#### The Performance of Tertiary Education Organisations www.tec.govt.nz



**Tertiary Education Commission** Te Amorangi Mātauranga Matua

#### Year: 2015

The Wananga sector

This year

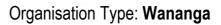
Fund: Student Achievement Component

Successful Completion of <b>Courses</b>	Completion of Qualifications	Student Progresssion to Higher Level St			tudents Retained in	Study
Level 1-2 75% Level 3-4 81% Level 5-6 78% Level 7-8 81%	Level 1-2 67% Level 3-4 74% Level 5-6 67% Level 7-8 68% Level 9-10 30%	Level 1 40% Level 2 55% Level 3 28% Level 4 19%	nts in a given	Le Le Le	evel 3-4 7 evel 5-6 6 evel 7-8 7	11% 6% 11% 22% 11%
at are successfully completed.	year who complete a qualification.	year who progress to study at a higher level a qualification at levels 1 - 4.		year that complete	a qualification or re-en organisation in the follo	nrol at the same
out the Wananga sector	Government expectations of th sector	e Wananga	Context			
three wananga are designated under the Educat 9 as unique organisations that offer quality educated on Maori principles and values. re is a significant difference in size and offerings	Create and share matauranga I     and iwi prosperity, and New Zei	Maori that contributes to whanau, hapu aland's economic, social, cultural and	Number of stu Number of equisite of student ethn	uivalent full- time s	tudent places:	36,437 22,499
wananga. In 2015 approximately 60% of all stude olled in wananga are Maori.	ents • Make an increasing contribution	n to sector-wide leadership through	European	31%	Level 1-2	23%
nature of enrolments at a specific wananga will i	influence • Enable students to complete a	<ul> <li>advancing matauranga Maori</li> <li>Enable students to complete a range of sub-degree, degree and postgraduate qualifications, with clear study paths to higher levels of learning</li> </ul>			Level 3-4	56%
nanga's performance. With many part time learn anga have adapted delivery to meet student nee	ds learning				Level 5-6	9%
ling to achieve at the same rate as learners at o utions.	Tertiary Education Strategy		Asian	11%	Level 7-8	10%
	The Tertiary Education Strategy (TES) s	sets high expectations for TEO nes especially for skills for industry,	Other *Total may ex one ethnicity.	4% ceed 100% as som	Level 9-10 ne students identify	1% with more that



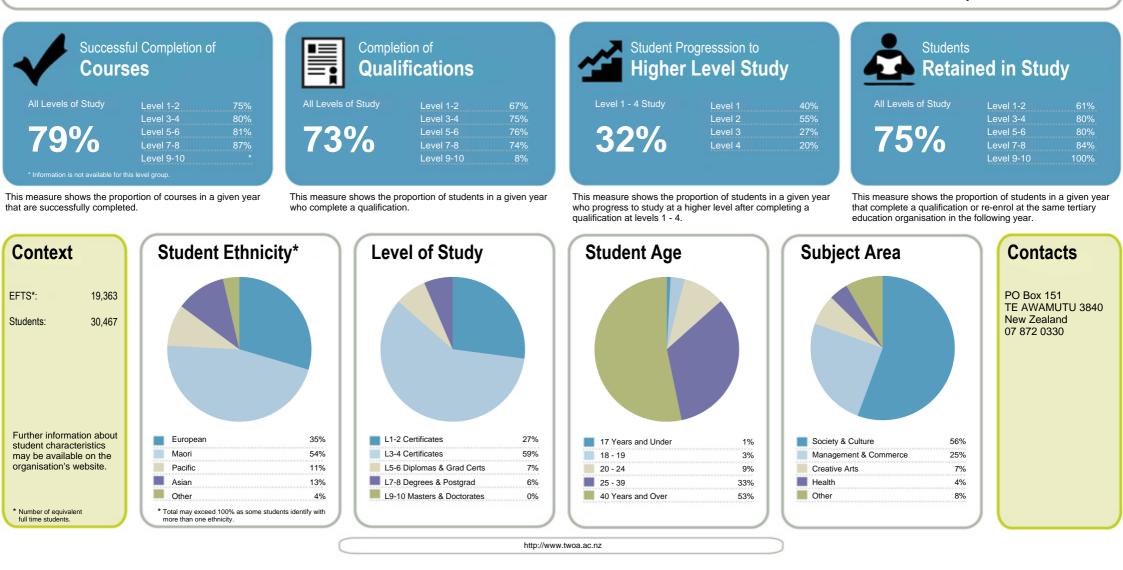
Tertiary Education Commission Te Amorangi Mātauranga Matua

Te Wananga O Aotearoa



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Year: 2015 Fund: Student Achievement Component



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Te Wananga O Aotearoa

#### Organisation Type: Wananga

Year: 2015 Fund: Student Achievement Component

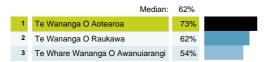
Successful Completion of Courses

This measure shows the proportion of courses in a given year that are successfully completed.

	Median:	79%	
1	Te Whare Wananga O Awanuiarangi	83%	
2	Te Wananga O Aotearoa	79%	
3	Te Wananga O Raukawa	74%	



This measure shows the proportion of students in a given year who complete a qualification.  $% \label{eq:complexity}$ 



 Student Progresssion to						
Higher Level Study						

This measure shows the proportion of students in a given year who progress to study at a higher level after completing a qualification at levels 1 - 4.

