GRADUATE DESTINATION Reporting

JUNE 2013

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Agenda

Research Objective

- Graduate destination survey is conducted every year to understand student satisfaction while studying in Unitec and what they go on to do once they have graduated – whether this is employment, further study or something completely different.
- For the purposes of this report, graduate destination data will be analysed in relation to broad labour market findings.
- It is, therefore, important to note that **this report provides one particular lens into labour market trends** that are subject to structural changes, unexpected phenomena and volatile conditions.

Methodology

- In total, 1635 students filled out the 2013 graduate survey:
  - 375 graduated on September 2012
  - 1260 graduated on April 2013

Profile of all respondents

Profile of all respondents		Count	Percentage
Gender	Female	915	56%
	Male	720	44%
Age Group	Less than or equal to 19	156	10%
	20-24	594	36%
	25-29	304	19%
	30-34	173	11%
	35-39	108	7%
	40-44	115	7%
	45-49	82	5%
	50-54	56	3%
	Greater than or equal to 55	46	3%
Funding Source	Government Funded	1429	87%
	International (Full fee paying foreign students)	206	13%
Ethnicity	NZ European	787	48%
	Maori	157	10%
	Pacific	213	13%
	Chinese	185	11%
	Indian	143	9%
	Other Asian	128	8%
	Other Ethnic	266	16%
TOTAL		**1635**	**100%**

What is the labour market demand? And are we providing the skill type and skill level required by the labour market?

MARKET DEMAND

Achieving our organisational goal

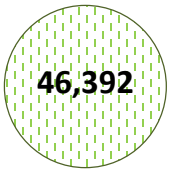
- Unitec prides itself in being career focused and industry recognised by providing its students with the real-world experience for real-world careers
- Ideally, our graduates should be able to go out into the workplace and hit the ground running
- Accordingly, supporting evidence is required to validate Unitec's strategic initiative and organisational value:
  - Demand for specific qualification level (i.e., level of skill)
  - Demand for particular occupations (i.e., type of skill)
- In other words: Are we providing the right type of skill and level of skill needed in the New Zealand labour market?

Labour market demand: Skill level

Demand via Skill Level between 2011 and 2016: According to a 2012 report by Infometrics, the number of positions in New Zealand requiring a level 7+ is expected to increase by 103,117 between 2011 and 2016, ranking it as the qualification level with the largest absolute increase in demand.

Certificate (Levels 1-3)
46,392 increase

2013 Levels 2-3 Unitec graduates: 201

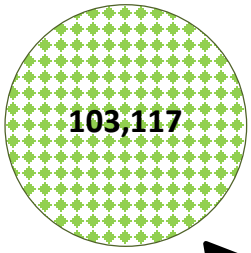


Certificate (Level 4)
33,443 increase

2013 Level 4 Unitec graduates: 339

Diploma (Levels 5-6)
24,215 increase

2013 Levels 5-6 Unitec graduates: 284



Degree (Levels 7+)
103,117 increase

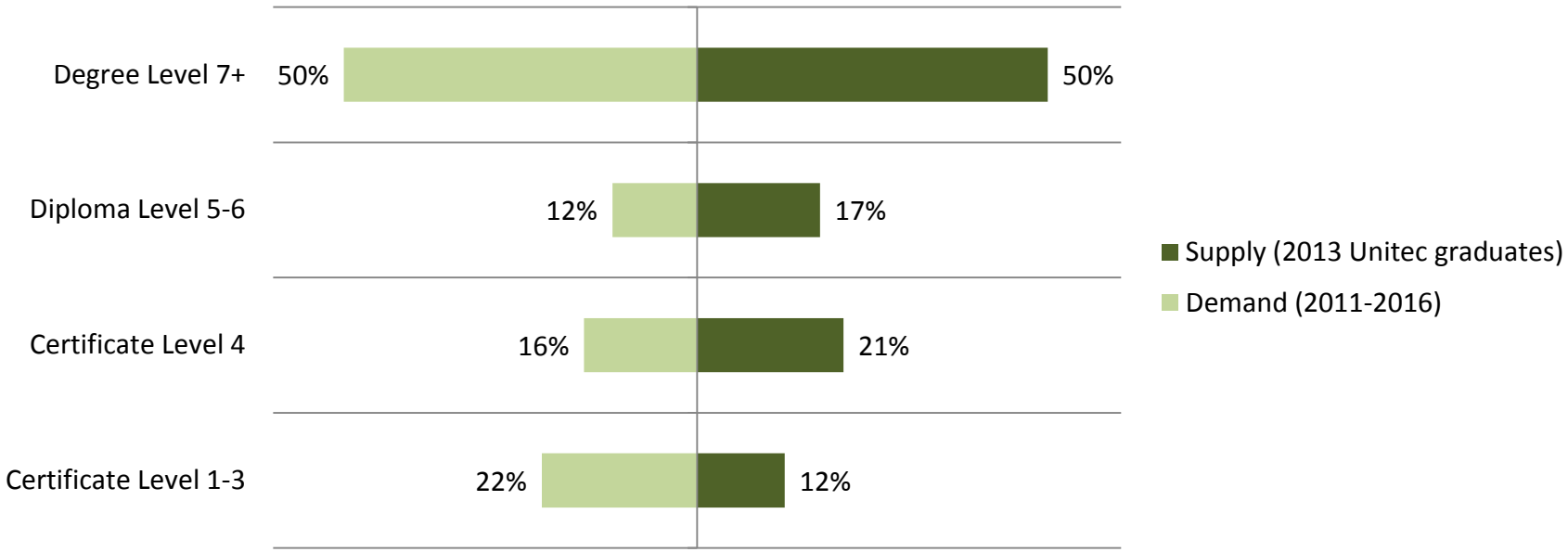
2013 Levels 7+ Unitec graduates: 809

Note: Degree (Level 7+) includes Bachelor degrees, Graduate Certificates and Diplomas, Postgraduate Certificates and Diplomas and Honours Degrees, Masters Degrees, Doctorates

Proportion of demand & supply

Approximately half of the total demand for qualification for 2011-2016 is for Level 7+ followed by Levels 1-3 (22%), Level 4 (16%) and Level 5-6 (12%).

50% of those who graduated in Unitec in year 2013 did so with Level 7+ qualifications. Subsequently, Unitec needs to focus on increasing the proportion of those graduating with Certificate Levels 1-3 (12%) to match the 22% labour market demand for 2011-2016.



2013 Unitec Graduates Level 2-3: n= 201; Level 4: n= 339; Level 5-6: n= 284; Level 7: n= 666; Level 8-10: n= 143

The increasing need for higher skill levels most likely due to the **changing nature of skills required**: Jobs will become less physically demanding but more knowledge-intensive.

The number of degree-holders in the workforce is forecasted to grow over next few years. Accordingly, Unitec needs to continue to produce graduates with the **right skill level** to meet labour market demands.

Definition of Skill Type

New Zealand Standard Classification of Education (NZSCED)

Classification	Field of Study	Disciplines
0100	Natural & Physical Sciences	Natural Sciences
0200	Information Technology	Computing
0300	Engineering & Related Technologies	Multi-Department TBE
		Civil Engineering
		Transport Technology
		Building Technology
		Electrotechnology
0400	Architecture & Building	Architecture
		Landscape Architecture
		Construction
		Plumbing and Gasfitting
0600	Health	Community and Health Services
		Medical Imaging
		Nursing
		Osteopathy
0700	Education	Education
0800	Management & Commerce	Accounting and Finance
		Management and Marketing
0900	Society & Culture	Language Studies
		Social Practice
		Sports
1000	Creative Arts	Design and Visual Arts
		Performing and Screen Arts
		Multi-Department CIB
		Communication Studies
1200	Mixed Field Programmes	Foundation Studies

Labour market demand: Skill Type

Below is the forecasted data for the number of individuals employed with each field of study derived from the 2001 Census Data from Statistics NZ and 2006 JTEI tool from the Department of Labour.

Table 1: Total number employed via Field of Study (2006 base) in New Zealand

Field of Study	Number of people employed in New Zealand							
	2001*	2006**	2011#	2012***	2013#	2014#	2015#	2016#
Natural and Physical Sciences	39,165	43,992	48,508	49,380	50,363	51,291	52,218	53,146
Information Technology	17,205	26,601	29,830	29,859	32,091	33,221	34,351	35,482
Engineering and Related Technologies	121,263	162,855	181,397	182,801	192,436	197,956	203,475	208,995
Architecture and Building	39,960	60,579	67,872	67,998	72,884	75,389	77,895	80,401
Health	83,760	97,737	108,020	109,707	112,714	115,061	117,408	119,754
Education	66,405	73,521	80,995	82,526	83,928	85,395	86,862	88,328
Management and Commerce	117,084	158,022	176,059	177,376	186,872	192,279	197,685	203,092
Society and Culture	91,485	122,625	136,573	137,644	144,854	148,994	153,135	157,275
Creative Arts	23,085	38,493	43,305	43,207	46,895	48,689	50,484	52,279
Total	**1,727,271**	**1,985,790**	**2,192,761**	**2,229,000**	**2,283,649**	**2,329,094**	**2,374,538**	**2,419,983**

Important to note that 'Mixed Field Programme,' 'Agriculture, Environmental and Related Studies,' 'Food, Hospitality and Personal Services' and 'Not Elsewhere Included' have been excluded

