

Outcomes from the Productivity Places Program 2009:

Terms and definitions

NCVER

This document was produced as an added resource for the report *Outcomes from the Productivity Places Program 2009*. The report is available on NCVER's website: <<http://www.ncver.edu.au>>

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Introduction

This document covers the data terms used in the *Outcomes from the Productivity Places Program 2009* report and its associated data tables. The primary purpose of this document is to assist users of the report to understand the specific data terms used within it.

Terms that appear in the report are listed in alphabetical order with the following information provided for each:

- ✧ Definition: a brief explanation of the term
- ✧ Classification categories: defined categories that apply to each term are listed where applicable

Terms and acronyms which have a broader Vocational Education and Training application have not been included in this document. Readers are referred to the *VET glossary*, which is available at NCVER's website: <http://www.ncver.edu.au/resources/glossary.html>.

Term	Definition	Classification categories
Aboriginal and Torres Strait Islander	See <i>Indigenous</i> .	See <i>Indigenous</i> .
Adult and community education (ACE)	The adult and community education sector provides locally accessible and community-based educational opportunities for adults, especially for people who may have difficulty participating in more formal education groups. ACE programs are provided by TAFE and higher education institutes, schools, neighbourhood centres, community education centres and adult education providers.	N/A
Age	Age in years at 29 May 2009. It is generally reported in age ranges.	15-24 years 15 to 19 years 20 to 24 years 25 to 44 years 25 to 29 years 30 to 34 years 35 to 39 years 40 to 44 years 45 years and over 45 to 49 years 50 to 54 years 55 to 59 years 60 to 64 years 65 years and over Not stated
Area of usual residence	Last known mailing address for each student.	N/A
Australian Qualifications Framework (AQF)	<p>The Australian Qualifications Framework is a comprehensive, nationally consistent framework for all post-compulsory education and training qualifications in Australia.</p> <p>The AQF recognises that the school, vocational education and training, and higher education systems each have different industry and institutional linkages. It connects these in a coherent single framework incorporating qualification levels, titles and guidelines. Qualifications range from the Senior Secondary Certificate of Education (generally offered in schools) to doctoral degrees obtained through university study.</p> <p>The AQF links together all these qualifications and is a transparent, quality-assured national system of educational recognition intended to promote lifelong learning and a seamless and diverse education and training system.</p>	Diploma or higher Certificate IV Certificate III Certificate II Certificate I

Term	Definition	Classification categories
Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)	AVETMISS offers a nationally consistent standard for the collection and analysis of vocational education and training information throughout Australia. AVETMISS has been developed in accordance with the national strategy for vocational education training (VET) statistical information and has been endorsed by Commonwealth and State/Territory Ministers. The standard is subject to periodic revision. <i>AVETMISS Release 6.0 April 2006</i> is the source of the classifications used in this report for disability, field of education and qualification.	N/A
Award	See <i>Qualification</i> .	N/A
Casual employee	An employee who is not entitled to either paid holiday or paid sick leave.	N/A
Commonwealth and state recurrent funding	General purpose funding provided by the Commonwealth under its agreement with the state or territory; funding provided by the state or territory for general purpose recurrent funding.	N/A
Commonwealth and state specific funding	Funding provided by the Commonwealth for the specific purpose to provide vocational education and training programs; funding provided by state or territory governments for vocational education and training programs.	N/A
Community education provider	See <i>Adult and community education (ACE)</i> .	N/A
Completed course	For the 2009 Student Outcomes Survey, completed course refers to the course included in the sample of graduates, which the graduate finished in 2008. See also <i>Course</i> .	N/A
Confidence interval	A specified interval, with the sample statistic at its centre, within which the corresponding population value is said to lie with a given level of confidence (ABS, 1998)	N/A
Course	A structured program of study including, where appropriate, practical experience. A course may lead to a recognised qualification. See also <i>Qualification</i> .	N/A
Disability (including impairment or long-term condition)	A disability is a physical or mental incapacity, either congenital or resulting from an injury or illness. A disability is considered to be both significant and permanent, and it may affect the student's training performance. A person was classified as having a disability, impairment or long-term condition, if they reported one or more of the following: <ul style="list-style-type: none"> • Hearing/deaf • Physical • Intellectual • Learning • Mental illness • Acquired brain impairment • Vision • Medical condition 	Yes No Not stated
Employee	An employed person who, during the reference period(s), worked for an employer for wages or salary.	N/A

