



nmit

Nelson Marlborough Institute of Technology (NMIT): Graduate Destination Survey Final Report

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1 Project Overview

1.1 Project Context

As part of its commitment to students (and its reporting requirements to TEC), the Nelson Marlborough Institute of Technology (NMIT) regularly surveys its students and graduates to gather information about their perceptions of programme offerings, and of graduate employment patterns. This suite of surveys comprises:

1. The First Impressions Survey;
2. The Learner Journey Survey;
3. The Learner Experience Survey; and
4. The Graduate Destination Survey.

In 2010 Research First Ltd will complete seven student surveys for NMIT. This will comprise two each of the First Impressions, Learner Journey, and Learner Experience surveys (i.e., one of each survey per semester), and one Graduate Destination Survey.

This document reports the results from the 2010 Graduate Destination Survey. The key messages for NMIT from this survey are outlined on page six of this report, and the results are outlined in depth starting on page eight. The information in this report is accurate to the best of the knowledge and belief of Research First¹.

1.2 The Objectives for the 'Graduate Destination' Survey

There are approximately 800 to 1,000 graduates at the end of each year. These are surveyed via the Graduate Destination Survey typically six months after graduation. The Graduate Destination Survey, as the name suggests, tracks what graduates have done after completing their first qualification.

The 2010 Graduate Destination Survey collected data between late June and late July 2010.

As part of its commitment to providing an excellent student experience, NMIT conducts a number of surveys with its students and graduates each year

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2 Research Design

2.1 Choice of Method

In 2010 NMIT chose to conduct its suite of student surveys using an online design. Online surveys can be seen as offering a useful compromise between the speed of interviewer-administered surveys (such as with telephone surveys) and the complexity possible in self-completed questionnaires (such as conventional mail surveys). As with all self-completed research designs, with e-mail surveys:

- The asynchronous nature of data collection lowers the initial refusals; and
- It is possible to provide reference material with the questionnaire, increasing the complexity of the topics the survey can address.

Recent evaluations of online survey designs have argued that e-mail surveys offer several additional benefits to traditional data collection techniques, including:

- Lower costs;
- Faster turnaround;
- Lower respondent error; and
- Flexibility in question structure.

2.2 Achieved Sample

For the 2010 Graduate Destination Survey, Research First e-mailed 969 survey invitations. From these, Research First received 219 responses², for a response rate of 21.8%.

This response rate compares favourable with the surveys previously completed in 2010 by Research First for NMIT, namely:

- First Semester Learning Journey Survey (14.3%);
- First Semester Learning Experience Survey (17.5%); and
- First Semester First Impressions Survey (17.4%).

*In 2010 NMIT
chose to
conduct its
suite of
student
surveys using
an online
surveying
design*

² The survey was visited 'started' 243 times, with the most responses to any one (non-multiple response) question being 219. Just 70 respondents provided details of their programme of study at NMIT.

2.3 Caveats and Limitations

Given the size of the achieved sample, the results of the 2010 Graduate Destination Survey need to be treated with some caution. In addition to the small size of the sample, it is important to remember that the nature of online surveys means the sample is not randomly selected and, consequently, no sampling errors for these survey results can be calculated.

Another consequence of the small sample size is that results for programmes cannot be calculated. As Table 2.1 demonstrates, this is because the 'cell size' for individual programmes is vanishingly small.

Table 2.1: Programme Survey Participants Recently Completed

Programme of Study	N=	%
Diploma in Career Guidance	5	7%
Certificate in Foundation Nursing	4	6%
Certificate in Quality Assurance	4	6%
Bachelor of Information Technology	3	4%
Certificate in Adult Teaching	3	4%
Certificate in Arts and Media	3	4%
Certificate in Business Administration (Level 3)	3	4%
Certificate in Horticulture	3	4%
National Certificate in Retail (Level 2)	3	4%
Te Tuara me Te Tinana O Te Reo	3	4%
Bachelor of Commerce	2	3%
Bachelor of Nursing	2	3%
Bachelor of Visual Arts and Design	2	3%
Certificate in Advanced Aircraft Maintenance	2	3%
Certificate in Animal Care	2	3%
Certificate in Business Administration (Level 2)	2	3%
Certificate in Business Administration (Level 4)	2	3%
Certificate in Community Support Services	2	3%
Certificate in English as an Additional Language (Level 5)	2	3%
Certificate in Superyacht Crew	2	3%
Diploma in Applied Fitness	2	3%
Diploma in Social Work	2	3%
Certificate in Automotive Engineering (Level 4)	1	1%
Certificate in Basic Mechanical Engineering Trade Skills	1	1%
Certificate in Beauty Services (Beauty Assistant)	1	1%
Certificate in Business Administration and Computing (Level 4)	1	1%
Certificate in Computer Technology (Level 2)	1	1%
Certificate in Professional Cookery	1	1%
Certificate in Professional Hairdressing	1	1%
Diploma in Aviation Science (Air Instruction) (Aeroplane)	1	1%
Diploma in Graphics and Multimedia	1	1%
Diploma in Viticulture and Wine Production	1	1%
National Certificate in Carpentry (Level 4)	1	1%
New Zealand Diploma in Business	1	1%
Responses	70	

The 2010 Graduate Destination Survey was sent to 969 students, and achieved 219 responses, a response rate of 21.8%

3 Key Findings and Messages

3.1 The Key Message

The key message from the 2010 Graduate Destination Survey is that the graduates who participated in the survey report very high levels of satisfaction with NMIT. For instance, 86% of the students in this survey rated the teaching they experienced as 'very effective' or 'quite effective', and 90% of the students said they would recommend their programme of study to others.

Satisfaction with their 'destination' since graduating is also high, with 78% of those students in employment saying their NMIT qualification was 'highly or 'partly' related to their work and 86% saying they were using skills and knowledge learned while at NMIT.

This satisfaction with NMIT is also seen by the fact that, among those students contemplating further study, NMIT is clearly the most preferred institution for that study.

3.2 A Summary of Results

3.2.1 Employment Before Study

Of the respondents to this survey, 65% were employed immediately before starting their programme of study at NMIT. Three quarters of these were in full time employment (i.e., 30 or more hours per week). 60% said this employment was in a field either 'highly related' or 'partly related' to their subsequent programme of study at NMIT.

3.2.2 Employment During Study

A similar proportion (61%) was employed *during* their course of study. Over half of these (53%) were in full time employment, and 71% said this employment was in a field either 'highly related' or 'partly related' to their programme of study at NMIT.

3.2.3 Employment After Graduation

73% of graduates were currently employed as salary or wage earners and another 9% were either self employed or contractors. Of these, most were in full time equivalent employment (i.e., 30 hours or more per week). The majority (79%) were earning less than \$40,000 per year. In addition, nearly a quarter (24%) were earning less than \$30,000 per year.

Students were divided about how difficult they thought finding employment was after graduating: 25% said it was 'very easy' and 20% said it was 'very difficult'. However, despite the fact that nearly half of the students in this survey said they found it 'fairly difficult' or 'very difficult' to find work after studying, 71% of the students said their qualification had helped in their search for work.

The key message from the 2010 Graduate Destination Survey is that the graduates who took part in the survey report very high levels of satisfaction with NMIT

3.2.4 Further Study

41% of the graduates in this survey were either currently enrolled in further study or intended to enrol. A further 30% didn't know if their future would include further study. Of these, almost half (45%) were studying full time for a full year, and 30% part time for part of a year.

Nearly two-thirds of those students in study were following the same direction of study as their previous qualification, while a third were looking to a different direction.

Students identified a range of different reasons for enrolling in study, but common explanations were to improve their skills in their current job; for personal interest; and to increase their chances of getting a job.

The most popular institution for those in further study (or contemplating further study) was NMIT.

