.91 %
Northland Polytechnic	65	1.88 %
Total	895	25.90 %

Table 10 lists organisations that developed over 25 per cent of all certificates, with Christchurch Polytechnic Institute of Technology creating the most certificates (102).

For diplomas, there were 210 organisations that developed diplomas. Just over 25 per cent of diplomas (269), representing the upper quartile, were developed by nine organisations. Table 11 presents the spread of organisations that developed the upper quartile of diplomas. The table above lists organisations that developed the largest number of diplomas. The most diplomas developed by one organisation (46) were created by the Christchurch Polytechnic Institute of Technology.

Table 11. Upper quartile of diplomas by qualification owner.

Organisation Name	Number of diplomas	% of total diplomas
Christchurch Polytechnic Institute of Technology	46	4.34 %
Unitec New Zealand	33	3.12 %
Auckland University of Technology	29	2.74 %
Nelson Marlborough Institute of Technology	29	2.74 %
Eastern Institute of Technology	28	2.64 %
Northland Polytechnic	27	2.55 %
Wellington Institute of Technology	27	2.55 %
Manukau Institute of Technology	25	2.36 %
NZQA National Qualifications Services	25	2.36 %
Total	269	25.40 %

7. Further considerations

- International qualification systems

The current review served to summarise the number of certificates and diplomas in New Zealand. A subsequent task for the targeted review will compare this information on the New Zealand qualification system with international qualification systems.

- Qualification clarity

A number of issues arose with summarising the number of certificates and diplomas in New Zealand. Notably, the data on The Register made it difficult to determine how qualifications were similar or unique. For instance, there are a number of identically-named qualifications. However, qualifications with identical titles are different qualifications, which are often taught at different levels and vary in the number of credits. Other qualifications have identical Fields, level and credits but the titles are different. A combination of information provided on The Register, including title, level, credits, Field, Provider and outcome statement may be useful in understanding what skills and knowledge a qualification represents. It is not possible, however, to determine how successful learners are in understanding and comparing qualifications using the information

provided. For this purpose, a separate targeted review task will include canvassing end-users' opinions on qualification clarity⁹.

- Confirmation of active qualifications

As noted in the Methodology, the lists of qualifications were not sent to the individual organisations to confirm if their qualifications were currently offered. Thus, the current report may be illustrating Register data that is not currently offered or accepting enrolments by providers. One targeted review task is to investigate the effectiveness of current qualification design processes and determining the number of qualifications that are active will form a part of this investigation. Qualification developers will be interviewed for this purpose, and a supplementary activity will confirm the list of qualifications as active (or not). A further analysis may be done by the Tertiary Education Commission (TEC) to assess whether or not the qualifications have active enrolments¹⁰.

- Motivations of qualification design (National vs. Provider qualifications)

As noted in the Qualification developer section, a number of organisations develop exclusively National qualifications whereas other organisations develop Provider qualifications. A future qualitative study will be carried out for the targeted review, which will investigate the motivation behind qualification design. In doing so, the task will include investigating the motivations behind designing Provider certificates and diplomas rather than using National certificates and diplomas.

- Supply and demand in different Fields

Certificates and diplomas are offered in a number of Fields, as shown in the Classification Name/Field section. Whether there is demand from employers for the number of certificates and diplomas within these Fields (Figures 1 and 2) or within these developer-identified Fields (Tables 2 and 3) needs to be assessed. However, demand is difficult to determine as the link between qualifications and employment is not always clear on the Register (see below). Demand from student enrolment would be easier to quantify through student enrolments, either as Equivalent Full-Time Student enrolments (EFTS) or as a "head-count". However, other issues would emerge, such as ideal class size variation amongst different Fields. Further reviews may consider such issues, as assessing demand in relation to the supply for certificates and diplomas is not within the scope of the current review.

- The New Zealand Standard Classification of Education (NZSCED) code

Determining supply of qualifications within Fields cannot be compared with the supply of jobs as the NZSCED code is not aligned with occupation or an

⁹ For further information see *Certificates and Diplomas in New Zealand (Clarity)*. (2009). Patricia Vermillion Peirce and Janet Grice.