Term	Definition	Classification categories
Employment status	Employed persons classified by whether they were employees, employers or self employed.	Permanent Casual Employee (Other) Employer Self employed Not Stated
Employer	An employed person who, during the reference periods worked in their own business with one or more employees.	N/A
English (Main language spoken at home)	Whether the student speaks a language other than English at home.	Yes, speak other language No, English only Not stated
Fee-for-service training	Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.	N/A
Field of education	The Australian Classification of Education (ASCED) is used for field of education. This is an Australian Bureau of Statistics classification that describes the broad area of study related to a qualification or subject in which a student was enrolled (ABS Catalogue No. 1272.0).	Natural and physical sciences Information technology Engineering and related technologies Architecture and building Agriculture, environmental and related studies Health Education Management and commerce Society and culture Creative arts Food, hospitality and personal services Mixed field programs Subject only — no field of education
Fully responding	A survey return was considered fully responding if a student answered 2% of questions to make the information they provided useable.	N/A

Term	Definition	Classification categories
Funding source	A classification that describes the predominant source of funding associated with a module or unit of competency enrolment.	Commonwealth and state funding Commonwealth and state general purpose recurrent Commonwealth specific purpose program State specific purpose program Fee for service Domestic full fee-paying client Revenue earned from another registered training organisation
Graduate	A past student who has an Australian address as their usual address and were awarded a qualification during the survey reference year from a publicly funded VET provider in Australia.	N/A
Highest educational attainment	Of all qualifications that have been attained, including secondary school qualifications, the qualification at the highest level.	Bachelor Degree or higher Advanced Diploma or Associate Degree Diploma or Associate Diploma Certificate IV (or Advanced Certificate/Technician) Certificate III (or Trade Certificate eg. apprenticeship) Certificate II Certificate I Other certificate Certificate of Competency or Proficiency Statement of Attainment Pre-vocational training Year 12 or equivalent Year 11 or equivalent Year 10 or equivalent Year 9 or equivalent Year 8 or below Did not go to school Other Not stated

Term	Definition	Classification categories
Indigenous	Persons who identify themselves as being of Aboriginal or Torres Strait Islander origin or both.	Indigenous Non-Indigenous Not stated
Industry	The Australian and New Zealand Standard Industry Classification (ANZSIC), 2006 Edition, is used for industry. This is an Australian Bureau of Statistics classification that identifies the industry or principal activity in which an employer is engaged. (ABS Catalogue No. 1292.0, February 2006).	Agriculture, forestry and fishing Mining Manufacturing Electricity, gas, water and waste services Construction Wholesale trade Retail trade Accommodation and food services Transport, postal and warehousing Information media and telecommunications Financial and insurance services Rental hiring and real estate services Professional, scientific and technical services Administrative and support services Public administration and safety Education and training Health care and social assistance Arts and recreational services Other services Not Stated
Job related benefit	Persons employed after training who reported receiving a job related benefit from the training.	Got a job Was able to setup/expand my own business Change of job A promotion (or increased status at work) An increase in earnings Other (please specify below) None

