



## **Technical Manual**

# **Survey of Education and Work - Confidentialised Unit Record File**

**Australia**

**May 2009**

**I N Q U I R I E S**



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**Survey of Education and  
Work - Confidentialised  
Unit Record File**

**Australia**

**May 2009**

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Australian Statistician**

AUSTRALIAN BUREAU OF STATISTICS

EMBARGO: 11.30AM (CANBERRA TIME) THURS 28 JAN 2010

ABS Catalogue No. 6227.0.30.002

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## ABBREVIATIONS

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<b>ABS</b>	Australian Bureau of Statistics
<b>ABSCQ</b>	Australian Bureau of Statistics Classification of Qualifications
<b>ALLS</b>	Adult Literacy and Life Skills Survey
<b>ANZSCO</b>	Australian and New Zealand Standard Classification of Occupations
<b>ANZSIC</b>	Australian and New Zealand Standard Industrial Classification
<b>ASCED</b>	Australian Standard Classification of Education
<b>ASCO</b>	Australian Standard Classification of Occupations
<b>CSV</b>	comma separated value
<b>CURF</b>	confidentialised unit record file
<b>GST</b>	goods and services tax
<b>ICF</b>	Indigenous Community Frame
<b>ISO</b>	International Organization for Standardization
<b>LFS</b>	Labour Force Survey
<b>nfd</b>	not further defined
<b>RADL</b>	Remote Access Data Laboratory
<b>RSE</b>	relative standard error
<b>SACC</b>	Standard Australian Classification of Countries
<b>SE</b>	standard error
<b>SEW</b>	Survey of Education and Work
<b>TAFE</b>	Technical and Further Education
<b>UN</b>	United Nations

# INTRODUCTION

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## OVERVIEW

This paper provides information about the release of microdata from the 2009 Survey of Education and Work (SEW). The data are available as a Confidentialised Unit Record File (CURF) released with the approval of the Australia Statistician. The CURF can be accessed on CD-ROM, and/or via the Australian Bureau of Statistics (ABS) Remote Access Data Laboratory (RADL).

The RADL is an on-line database query system, under which microdata are held on a server at the ABS, to which users can submit programs to interrogate and analyse the data, and access the results. Further information about the RADL facility and information about obtaining access to the file is available on the ABS website <<http://www.abs.gov.au>> (see Services we Provide/CURFs).

More detailed information to assist in using the CURF, and in interpreting the data, is also provided in the documentation on or accompanying the CURF.

## ABOUT THE SURVEY

The SEW was conducted throughout Australia in May 2009 as a supplement to the monthly Labour Force Survey (LFS). Respondents to the LFS who fell within the scope of the supplementary survey were asked further questions.

Information collected included socio-demographic characteristics (such as age, sex and birthplace), employment characteristics (such as labour force status, occupation and industry), educational qualifications obtained (such as level and field of qualification, number of qualifications, year completed), whether attended an educational institution and type of attendance in 2008, whether attending an educational institution and type of attendance in May 2009, enrolment experience, selected characteristics of apprentices and trainees, and unmet demand for apprenticeships and traineeships.

Estimates from the survey, as well as more information on the survey sample, conceptual framework, definitions and methodology, explanatory notes and glossary, were published in *Education and Work, Australia 2009* (cat. no. 6227.0). This publication is on the CURF as an Acrobat file 62270\_2009.PDF.





## SURVEY METHODOLOGY

### SCOPE AND COVERAGE

The scope of this survey was persons aged 15–74 years, excluding the following persons:

- members of the Australian permanent defence forces;
- certain diplomatic personnel of overseas governments, customarily excluded from the census and estimates resident population figures;
- overseas residents in Australia;
- members of non-Australian defence forces (and their dependants) stationed in Australia;
- persons permanently unable to work;
- persons aged 65–74 years who are permanently not intending to work, or not in the labour force, or not marginally attached to the labour force;
- special dwelling type institutionalised persons (e.g. patients in hospitals, residents of retirement homes, residents of homes for persons with disabilities, inmates of prisons); and
- special dwelling type boarding school pupils.

Boarding school pupils have been excluded from the scope of the SEW since 2005, but were included in earlier collections. The LFS in May 2009 yielded an estimated 19,200 boarding school pupils aged 15 years and over, who were excluded from the SEW.

