

## Technical and data definitions

### Age-standardised participation

An age-standardised participation rate is one where all subgroups being compared are artificially given the same age distribution. As participation is highest in the 18 to 24 age group, standardising for age removes any differences due to one group having a younger or older population than other groups. As such, it is an artificial measure, but it does provide an estimate of how groups might more fairly compare if they had the same age distribution.

### Ethnic groups

All ethnic data is presented on the basis of total response ethnic groups. Collection of ethnicity data in the Census and tertiary education sector allows for respondents to provide more than one response. Total response counts the total number of responses for each ethnic group. Using this approach means that all people who relate to each group are counted. However, it also means that the total across the ethnic groups will be greater than the total number of people represented, due to multiple responses.

### Field of study

Field of study is reported according to the New Zealand Standard Classification of Education. In the sections on qualification completions, postgraduate qualifications that were coded to Mixed Field Programmes have been recoded where possible to a subject-based field using the main subject codes for the student provided by the TEO. This corrects the problem that the majority of research-based postgraduate qualifications are classified as mixed-field, irrespective of the subject-base of the research.

### Formal tertiary education

Formal tertiary education covers all students who are studying towards a recognised qualification in the tertiary education sector, irrespective of the type of funding received. It includes Training Opportunities, Youth Training, Skill Enhancement and industry training courses undertaken through a tertiary education provider. International students are included, unless otherwise stated. On-the-job industry training and Modern Apprenticeships are not included, nor are STAR and Gateway students. It also excludes non-formal study, including most adult and community education.

### July 31 and full-year counts

This report uses counts of participation in tertiary education as at 31 July each year for qualifications level data. This data provides a snapshot count of students enrolled for qualifications at that date. Full-year data is used for analysis of course participation. This data counts everyone who participated during the academic year.

### Participation rate

Actual participation rates represent the number of students divided by the corresponding population. For example, the number of Māori students divided by the total Māori population. (See also Age-standardised participation.)

### Research types

The Statistics New Zealand Survey of Research and Development divides research into:

Pure basic research – research carried out for the advancement of knowledge, without seeking long-term economic or social benefits or making any effort to apply the results to sectors responsible for their application.

Strategic research – research carried out with the expectation that it will produce a broad base of knowledge likely to form the basis of the solution to recognised or expected, current or future problems or possibilities.

Applied research – research and investigation undertaken in order to acquire new knowledge. It is, however, directed primarily towards a practical aim or objective. For the purposes of the Research and Development Survey, applied research also encompasses experimental development. Experimental development is systematic work, drawing on knowledge gained from research and practical experience, that is directed at producing new materials, products and devices; installing new processes, systems and services; or improving substantially those already produced or installed.