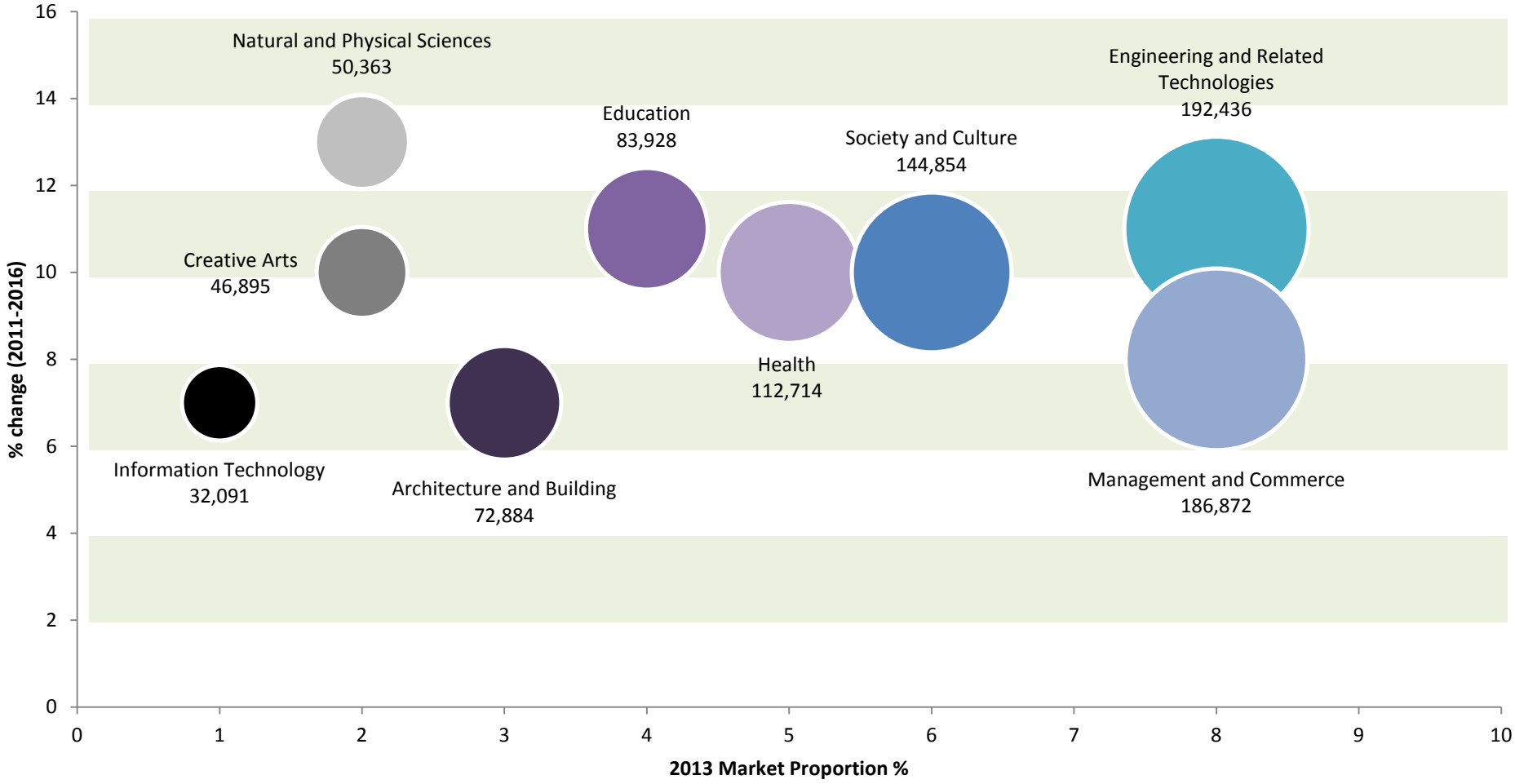
*2001 Census Data from Statistics New Zealand – Total number of those employed with field of study

**JTEI (Jobs and Tertiary Education Indicator Tool) – Total number of those employed with field of study in 2006

***Household Labour Force Survey from Statistics New Zealand – Total number of those employed in working population

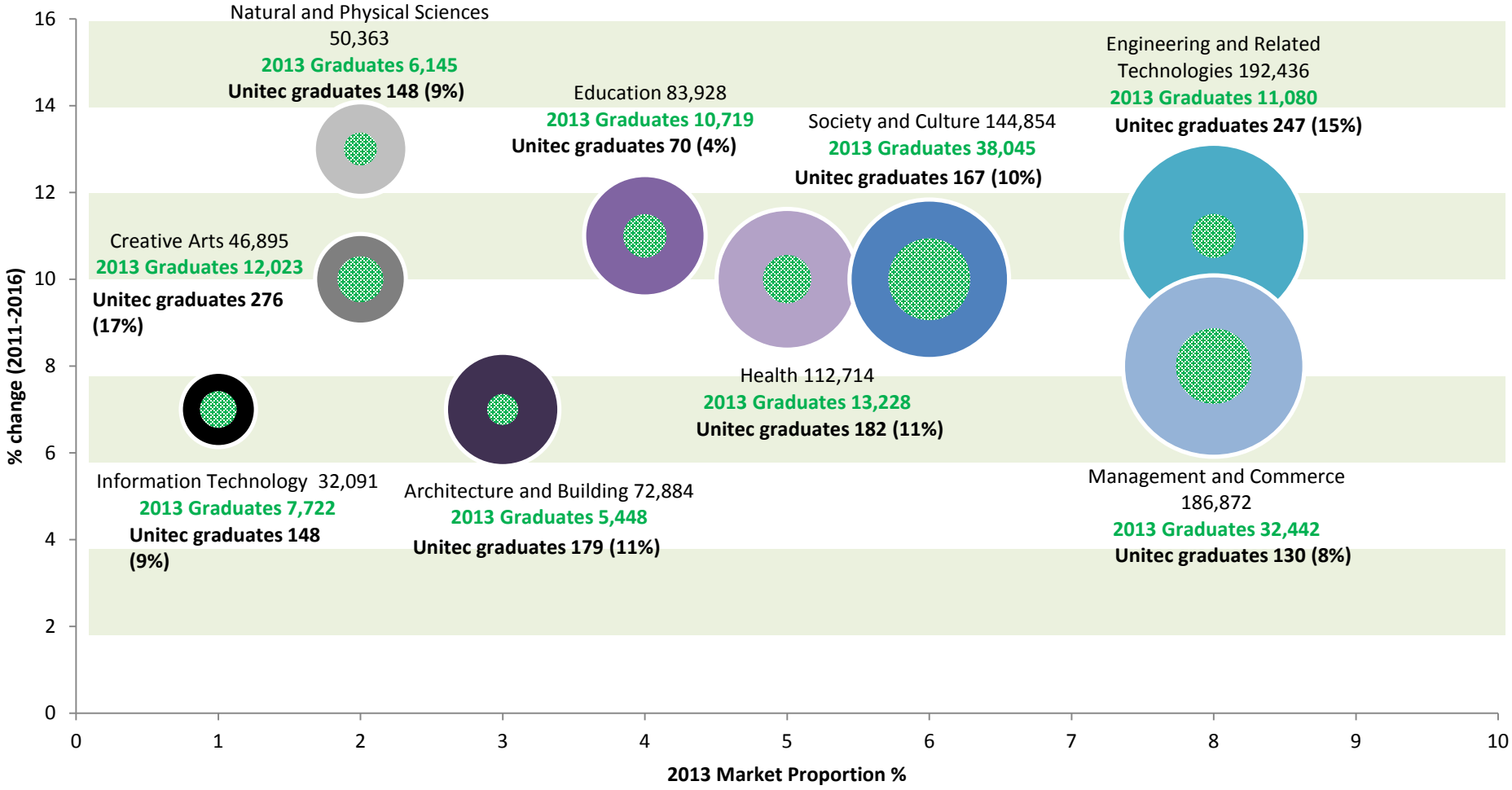
#Forecasted data derived from Excel's straight-line forecast function

2013 Labour Market



% change (2011-2016) data from 2011 report by Infometrics

2013 Graduates



Forecasted number of tertiary education graduates using 2011 data from Tertiary Education Commission

Skill mismatches can occur between education outcomes and employment demand which means that either: (i) student's education choices are not what employers need; or (ii) courses and qualifications on offer are not responsive enough to changing skills needs.

Persistent mismatching in an economy can limit economic growth and labour productivity. Greatest concern falls on **highly-specialised occupations** such as ICT, engineering and medicine.

How do we boost employment prospects to meet future skill shortages? Who are landing the jobs? And who are at risk?

RESTOCKING NZ WORKFORCE

Current employment situation

1076 graduates (66%) stated they are currently working, **374 graduates (23%)** are actively looking for a job and **185 graduates (11%)** are not looking for a job.

"In Paid Work" (66%)

Comprised of **56%** female and **44%** male graduates.

More than half **(56%)** are between the ages of 20 and 29 whereas **19%** are between 30 and 39 years of age.

53% referred to themselves as being NZ European followed by Pacific **(11%)** and Chinese **(10%)**.

"Actively Looking" (23%)

Comprised of **52%** female and **49%** male graduates. Approximately half **(55%)** are between the ages of 20 and 29 whereas **12%** are between 30 and 39 years of age. **37%** referred to themselves as being NZ European followed by Pacific **(18%)**, Chinese **(15%)** and Māori **(13%)**.

"Not Looking" (11%)

Comprised of **62%** female and **38%** male graduates.

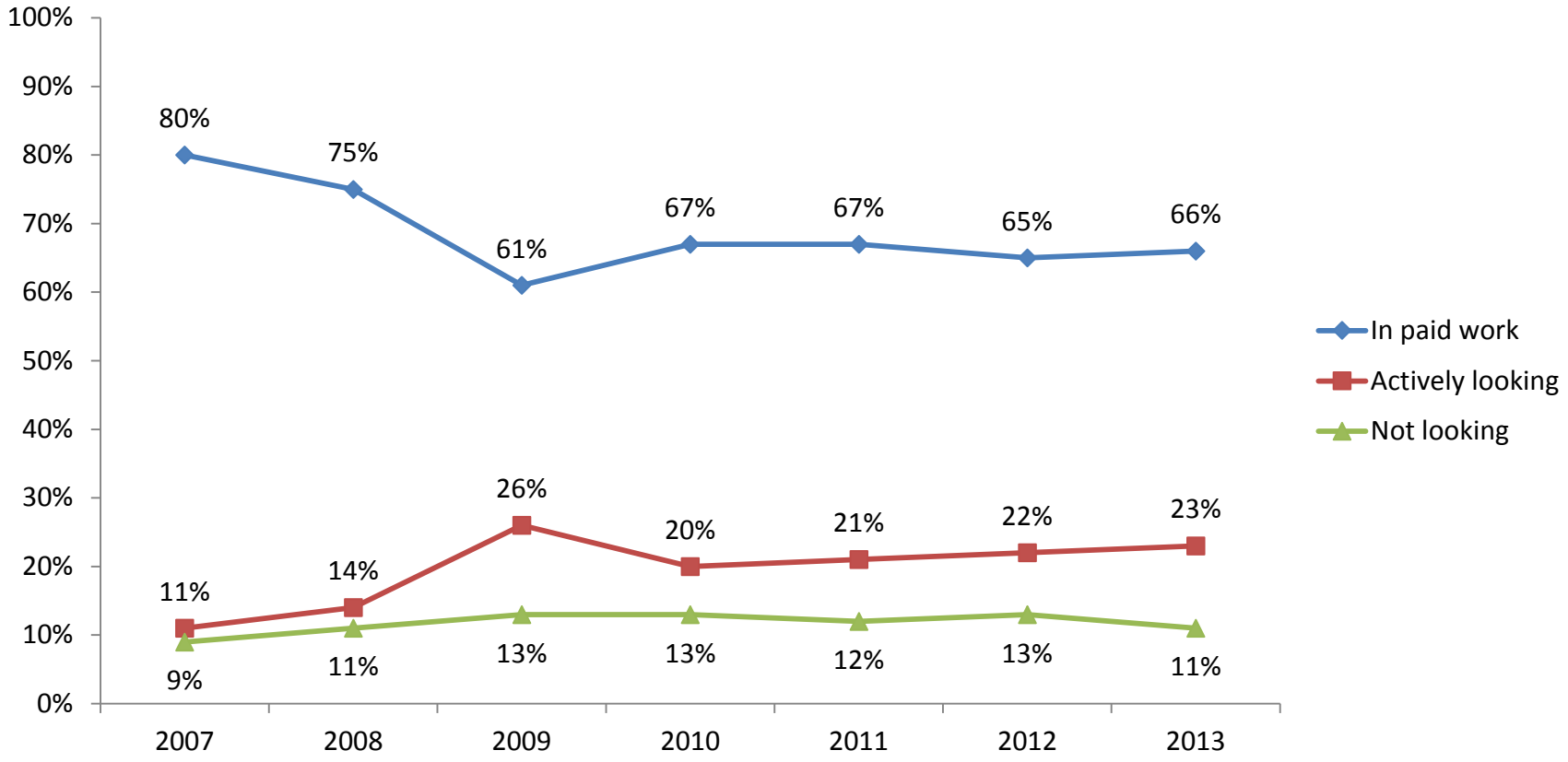
Exactly half **(50%)** are between the ages of 20 and 29 whereas **19%** are between 30 and 39 years old.