In 2009, persons aged 65–74 years who were in the labour force, or were marginally attached to the labour force, were interviewed for the first time for SEW. In May 2009 there were an estimated 270,400 persons aged 65–74 in the labour force or marginally attached to the labour force, out of a total 1,464,800 persons aged 65–74 years. Persons are determined to be marginally attached to the labour force if they were not in the labour force in the reference week, wanted to work and:

- were actively looking for work but did not meet the availability criteria to be classified as unemployed; or
- were not actively looking for work but were available to start work within four weeks or could start work within four weeks if child care was available.

The survey was conducted in both urban and rural areas in all states and territories, but excluded persons living in Indigenous communities in very remote parts of Australia. In 2009, persons who live in very remote areas that are not part of the Indigenous Community Frame (ICF) were interviewed for the first time for SEW. Approximately 0.5% (76,700) of persons in scope of SEW in 2009 live in very remote areas that are not part of the ICF.

Information was collected via face-to-face or telephone interviews. Trained interviewers asked members of each household, or a responsible adult answering on behalf of other household members, detailed questions about their educational attainment and recent participation in education.

In the LFS, coverage rules are applied which aim to ensure that each person is associated with only one dwelling and hence has only one chance of selection in the survey. See *Labour Force, Australia* (cat. no. 6202.0) for more details.

## SURVEY METHODOLOGY *continued*

### WEIGHTING, ESTIMATION AND BENCHMARKING

As the survey was conducted on a sample of households in Australia, it is important to consider the method of sample selection when deriving estimates from the CURF. This is particularly important as a person's chance of selection in the survey varies depending on the state or territory or, in some cases, area of state or territory in which they are selected.

Weighting is the process of adjusting results from the sample survey to infer results for the total in-scope population. To do this, a weight is allocated to each sample unit i.e. each person. The weight effectively indicates how many population units are represented by the sample unit.

The first step in calculating weights for each sample unit is to assign an initial weight which is equal to the inverse probability of being selected in the survey. For example, if the probability of a person being selected in the survey was one in 600, then the selected person would have an initial weight of 600 (that is, they represent 600 persons in the population). The initial weights are then calibrated to align with independent estimates of the population of interest, referred to as 'benchmarks'. Weights are calibrated against population benchmarks to ensure that the survey estimates conform to independently estimated distributions of the population, rather than to the distribution within the sample itself.

Where estimates are derived from the CURF, it is essential that they are calculated by adding the weights of persons in each category and not just by counting the number in each category. If each person's 'weight' were to be ignored, then no account would be taken of a person's chance of selection or of different response rates across population groups, and the resulting estimates could be seriously biased.

Replicate weights have been included on the CURF which can be used to calculate sampling error. For more information, refer to the 'Standard Error' section in 'Using the CURF data' chapter.

The survey was benchmarked to the estimated civilian population aged 15 to 74 years living in private dwellings and non-institutionalised special dwellings in each state and territory. People living in Indigenous communities in very remote parts of Australia were excluded. The process of weighting ensures that the survey estimates conform to person benchmarks per state, part of state, age and sex. These benchmarks are produced from estimates of the resident population derived independently of the survey.

Due to differences in scope and sample size between this supplementary survey and that of the LFS, the estimation procedure may lead to some small variations between labour force estimates from this survey and those from the LFS.

For further information, see the Explanatory Notes in the publication *Education and Work, Australia 2009* (cat. no. 6227.0). This publication is available from the ABS website and is also included on the CURF CD-ROM as an Acrobat file 62270\_2009.PDF.

### CLASSIFICATIONS COUNTRY OF BIRTH

Country of birth data are classified according to the *Standard Australian Classification of Countries (SACC) 1998 (Second Edition)* (cat. no. 1269.0).

### INDUSTRY

Industry data are classified according to the *Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006* (cat.no. 1292.0).

## SURVEY METHODOLOGY *continued*

### OCCUPATION

Occupation data are classified according to the *Australian and New Zealand Standard Classification of Occupations (ANZSCO), First Edition, 2006* (cat.no. 1220.0).