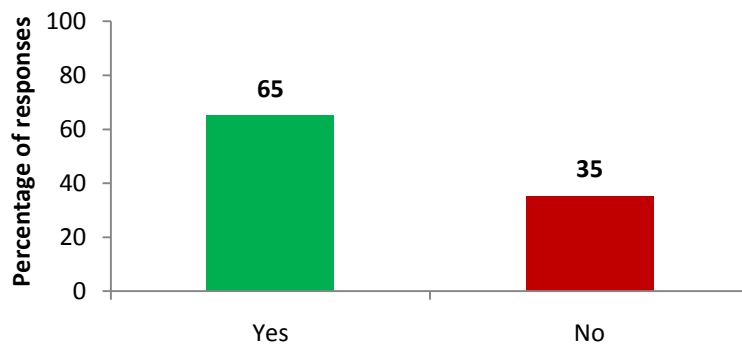
The most popular institution for those in further study (or contemplating further study) was NMIT

4 Employment Prior to Studying

4.1 Employment Status Prior to Studying

The first set of questions in this survey asked students about their employment prior to starting their programme of study at NMIT. Of the graduates who participated in this survey, 65% were employed immediately before starting their programme at NMIT (Chart 4.1 and Table 4.1).

Chart 4.1: If Employed Immediately Before Starting Programme



65% of the respondents to this Graduate Destination Survey were employed immediately before starting their course, and three-quarters of these were in full time work

Table 4.1: If Employed Immediately Before Starting Programme

	Percentage	Number
Yes	65%	142
No	35%	77
<i>Responses</i>		<i>219</i>

4.2 Hours Worked Prior to Studying

Students were then asked how many hours a week they were working, and whether this work was in a field related to their study programme. Three quarters were working for 30 or more hours, and a further 11% for 20 to 29 hours (Chart 4.2 and Table 4.2 overleaf).

Chart 4.2: Number of Hours Worked

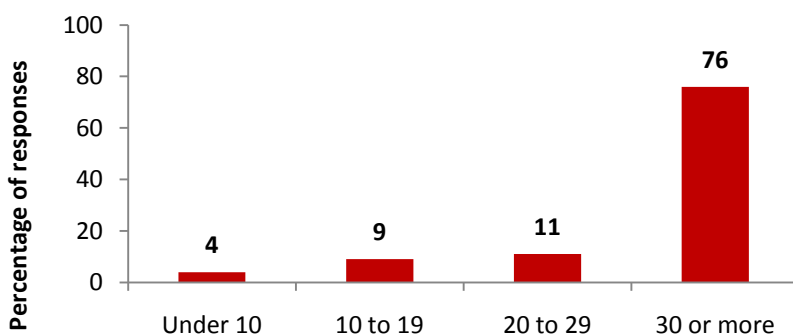


Table 4.2: Number of Hours Worked

	Percentage	Number
Under 10	4%	5
10 to 19	9%	12
20 to 29	11%	14
30 or more hours	76%	100
<i>Responses</i>		<i>131</i>

4.3 Relationship Between Employment and Study Programme

Almost half of the students that worked said that their employment was in a field 'highly' related to their programme. For 20% the work was 'partly' or 'slightly' related, and for the remaining 30% the work was not related at all. (Chart 4.3 and Table 4.3).

Almost half of those working were doing so in a field described as 'highly' related to their programme of

Chart 4.3: If Work Related to Study Programme

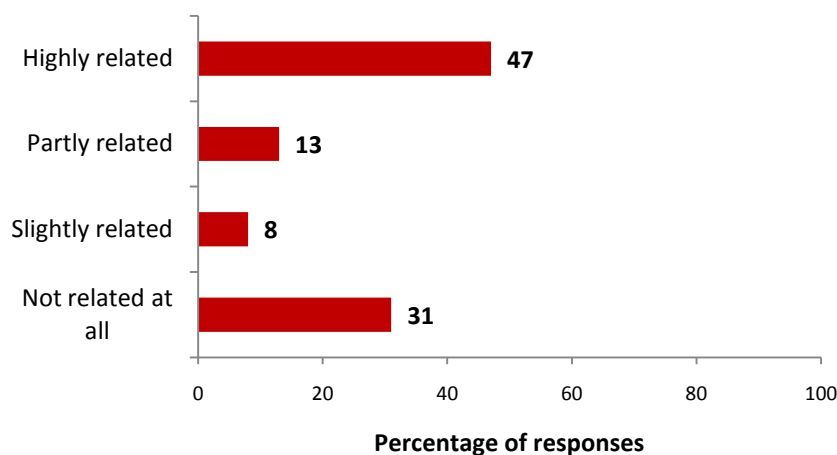


Table 4.3: If Work Related to Study Programme

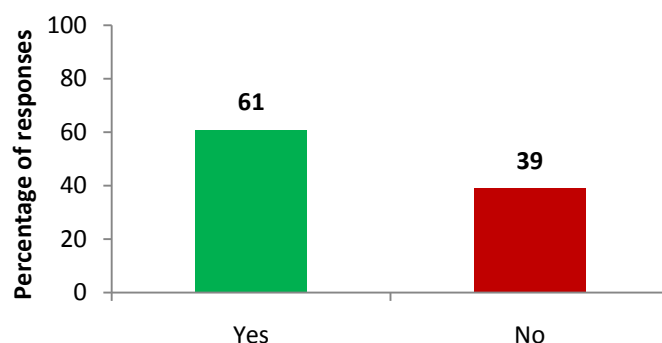
	Percentage	Number
Highly related	47%	62
Partly related	13%	17
Slightly related	8%	11
Not related at all	31%	41
<i>Responses</i>		<i>131</i>

5 Employment Status While Study

5.1 Employment Status While Studying

The next section asked students about their work experience during their programme of study. Here over half (61%) were employed during their study (Chart 5.1 and Table 5.1)

Chart 5.1: If Employed During Programme of Study



61% of students were employed during their study programme, and half of these worked full time equivalent hours

Table 5.1: If Employed During Programme of Study

	Percentage	Number
Yes	61%	127
No	39%	80
<i>Responses</i>		<i>207</i>

5.2 Hours Worked While Studying

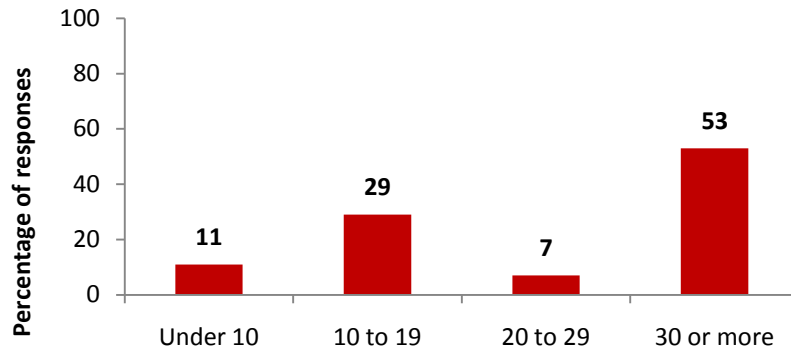
Over half (53%) of those students in employment during study said they worked 30 hours or more a week. This is the definition of 'full time employment' used by Statistics New Zealand³. The next most common response (29%) was those students who worked for 10 to 19 hours. (Chart 5.2 and Table 5.2).

Table 5.2: Hours Work While Enrolled in Programme

	Percentage	Number
Under 10	11%	14
10 to 19	29%	35
20 to 29	7%	9
30 or more hours	53%	65
<i>Responses</i>		<i>123</i>

³ See http://www.stats.govt.nz/methods_and_services.aspx

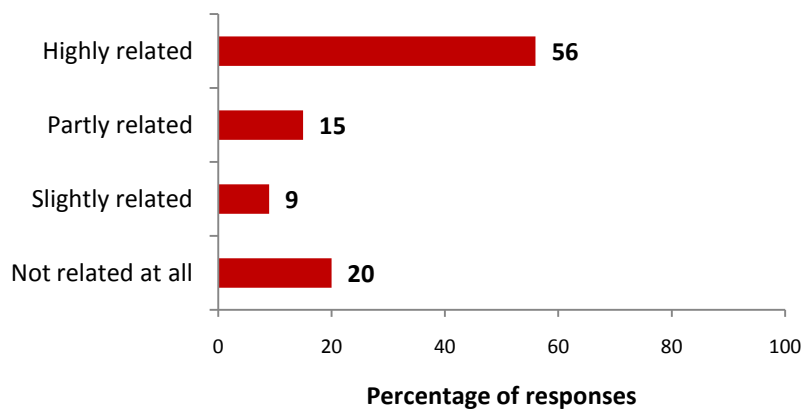
Chart 5.2: Hours Work While Enrolled in Programme



5.3 Relationship Between Employment and Study Programme

Over half of those students in employment during study said they were working in a field 'highly' related to their study programme (Chart 5.3 and Table 5.3).