46% referred to themselves as being NZ European followed by Pacific **(19%)**, Chinese **(15%)** and Māori **(11%)**.

Those in paid work: n= 1076; Those actively looking for a job: n=374; Those not looking for a job: n=185

Employment status trending analysis

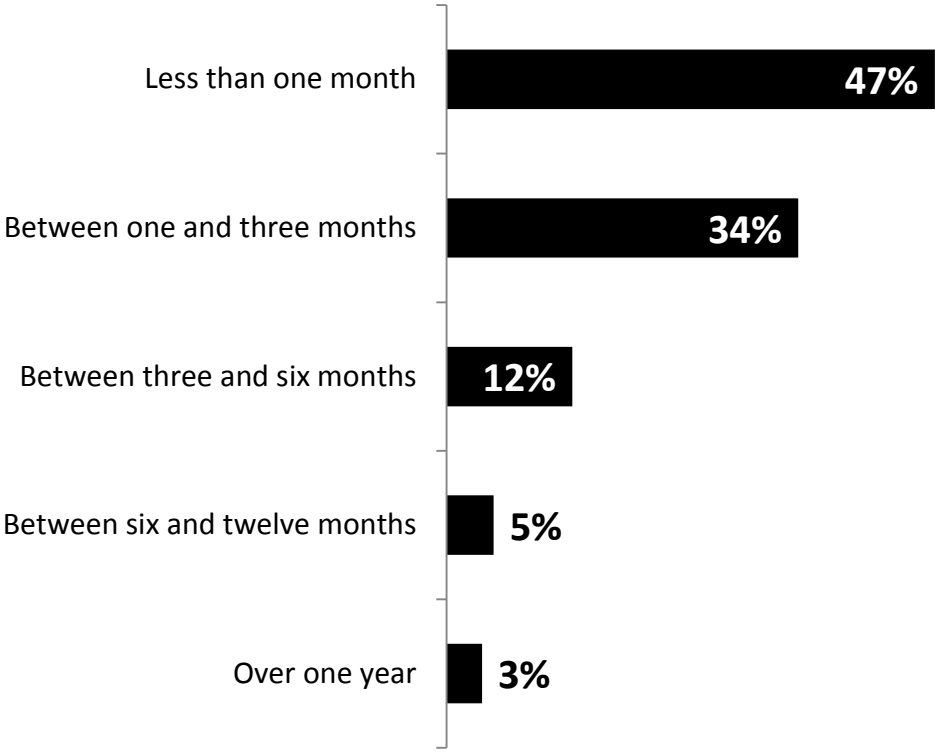
Times series data showing the employment status of Unitec graduates over the last 6 years



2007 Graduate Survey: n= 649; 2008 Graduate Survey: n= 532; 2009 Graduate Survey: n= 458; 2010 Graduate Survey: n= 767; 2011 Graduate Survey: n= 851; 2012 Graduate Survey: n= 1468; 2013 Graduate Survey: n= 1635

Transition into employment

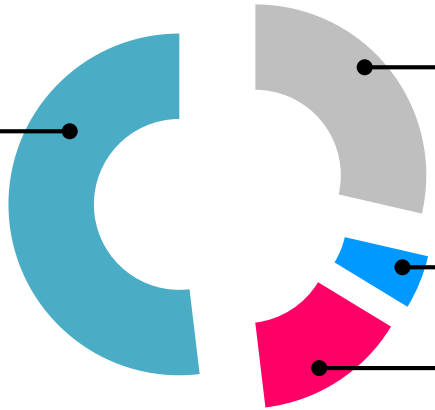
Of those in paid work, **81%** found employment in less than one month (47%) and between one and three months (34%). This is a relatively swift transition from tertiary education to employment.



But what kind of channels are being used by Unitec graduates to find their main jobs?

Q. How long did it take you to find your main job? Those in paid work: n= 694

Finding work via various ways



52% of those in paid work found their main job via other means

29% of those in paid work remained in the same job with existing employer

5% of those in paid work found their main job via promotion or transfer with existing employer

14% of those in paid work found their main job via previous internship/placement/work experience with their employer

- **37%** responded to advertising by employer
- **33%** word of mouth and/or personal contact
- **25%** contacted the employer directly
- **14%** researched the employer's website
- **7%** contacts within your academic department
- **6%** recruitment or employment agency
- **5%** social media
- **4%** set up own business/company
- **4%** Unitec Career Center
- **3%** Industry association or professional body
- **3%** Student job search
- **1%** Work and Income New Zealand

Q. How did you find your main job? Those in paid work: n= 1051

Q. Please indicate which of the following methods you used to find your main job (Multiple Choice); Those who selected 'Other' for above question: n=546

Looking for work via various ways

64% are actively looking for full time work

37% are actively looking for part time work

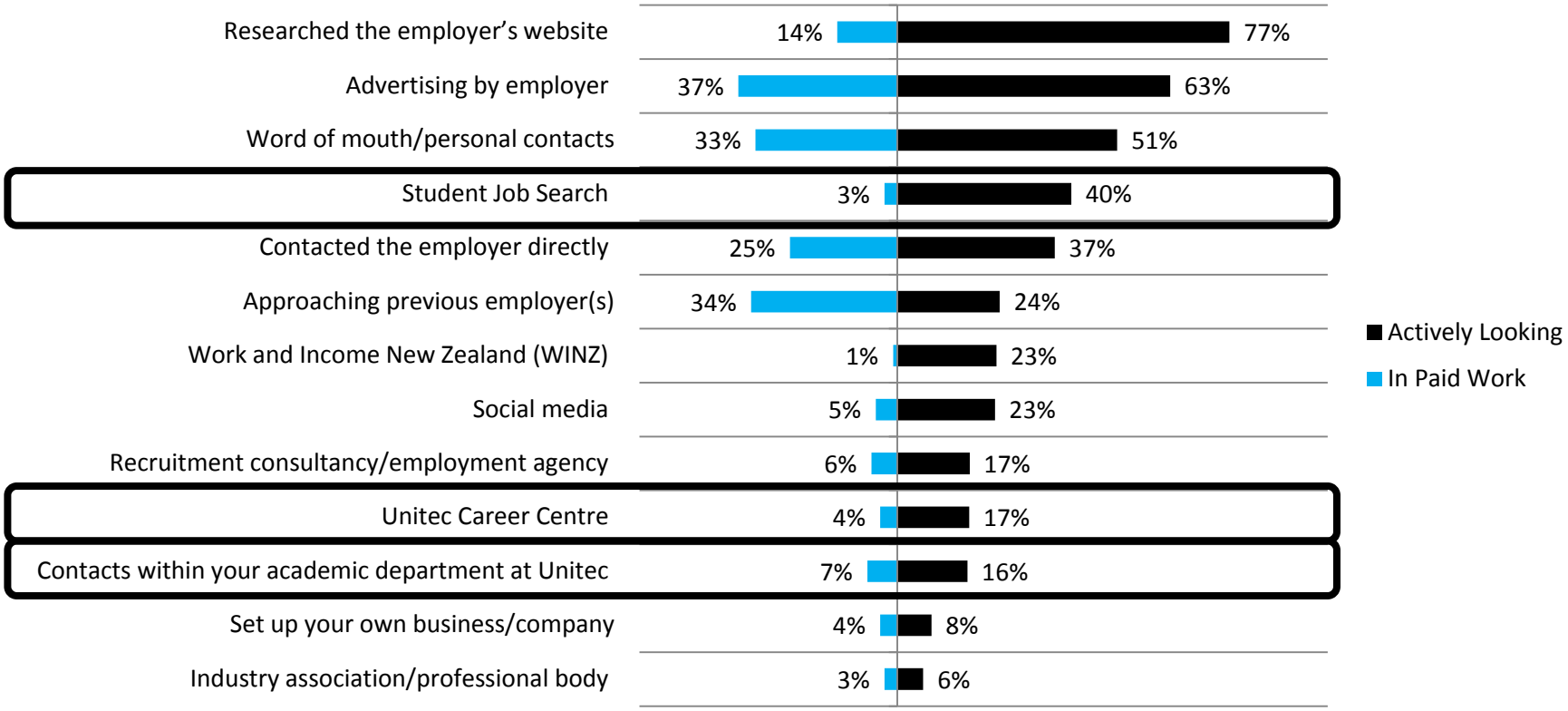
- **77%** researched the employer's website
- **63%** responded to advertising by employer
- **51%** word of mouth and/or personal contact
- **40%** Student job search
- **37%** contacted the employer directly
- **24%** approach previous employer(s)
- **23%** social media
- **23%** WINZ
- **17%** Unitec Career Center
- **17%** recruitment or employment agency
- **16%** contacts within your academic department
- **8%** set up own business/company
- **6%** Industry association or professional body

Q. What type of work are you looking for? Those actively looking: n= 370

Q. Which of these methods are you using in your search for employment? (Multiple Choice); Those actively looking: n=374

Need for greater involvement

Unitec graduates are finding and looking for work through various channels and it is difficult to pinpoint the most effective method. It is, however, important to note that **only a small handful are finding and/or looking for work [directly] through Unitec**.