### EDUCATION

Education data are coded to the *Australian Standard Classification of Education (ASCED), 2001* (cat.no. 1272.0). The ASCED is a national standard classification which can be applied to all sectors of the Australian education system including schools, vocational education and training and higher education. The ASCED comprises two classifications: LEVEL OF EDUCATION and FIELD OF EDUCATION.

LEVEL OF EDUCATION is defined as a function of the quality and quantity of learning involved in an educational activity. There are nine broad levels, 15 narrow levels and 64 detailed levels. For definitions of these levels see the *Australian Standard Classification of Education (ASCED), 2001* (cat.no. 1272.0).

FIELD OF EDUCATION is defined as the subject matter of an educational activity. Fields of education are related to each other through the similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content which underpins the subject matter. There are 12 broad fields, 71 narrow fields and 356 detailed fields. For definitions of these fields see the *Australian Standard Classification of Education (ASCED), 2001* (cat.no. 1272.0).

### RELIABILITY OF ESTIMATES

Estimates derived from the CURF are subject to both sampling and non-sampling error.

#### *Sampling error*

Sampling error arises because the estimates are based on a sample of units and so will differ from estimates that would have been produced if all units in the population had been included in the survey. One measure of the likely difference is given by the Standard Error (SE), which indicates the extent to which an estimate might have varied because only a sample of dwellings was included. There are about two chances in three (67%) that the sample estimates will differ by less than one SE from the number that would have been obtained if all persons have been surveyed and about 19 chances in 20 (95%) that the difference will be less than two SEs.

Another measure of the sampling error is the Relative Standard Error (RSE) which is obtained by expressing the SE as a percentage of the estimate. Generally, only estimates (number, percentages, means and medians) with RSE less than 25% are considered sufficiently reliable for most purposes. The formula for calculating the RSE of an estimate ( $y$ ) is:

$$RSE(y) = SE(y)/y \times 100\%$$

#### *Non-sampling error*

Non sampling errors are inaccuracies that occur because of imperfections in reporting by respondents and interviewers, and errors made when coding and processing data. These inaccuracies may occur in any enumeration whether it be a full count or a sample of the population. Every effort is made to reduce the non-sampling error to a minimum by careful design or questionnaires, intensive training and supervision of interviewers, and efficient processing procedures.

## USING THE CURF DATA

### ABOUT THE MICRODATA

The data are released under the provisions of the *Census and Statistics Act 1905*. This Act allows for the release of data in the form of unit records where the information is not likely to enable the identification of a particular person or organisation. Accordingly, there are no names or addresses of survey respondents on the CURF and other steps have been taken to protect the confidentiality of respondents. Steps to confidentialise the data available on the CURF are taken in such a way as to ensure the integrity of the data and optimise content, while maintaining the confidentiality of respondents. The steps taken to preserve confidentiality include:

- not including all data items that were collected;
- ranging or collapsing the values of some data items;
- modifying some records identified as high risk; and
- swapping weights between some of the Northern Territory and Australian Capital Territory records.

As a result, it may not be possible to exactly reconcile all statistics produced from the CURF with published statistics.

The SEW CURF contains 30,440 confidentialised respondent records. Subject to the limitations of sample size and the data classifications used, it is possible to manipulate the data, produce tabulations and undertake statistical analyses to individual specifications. The location of a full list of all data items on the CURF is provided in the Appendix.

### FILE STRUCTURE

The CD-ROM of the CURF is available in SAS, SPSS and STATA formats. If your analysis software is other than SAS, SPSS or STATA you may require the services of a computer programmer to use the ASCII file version of the data. Full details of the files on the CURF are given in File Content (page 7).

Five types of files relating to the SEW 2009 data are provided on the CURF:

- Data and metadata - an ASCII data file holding 30,440 records. Each record holds person level data of a respondent to the survey. It also contains metadata files that document the data file and every data item on that file. The metadata are provided in plain text, for reading;
- SAS user files - including a SAS version of the dataset, and the SAS programs that generated the SAS-formatted version;
- SPSS user files - including an SPSS version of the dataset;
- STATA user files - including a STATA version of the dataset; and
- Information files - including several in Adobe Acrobat format.