Chart 5.3: If Work Related to Study Programme



Over half of those that worked during study said they worked in a field 'highly' related to their programme of study

Table 5.3: If Work Related to Study Programme

	Percentage	Number
Highly related	56%	69
Partly related	15%	18
Slightly related	9%	11
Not related at all	20%	25
<i>Responses</i>		<i>123</i>

6 Perceptions of Study Programme

6.1 Perceptions of Effectiveness of Teaching

Students were asked how effective they felt the teaching they experienced had been. Here:

- 86% of students rated the teaching they experienced as very effective or quite effective; and
- Just 4% were negative. (Chart 6.1 and Table 6.1).

Chart 6.1: Effectiveness of Teaching

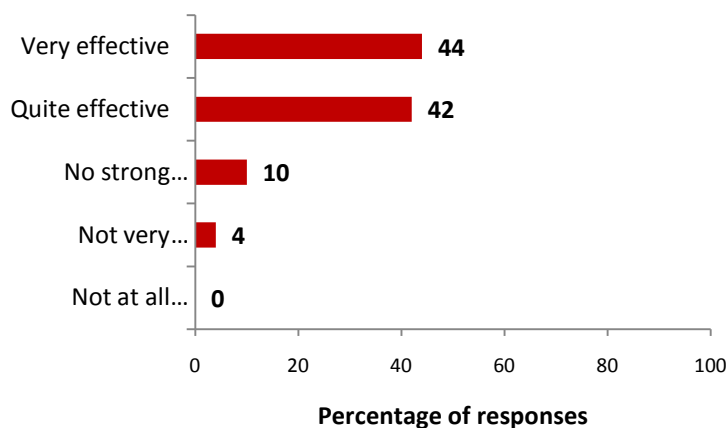


Table 6.1: Effectiveness of Teaching

	Percentage	Number
Very effective	44%	88
Quite effective	42%	84
No strong opinion	10%	21
Not very effective	4%	9
Not at all effective	0%	0
<i>Responses</i>		202

86% of the students in this survey rated the teaching they experienced as 'very effective' or 'quite effective', and 90% of the students said they would recommend their programme of study to others

6.2 Likelihood to Recommend Programme to Others

When asked if they would recommend their programme of study to others, fully 90% of the respondents to this survey said they would (Chart 6.2 and Table 6.2, overleaf).

Chart 6.2: Recommend Programme to Others

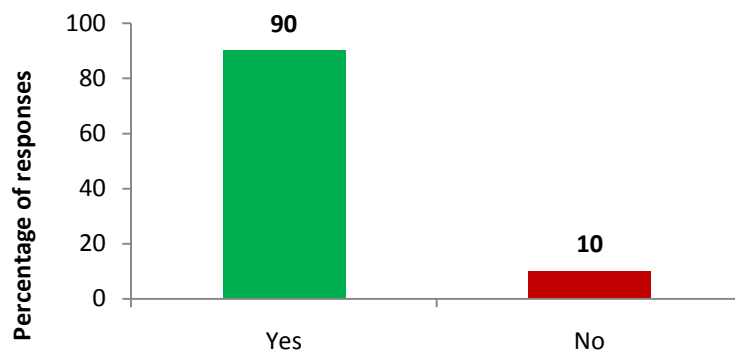


Table 6.2 Recommend Programme to Others

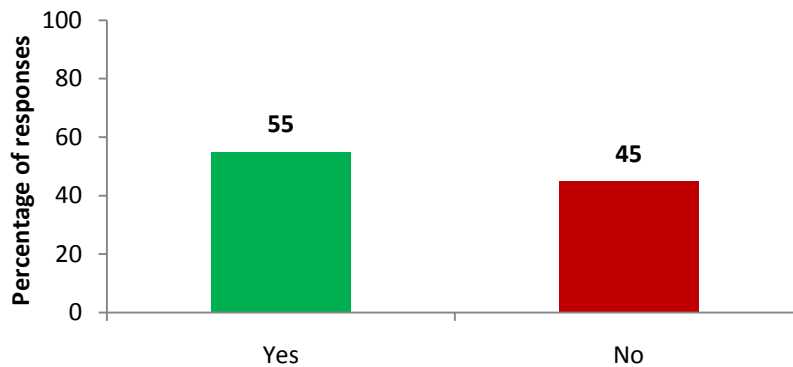
	Percentage	Number
Yes	90%	181
No	10%	20
<i>Responses</i>		<i>201</i>

7 After the Programme of Study

7.1 Employment after Completing Programme of Study

Students were then asked a series of questions about their work experience after completing their programme of study. Here, just over half had looked for paid employment after completing their programme (Chart 7.1 and Table 7.1)

Chart 7.1: If Looked for Paid employment



Over half of the students in this survey had looked for paid employment after completing their study, with two-thirds of these seeking full time work

Table 7.1: If Looked for Paid employment

	Percentage	Number
Yes	55%	108
No	45%	89
<i>Responses</i>		<i>197</i>

7.2 Type of Employment Sought

Two thirds were looking for full time employment (Chart 7.2 and Table 7.2, overleaf)

Chart 7.2: Type of Work Sought

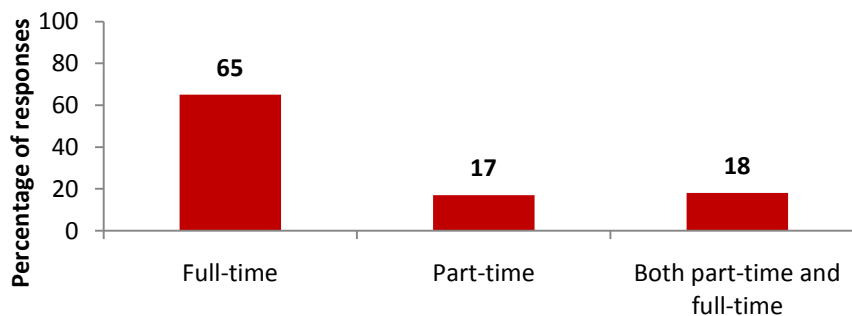


Table 7.2: Type of Work Sought

	Percentage	Number
Full time	65%	98
Part time	17%	26
Both full and part time	18%	27
<i>Responses</i>		<i>151</i>

The mean number of jobs students had applied for was 12⁴, but a number of students had lost count of how many they had applied for (Table 7.3). Although for some students the proportion of jobs applied for not relating to their qualification was high, half had only applied for jobs that were related (Table 7.4).

The average number of jobs students had applied for was around 12. Half of those were related to their qualification

Table 7.3: Number of Jobs Applied For

Number of jobs	Responses	Number of jobs	Responses
1	25	14	1
2	16	15, 15+	3
3	8	20, 20+	8
4	5	25	1
5	9	29	1
6	7	30, 30+	2
7	3	50+	2
8	2	130	1
10	5	400	1
12	2	<i>Responses</i>	<i>102</i>

Table 7.4: Jobs Applied For Not Related to Qualification

	Percentage	Responses
0	51%	54
1	14%	15
2	10%	11
3	5%	5
4	4%	4
5-8	6%	6
10-20	7%	7
more than 20	5%	5
<i>Responses</i>		<i>107</i>

⁴ Using scores of 15+, 20+ etc as 15,20.

7.3 Reasons for Not Seeking Employment

Those that did not look for paid employment were asked why not. The most common reason given was that the students already had a job while they were studying and continued in that position. In addition, 14% went on to further study, 5% started a new job offered during study and 3% were looking after family (Chart 7.3 and Table 7.5). Other reasons are recorded verbatim in Appendix One of this report.