Q. Please indicate which of the following methods you used to find your main job (Multiple Choice); Those who selected 'Other' for above question: n=546
Q. Which of these methods are you using in your search for employment? (Multiple Choice); Those actively looking: n=374

Landing relevant jobs

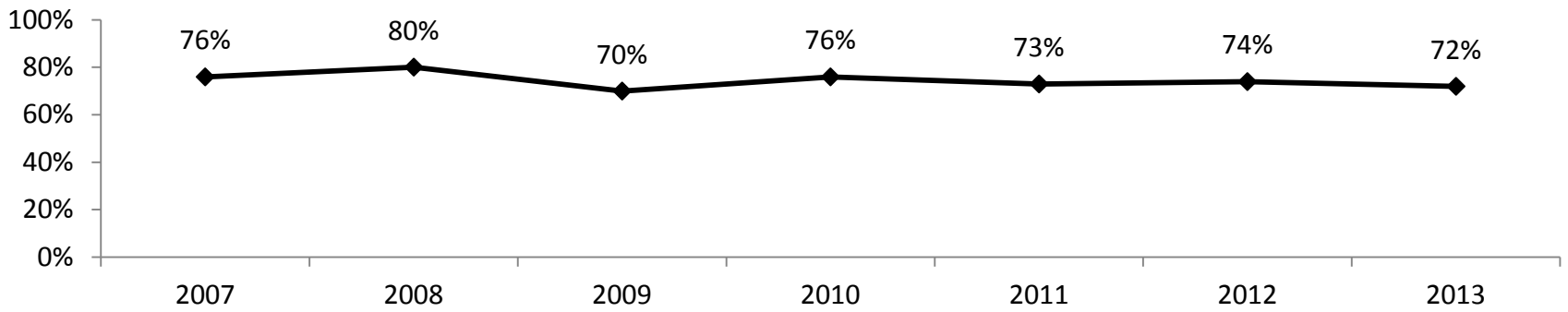
12% claimed it is slightly related

54% of those in paid work stated their main job is highly related to their qualification

18% claimed it is moderately related

17% claimed it is not at all related

Times series data showing relation of main job to Unitec qualification over the last 6 years



Q. How related is your main job to your Unitec qualification? Those in paid work: n= 1043
Time series: Proportion of graduates whose main job was 'highly' or 'moderately' related to the Unitec qualification

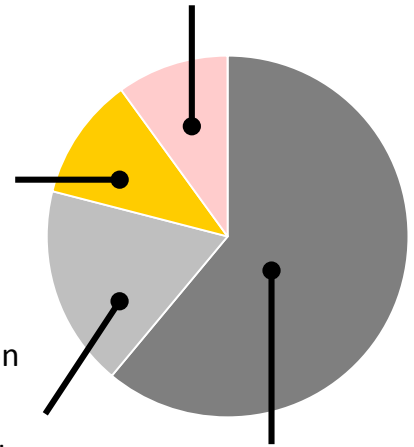
Working in relevant field of study

70% of those in paid work are working full time

30% of those in paid work are working part time

10% of those working full time stated their main job was not at all related to their Unitec qualification

11% of those working full time stated their main job was slightly related to their Unitec qualification

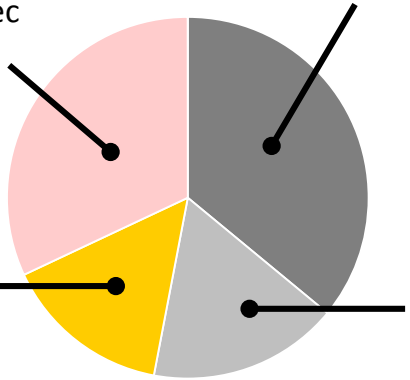


18% of those working full time stated their main job was moderately related to their Unitec qualification

61% of those working full time stated their main job was highly related to their Unitec qualification

32% of those working part time stated their main job was not at all related to their Unitec qualification

36% of those working part time stated their main job was highly related to their Unitec qualification



15% of those working part time stated their main job was slightly related

17% of those working part time stated their main job was moderately related to their Unitec qualification

Are you working? Full time: n= 731; Part time: n= 320

How related is your main job to your Unitec qualification? Full Time: n= 728; Part Time: n= 315

Ability to meet job requirements

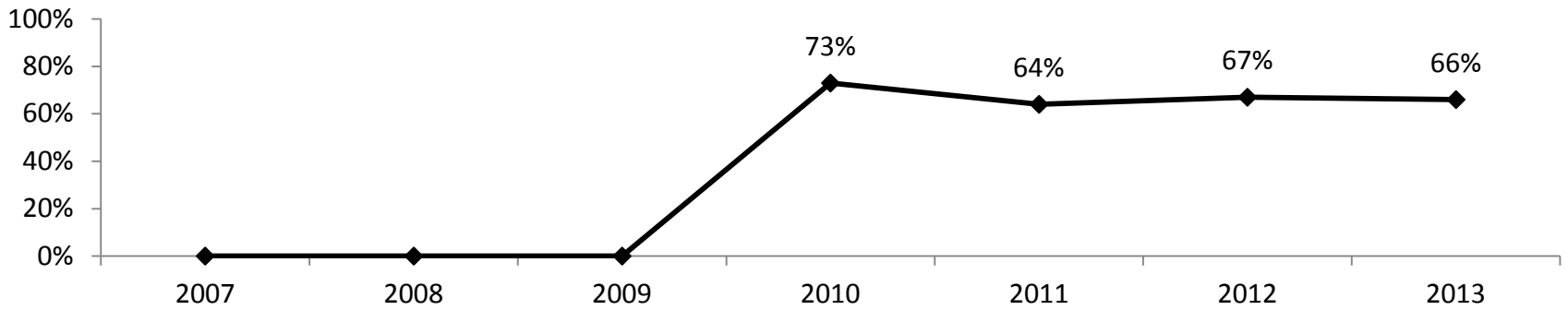
22% are able to somewhat well

32% of those in paid work are able to meet requirements extremely well

33% are able to meet requirements very well

13% not at all well

Times series data showing graduates meeting job requirements over the last 6 years



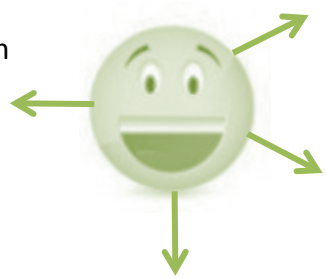
How well does your Unitec qualification enable you to meet the requirements of your main job? Those in paid work: n= 1042

Time series: Proportion of graduates who indicated 'extremely well' or 'very well' – important to note that this data was captured from 2010 onwards

Enhancing employability

Meet job requirements **extremely well**

54% Excellent Employability: good fit between skills taught and professional practice needs, relevant qualification, have work experience



35% NA

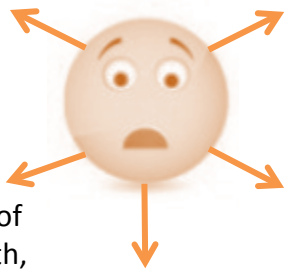
6% Career Advancement: able to upskill, build on existing work experience/skills

5% Exceptional Education: in-depth course content, learned necessary skills & knowledge base

Meet job requirements **somewhat well**

35% Limited Employability: apply & transfer basic skills, working in irrelevant field

13% Developmental Phase: in the process of deciding on career path, pursuing further study



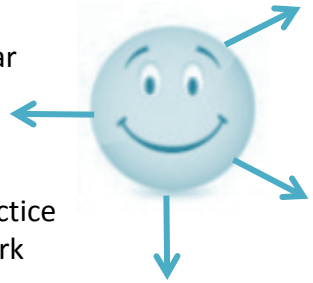
36% NA

9% Insufficient Education: outdated & limited course content

8% Career Advancement (4%) and **Lacking Employability** (4%)

Meet job requirements **very well**

44% Sufficient Employability: working in similar field, relevance between skills taught and professional practice needs, some work experience



46% NA

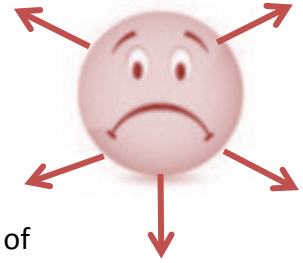
6% Adequate Education: appropriate course content, room for improvement

4% Career Advancement: able to upskill, pursue further study, temporary arrangement

Meet job requirements **not at all well**

42% Lacking Employability: unrecognised qualification, lack of work experience

25% Developmental Phase: in the process of deciding on career path, pursuing further study