### WEIGHTS AND ESTIMATION

The CURF contains records which can be adjusted (weighted) to infer results for the total in-scope population in Australia. The CURF contains one person weight, FINPRSWT. The application of weights ensures that person estimates conform to an independently estimated distribution of the population by age, sex, state/territory and section of state. If weights were to be ignored, no account would be taken of a person's chance of selection in the survey or of different response rates across population groups, with the result that population counts produced could be biased.

### STANDARD ERRORS

Standard errors for each estimate produced from this CURF can be calculated using the replicate weights provided on the file.

## USING THE CURF DATA *continued*

### STANDARD ERRORS

*continued*

Each record of the CURF contains 30 sets of replicate weights, REPW0101 to REPW0130. Using these weights, it is possible to calculate standard errors for estimates produced from this file, using what is known as the 30 group Jack-knife standard error estimator.

To obtain the standard error of a weighted estimate,  $y$ , calculate the same estimates using each of the 30 replicate weights. The variability between these replicate estimates (denoting  $y_{(g)}$  for group number  $g$ ) is used to measure the standard error of the original weighted estimate  $y$ , using the formula:

$$SE(y) = \sqrt{(29/30) \sum_{g=1}^{30} (y_{(g)} - y)^2}$$

where

$g$  = the replicate groups number

$y_{(g)}$  = the weighted estimate, having applied the weights for replicate group  $g$

$y$  = the weighted estimate from the full sample

The 30 group Jack-knife method can be applied not just to estimates of population total, but also where the estimate  $y$  is a function of estimates of population total, such as a proportion, difference or ratio. For more information on the 30 group Jack-knife method of SE estimation, see *Research Paper: Weighting and Standard Error Estimation for ABS Household Surveys (Methodology Advisory Committee), July 1999* (cat. no. 1352.0.55.029), which is on the ABS website.

Use of the 30 group Jack-knife method for complex estimates, such as regression parameters from a statistical model, is not straightforward and may not be appropriate. The method as described does not apply to investigations where survey weights are not used, such as unweighted statistical modelling.

### SEASONAL FACTORS

Estimates are based on information collected in the survey month and due to seasonal factors they may not be representative of other months of the year.

## FILE CONTENT

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### FILE CONTENT

The 2009 SEW CURF is distributed on a single CD-ROM or via the RADL. The CURF is available in SAS, SPSS and STATA formats.

The CURF contains the files listed below:

- SEW09B.sas7bdat - this file contains the CURF data in SAS for Windows format.
- FORMATS.sas7bcat - the format file which provides labels for associated codes in the SAS version of the CURF file.
- SEW09B.SAV - this file contains the CURF data in SPSS for Windows format.
- SEW09B.DTA - This file contains the CURF data in STATA/SE 8.0 for Windows format.

### BASIC CURF FILES (ONLY AVAILABLE FOR CD-ROM USERS)

The file SEW09B.CSV contains the confidentialised survey data in a comma separated file (CSV) format.

The SAS program SEW09B.SAS can be used to translate data from the CSV format to SAS. It also creates the formats library and attributes the formats to relevant variables. This file is for use with other analysis packages and describes the CSV file data. Relevant changes will need to be made to reflect the load statement for your analysis package.

### INFORMATION FILES

- 6227030002\_DATA\_ITEM\_LISTING\_SEW09B.XLS - this file contains the data items included on the CURF, including details of categories and code values for each data item.
- FREQUENCIES\_SEW09B.txt - contains data item code values and category labels which are provided with both unweighted and weighted frequencies of each code value. The file is in plain text format.
- 6227030002\_2009.pdf - is an Adobe Acrobat file that contains the Technical Manual for the 2009 SEW CURF.
- 62270\_2009.pdf - the complete publication *Education and Work, Australia 2009* (cat. no. 6227.0) in Adobe Acrobat format.
- 12720\_2001.pdf - *Australian Standard Classification of Education (ASCED) 2001* (cat. no. 1272.0), available on the ABS website.
- RESPONSIBLE ACCESS TO CURFS.pdf - is an Adobe Acrobat file explaining the CURF users' roles and obligations when using confidentialised data.
- IMPORTANT INFORMATION FOR CURF USERS.pdf - this file directs users to the ABS website for more and up to date information on what is available from the ABS.
- ABS CONDITIONS OF SALE.pdf - this is an Adobe Acrobat file describing the ABS conditions of sale and copyright obligations.
- README.txt - this file describes what is on the CD-ROM and is in plain text format.