The main reason students did not look for employment following graduation was because they continued in a job they had while studying

Chart 7.3: Reasons Did Not Look for Paid Employment

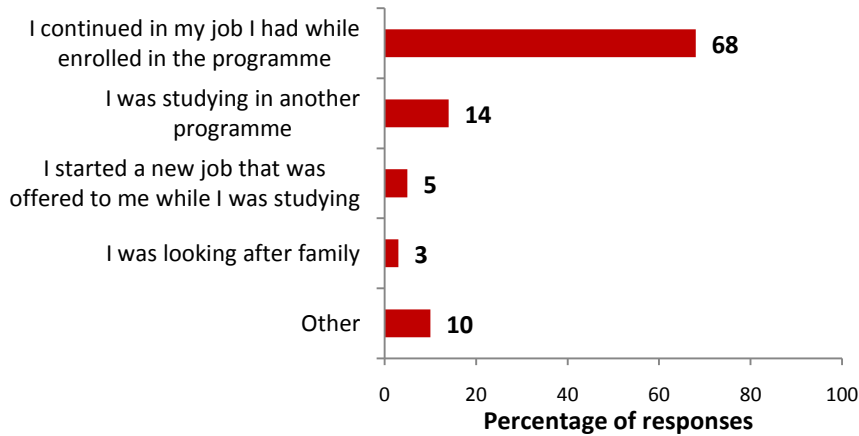


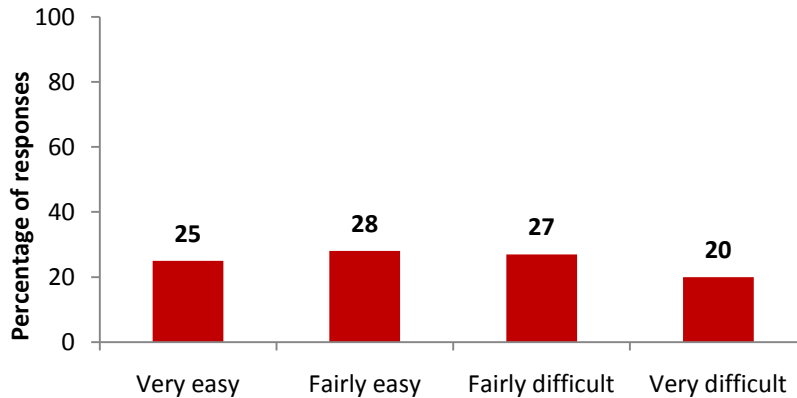
Table 7.5: Reasons Did Not Look for Paid Employment

	Percentage	Number
I continued in my job I had while enrolled in the programme	68%	59
I was studying in another programme	14%	12
I started a new job that was offered to me while I was studying	5%	4
I was looking after family	3%	3
Other	10%	9
Responses		87

7.4 Ease of Finding Employment after Studying

Students were asked to rate the difficult they experienced finding employment since completing the programme. Overall, students were fairly evenly distributed in terms of how easy they found finding employment, with between 20% - 28% falling in each category. (Chart 7.4 and Table 7.6)

Chart 7.4: Difficulty Finding Employment



Students were divided in terms of how difficult they thought finding employment was after graduating: 25% said it was 'very easy' and 20% said it was 'very difficult'

Table 7.6: Difficulty Finding Employment

	Percentage	Number
Very easy	25%	38
Fairly easy	28%	42
Fairly difficult	27%	40
Very difficult	20%	30
<i>Responses</i>		<i>150</i>

7.5 If Qualification Helped Secure Work

Despite the fact that nearly half of the students in this survey said they found it 'fairly difficult' or 'very difficult' to find work after studying, 71% of the students said their qualification had helped in their search for work (Chart 7.5 and Table 7.7).

Chart 7.5: If Qualification Helped in Search for Work

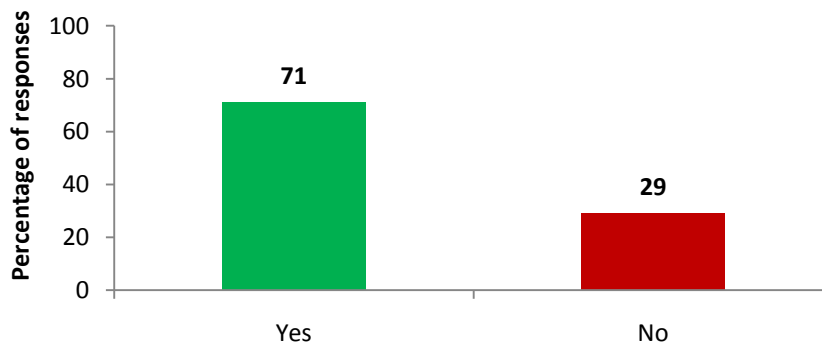


Table 7.7: If Qualification Helped in Search for Work

	Percentage	Number
Yes	71%	118
No	29%	49
<i>Responses</i>		<i>167</i>

When asked how their qualification had helped in their search for work, responses were varied and included:

- Personal development and giving the student confidence;
- Being proof of ability;
- Having a recognised qualification;
- Increasing hourly rate;
- Securing more work;
- Gaining skills and knowledge; and
- Being the tool required to get a job.

All responses are recorded verbatim in Appendix One of this report.

“I have now moved into a trade that is taking me around the world. My working career started on that course. Thanks NMIT”

8 Current Situation

8.1 Current Study and Employment Commitments

The next questions focused on students' current employment and study status. Here, most students were not currently in study (30% studying, 7% about to begin studying) but most were in employment (82%) (Charts 8.1 and 8.2, and Tables 8.1 and 8.2, overleaf).

Chart 8.1: Current Study Situation

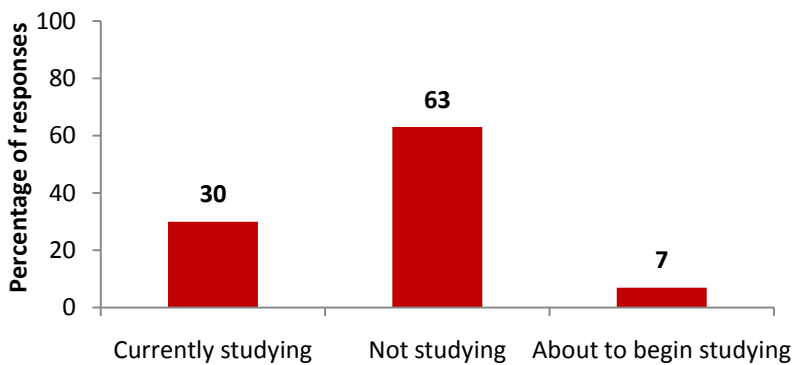
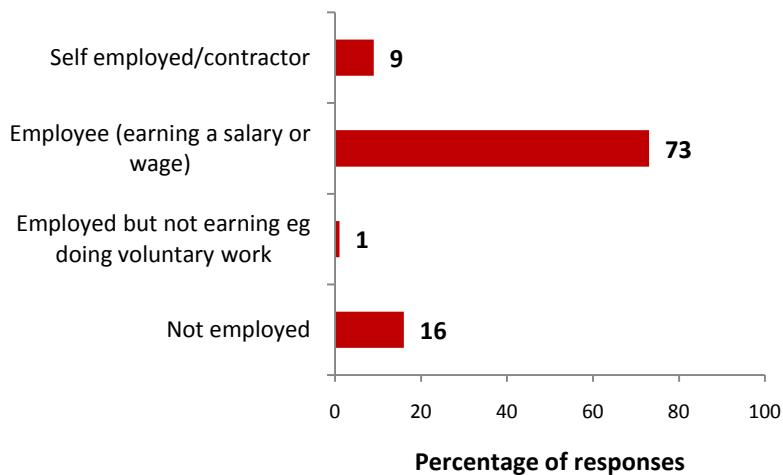