28% NA

4% Low Demand: insufficient industry demand, limited job openings

2% Insufficient Education: outdated & limited course content

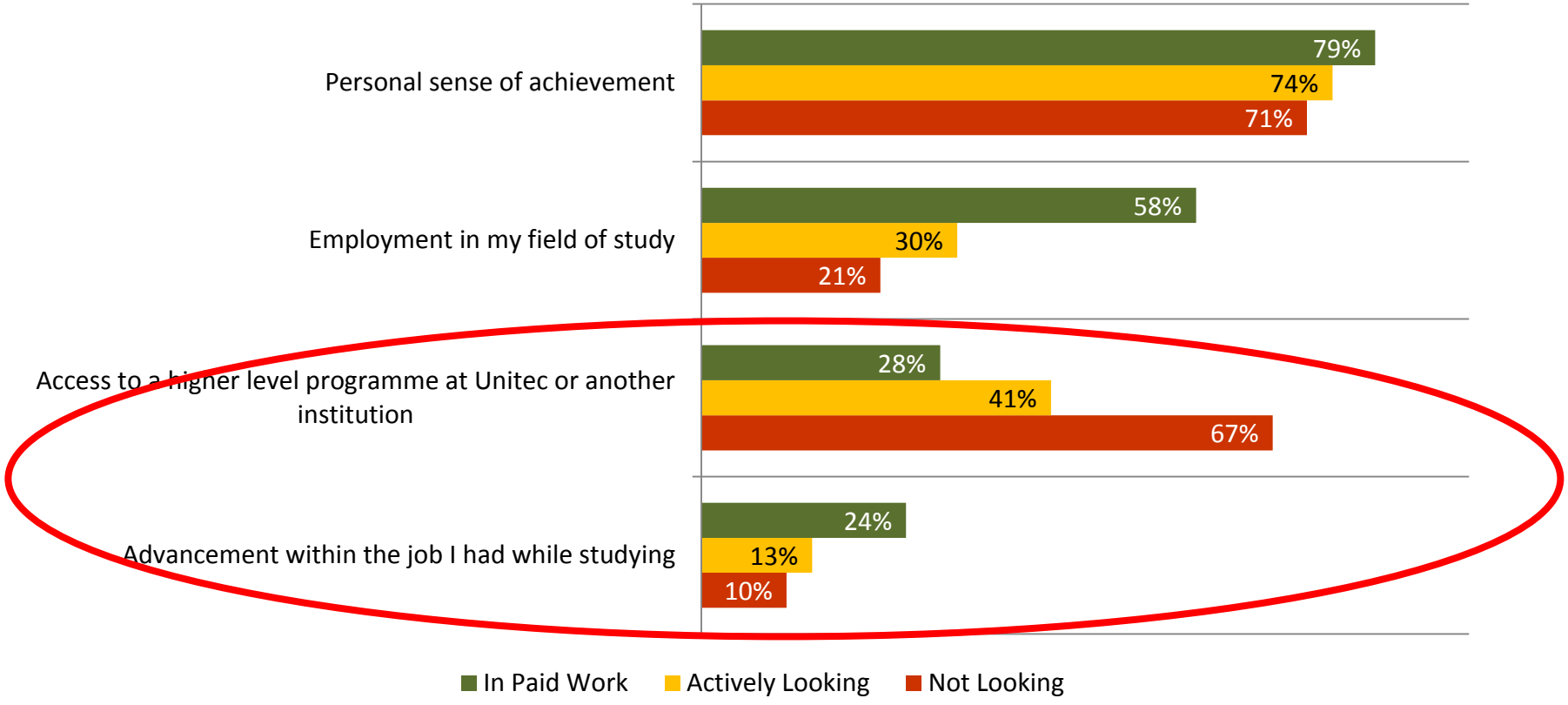
Q. How well does your Unitec qualification enable you to meet the requirements of your main job?

How do we encourage further study to minimise the skill gap in the labour market? Who are carrying out further study in Unitec?

GENERATING SKILLED WORKFORCE

Stepping into the ‘real world’

Various reports stipulate the pressing need to ensure New Zealand’s workforce remain up-to-date with industry demands – especially with regards to having the right level of skills.



Q. What have been the benefits to you personally from completing your qualification at Unitec? (Multiple Choice)
Those in paid work: n= 1076; Those actively looking for a job: n=374; Those not looking for a job: n=185

Continuing the relationship

27% are currently enrolled in further study

53% would be interested in further study but are not currently enrolled

20% are not interested

61% of those currently enrolled in further study are attending Unitec

Of those currently enrolled in Unitec for further study, **80%** are full-time students (48 credits or more)

Of those currently enrolled in Unitec for further study, **20%** are part-time students (less than 48 credits)

Q. Which of the following statements best describes your plans for further study? Currently enrolled in further study: n= 435; Interested in further study: n= 846; Not interested: n= 312
Q. Which institution are you attending for further study? Those currently enrolled and attending Unitec for further study: n= 267
Q. Is your further study currently full time or part time? Those currently enrolled and attending Unitec for further study: n= 267

Who are continuing the relationship?

In total, **267 respondents** are currently enrolled and attending Unitec for further study

Unitec Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

Of those currently enrolled and attending Unitec for further study, **93%** are government funded domestic students

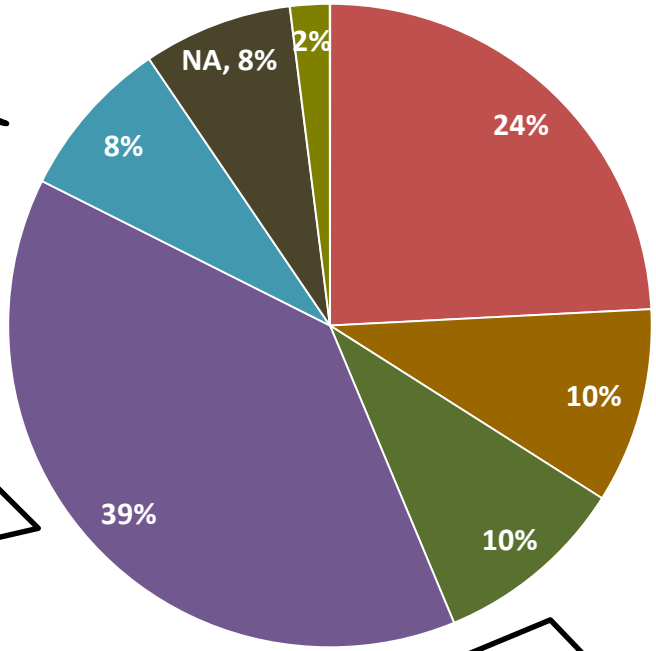
Of those currently enrolled and attending Unitec for further study, **66%** have graduated Levels 2-3 (32%) and Level 4 (34%)

Of those currently enrolled and attending Unitec for further study, **55%** are less than or equal to 19 (24%) and between 20 to 24 (31%)

Reasons for continuing with Unitec

Other (2%): "Free parking" and "Because I didn't get good marks in school so only choice I had was Unitec."

Location (8%): "Unitec is near my house."



Courses Offered: Relevance of the courses offered, good fit between skills taught and professional practice needs, only institution offering certain programmes/courses (24%): "Only place offering marine related course I was interested in."

Overall Learning Experience: Level of support, facilities & resources, staff, campus environment, flexible timetabling, overall positive experience (39%): "Resources are excellent, also the lecturers are very helpful to making me succeed in my studies."

Further Study: Continuing from previous programme, to further improve knowledge & skills (10%): "I completed foundations for nursing pathway, it only seemed logical to continue with Unitec."

Academic reputation of the institution/department/programme (10%): "Best place in NZ for this level of Narrative Practice."

Q. Which institution are you attending for further study?
Those currently enrolled and attending Unitec for further study: n= 267

Increasing future opportunities

27% are currently enrolled in further study

53% would be interested in further study but are not currently enrolled

20% are not interested

Of those considering Unitec, **63%** are between the ages of 20 and 34

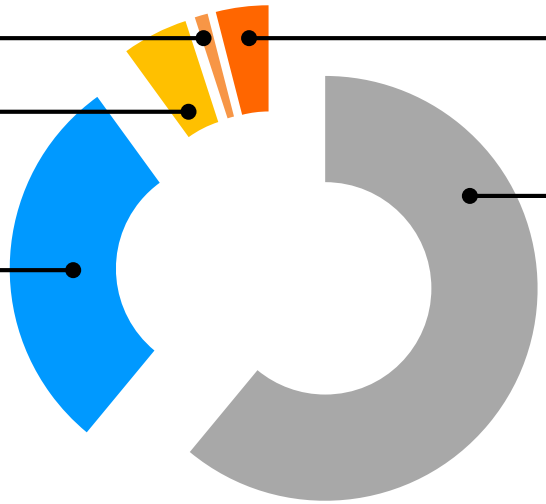
Of those considering Unitec, **40%** have Level 7 qualification

Of those considering Unitec, **83%** are government funded

70% of those interested in further study but are not currently enrolled would consider attending Unitec

Q. Which of the following institutions would you consider attending for further study? (Multiple Choice) Those interested in further study and would consider attending Unitec : n= 590

Recommending Unitec



1% would definitely not

5% would probably not

29% would probably recommend Unitec

4% were uncertain

61% would definitely recommend Unitec

Level of Support (27%): Supportive learning environment, approachable staff, facilities & resources, student services

Effective Teaching (25%): Qualified academics, up-to-date course content, industry relevant programmes

Real World Preparedness (15%): Employability, adheres to 'real' world needs, able to achieve career success

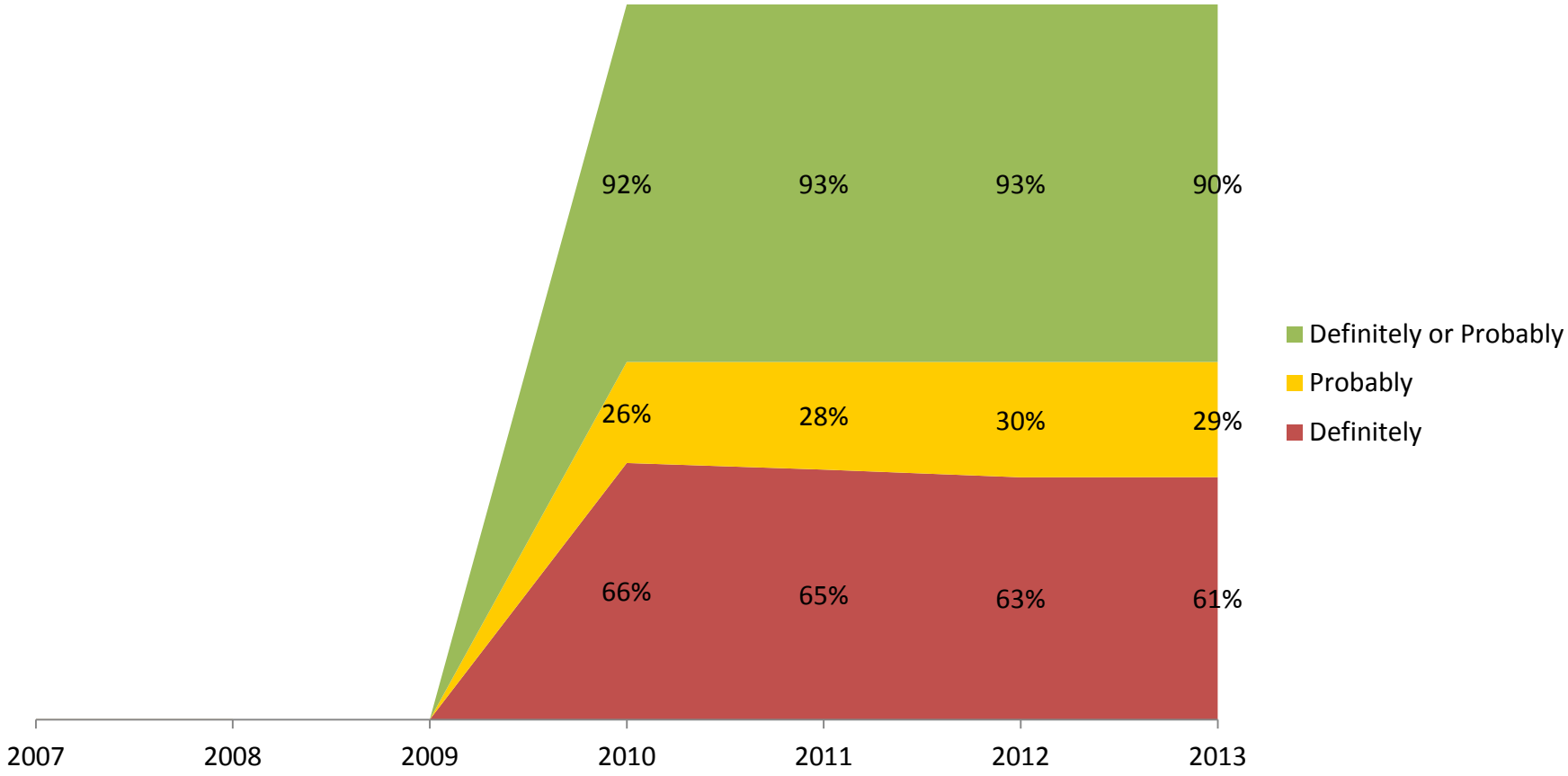
Positive Experience (13%): Personal opinion, overall satisfaction, enjoyment, fun experience, met great people