## CONDITIONS OF RELEASE

### CONDITIONS OF RELEASE

The 2009 SEW CURF is released in accordance with a Ministerial Determination (*Clause 7, Statutory Rules 1983, No. 19*) in pursuance of section 13 of the *Census and Statistics Act 1905*. As required by the Determination, the information contained in the CURF can only be disclosed in a manner that is not likely to enable identification of the particular person or organisation to which it relates.

The Australian Statistician's approval is required for each release of the CURF. In addition, and prior to being granted access to the CURF, all organisations, and individuals within organisations, who request access to the CURF will be required to sign an undertaking to abide by the legislative restrictions on its use. Organisations and individuals who seek access to the SEW 2009 Basic CURF are required to give an undertaking which includes, among other conditions, that in using the data they will:

- use the information only for the statistical purposes specified in the Schedule of Undertaking
- not attempt to identify particular persons or organisations
- not disclose, either directly or indirectly, the data to any other person or organisation other than members of their organisation who have been approved by the ABS to have individual access to the information
- not attempt to match, with or without using identifiers, the data to any other list of persons or organisations
- comply with any other direction or requirement specified in the *Responsible Access to ABS CURFs Training Manual* (cat. no. 1406.0.55.003)
- not attempt to access the information after the term of their authorisation expires, or after their authorisation is rescinded by the organisation which provided it, or after they cease to be a member of that organisation.

Use of the data for statistical purposes means use of the information contained in the CURF to produce information of a statistical nature, i.e. the arrangement and classification of numerical facts or data, including statistical analyses or statistical aggregates. Examples of statistical purposes are:

- manipulation of the data to produce means, correlations or other descriptive or summary measures
- estimation of population characteristics
- use of data as input to mathematical models or for other types of analysis (e.g. factor analysis)
- providing graphical or pictorial representations of the characteristics of the population or subsets of the population.

All CURF users are required to read and abide by the *Responsible Access to ABS CURFs Training Manual* (cat. no. 1406.0.55.003) available on the ABS website <<http://www.abs.gov.au>>.

Use of the data for unauthorised purposes may render the user liable to severe penalties. Advice about the propriety of any particular intended use of the data is available from the Microdata Access Strategies Section of the ABS from [microdata.access@abs.gov.au](mailto:microdata.access@abs.gov.au)

### CONDITIONS OF SALE

All ABS products and services are provided subject to the ABS conditions of sale. Any queries relating to these Conditions of Sale should be referred to [intermediary.management@abs.gov.au](mailto:intermediary.management@abs.gov.au)

## CONDITIONS OF RELEASE *continued*

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### PRICE

The price of the SEW 2009 CURF on CD-ROM or RADL as at January 2010 is \$1430, including GST, freight and handling charges as appropriate.

While the utmost care is taken in handling each CURF on CD-ROM, deterioration may occur between the time of copying and receipt of the file. Accordingly, if the CD-ROM is unreadable on receipt and this is reported to the ABS within 30 days of receipt, it will be replaced free of charge.

### ACCESSING THE CURF

All clients wishing to access the 2009 SEW Basic CURF should complete the application and undertaking available on the ABS website <<http://www.abs.gov.au>> (see Services we Provide/CURF Microdata). Before completing the application form, clients should read the *Responsible Access to ABS CURFs Training Manual* (cat. no. 1406.0.55.003) and related information which is also available on the ABS website.

### AUSTRALIAN UNIVERSITIES

University clients should refer to the ABS website <<http://www.abs.gov.au>> (Services we Provide/Services for Universities). The 2009 SEW Basic CURF can be accessed by universities participating in the ABS/Universities Australia CURF agreement for research and teaching purposes.

### FURTHER INFORMATION

For further information about accessing the CURF, clients should contact the Microdata Access Strategies Section of the ABS at [microdata.access@abs.gov.au](mailto:microdata.access@abs.gov.au) or on (02) 6252 7714.



