



## **Technical Manual**

# **Survey of Education and Training, Basic and Expanded CURFs**

**Australia**

**2009**



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**Survey of Education and  
Training, Basic and  
Expanded CURFs**

**Australia**

**2009**

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AUSTRALIAN BUREAU OF STATISTICS

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## ABBREVIATIONS .....

ABS	Australian Bureau of Statistics
ABSCQ	Australian Bureau of Statistics Classification of Qualifications
ANZSCO	Australian and New Zealand Standard Classification of Occupations
ANZSIC	Australian and New Zealand Standard Industrial Classification
AQF	Australian Qualifications Framework
ARIA	Accessibility/Remoteness Index of Australia
ASCED	Australian Standard Classification of Education
ASCL	Australian Standard Classification of Languages
ASCO	Australian Standard Classification of Occupations
ASGC	Australian Standard Geographical Classification
CAI	computer assisted interviewing
CD	collection district
CD-ROM	compact disc read-only memory
CLA	Classification of Learning Activities
CSV	comma separated value
CURF	confidentialised unit record file
HECS	Higher Education Contribution Scheme
ISCED	International Standard Classification of Education
ISCO	International Standard Classification of Occupations
OECD	Organisation for Economic Co-operation and Development
RADL	Remote Access Data Laboratory
RPL	recognition of prior learning
RSE	relative standard error
SACC	Standard Australian Classification of Countries
SAS	software package for preparing and executing computerised data analysis
SE	standard error
SEIFA	Socio-Economic Indexes for Areas
SET	Survey of Education and Training
SPSS	software package for preparing and executing computerised data analysis
STATA	software package for preparing and executing computerised data analysis
TAFE	Technical and Further Education
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	vocational education and training

OVERVIEW

This Technical Manual provides information about the release of microdata from the 2009 Survey of Education and Training (SET). Microdata are the most detailed information available from a survey and are generally the answers to most individual questions on the questionnaire or the data derived from answers to two or more questions. The microdata are only released with the approval of the Australian Statistician and are available in two formats: a Basic Confidentialised Unit Record File (CURF) and an Expanded CURF. A Basic CURF contains a broad level of detail while an Expanded CURF contains extra data items and a finer level of detail.

This paper covers general and technical information in relation to both the Basic and Expanded SET 2009 CURFs and should be used as a reference document when interrogating either of the files.

Both the Basic and Expanded CURFs can be accessed via the Australian Bureau of Statistics (ABS) Remote Access Data Laboratory (RADL) or via an ABS Data Laboratory (ABSDL). The Basic CURF is also available on CD-ROM.

The ABS RADL is a secure online data query service that approved clients can access via the ABS web site. Within the RADL, users submit data queries in SAS, SPSS or STATA analytical software languages to interrogate and analyse the CURFs that are kept within the ABS environment. The results of the queries are automatically checked for confidentiality prior to being made available to the users via their desktops.

The ABSDL is available to approved clients in a secure data laboratory in any ABS State or Territory office. This service provides researchers with a more responsive and interactive environment in which to analyse the CURFs than that offered by the RADL.

Because the CURFs are kept within the ABS environment, the ABS is able to release more detailed CURF data via the RADL and ABSDL than can be made available on CD-ROM.

Further information about the RADL and ABSDL services, and other information to assist users in understanding and using CURFs in general, is available from the CURF Microdata Entry Page on the ABS web site (<<http://www.abs.gov.au/about/microdata>> or click on Services then CURF Microdata).

The SET has been collected every four years since 1989. Basic and Expanded CURFs are available from the 2005 survey while Basic CURFs are available for the 1989, 1993, 1997 and 2001 surveys.

## ABOUT THE SURVEY

The 2009 SET was conducted by the ABS throughout Australia from March to June 2009. The survey collected information about educational and learning activity covering aspects such as educational attainment, participation in various types of education and training, and employment outcomes from education activity. Information collected included:

- demographic and socio-economic characteristics (such as age, sex, birthplace, disability and income)
- employment characteristics (such as labour force status, occupation, industry and hours worked)
- educational qualifications obtained (including number of qualifications, level and field of qualification, type of institution where enrolled and year completed)
- details of qualifications participated in during the 12 months prior to the survey, i.e. current, completed and incomplete study (including time spent, whether financial support provided, costs and reasons for participation)
- details of training courses participated in during the 12 months prior to the survey (including time spent, whether financial support provided, costs, reasons for participation and whether training was work related)
- information about access and barriers to education and training
- details about people involved in providing education and training activities as part of their current (main) job.

Estimates from the survey, as well as more information on the methodology, survey sample, conceptual framework and definitions were published in *Education and Training Experience, Australia, 2009* (cat. no. 6278.0). This publication can be accessed free of charge from the ABS web site.

## SCOPE OF THE SURVEY

The SET is a household survey which was conducted across urban and rural areas in all states and territories. Persons living in very remote parts of Australia were excluded.