Chart 8.2: Current Employment Situation



30% of graduates were currently studying, and 7% were about to begin study; at the same time 73% of graduates were currently employed as salary or wage earners and another 9% were either self employed or contractors

Table 8.1: Current Study Situation

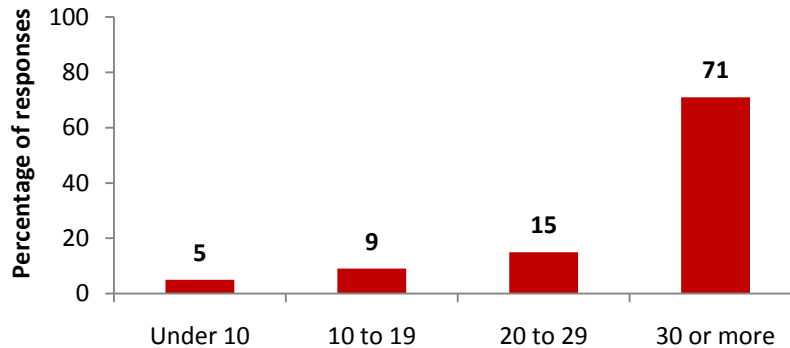
	Percentage	Number
Currently studying	30%	56
Not studying	63%	116
About to begin studying	7%	12
<i>Responses</i>		<i>184</i>

Table 8.2: Current Employment Situation

	Percentage	Number
Self employed/ contractor	9%	17
Employee	73%	134
Employed but not earning	1%	2
Not employed	16%	30
<i>Responses</i>		<i>183</i>

Of those graduates in work, most were in full time equivalent employment (i.e., 30 hours or more per week) (Chart 4.16 and Table 4.18)

Chart 8.3: Hours Worked



Of those graduates in work, 71% were in full time equivalent employment (i.e., 30 hours or more per week)

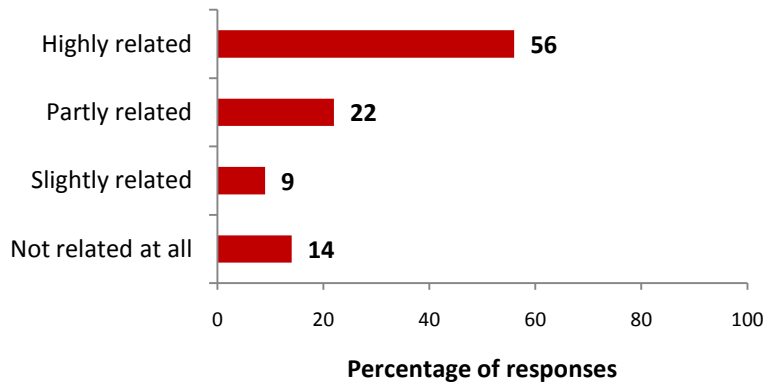
Table 8.3: Hours Worked

	Percentage	Number
Under 10	5%	8
10 to 19	9%	13
20 to 29	15%	22
30 or more	71%	104
<i>Responses</i>		<i>147</i>

8.2 Relevance of Qualification in Current Employment

Over half of the students in this survey who were currently employed said their NMIT qualification was 'highly related' to their job, and a further 22% said it was 'partly related'. In contrast, 14% thought their qualification was 'not related at all' to their current employment (Chart 8.4 and Table 8.4).

Chart 8.4: Relevance of Qualification



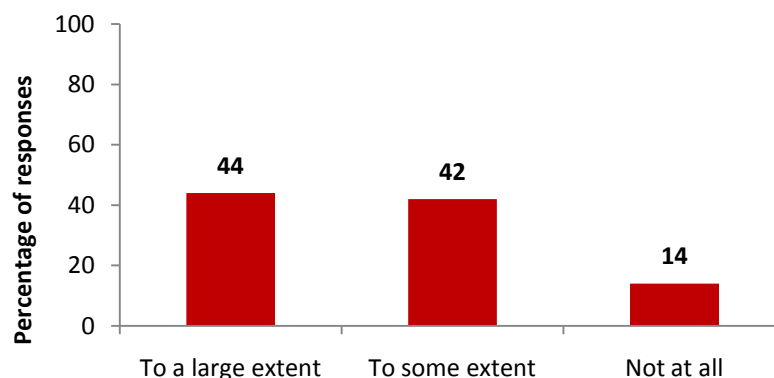
78% of those graduates in employment rated their NMIT qualification as either 'highly related' or 'partly related' to their current employment

Table 8.4: Relevance of Qualification

	Percentage	Number
Highly related	56%	83
Partly related	22%	32
Slightly related	9%	13
Not related at all	14%	20
<i>Responses</i>		<i>148</i>

A second question focused on the skills and knowledge gained during their NMIT qualification. Here 86% of those graduates in employment said they were using skills and knowledge learned while at NMIT (Chart 8.5 and Table 8.5).

Chart 8.5: Use of Skills Gained from Qualification



86% of those graduates in employment said they were using skills and knowledge learned while at NMIT

Table 8.5: Use of Skills Gained from Qualification

	Percentage	Number
To a large extent	44%	63
To some extent	42%	59
Not at all	14%	20
<i>Responses</i>		142

8.3 Nature of Current Employment

The majority of students in employment were in permanent jobs (i.e., those where employment is likely to last more than 12 months). Just 5% described their current employment status as 'temporary' (Chart 8.6 and Table 8.6):

The majority of graduates (72%) in employment were in 'permanent' jobs, whereas only 5% were in temporary employment

Chart 8.6: Type of Employment

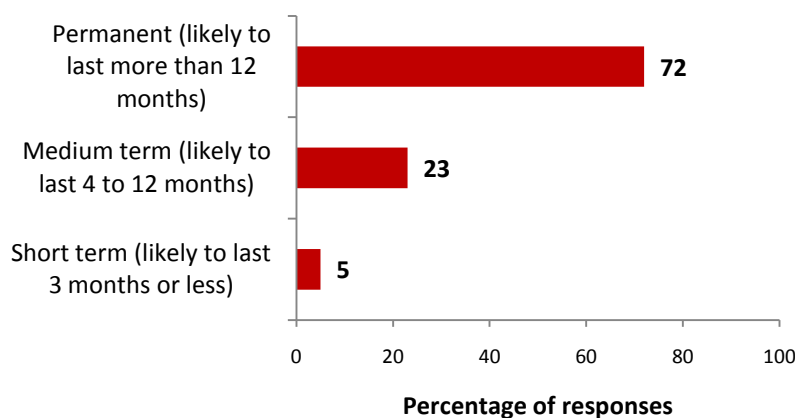


Table 8.6: Type of Employment

	Percentage	Number
Permanent (likely to last more than 12 months)	72%	106
Medium term (likely to last 4 to 12 months)	23%	34
Short term (likely to last 3 months or less)	5%	7
<i>Responses</i>		147

Graduates were employed in a range of areas, with the top five areas being health services, hospitality/ catering, administration/ customer services, education services and information technology (Chart 8.7 and Table 8.7, overleaf).