Q. Would you recommend Unitec to others? Total Response Rate: n= 1561

Q. What are your reasons for your answer above?

Recommending Unitec trend analysis

Times series data showing graduates likely to recommend Unitec over the last 6 years



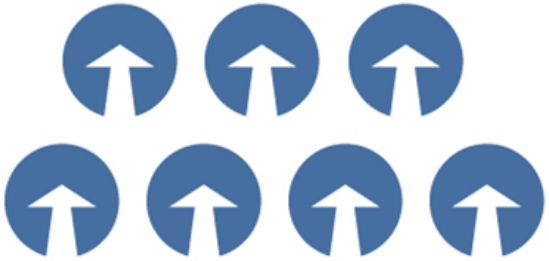
Q. Would you recommend Unitec to others?

Creating Unitec Ambassadors

Of those who would definitely recommend Unitec, **62%** would consider studying in Unitec again

Of those who would definitely recommend Unitec, **60%** stated their programme was very successful

In total, **61%** would definitely recommend Unitec



Of those who would definitely recommend Unitec, **65%** felt very supported in their programme

Of those who would definitely recommend Unitec, **58%** felt the teaching was very effective

Q. Would you recommend Unitec to others? Those who would definitely recommend Unitec: n= 952

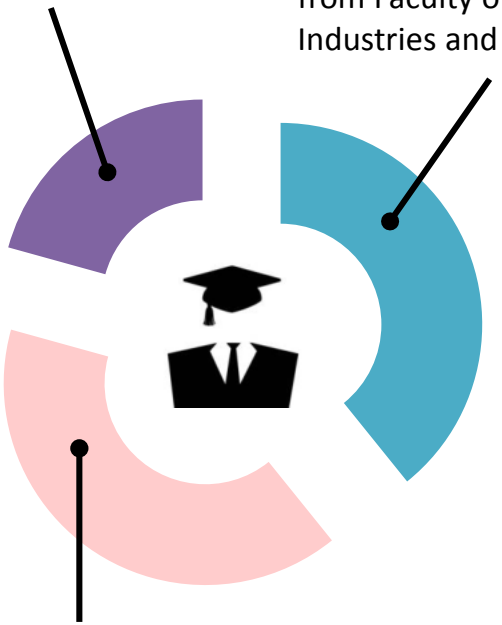
What needs to be done at the faculty and departmental level to: (i) increase employment prospects; and (ii) minimise the skill gap for their graduates?

FACULTIES & DISCIPLINES

Breakdown by faculty

21% of respondents are from Faculty of Technology and Built Environment

39% of respondents are from Faculty of Creative Industries and Business



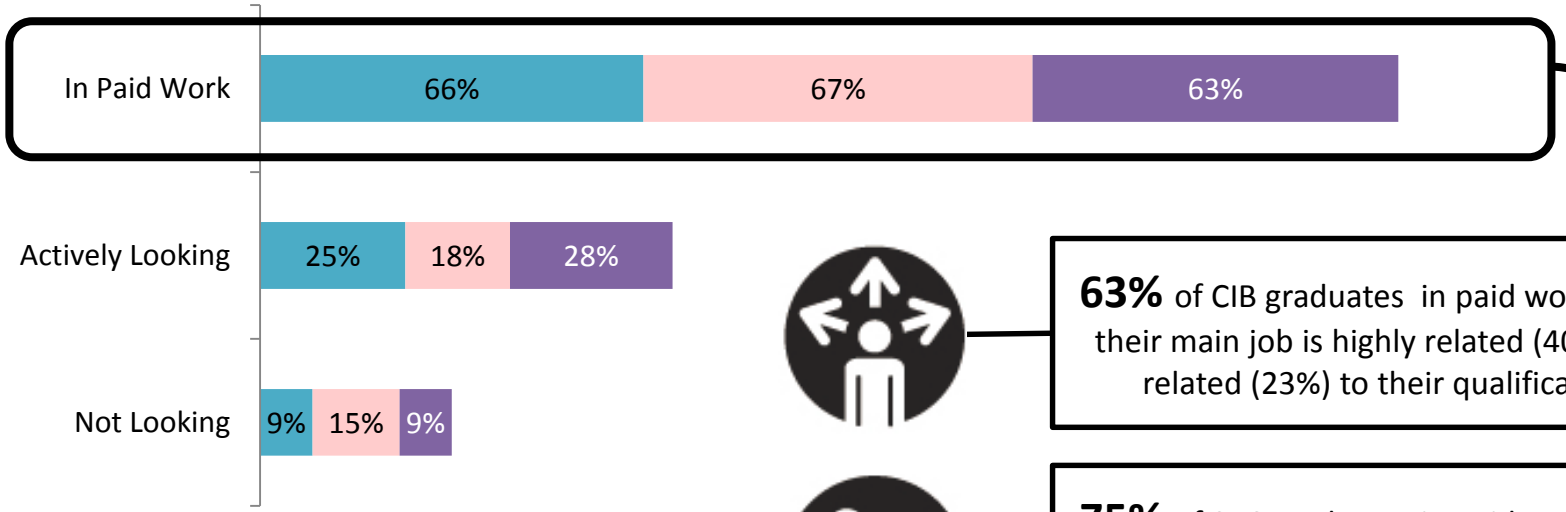
40% of respondents are from Faculty of Social and Health Sciences

Faculty	Disciplines	Count	Percentage
CIB	Accounting and Finance	85	13%
	Architecture	56	9%
	Computing	148	23%
	Communication Studies	37	6%
	Design and Visual Arts	118	18%
	Landscape Architecture	31	5%
	Management and Marketing	45	7%
	Performing and Screen Arts	69	11%
	Multi-Department CIB	52	8%
SHS	Community and Health Services	84	13%
	Education	70	11%
	Foundation Studies	89	14%
	Language Studies	70	11%
	Medical Imaging	47	7%
	Natural Sciences	148	23%
	Nursing	36	6%
	Osteopathy	15	2%
	Social Practice	68	10%
	Sport	29	4%
TBE	Building Technology	9	3%
	Construction	87	26%
	Electrotechnology	6	2%
	Civil Engineering	56	16%
	Plumbing and Gasfitting	5	1%
	Transport Technology	30	9%
	Multi-Department TBE	147	43%

Faculty of Creative Industries and Business (CIB): n= 641; Faculty of Social and Health Sciences (SHS): n= 655; Faculty of Technology and Built Environment (TBE): n= 339

Current employment status

The proportion of those in paid work is similar across all faculties with 66% of CIB graduates, 67% of SHS graduates and 63% of TBE graduates being in paid work.



	Creative Industries and Business (CIB)
	Social and Health Sciences (SHS)
	Technology and Built Environment (TBE)

63% of CIB graduates in paid work stated their main job is highly related (40%) and related (23%) to their qualification

75% of SHS graduates in paid work stated their main job is highly related (63%) and related (12%) to their qualification

80% of TBE graduates in paid work stated their main job is highly related (62%) and related (18%) to their qualification

Q. Which of the following statements best describes your current employment situation? CIB: n= 641; SHS: n= 655; TBE: n= 339
Q. How related is your main job to your Unitec qualification? Those in paid work CIB: n= 422; SHS: n= 440; TBE: n= 213