## APPENDIX DATA ITEM LIST

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### DATA ITEM LIST

For data items and structure see the Excel spreadsheet titled  
6227030002\_DATA\_ITEM\_LISTING\_SEW09B.XLS associated with this technical manual.

## GLOSSARY

<b>Apprentice</b>	An apprentice is a person aged 15–64 years who has entered into a legal contract (called a training agreement or contract of training) with an employer, to serve a period of training for the purpose of attaining tradesperson status in a recognised trade. In this survey, apprentices are identified by their answer to a question specifically pertaining to the Australian Apprenticeship Scheme. Note that Australian School-based Apprenticeships are excluded.
<b>Australian Standard Classification of Education (ASCED)</b>	The ASCED is a national standard classification which includes all sectors of the Australian education system: that is, schools, vocational education and training, and higher education. From 2001, ASCED replaced a number of classifications used in administrative and statistical systems, including the ABSCQ. The ASCED comprises two classifications: LEVEL OF EDUCATION and FIELD OF EDUCATION. See <i>Australian Standard Classification of Education, 2001</i> (cat. no. 1272.0).
<b>Certificate not further defined</b>	Survey responses are coded to Certificate not further defined (n.f.d.) when there is not enough information to code them to Certificate I, II, III or IV in the <i>Australian Standard Classification of Education, 2001</i> (cat. no. 1272.0), LEVEL OF EDUCATION classification.
<b>Country of birth</b>	Country of birth has been classified according to the <i>Standard Australian Classification of Countries (SACC), 1998 (Second Edition)</i> (cat. no. 1269.0).
<b>Educational institution</b>	Any institution whose primary role is education. Included are schools, higher education establishments, colleges of technical and further education, public and private colleges, etc. Excluded are institutions whose primary role is not education.
<b>Employed</b>	Persons who, during the reference week: <ul style="list-style-type: none"><li>■ worked for one hour or more for pay, profit, commission or payment in kind in a job or business, or on a farm (comprising employees, employers and own account workers); or</li><li>■ worked for one hour or more without pay in a family business or on a farm (i.e. contributing family workers); or</li><li>■ were employees who had a job but were not at work and were:<ul style="list-style-type: none"><li>■ away from work for less than four weeks up to the end of the reference week; or</li><li>■ away from work for more than four weeks up to the end of the reference week and received pay for some or all of the four week period to the end of the reference week; or</li><li>■ away from work as a standard work or shift arrangement; or</li><li>■ on strike or locked out; or</li><li>■ on workers' compensation and expected to return to their job; or</li></ul></li><li>■ were employers or own account workers who had a job, business or farm, but were not at work.</li></ul>
<b>Employed full time</b>	Employed persons who usually worked 35 hours or more a week (in all jobs) and those who, although usually working less than 35 hours a week, worked 35 hours or more during the reference week.
<b>Employed part time</b>	Employed persons who usually worked less than 35 hours a week (in all jobs) and either did so during the reference week, or were not at work in the reference week.
<b>Enrolled</b>	Refers to persons registered for a course of study in the particular reference period (e.g. survey month, or previous calendar year) at an educational institution (as defined).
<b>Field not determined</b>	Field not determined includes inadequately described responses or where no responses were given.
<b>Field of education</b>	Field of education is defined as the subject matter of an educational activity. It is categorised according to the <i>Australian Standard Classification of Education, 2001</i> (cat. no. 1272.0) FIELD OF EDUCATION classification. This publication presents the main field of education studied.