Term	Definition	Classification categories
Labour force status	<p>EMPLOYED</p> <p>Persons who, during the reference period(s):</p> <ul style="list-style-type: none"> • Worked for one hour or more for pay, profit, commission or payment in-kind in a job or business or on a farm (including employees, employers and self-employed persons), or • Worked for one hour or more without pay in a family business or on a farm (i.e. unpaid family helpers), or • Who had a job, business or farm, but were not at work. <p>Note: For both reference periods, students were only asked to report employment which lasted two weeks or more.</p> <p>UNEMPLOYED</p> <p>People who were not employed during the reference period and who had actively looked for work at any time during that period.</p> <p>NOT IN LABOUR FORCE</p> <p>People who were neither employed, nor unemployed, as defined above.</p> <p>NOT EMPLOYED</p> <p>The sum of those unemployed and not in the labour force, as defined above, and includes those not employed where no further information is supplied.</p> <p>EMPLOYED FULL-TIME</p> <p>A person was employed full-time if they usually worked 35 hours or more per week in their main job during the reference period(s).</p> <p>EMPLOYED PART-TIME</p> <p>A person was employed part-time if they usually worked less than 35 hours per week in their main job during the reference period(s).</p>	<p>Employed</p> <p>Unemployed</p> <p>Not in labour force</p> <p>Not employed</p> <p>Employed full-time</p> <p>Employed part-time</p> <p>Not stated</p>
Looking for work	<p>Students were asked if they were actively looking for work according to the following criteria:</p> <ul style="list-style-type: none"> • being registered with Centrelink as a job seeker • checking or registering with any other employment agency • writing, telephoning or applying in person to an employer for work or • advertising for work. 	<p>Yes</p> <p>No</p> <p>Not stated</p>
Main job	The job in which the student usually worked the most hours during the reference period(s).	N/A
Mixed field programs	A category within field of education. Mixed field education includes courses for English as a second language, functional literacy and numeracy, pre-vocational/pre-employment courses and general skills development.	N/A

Term	Definition	Classification categories
Non-response bias	Non-response bias occurs when the characteristics of those not responding to the survey differ to the those responding for the survey in relation to the variables or items of interest. Non-response can affect the reliability of results and can introduce bias	N/A
Non-sampling error	Non-sampling errors (as distinct from sampling errors, see below) may occur because of non-response bias, incorrect responses, interviewer errors, and processing errors.	N/A
Non-school education qualifications	Qualifications that have been attained since leaving school, excluding study done at secondary school and qualifications that take less than one semester to complete.	Bachelor Degree or higher Advanced Diploma or Associate Degree Diploma or Associate Diploma Certificate IV (or Advanced Certificate/Technician) Certificate III (or Trade Certificate e.g. apprenticeship) Certificate II Certificate I Other certificate Certificate of Competency or Proficiency Statement of Attainment Pre-vocational training Other None Not stated
Non-trades	Occupations that are not classified as Technicians and Trades Workers. Occupations are classified using the Australian and New Zealand Standard Classification of Occupations (ANZSCO). See definition for Occupation.	N/A
Not stated	This is also known as question or partial non-response. Where particular questions have not been answered, but a questionnaire would otherwise be useable, a code has been allocated to indicate that a response was not given for that particular question. Not stated responses are those where respondents were sequenced to answer a question, but did not provide a response.	N/A

Term	Definition	Classification categories
Occupation	The Australian and New Zealand Standard Classification of Occupations (ANZSCO), First Edition, is used for occupation. This is an Australian Bureau of Statistics classification that identifies occupations according to their primary purpose (ABS Catalogue No 1220.0, September 2006).	Managers Professionals Technicians and trades workers Community and personal service workers Clerical and administrative workers Sales workers Machinery operators and drivers Labourers Not known Not stated
Opinions of training	Students were asked to rate 19 aspects of their training on a five point scale with strongly disagree and strongly agree as the end points. The responses 'not applicable' or 'not stated' were considered to be missing values. The ratings were then grouped into three broad categories: agree (which included strongly agree and agree), neither agree nor disagree, and disagree (strongly disagree and disagree).	Agree Strongly agree Agree Neither agree nor disagree Disagree Disagree Strongly disagree Not stated
Other government provider	Government-owned and managed education facilities/organisations, other than TAFE, that deliver VET (for example, agricultural colleges). For the purpose of reporting, these are included with TAFE.	N/A
Permanent employee	An employee who is entitled to either paid holiday or paid sick leave in their main job.	N/A
Private training provider	A privately owned registered training organisation that provides training to individuals and industry either on a fee-paying or publicly funded basis.	N/A