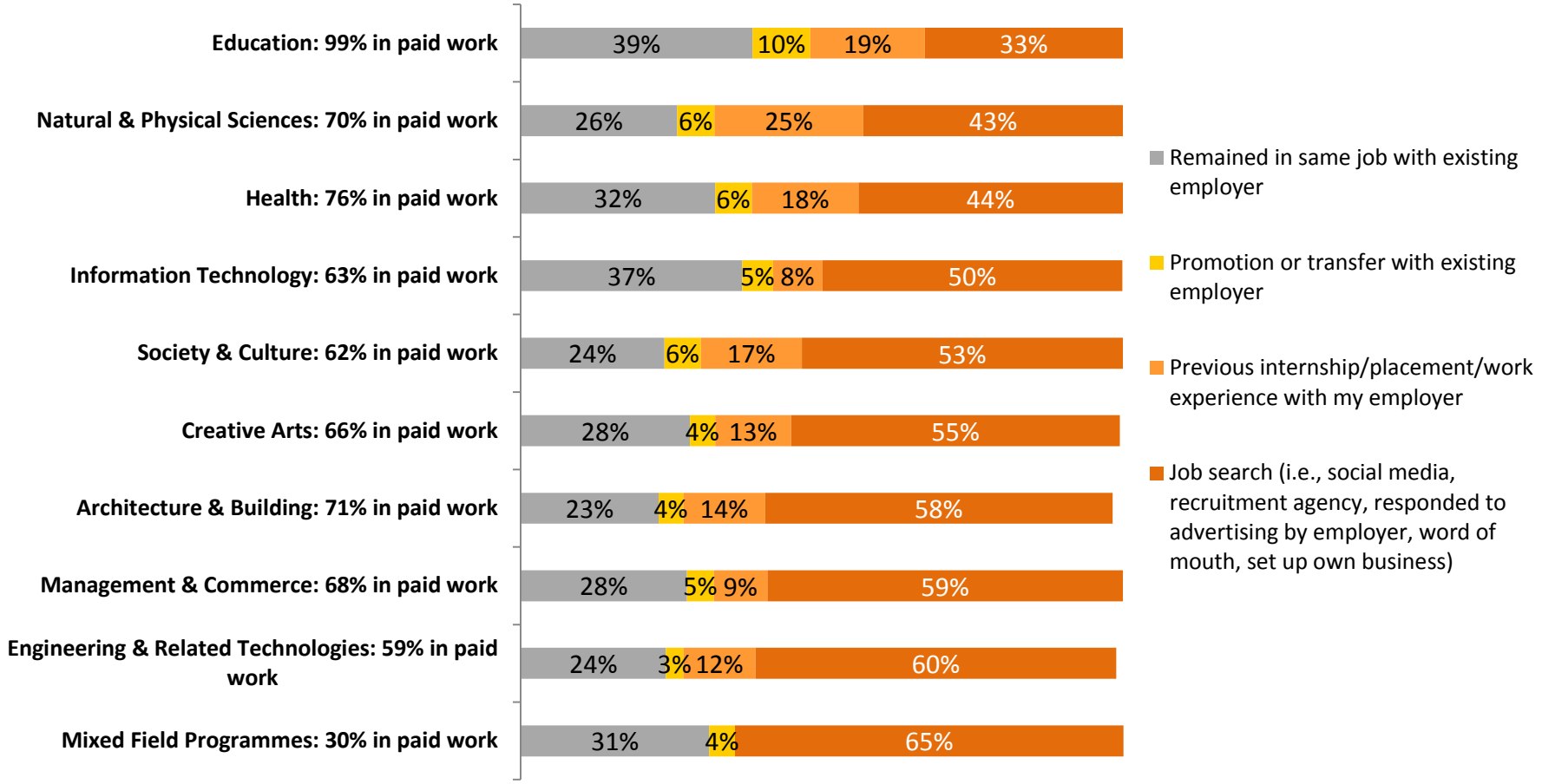
Definition of Skill Type

New Zealand Standard Classification of Education (NZSCED)

Classification	Field of Study	Disciplines
0100	Natural & Physical Sciences	Natural Sciences
0200	Information Technology	Computing
0300	Engineering & Related Technologies	Multi-Department TBE
		Civil Engineering
		Transport Technology
		Building Technology
		Electrotechnology
0400	Architecture & Building	Architecture
		Landscape Architecture
		Construction
		Plumbing and Gasfitting
0600	Health	Community and Health Services
		Medical Imaging
		Nursing
		Osteopathy
0700	Education	Education
0800	Management & Commerce	Accounting and Finance
		Management and Marketing
0900	Society & Culture	Language Studies
		Social Practice
		Sports
1000	Creative Arts	Design and Visual Arts
		Performing and Screen Arts
		Multi-Department CIB
		Communication Studies
1200	Mixed Field Programmes	Foundation Studies

Finding work via various ways

In total, 67% of graduates from Education discipline have remain in the same job (39%), was promoted (10%) or had previous internship/placement/work experience with employer (19%).



Those in paid work: Architecture & Building: n= 127; Creative Arts: n= 183; Education: n= 69; Engineering & Related Technologies: n= 145; Health: n= 138; IT: n= 93; Management & Commerce: n= 89; Natural & Physical Sciences: n= 104; Society & Culture: n= 103; Mixed Field Programmes: n= 26

Did we meet their learning needs?

Education: 94% success

90% effective teaching

89% support

Health: 92% success

88% effective teaching

75% support

Society & Culture: 92% success

89% effective teaching

88% support

Mixed Field Programmes: 92% success

90% effective teaching

89% support

Architecture & Building: 89% success

88% effective teaching

75% support

Creative Arts: 88% success

88% effective teaching

83% support

Natural & Physical Sciences: 87% success

95% effective teaching

88% support

Management & Commerce: 87% success

91% effective teaching

83% support

Engineering & Related Technologies: 82% success

81% effective teaching

77% support

Information Technology: 79% success

83% effective teaching

78% support

Q. What level of success has the programme you've graduated in meet your learning needs? Those who selected 'very successful' and 'somewhat successful'

Q. How effective was the teaching in your programme? Those who selected 'very effective' and 'somewhat effective'

Q. How supported did you feel through your programme of study at Unitec? Those who selected 'very supported' and 'somewhat supported'

Are they prepared for the real world?

Education: 99% in paid work

- 99% related to qualification
- 89% can meet job requirements

Health: 76% in paid work

- 90% related to qualification
- 84% can meet job requirements

Architecture & Building: 71% in paid work

- 83% related to qualification
- 74% can meet job requirements

Natural & Physical Sciences: 70% in paid work

- 56% related to qualification
- 56% can meet job requirements

Management & Commerce: 68% in paid work

- 75% related to qualification
- 67% can meet job requirements

Creative Arts: 66% in paid work

- 52% related to qualification
- 50% can meet job requirements

Information Technology: 63% in paid work

- 64% related to qualification
- 52% can meet job requirements

Society & Culture: 62% in paid work

- 73% related to qualification
- 72% can meet job requirements

Engineering & Related Technologies: 59% in paid work

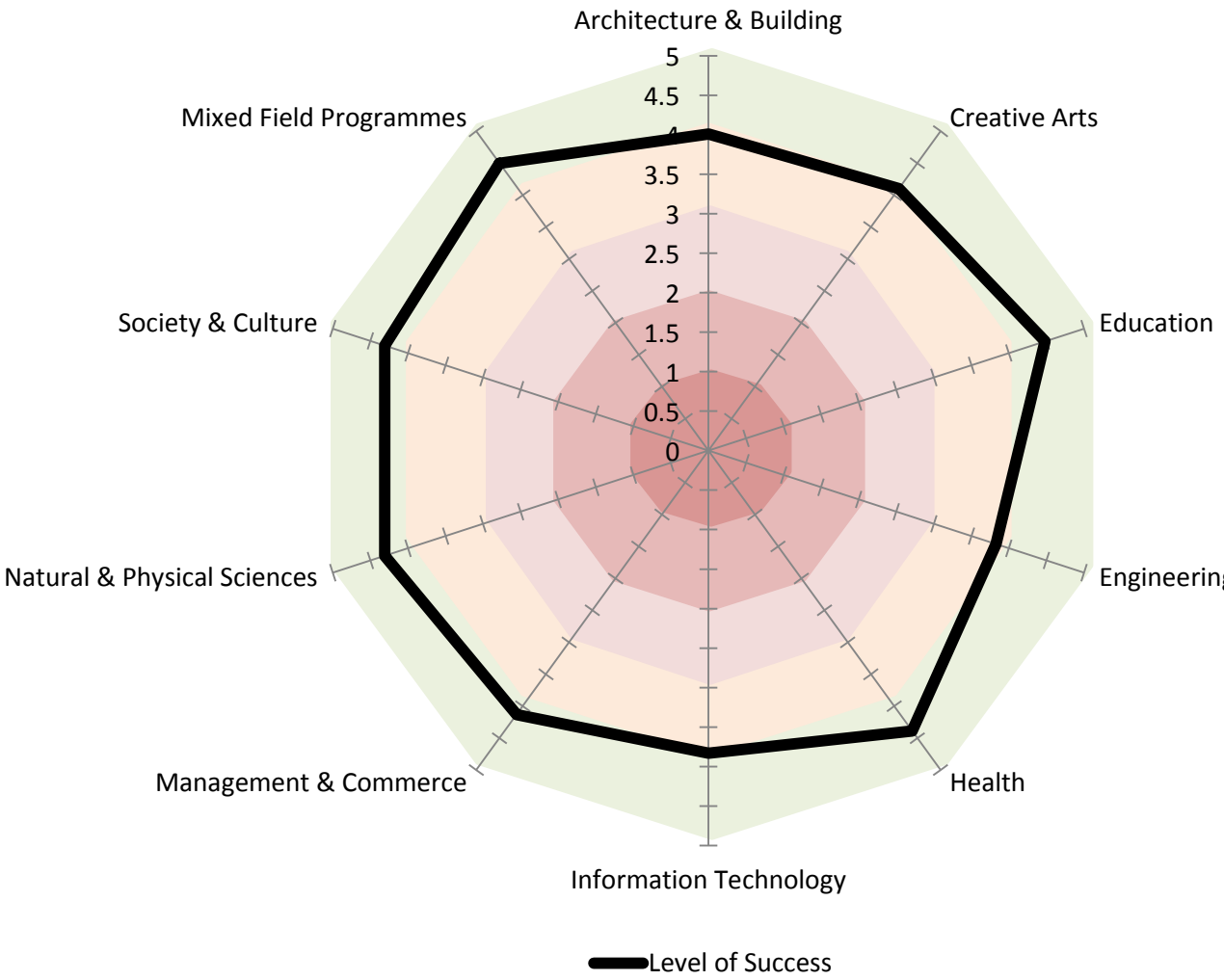
- 76% related to qualification
- 65% can meet job requirements

Mixed Field Programmes: 30% in paid work

- 25% related to qualification
- 24% can meet job requirements

Q. How related is your main job to your Unitec qualification? Those who selected 'highly related' and 'moderately related'
Q. How well does Unitec qualification enable you to meet the requirements of your main job? Those who selected 'extremely well' and 'very well'