Chart 8.7: Employment Sector

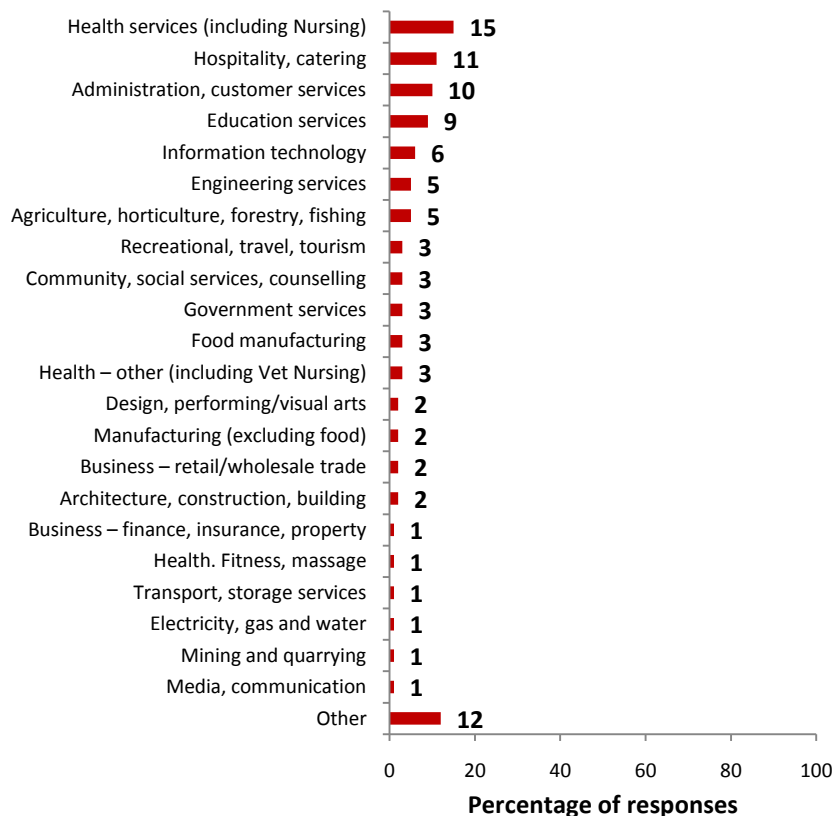
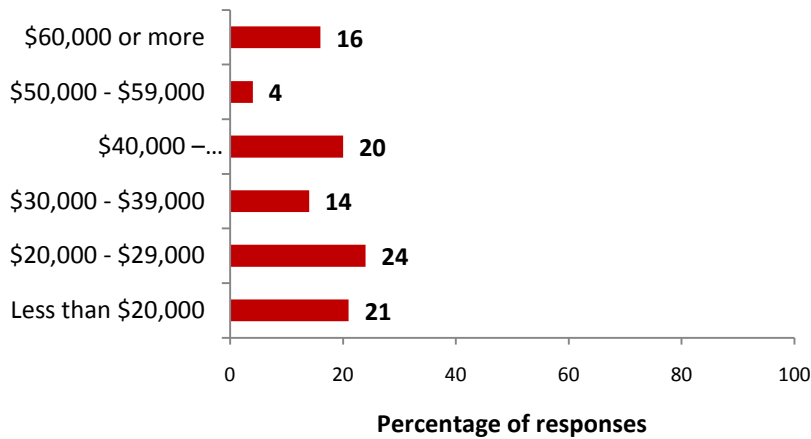


Table 8.7: Employment Sector

	Percentage	Number
Health services (including Nursing)	15%	22
Hospitality, catering	11%	16
Administration, customer services	10%	15
Education services	9%	14
Information technology	6%	9
Agriculture, horticulture, forestry, fishing	5%	7
Engineering services	5%	8
Health – other (including Vet Nursing)	3%	4
Community, social services, counselling	3%	5
Recreational, travel, tourism	3%	5
Food manufacturing	3%	4
Government services	3%	4
Architecture, construction, building	2%	3
Business – retail/wholesale trade	2%	3
Manufacturing (excluding food)	2%	3
Design, performing/visual arts	2%	3
Health. Fitness, massage	1%	2
Business – finance, insurance, property	1%	2
Media, communication	1%	1
Mining and quarrying	1%	1
Electricity, gas and water	1%	1
Transport, storage services	1%	1
Responses		151

Students were earning a range of incomes, although the majority (79%) were earning less than \$40,000 PA. In addition, nearly a quarter (24%) were earning less than \$30,000 PA (Chart 8.8 and Table 8.8):

Chart 8.8: Annual Salary / Income



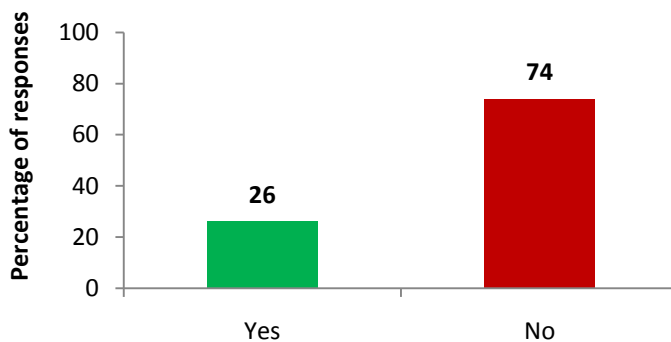
Graduates were earning a range of salaries, but the majority (79%) were earning less than \$40,000 PA. In addition, nearly a quarter (24%) were earning less than \$30,000 PA

Table 8.8: Annual Salary / Income

	Percentage	Number
Less than \$20,000	21%	30
\$20,000 - \$29,000	24%	33
\$30,000 - \$39,000	14%	20
\$40,000 - \$49,000	20%	28
\$50,000 - \$59,000	4%	6
\$60,000 or more	16%	23
<i>Responses</i>		142

A quarter of students were currently actively seeking employment (Chart 8.9).

Chart 8.9: Currently Actively Seeking Employment



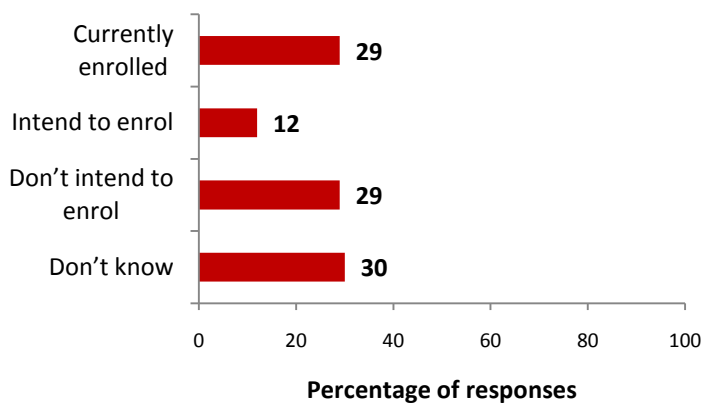
A quarter of graduates were currently actively seeking employment

9 Plans for Further Study

9.1 Further Study Plans (Next 12 Months)

The last part of the Graduate Destination Survey asked about graduates' plans for further study. Here, 29% of graduates were currently enrolled in further study and 12% intended to enrol (Chart 9.1 and Table 9.1).

Chart 9.1: Plans for Further Study in Next 12 months



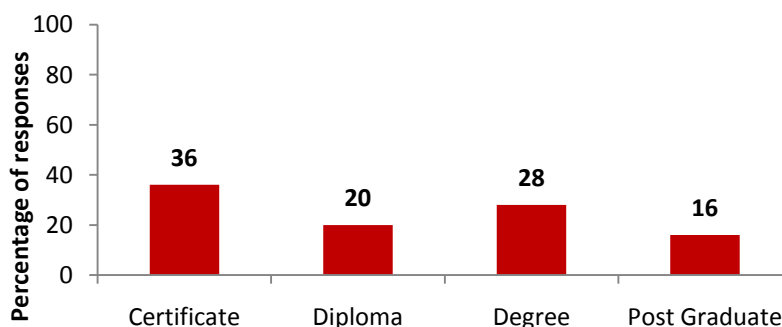
41% of the graduates in this survey were either currently enrolled in further study or intended to enrol. A further 30% didn't know if their future would include further study

Table 9.1: Plans for Further Study in Next 12 months

	Percentage	Number
Currently enrolled	29%	52
Intend to enrol	12%	21
Don't intend to enrol	29%	53
Don't know	30%	54
<i>Responses</i>		<i>180</i>

Those currently enrolled or intending to enrol were most likely to be enrolled in (or interested in) certificate courses (36%) (Chart 9.2).