	Median:	32%	
1	Te Whare Wananga O Awanuiarangi	33%	
2	Te Wananga O Aotearoa	32%	
3	Te Wananga O Raukawa	15%	



This measure shows the proportion of students in a given year that complete a qualification or re-enrol at the same tertiary education organisation in the following year.

	Median:	53%	
1	Te Wananga O Aotearoa	75%	
2	Te Whare Wananga O Awanuiarangi	53%	
3	Te Wananga O Raukawa	51%	



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### The Wananga sector

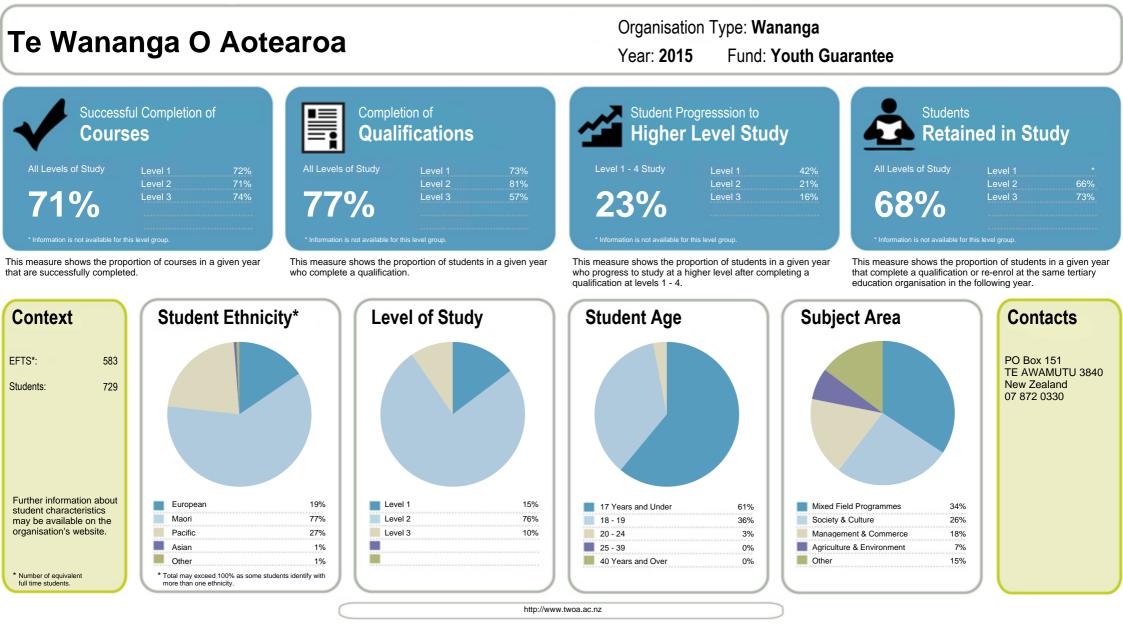
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Year: 2015 Fund: Youth Guarantee

Successful Completion of Courses			Completion of Qualifications		~	Student Progresssion to Higher Level Study			Students Retained in Study			
	Level 1 Level 2 Level 3	72% 71% 74%		Level 1 Level 2 Level 3	73% 81% 57%		Level 1 Level 2 Level 3	42% 21% 16%			Level 1 Level 2 Level 3	* % 66% * %
	* Information is not availab	le for this level group.		* Information is not ava	ilable for this level group.		* Information is not ava	ailable for this level g	roup.		* Information is not a	vailable for this level group.
	sure shows the proportion are successfully completed			e shows the proportion mplete a qualification	on of students in a given	year who p	re shows the prop rogress to study at on at levels 1 - 4.			year that com	olete a qualificatio	tion of students in a giver on or re-enrol at the same n the following year.
Abo	ut the Wananga s	sector		Governmen sector	t expectations of	the Wanan	ga		Context			
The three wananga are designated under the Education Act 1989 as unique organisations that offer quality education based on Maori principles and values. There is a significant difference in size and offerings between the wananga. In 2015 approximately 60% of all students			ucation	<ul> <li>The government expects wananga to:</li> <li>Create and share matauranga Maori that contributes to whanau, hapu and iwi prosperity, and New Zealand's economic, social, cultural and</li> </ul>					Number of students in total: Number of equivalent full- time stu Student ethnicity*		ne student plac	
				<ul> <li>environmental development</li> <li>Make an increasing contribution to sector-wide leadership through</li> </ul>			European	19		15%		
	enrolled in wananga are Maori.			<ul> <li>advancing matauranga Maori</li> <li>Enable students to complete a range of sub-degree, degree and</li> </ul>				0	Maori	77		76%
The nature of enrolments at a specific wananga will influence a wananga's performance. With many part time learners wananga have adapted delivery to meet student needs enabling to achieve at the same rate as learners at other			postgraduate qualifications, with clear study paths to higher levels of learning			Pacific	27		10%			
institu	0	me rate as learners a	ll olner	Tertiary Ed	ucation Strategy				Asian		%	
				The Tertion E	ducation Stratomy (TES	s) sots high over	octations for TE	0	Other	1	%	
				The Tertiary Education Strategy (TES) sets high expectations for TEO performance and attaining better outcomes especially for skills for industry, Maori and Pasifika learners, at risk young people and for adult literacy and numeracy.				*Total may ex one ethnicity.	Total may exceed 100% as some students identify with more tha ne ethnicity.			



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