With the exception of the Northern Territory, the population living in very remote areas represents only a small proportion of the total population (approximately 2%). For this, and other practical reasons, no adjustments were made to state/territory population benchmarks when deriving the survey results. This exclusion is unlikely to impact on national estimates and will only have a minor impact on any aggregate estimates that are produced for individual states and territories, with the exception of the Northern Territory where the excluded population accounts for around 23% of persons.

The survey covered usual residents of private dwellings only, including houses, flats, home units and any other structures used as private places of residence at the time of the survey. People usually resident in non-private dwellings, such as hotels, motels, hostels, hospitals and short-stay caravan parks were not included in the survey. Usual residents are those persons who usually live in a particular dwelling and regard it as their own or main home. A usual resident is defined as someone who has lived in Australia, or intends to do so, for a period of 12 months or more.

*Population of Interest*

The scope of the survey covered all persons aged 15–74 years. However, the bulk of the questionnaire was only asked of those persons in the 'Population of Interest', which is the specific population targeted to obtain information about education and training activities. The Population of Interest for SET was:

- all persons aged 15–64 years
- all persons aged 65–74 years who were in or marginally attached to the labour force.

Persons aged 65–74 years who were in scope but not in the Population of Interest were sequenced to the end of the questionnaire once their labour force status had been established. The Basic and Expanded CURFs only include records for those persons in the Population of Interest.

The following non-residents were excluded from the survey and from the resident population estimates used to benchmark the SET results:

- diplomatic personnel of overseas governments
- persons whose usual place of residence was outside Australia
- members of non-Australian defence forces (and their dependants) stationed in Australia.

## DATA COLLECTION

Trained ABS interviewers conducted personal interviews at selected dwellings during the survey period from the beginning of March 2009 to the end of June 2009. Interviews were conducted using a Computer Assisted Interviewing (CAI) questionnaire. CAI involves the use of a notebook computer to record, store, manipulate and transmit the data collected during interviews.

One person in the household, aged 18 years or over, provided basic household information, including age, sex, country of birth and relationships for all household members. They also provided information about the labour force status of persons aged 65–74 years. Personal interviews were then conducted with all persons aged 15–74 years in the Population of Interest.

WEIGHTING,  
BENCHMARKING AND  
ESTIMATION*Weighting*

Weighting is the process of adjusting results from a sample survey to infer results for the total population. To do this, a 'weight' is allocated to each person. The weight is a value which indicates how many population units are represented by the sample unit.

The first step in calculating weights for each person is to assign an initial weight, which is equal to the inverse of the probability of being selected in the survey. For example, if the probability of a person being selected in the survey was 1 in 600, then the person would have an initial weight of 600 (i.e. they represent 600 people).

*Benchmarking*

The initial SET weights were then calibrated to align with independent estimates of the population by sex, age, state/territory of usual residence, section of state/territory and labour force status. These are referred to as benchmarks. Weights calibrated against these population benchmarks ensure that the survey estimates conform to the independently estimated distribution of the population rather than to the distribution within the sample itself. Calibration to population benchmarks helps to compensate for over or under-enumeration of particular categories of persons which may occur due to either the random nature of sampling or non-response.

The 2009 SET was benchmarked to the estimated resident population (ERP) aged 15–74 years living in private dwellings in each state and territory, excluding the ERP living in very remote areas of Australia, at May 2009. The SET estimates do not, and are not intended to, match estimates for the total Australian resident population obtained from other sources (which includes persons living in non-private dwellings such as hotels, hostels and boarding houses, and persons living in very remote parts of Australia).

*Estimation*

Survey estimates of counts of persons are obtained by summing the weights of persons with the characteristic of interest. Estimates of other counts (i.e. qualifications and non-formal training courses) are obtained by multiplying the characteristic of interest by the weight of the reporting person, and then aggregating.

RELIABILITY OF  
ESTIMATES

All sample surveys are subject to error which can be broadly categorised as either sampling error or non-sampling error.

Sampling error occurs because only a proportion of the total population is used to produce estimates that represent the whole population. Sampling error can be reliably measured as it is calculated based on the scientific methods used to design surveys.

Non-sampling error may occur at any stage throughout the survey process. For example,

RELIABILITY OF  
ESTIMATES *continued*

persons selected for the survey may not respond (non-response); survey questions may not be clearly understood by the respondent; responses may be incorrectly recorded by interviewers; or there may be errors when coding or processing the survey data.

*Sampling Error*

One measure of the likely difference between an estimate derived from a sample of persons and the value that would have been produced if all persons in scope of the survey had been included, is given by the Standard Error (SE). 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 had 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 RSEs less than 25% are considered sufficiently reliable for most purposes. In the publication *Education and Training Experience, Australia, 2009* (cat. no. 6278.0), estimates with an RSE of 25% to 50% are preceded by an asterisk (e.g. \*15.7) to indicate that the estimate should be used with caution. Estimates with RSEs over 50% are indicated by a double asterisk (e.g. \*\*2.8) and should be considered unreliable for most purposes.