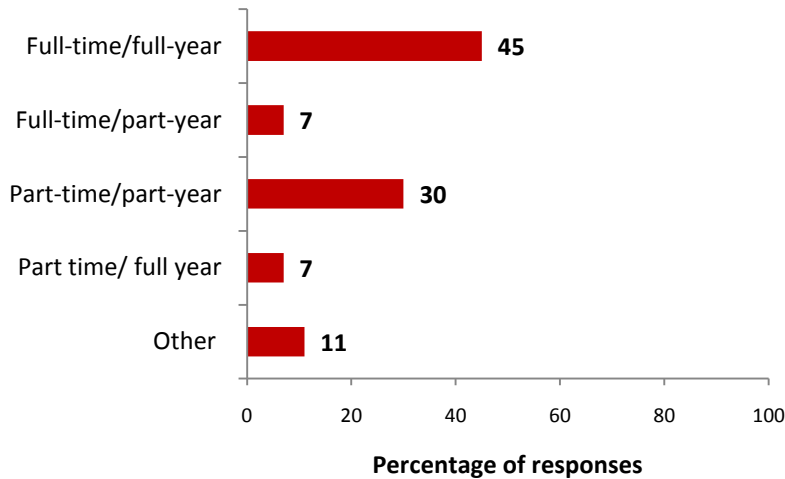
Chart 9.2: Qualification Sought



9.2 Current Studying Situation

Among those students in study, almost half (45%) were studying full time for a full year, and 30% part time for part of a year (Chart 9.3 and Table 9.2).

Chart 9.3: Tenure of Current Study



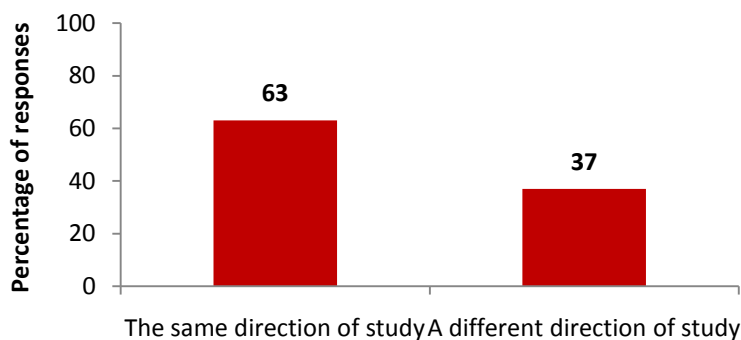
Most Nearly two-thirds of those students in study were following the same direction of study as their previous qualification

Table 9.2: Tenure of Current Study

	Percentage	Number
Full time/ full year	45%	33
Full time/part year	7%	5
Part time/ part year	30%	22
Part time/ full year	7%	5
Other	11%	8
<i>Responses</i>		<i>73</i>

Nearly two-thirds of those students in study were following the same direction of study as their previous qualification, while a third were looking to a different direction (Chart 9.4)

Chart 9.4: Relationship of New Study with Previous Study



Students identified a range of different reasons for enrolling in study, but common explanations were to improve their skills in their current job; for personal interest; and to increase their chances of getting a job (Chart 9.5 and Table 9.3).

Students had enrolled in further study for different reasons, but the largest proportion wanted to increase their skills in their current job

Chart 9.5: Reason for Enrolling in New programme

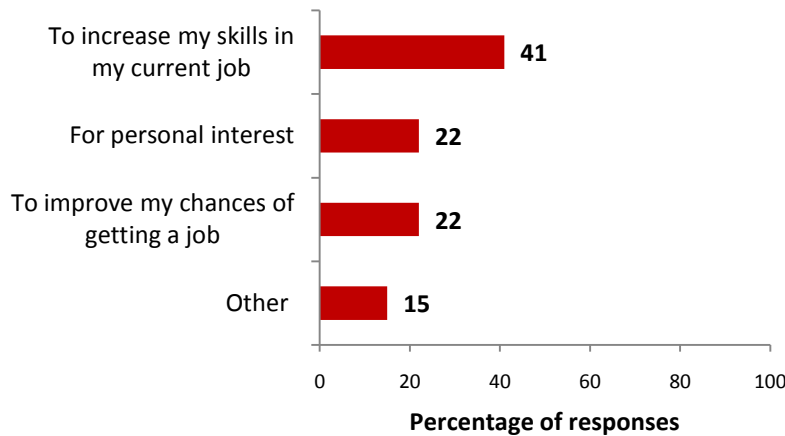


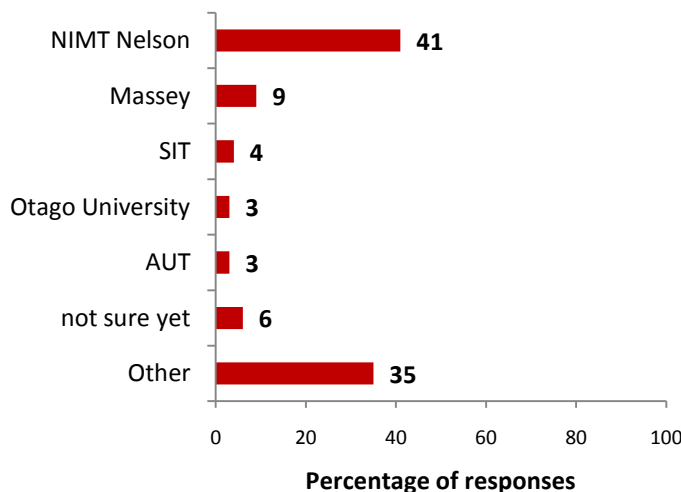
Table 9.3: Reason for Enrolling in New programme

	Percentage	Number
To increase my skills in my current job	41%	30
For personal interest	22%	16
To improve my chances of getting a job	22%	16
Other	15%	11
<i>Responses</i>		73

The most popular institution for those in further study (or contemplating further study) was NMIT. The remainder nominated a range of other providers, although 6% were as yet unsure of where they would study. (Chart 9.6).

The most popular institution for those in further study was NMIT: 41% of these students had opted for, or will opt to continue their study at NMIT

Chart 9.6: Institution Studying/ Will be Studying



Students offered a range of reasons for choosing the institutions identified above, but the most common was because 'it offers the programme I want'. Being able to study via distance learning was also a key motivation (Chart 9.7, Table 9.4).

Chart 9.7: Reasons for Choosing Institution

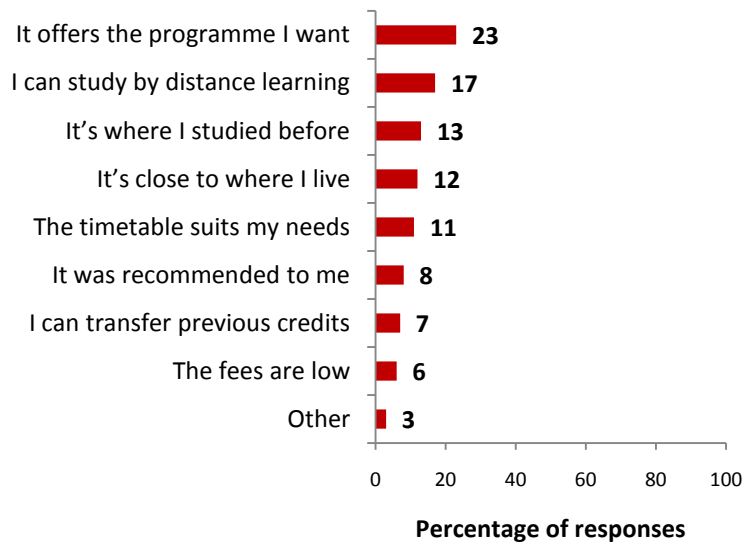


Table 9.7: Reasons for Choosing Institution

	Percentage	Number
It offers the programme I want	23%	37
I can study by distance learning	17%	27
It's where I studied before	13%	21
It's close to where I live	12%	20
The timetable suits my needs	11%	18
It was recommended to me	8%	13
I can transfer previous credits	7%	11
The fees are low	6%	10
Other	3%	5
<i>Responses</i>		<i>69</i>

- **Research First**, Christchurch
Final Report Complete
Monday, 2 August 2010

10 Appendix One: Verbatim Comment

Table 10.1: Reasons did not look for paid employment after studying

Taking some time out
I am self employed
Looking to continue my study
I am too old to be considered for paid employment so am putting what I learned into action as an artist
I kept my original job but did voluntary work with a local rest home
I had a baby which put my plans of employment on hold
Started business
There are not many paid position for the area I studied in. I do feel learning institutions should be more aligned to job available in the real world.
Still studying