## GLOSSARY *continued*

<b>Field of trade</b>	Refers to the occupation of an apprentice and is classified according to the <i>Australian and New Zealand Standard Classification of Occupations (ANZSCO), First Edition, 2006</i> (cat. no. 1220.0) Unit Group.
<b>Higher education institution</b>	An Australian institution providing higher education courses, e.g. universities; colleges of advanced education; institutes of advanced education; institutes of higher education; institutes of tertiary education; agricultural colleges and some institutes of technology.
<b>Industry</b>	Industry data is classified according to the <i>Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006</i> (cat. no. 1292.0).
<b>Leavers</b>	Persons who were enrolled in a course of study for a qualification in the previous year, but were not enrolled in any course of study for a qualification at the time of the survey.
<b>Level of education</b>	Level of education is a function of the quality and quantity of learning involved in an educational activity. It is categorised according to the <i>Australian Standard Classification of Education, 2001</i> (cat. no. 1272.0) LEVEL OF EDUCATION classification.
<b>Level of highest educational attainment</b>	Level of highest educational attainment identifies the highest achievement a person has attained in any area of study. It is not a measurement of the relative importance of different fields of study but a ranking of qualifications and other educational attainments regardless of the particular area of study or the type of institution in which the study was undertaken. See paragraphs 19–21 of the Explanatory Notes in <i>Education and Work, Australia 2009</i> (cat. no. 6227.0) for how highest level is derived.
<b>Level not determined</b>	Level not determined includes inadequately described responses or where no responses were given.
<b>Marginal attachment to the labour force</b>	<p>People who were not in the labour force in the reference week, wanted to work and:</p> <ul style="list-style-type: none"> <li>■ were actively looking for work but did not meet the availability criteria to be classified as unemployed; or</li> <li>■ were not actively looking for work but were available to start work within four weeks.</li> </ul> <p>The criteria for determining those in the labour force are based on activity (i.e. working or looking for work) and availability to start work during the reference week. The criteria associated with marginal attachment to the labour force, in particular the concepts of wanting to work and reasons for not actively looking for work, are more subjective. Hence, the measurement against these criteria is affected by the respondent's own interpretation of the concepts used. An individual respondent's interpretation may be affected by their work aspirations, as well as family, economic and other commitments.</p>
<b>Non-school educational institution</b>	An educational institution, other than a secondary school. This includes higher education establishments, colleges of technical and further education, public and private colleges, etc. Institutions excluded are those whose primary role is not education.
<b>Non-school qualification</b>	Non-school qualifications are awarded for educational attainments other than those of pre-primary, primary or secondary education. They include qualifications at the Postgraduate Degree level, Master Degree level, Graduate Diploma and Graduate Certificate level, Bachelor Degree level, Advanced Diploma and Diploma level, and Certificates I, II, III and IV levels. Non-school qualifications may be attained concurrently with school qualifications.
<b>Not in labour force</b>	Persons who were not in the categories 'employed' or 'unemployed' (as defined).
<b>Occupation</b>	Occupation data is classified according to the <i>Australian Standard Classification of Occupations, First Edition, 2006</i> (cat. no. 1220.0).
<b>Other educational institution</b>	Includes institutions or establishments that offer educational courses such as industry skills centres, professional or industry associations, equipment/product manufacturers or suppliers, and instances where insufficient information was available to determine the type of educational institution.

## GLOSSARY *continued*

<b>Qualification</b>	Formal certification, issued by a relevant approved body, in recognition that a person has achieved an appropriate level of learning outcomes or competencies relevant to identified individual, professional, industry or community needs. Statements of attainment awarded for partial completion of a course of study at a particular level are excluded.
<b>Reference week</b>	The week preceding the week in which the interview was conducted.
<b>School</b>	An educational institution whose major activity is the provision of formal classes of primary or secondary education, or the provision of primary or secondary distance education.
<b>School leavers</b>	Persons aged 15–24 years who attended school in 2008 but were not attending school prior to the survey date in May 2009.
<b>Starters</b>	Persons who were enrolled in a course of study for a qualification at the time of the survey, but were not enrolled in any course of study for a qualification at any time in the previous calendar year.
<b>Study for a qualification</b>	The reported level of education of any study being undertaken that will lead to formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. In this survey, if the respondent was still attending school their level of study was recorded as their current year of schooling. If the respondent had left school and was enrolled in study for a qualification they were asked the level of the qualification.
<b>TAFE</b>	A Technical and Further Education institution. In Victoria this may also be interpreted as Training and Further Education.
<b>Unemployed</b>	Persons aged 15–64 years who were not employed during the reference week, and: <ul style="list-style-type: none"><li>■ had actively looked for full-time or part-time work at any time in the four weeks up to the end of the reference week and were available for work in the reference week; or</li><li>■ were waiting to start a new job within four weeks from the end of the reference week and could have started in the reference week if the job had been available then.</li></ul>







## FOR MORE INFORMATION . . .

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