¹⁰ For further information see *Certificates and Diplomas in New Zealand (Currency)*. (2009). Patricia Vermillion Peirce and Sophie Parker.

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occupation classification system, such as the New Zealand Standard Classification of Occupations 1999 (NZSCO99) or the Australian and New Zealand Standard Classification of Occupations (ANZSCO). Further consideration is necessary. It may prove interesting to determine whether Australia aligns occupations with their educational coding system, and if so, how they make the alignment.

- Qualification developers and owners.

A qualification developer develops a qualification in that they combine a list of components that will lead to a qualification. A qualification owner is an organisation that oversees the qualification. Although NZQA does not distinguish between qualification developers and owners, a qualification may be developed by one organisation based on needs in a specific industry or area and a specified Industry Training Organisation (ITO) would be required to register the qualification and as a consequence, own it. The ambiguity could be considered in the development of the future interviews with qualification developers to be carried out for the targeted review.

Appendix A

NZSCED Fields (Broad, Narrow and Detailed) included within each NZSCED Broad Field, according to the number of certificates and diplomas

NZSCED code	NZSCED Field	Number of certificates	Number of diplomas
01	Natural & Physical Sciences	19	13
1	Natural and Physical Sciences	8	6
199	Other Natural and Physical Sciences	0	1
10101	Mathematics	3	0
10907	Marine Science	1	1
10913	Human Biology	2	0
10999	Biological Sciences not elsewhere classified	0	1
19905	Food Science and Biotechnology	1	0
19909	Laboratory Technology	1	2
19999	Natural and Physical Sciences not elsewhere classified	3	2
02	Information Technology	136	94
2	Information Technology	16	13
201	Computer Science	2	3
203	Information Systems	4	2
299	Other Information Technology	0	1
20103	Programming	15	14
20105	Computational Theory	1	0
20113	Networks and Communications	18	15
20115	Computer Graphics	9	5
20117	Operating Systems	2	0
20199	Computer Science not elsewhere classified	6	10
20303	Database Management	3	1
20305	Systems Analysis and Design	16	9
20399	Information Technology not elsewhere classified	23	9
29901	Security Science	1	0
29999	Information Systems not elsewhere classified	20	12
03	Engineering & Related Technology	792	107
3	Engineering and Related Technologies	30	2
301	Manufacturing, Engineering and Technology	13	1
303	Process and Resources Engineering	10	0
305	Automotive Engineering and Technology	8	0
307	Mechanical and Industrial Engineering and Technology	18	3
309	Civil Engineering	12	7
313	Electrical and Electronic Engineering and Technology	8	6
315	Aerospace Engineering and Technology	1	0
30101	Manufacturing Engineering	10	3
30103	Printing	49	1
30105	Textile Making	35	4
30107	Garment Making	22	4
30108	Plastics Processing Technology	13	1
30109	Footwear Making	3	0
30111	Wood Machining and Turning	4	0
30113	Cabinet Making	2	1
30115	Furniture Upholstery and Renovation	5	0
30199	Manufacturing Engineering and Technology not elsewhere classified	19	0
30301	Chemical Engineering	3	0
30303	Mining and Resources Engineering	20	5