Table 10.2: How Qualification Helped in Search for Work

A more recent qualification in conservation about 20 years after first setting out on that path by doing a BSc, but having got sidetracked for most of those 20 years
A more recent qualification in the area that I want to work in. I got a good qualification 20 years ago, but didn't get to use it and got side-tracked over the years.
Able to get a job in the Health area
Acknowledged my experience & gave me a broader understanding of my chosen field.
After completing the Cert IV it gave me specialized skills so I could aim for a particular job which I ended up acquiring.
Animal care course helped me get a petsitting job
Aviation. Need to have a licence to apply for a job....
Base level experience and contacts
Because I had a better understanding of how the human body worked it made it easier to explain things to patients that I worked with
Because the employer was looking for someone committed to the field of work.
Better skills & knowledge of the retail environment.
By attending the course and arranging work place training - Companies got to see what I was capable of before considering employment
By providing the necessary qualification for the level of employment wanted.
Employers are always looking for people who are updating skills instead for waiting for something to happen,
Employers recognise the qualification
For the English.
Formal qualification that shows employers you know how to use a computer
Gave me a foot in the door
Gave me confidence for interviews and build relationships with colleagues
Gave me the entry level criteria for this profession

Gave me the hard skills to get a job and learn more quickly, instead of starting at the bottom with no skills.
Give me the confidence to look for a job with higher wages
Gives you credibility in your chosen career. And they know you have up to date training and knowledge
Graduate diploma in management helped me in find a job in management field
Had to do course to get in industry
Has contributed to the role I already have and expect it to enhance career opportunities 2011
Have a qualification now
Having a limited background in the area of work I was looking for was a let down as there was not enough on my CV to show I had the skills. With my certificate it showed that I was more than able to do the work
Having the certificate! To show that you knew what u were doing
Having the Diploma in Career Guidance has made me far more marketable
Having the qualification under my belt
Having the qualification I gained from completing the NMIT automotive entry level allowed me to walk into me apprenticeship and qualify as an automotive technician. I have now moved into a trade that is taking me round the world. My working career started on that course thanks NMIT.
Helped in my job I already have
Helps further my other studies while looking after family
Higher hourly rate and more responsibility
I am now doing post grad studies, and will be looking for teaching jobs later this year, as for part time work most anything will do,
I applied for a position that provides art access to people with mental health issues living in the community
I gained careers hours in my current role because of the qualification
I gained tickets needed for certain jobs
I got a job in the tourism industry as a information & Sales consultant at hanmer springs i-site
I got a job!
I got a Nursing job in Auckland City Hospital
I got the management skills needed for my job.
I got this job through NMIT and the ESP
I have a better understanding of the work.
I have gained a habit of attention to detail in writing cover letters and the CV.
I have the necessary flight licences
I needed the Qual to do the job
I really enjoyed the course and that newfound enjoyment pushed me to continue to try to find an apprenticeship to continue working towards becoming a qualified hairdresser.
I studied what I wanted to do for a living and gained the qualifications needed to make it happen.
I was in the Employment scholarship programme for business administration. So I got my job through doing that and they have kept me on as permanent staff
I was trying to change career from IT into being a Ranger - which I have now done with the help of the Trainee Ranger qualification. I wouldn't have been able to do it without this training.
In doing the course I found something I really enjoyed doing and that (as well as a student loan) has pushed me to find a job in the industry to continue with my apprenticeship and become a qualified hairdresser.
Is gave me confidence to communicate with people and to gain extra experience and to actually get a qualification

It facilitated in getting practical management training at my workplace and I could understand the theoretical part of the management study better.
It gave me the qualification to work as a vet nurse...
It gave me a higher qualification relating to my job
It gave me the edge for them to interview me.
It has allowed me to progress in my current job
It has allowed me to secure more contract work
It has given me skills, understanding and connections within the industry I have trained in. Also a set of skills I can use outside the industry.
It has helped me in my work as a teacher and careers counsellor
It helped because I have done what a first year apprentice would have done.
It helps providing the basis about you and has been quite useful for demonstrating the understanding the studying areas among the job hunting process.
It is an attractive qualification to employers.
It showed that I had done necessary training for my field of adventure tourism. I am guiding now so it was very relevant.
It showed that I was more qualified than others applying for the same job.
It will help when looking to advance in my career or look outside the firm for advancement
Knowledge and skill
Knowledge and some Skill.
Made me more effective in my current role
Made me realise I wanted to do early childhood
Made my skills more specific - have recently moved to another area, so not trying too hard to find work at the moment.
Minimum qualifications required was set at diploma level.
My current employer was looking amongst NMIT graduates for anyone with the skills they required - I matched the description.
My Employment already related to the course - My reason for completing the course was to extend my knowledge in the area of Careers.
My tutors put me forward for a job which I got.
Needed the qualification to legally do the job
Now qualified
Nursing degree needed for nursing practice
Nursing degree needed for nursing practice
People look at my c.v and see that I have got qualifications in my subject area.
Reasonably well respected qual
Skills, knowledge, experience
Studied Veterinary Nursing - you will not be employed without a qualification.
Taught me heaps of skills that I hadn't been taught while working at my previous job.
The C.A.M.E course gives a higher level of knowledge than what is expected of a new Aircraft maintenance engineer
The course built my confidence for interviews and forming relationships with people
The course has given me more skills to use within my job and a better understanding of what I am doing
The course helped make me more mature and gave me a better insight into what employers are looking for in their potential employees.
The course re-enforces what I know, and it is more professional to say you have a qualification or

certificate in the area to back up your knowledge
The course was related to the industry I wanted to seek employment in.
The employer value qualified staff and NO consideration was given to applicants without qualification/s
The last two pages are irrelevant as I have not changed jobs.
The qualification has allowed me to broaden the area of work. It is not regarded enough to enter some areas of work, with little practical experience.
The tutors put me forward for a job which I got.
There are many positions for a new grad nurse available throughout New Zealand and Australia so long as you are able, and willing, to move to these places.
There are plenty of employment opportunities in this field but I would get higher wages with this qualification.
Though I have not found work in the field I am qualified for I believe that in one instance it got me an interview. I only applied for 2 jobs as other commitments have been conducive to my doing seasonal work. This situation will probably change in a few months - then we will see. I never got a reply or anything from the other firm I gave my C.V. to but past experience of working for these people has taught me not to expect much from them at all.
To demonstrate knowledge and practical skills in the area I am looking for work
Upon finishing course ,higher marine ticket ,able to take more responsibly on from qualification
Was needed to get job
When I do look for employment I'll have the knowledge from my course which means I don't have to start from scratch

Table 10.3: Employment Sector

Animal welfare
Aviation
Baker
Conservation
Dental
Education
Fast food
Flight instructor
Hairdressing
Laboratory
Maritime oil and gas sector
Nzdf
Pet shop
Petsitting
Retail
Supermarket
Viticulture
Winemaking

Table 10.4: Length of programme

2 year
Unsure
ESP
4yr itab
3 years
Night classes and block courses of one week 3 of
5 weeks
Microsoft

Table 10.5: Reason for Enrolling in New Programme

To improve my chances of getting a job in my region with this degree
Specialising in sexual abuse and family therapy counselling.
To get registration
Art course ended at NMIT
Business skills
Teach art at secondary school level
Career Path i want to succeed in
Self interest
All of the above
Start a career in natural medicine and growing my own herbs and food
Year 2 of certificate

Table 10.6: Institution Will Study at

Apprenticeship New Zealand
Attto
AUT and Otago University
AUT Distance through NMIT
CAA study
College of education Canterbury
Cpit
Griffith University Australia
Itab
Lincoln University
Mauri ora
Naturopathic collage of New Zealand
New Zealand Tertiary College
Safety n Action

Seek Learning online
Te Wanangā o Raukawa
The Learning Connection Wellington
The National School of Aesthetics
The University of Waikato
University of Auckland
UOA
Weltec