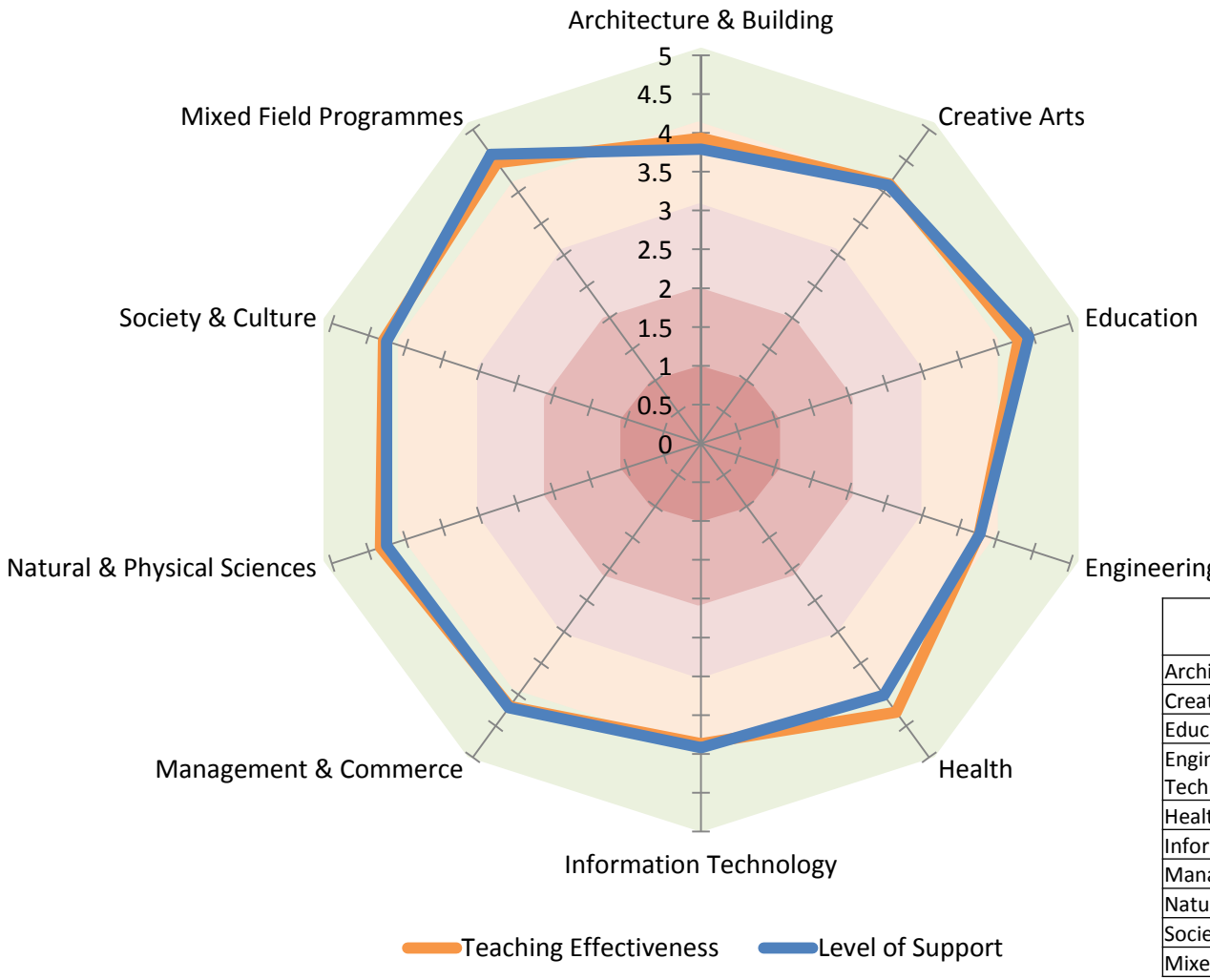
Level of Success



	Level of Success
Architecture & Building	4.01
Creative Arts	4.1
Education	4.48
Engineering & Related Technologies	3.83
Health	4.39
Information Technology	3.83
Management & Commerce	4.13
Natural & Physical Sciences	4.31
Society & Culture	4.31
Mixed Field Programmes	4.5

Q. What level of success has the programme you've graduated in meeting your learning needs? (Scale 1= Not at all successful; 5= Very successful)

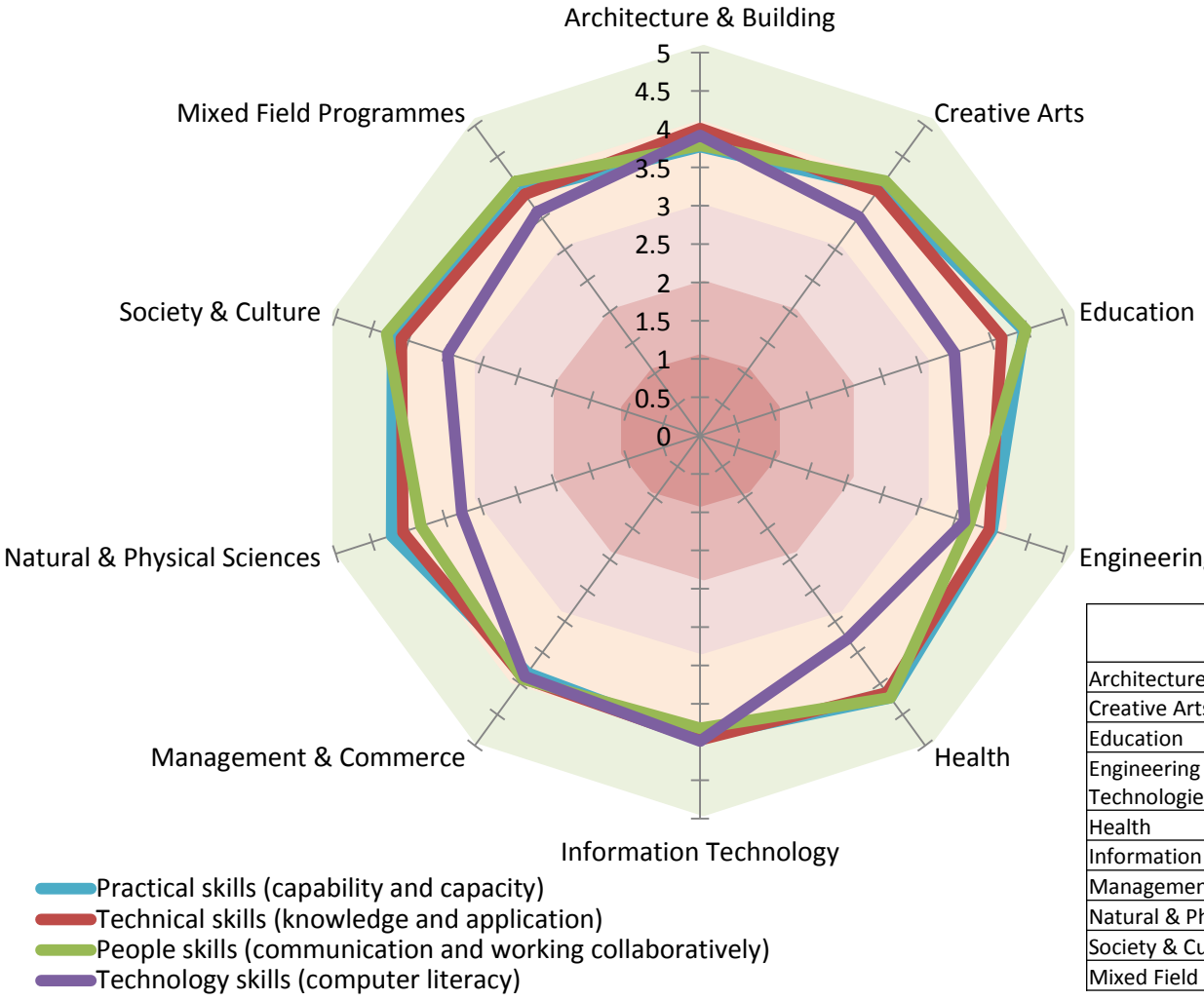
Fulfilling Learning Needs



	Level of Teaching	Level of Support
Architecture & Building	3.93	3.79
Creative Arts	4.13	4.11
Education	4.3	4.44
Engineering & Related Technologies	3.77	3.78
Health	4.28	4.01
Information Technology	3.87	3.92
Management & Commerce	4.19	4.21
Natural & Physical Sciences	4.34	4.26
Society & Culture	4.3	4.26
Mixed Field Programmes	4.47	4.6

Q. How effective was the teaching in your programme & How supported did you feel through your programme of study at Unitec?
(Scale 1= Not at all effective/supported; 5= Very effective/supported)

Learning different types of skills



	Practical Skills	Technical Skills	People Skills	Technology Skills
Architecture & Building	3.77	4.01	3.79	3.92
Creative Arts	4	3.95	4.11	3.53
Education	4.44	4.14	4.47	3.49
Engineering & Related Technologies	4.01	3.97	3.7	3.63
Health	4.23	4.15	4.23	3.28
Information Technology	3.94	3.97	3.82	3.99
Management & Commerce	3.83	3.92	3.93	3.89
Natural & Physical Sciences	4.23	4.08	3.83	3.27
Society & Culture	4.22	4.1	4.3	3.46
Mixed Field Programmes	3.94	3.89	4.1	3.61

Q. What level of success has the programme you've graduated in meeting your learning needs for: (i) Practical; (ii) Technical; (iii) People; and (iv) Technology skills
(Scale 1= Not at all successful; 5= Very successful)

Would you recommend Unitec?

Education: 75% Unitec Ambassadors

- 20% probably recommend
- 4% not likely to recommend

Mixed Field Programmes: 72% Unitec Ambassadors

- 26% probably recommend
- 1% not likely to recommend

Management & Commerce: 72% Unitec Ambassadors

- 21% probably recommend
- 3% not likely to recommend

Information Technology: 65% Unitec Ambassadors

- 28% probably recommend
- 3% not likely to recommend

Society & Culture: 64% Unitec Ambassadors

- 27% probably recommend
- 4% not likely to recommend

Natural & Physical Sciences: 61% Unitec Ambassadors

- 33% probably recommend
- 4% not likely to recommend

Engineering & Related Technologies: 59% Unitec Ambassadors

- 30% probably recommend
- 7% not likely to recommend

Health: 56% Unitec Ambassadors

- 27% probably recommend
- 13% not likely to recommend

Architecture & Building: 55% Unitec Ambassadors

- 36% probably recommend
- 6% not likely to recommend

Creative Arts: 54% Unitec Ambassadors

- 33% probably recommend
- 8% not likely to recommend

Q. Would you recommend Unitec to others? Unitec Ambassadors: Those who selected 'Definitely' Not likely to recommend: Those who selected 'Probably not' and 'Definitely not'

CONCLUDING COMMENTS

Observations

- Critical analysis of the 2013 Graduate Survey gives rise to various implications for a wide range of support services, faculties, disciplines and programmes
- Accordingly, the fundamental question that needs to be asked at the end of the day: **"What do the findings tell us about how well we are playing our role as a tertiary education provider?"**

Features of a high performing tertiary system in the Investment Plan (2013-15 Guideline):

- TEOs make clear and diverse contributions to national and regional economic growth and skill development
- All TEOs learn about the needs of the labour markets they feed, and use this information to manage their programme portfolios and to shape student demand, meaning skill shortages rarely arise
- All graduates have the ability to think and to learn, and are equipped to apply their skills in the labour market
- TEOs produce graduates with critical thinking skills for the industries, jobs and problems of tomorrow

Questions

Questions that we all need to consider:

- How well do student/graduates achieve (KEQ1)?
- What is the value of outcomes for stakeholders (KEQ2)?
- What interventions/improvements/development initiatives are required?
- How do we apply these findings for New Product Development?