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30304	Wood Based Manufacturing	16	2
30305	Materials Engineering	1	1
30306	Ceramics, Industrial Glass and Rubber Manufacturing	7	0
30307	Food (excluding Seafood) Processing Technology	12	0
30308	Seafood Processing	4	0
30399	Process and Resources Engineering not elsewhere classified	10	2
30501	Automotive Engineering	13	0
30503	Vehicle Mechanics	27	0
30505	Automotive Electrics and Electronics	8	1
30507	Automotive Vehicle Refinishing	2	0
30509	Automotive Body Construction	3	0
30511	Panel Beating	9	0
30513	Upholstery and Vehicle Trimming	1	0
30515	Automotive Vehicle Operations	44	2
30599	Automotive Engineering and Technology not elsewhere classified	13	0
30701	Mechanical Engineering	30	7
30703	Industrial Engineering	4	0
30705	Toolmaking	3	0
30707	Metal Fitting, Turning and Machining	16	0
30709	Sheetmetal Working	5	0
30711	Boiler-making and Welding	9	1
30713	Metal Casting and Pattern Making	1	0
30717	Plant and Machine Operations	6	0
30901	Construction Engineering	2	0
30903	Structural Engineering	0	1
30907	Water and Sanitary Engineering	2	1
30909	Transport Engineering	0	1
30910	Road Construction	20	0
30913	Ocean Engineering	0	1
30999	Civil Engineering not elsewhere classified	7	3
31101	Surveying	4	1
31301	Electrical Engineering	30	2
31303	Electronic Engineering	10	0
31305	Computer Engineering	4	1
31307	Communications Technologies	8	1
31309	Communications Equipment Installation and Maintenance	3	0
31311	Power Line Installation and Maintenance	18	2
31313	Electrical Fitting, Electrical Mechanics	18	0
31315	Refrigeration, Heating and Air Conditioning	7	1
31317	Electronic Equipment Servicing	1	0
31399	Electrical and Electronic Engineering and Technology not elsewhere classified	8	2
31501	Aerospace Engineering	1	0
31503	Aircraft Maintenance Engineering	9	3
31505	Aircraft Operation	9	18
31507	Air Traffic Control	3	4
31701	Maritime Engineering	3	1
31703	Marine Construction	7	0
31705	Marine Craft Operation	30	6
31799	Maritime Engineering and Technology not elsewhere classified	2	0
39901	Environmental Engineering	10	2
39905	Fire Technology and Rescue Services	30	2
39909	Cleaning	2	0
39999	Engineering and Related Technologies not elsewhere classified	15	0

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04 Architecture & Building		149	19
4	Architecture and Building	1	0
403	Building	5	0
40101	Architecture	6	3
40105	Landscape Architecture	5	1
40107	Interior and Environmental Design	4	5
40199	Architecture and Urban Environment not elsewhere classified	1	0
40301	Building Science and Technology	3	2
40303	Building Construction Management	2	3
40305	Building Surveying (Inspection)	0	1
40307	Building Construction Economics (including Quantity Surveying)	0	2
40309	Bricklaying and Stonemasonry	8	0
40311	Carpentry and Joinery	53	2
40313	Ceiling, Wall and Floor Fixing	11	0
40315	Roof Fixing	4	0
40317	Plastering	4	0
40323	Glazing	3	0
40325	Painting, Decorating, Sign Writing and Other Finishes	6	0
40327	Plumbing, Gasfitting and Drainlaying	8	0
40329	Scaffolding and Rigging	18	0
40399	Building not elsewhere classified	7	0
05 Agriculture, Environmental and Related Studies		320	49
5	Agriculture, Environmental and Related Studies	8	0
501	Agriculture	17	4
503	Horticulture and Viticulture	0	2
505	Forestry Studies	48	1
507	Fisheries Studies	1	1
509	Environmental Studies	7	9
50101	Agricultural Science	9	1
50103	Wool and Fibre Science	1	0
50104	Beekeeping	4	0
50105	Animal Husbandry	22	1
50106	Crop Production	2	0
50108	Equine Trades	23	1
50110	Wool and Fibre Harvesting	15	0
50112	General Land Skills	17	0
50199	Agriculture not elsewhere classified	33	4
50301	Horticulture	51	15
50303	Viticulture	5	4
50502	Solid Wood Processing	12	0
50701	Aquaculture	10	0
50702	Seafood Harvesting (Fishing)	17	1
50799	Fisheries Studies not elsewhere classified	1	0
50901	Land, Parks and Wildlife Management	7	1
50999	Environmental Studies not elsewhere classified	3	3
59901	Pest and Weed Control	5	0
59999	Agriculture, Environmental and Related Studies not elsewhere class	2	1
06 Health		170	96
6	Health	11	3
601	Medical Studies	1	0
613	Public Health	0	1
617	Rehabilitation Therapies	1	0
619	Complementary Therapies	5	8
60199	Medical Studies not elsewhere classified	2	0