Term	Definition	Classification categories
Qualification	A recognised award granted to an individual upon successful completion of a structured program of study. See also <i>Australian Qualifications Framework</i> .	AQF qualification Diploma or higher Certificate IV Certificate III Certificate II Certificate I Non AQF qualification Other recognised courses Non-award courses Subject only - no qualification
Reason for doing training	Past students reported their main reason for doing the training, selecting options from a list.	Employment related reasons To get a job To develop an existing business To start own business To try for a different career To get a better job or promotion It was a job requirement Wanted extra skills for job Further study reasons To get into another course of study Personal development or other reasons To improve general education skills To get skills for community / voluntary work To increase confidence / self-esteem Other reasons Not stated
Reference periods	Students were asked to respond to questions regarding their labour force status during the two reference periods: <ul style="list-style-type: none"> • before the training: during the six months before starting the training • after the training: at 29 May 2009 	N/A

Term	Definition	Classification categories
Remoteness (ARIA+) Region	Access/Remoteness Index of Australia (ARIA+) was developed by the National Centre for Applications of Geographic Information Systems (GISCA) based on ARIA. ARIA + is now the standard ABS endorsed measure of remoteness. It is an index of remoteness derived from measures of road distances between populated localities and service centres. These road distances are then used to generate a remoteness score for any locations in Australia. ARIA+ forms the basis for the ABS 'Remoteness Structure' component of the Australian Standard Geographical Classification. For more details refer to < http://www.gisca.adelaide.edu.au >.	Major cities / Inner regional / Outer regional Major cities Inner regional Outer regional Remote / very remote Remote Very remote Not known Not stated
Registered Training Organisation (RTO)	An organisation registered by a State or Territory recognition authority to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the Australian Recognition Framework. Registered training organisations include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies, and other organisations meeting the registration requirements.	N/A
Response—other	A special code was allocated to questionnaires that were returned, but could not be processed. Examples of these are: <ul style="list-style-type: none"> • students who had gone overseas • training completed prior to 2008 • students still doing training (i.e. not completed in 2008) • refusals (i.e. blank returns) 	N/A
Response rate	The total number of questionnaires received, expressed as a percentage of the total number of in scope selections. Out of scope selections comprise students who said they had not yet completed their training or who had completed their training before 2008.	N/A
Sampling error	Estimates calculated from the Student Outcomes Survey are based on information collected from a sample. As a result, they are subject to sampling error (that is, an estimate from a sample may not be equal to the true population value). The most commonly used measure of sampling error is the standard error. For a definition of a standard error see below.	N/A

Term	Definition	Classification categories
Satisfaction with training	Students were asked to rate their satisfaction with the overall quality of the training on a five point scale. See also ' <i>Opinions of training.</i> '	Agree Strongly agree Agree Neither agree nor disagree Disagree Disagree Strongly disagree Not stated
School education qualifications	Qualifications attained at school before undertaking the training.	Year 12 or equivalent Year 11 or equivalent Year 10 or equivalent Year 9 or equivalent Year 8 or below Did not go to school Not stated
Self employed	An employed person who, during the reference period(s), worked in their own business without employing staff.	N/A
Staff	Persons working for a business or organisation including employers, employees, self-employed, partners, persons employed under contract and volunteers.	N/A
Standard error	There are nineteen chances in twenty that the estimate obtained from a sample will be within two standard errors of the true population value (that is, the value if everyone in the population had been included and responded to the survey).	N/A
TAFE providers	A technical and further education institute (TAFE).	N/A
Trades	Occupations that are classified as <i>Technicians and trades workers</i> . Occupations are classified using the Australian and New Zealand Standard Classification of Occupations (ANZSCO). See definition for Occupation.	N/A
Training	The development of skills, knowledge, attitudes or competencies through instruction and practice.	N/A

Term	Definition	Classification categories
Training shortened based on prior study	Training provider shortened the training based on previous study.	University TAFE Private Provider Secondary School Elsewhere No
Training shortened based on previous experience and skills	Training provider shortened the training based on relevant experience and skills other than previous study.	Job experience or skills Life experience or skills Something else No
VET providers	All types of training providers (including TAFE institutes and other government, private and community education providers).	TAFE institute and Other government provider Private provider Adult and Community Education provider

References

- Australian Bureau of Statistics (1998). Statistics – a powerful edge (2nd Edition), Cat. No. 1331.0. ABS, Canberra. Available free of charge from:
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http://www.gisca.adelaide.edu.au/products_services/ariav2_about.html