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60301	Nursing	15	3
60308	Health Care Assistant	14	1
60399	Nursing not elsewhere classified	3	0
60501	Pharmacy	9	0
60704	Dental Hygiene and Therapy	0	2
60705	Dental Technology	0	1
61101	Veterinary Science	1	1
61103	Veterinary Assisting	21	5
61199	Veterinary Studies not elsewhere classified	1	1
61301	Occupational Health and Safety	8	0
61304	Hauora (Maori Health)	11	4
61307	Health Education, Promotion, Counselling	3	0
61309	Community Health	4	4
61399	Public Health not elsewhere classified	2	0
61711	Massage Therapy	14	13
61799	Rehabilitation Therapies not elsewhere classified	1	1
61901	Naturopathy and Homeopathy	4	9
61903	Acupuncture	2	6
61905	Traditional Chinese Medicine	1	9
61999	Complementary Therapies not elsewhere classified	16	15
69901	Nutrition and Dietetics	2	2
69903	Human Movement and Sports Science	6	2
69905	Paramedical Studies	3	3
69999	Health not elsewhere classified	9	2
07	Education	81	52
7	Education	2	0
701	Teacher Education	9	4
799	Other Education	0	1
70101	Teacher Education: Early Childhood (Pre-Service)	9	20
70103	Teacher Education: Primary (Pre-Service)	0	2
70105	Teacher Education: Secondary (Pre-Service)	0	1
70106	Teacher Education: Tertiary	9	7
70108	Teacher Education: General (Pre-Service)	7	0
70113	Teacher Education: Special Education	2	0
70115	English Language Teaching(ESOL/EFL)	7	1
70116	Te Maturanga Maori me te Whakangungu (Maori Education)	4	4
70118	Bilingual Early Childhood Teacher Training (Pre-Service)	2	0
70120	Immersion Early Childhood Teacher Training (Pre-Service)	0	1
70122	Bilingual Primary Teacher Training (Pre-Service)	0	1
70124	Immersion Primary Teacher Training (Pre-Service)	1	0
70130	Teacher Professional Development	4	3
70199	Teacher Education not elsewhere classified	14	6
70303	Education Studies	6	0
79999	Education not elsewhere classified	5	1
08	Management & Commerce	412	178
8	Management and Commerce	8	4
803	Business and Management	8	5
805	Sales and Marketing	1	1
811	Banking, Finance and Related Fields	2	0
899	Other Management and Commerce	1	0
80101	Accounting	8	15
80199	Accountancy not elsewhere classified	1	0
80301	Business Management	73	53
80303	Human Resource Management	1	5

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80305	Personal Management Training	2	0
80307	Organisation Management	2	5
80309	Industrial Relations	2	0
80311	InterNational Business	1	4
80312	Education Administration	3	4
80313	Public and Health Care Administration	8	0
80315	Project Management	1	1
80317	Quality Management	2	0
80319	Hospitality Management	2	12
80320	Racing and Gaming Management	4	1
80321	Farm Management and Agribusiness	6	2
80323	Tourism Management	3	10
80399	Business and Management not elsewhere classified	12	9
80501	Sales	36	0
80503	Real Estate	2	1
80505	Marketing	2	8
80507	Advertising	0	1
80509	Public Relations	2	0
80599	Sales and Marketing not elsewhere classified	1	1
80701	Tourism Studies	96	27
80901	Secretarial and Office Studies	31	1
80904	Text Processing and Office Tools	77	1
80999	Office Studies not elsewhere classified	1	2
81101	Banking and Finance	1	0
81105	Banking, Finance and Related Fields not elsewhere classified	3	0
89901	Purchasing, Warehousing and Distribution	4	0
89999	Management and Commerce not elsewhere classified	5	5
09 Society & Culture		709	223
9	Society and Culture	15	0
903	Studies in Human Society	1	0
905	Human Welfare Studies and Services	2	1
907	Behavioural Science	0	1
909	Law	2	0
911	Justice and Law Enforcement	9	2
921	Sport and Recreation	7	1
999	Other Society and Culture	0	1
90101	Political Science	2	0
90103	Policy Studies	1	1
90301	Sociology	1	1
90314	Tikanga - Maori Customs	18	11
90316	Women's Studies	1	0
90501	Social Work	12	9
90502	Children's Services	0	1
90503	Nannying and Early Childhood Care	17	5
90505	Youth Work	5	3
90507	Support for the Older Person	2	0
90509	Care for People with Disabilities	6	1
90511	Community Client Care	27	14
90513	Counselling	8	28
90599	Human Welfare Studies and Services not elsewhere classified	5	1
90701	Psychology	1	5
90911	Taxation Law	2	1
90913	Legal Practice	1	0
90999	Law not elsewhere classified	1	0

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91103	Legal Studies	3	0
91105	Police Studies	7	2
91199	Justice and Law Enforcement not elsewhere classified	13	1
91301	Librarianship and Information Management	3	3
91501	English Language	19	0
91502	Te Reo Maori	32	15
91504	Foreign Languages	5	18
91506	English for Speakers of Other Languages	263	9
91519	Translating and Interpreting	1	3
91523	Literature	1	0
91599	Language and Literature not elsewhere classified	3	0
91701	Philosophy	0	1
91703	Religious Studies	57	40
92101	Sport and Recreation Activities	76	18
92103	Sports Coaching, Playing, Officiating and Instructing	58	21
92199	Sport and Recreation not elsewhere classified	11	2
99901	Community, Whanau, Family and Consumer Studies	1	0
99902	Cultural Studies	0	1
99905	Security Services	10	2
10 Creative Arts		215	178
10	Creative Arts	2	3
1001	Performing Arts	10	6
1003	Visual Arts and Crafts	2	4
1005	Graphic and Design Studies	4	2
1007	Communication and Media Studies	1	2
100101	Music	28	14
100103	Drama and Theatre Studies	7	8
100105	Dance	8	5
100106	Nga Mahi a Rehia (Maori Performing Arts)	5	6
100199	Performing Arts not elsewhere classified	2	4
100301	Fine Arts	16	20
100303	Photography	6	7
100305	Crafts	2	2
100306	Mana Whakairo (Maori Carving)	4	6
100307	Jewellery Making	4	4
100309	Floristry	14	0
100399	Visual Arts and Crafts not elsewhere classified	8	2
100501	Graphic Arts and Design Studies	39	40
100503	Textile Design	0	1
100505	Fashion Design	7	5
100506	Nga Mahi a te Whare Pora (Maori Weaving)	4	2
100599	Graphic and Design Studies not elsewhere classified	2	2
100701	Audio Visual Studies	25	15
100703	Journalism, Communication and Media Studies	10	10
100705	Written Communication	2	8
100707	Verbal Communication	1	0
100799	Communication and Media Studies not elsewhere classified	1	0
109999	Creative Arts not elsewhere classified	1	0
11 Food, Hospitality & Personal Services		318	41
1101	Food and Hospitality	2	0
1103	Personal Services	3	0
110101	Hospitality	33	5
110103	Food and Beverage Service	37	3
110105	Butchery	27	0

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110107	Baking and Pastry Making	12	1
110109	Cookery	58	10
110111	Food Hygiene	2	0
110199	Food and Hospitality not elsewhere classified	1	1
110301	Beauty Therapy	62	17
110303	Hairdressing	74	0
110399	Personal Services not elsewhere classified	7	4
12 Mixed Field Programmes		134	7
12	Mixed Field Programmes	8	2
1201	General Education Programmes	3	0
1203	Social Skills Programmes	4	0
1205	Employment Skills Programmes	11	0
120101	General Primary and Secondary Education	10	0
120103	Literacy and Numeracy Programmes	12	1
120105	Learning Skills Programmes	38	0
120199	General Education Programmes not elsewhere classified	4	0
120301	Social and Interpersonal Skills Programmes	4	1
120303	Life Skills	16	0
120304	Family/Whanau Education	1	0
120501	Career Development Programmes	5	1
120505	Work Practices Programmes	4	0
120599	Employment Skills Programmes not elsewhere classified	8	0
129999	Mixed Field Programmes not elsewhere classified	6	2