In addition to the main weight (as outlined earlier), each record on both CURFs also contain 60 'replicate weights'. The purpose of these replicate weights is to enable calculation of the sample error on each estimate produced.

The basic concept behind the replication approach is to select different sub-samples repeatedly (60 times) from the whole sample. For each of these sub-samples the statistic of interest is calculated. The variance of the full sample statistics is then estimated using the variability among the replicate statistics calculated from these sub-samples. As well as enabling variances of estimates to be calculated relatively simply, replicate weights also enable unit record analyses such as chi-square and logistic regression to be conducted which take into account the sample design.

Further information about RSEs and how they are calculated using 'replicate weights' can be referenced in the Technical Note section in *Education and Training Experience, Australia, 2009* (cat. no. 6278.0). RSEs for all estimates in the tables published in *Education and Training Experience, Australia, 2009* (cat. no. 6278.0) are available in spreadsheet format on the ABS web site <<http://www.abs.gov.au>>, as an attachment to that publication.

*Non-sampling Error*

Non-sampling error may occur in any collection, whether it is based on a sample or a full count such as a census. One of the main sources of non-sampling error is non-response by persons selected in the survey. Non-response occurs when persons cannot or will not co-operate, or cannot be contacted. Non-response can affect the reliability of results and can introduce a bias. The magnitude of any bias depends upon the rate of non-response and the extent of the difference between the characteristics of those persons who responded to the survey and those that did not.

*Non-sampling Error  
continued*

To reduce the level and impact of non-response, the following procedures were adopted for the SET:

- face-to-face interviews with respondents
- where necessary, the use of interviewers who could speak languages other than English
- follow-up of respondents when there was initially no response
- weighting to population benchmarks to reduce non-response bias.

Every effort was made to reduce other non-sampling errors to a minimum by careful design and testing of the questionnaire, training of interviewers, asking respondents to refer to records where appropriate, and extensive editing and quality control procedures at all stages of data processing.

One advantage of the CAI technology used to conduct interviews is that it potentially reduces non-sampling error by enabling edits to be applied as the data are being collected. The interviewer is alerted immediately if information entered into the computer is either outside the permitted range for a particular question, or contradictory to information previously recorded during the interview. These edits allow the interviewer to query respondents and resolve issues during the interview. CAI sequencing of questions is also automated so that respondents are only asked relevant questions and in the appropriate order, thereby eliminating interviewer sequencing errors.

REFERENCE PERIOD AND  
SEASONAL EFFECTS

The SET estimates are based on information collected from 1 March 2009 to 27 June 2009. Because of this reference period and seasonal effects, they may not be fully representative of other time periods in the year. For example, the survey collected information on current study relating to persons enrolled at the time of their interview. Estimates therefore include enrolments in the first half of 2009, as well as some enrolments for commencement in the second half of the year. Enrolments are also subject to seasonal variation throughout the year. Therefore, the results could have differed if the survey had been conducted over the whole year or in a different part of the year.

The reference period also has an impact on other estimates including 'Level of Highest Non-school Qualification' and 'Level of Highest Educational Attainment'. There is a proportion of students who would have completed a non-school qualification in the middle of the year, i.e. after June and before September. Therefore, the attainment estimates collected in SET may not be representative of other time periods in the year.

## CLASSIFICATIONS

The 2009 SET used the following Australian standard classifications. Further information about these classifications and how they were utilised for the SET is included in the Explanatory Notes section in *Education and Training Experience, Australia, 2009* (cat. no. 6278.0). Full details of each classification, including definitions for each category, can be obtained by accessing the relevant classification publications, as listed below, on the ABS web site <<http://www.abs.gov.au>>.

*Country of Birth*

Country of birth data were classified according to the *Standard Australian Classification of Countries (SACC), Second Edition, 2008* (cat. no. 1269.0).

**Education**

Education data were 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.

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. Level of Education is defined as a function of the quality and quantity of learning involved in an educational activity.

Education data have also been coded to the *International Standard Classification of Education (ISCED)*. ISCED was developed by the United Nations Educational Scientific and Cultural Organisation (UNESCO) to facilitate comparisons of education statistics and indicators within and between countries. It was originally endorsed at the General Conference of UNESCO in 1978. The current version (ISCED, 1997) was officially adopted in November 1997. A review of ISCED is currently being undertaken with an ISCED Technical Advisory Group appointed by the UNESCO Institute for Statistics (UIS) to draw up recommendations. ABS is contributing to the ISCED review which is expected to be presented for adoption to the UNESCO general conference in 2011.

**Geography**

Geographical data were classified according to the *Australian Standard Geographical Classification (ASGC)* (cat. no. 1216.0).

**Industry**

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

**Language**

Responses to language questions were coded to the *Australian Standard Classification of Languages (ASCL), Second Edition, 2005* (cat. no. 1267.0).

**Occupation**

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

In addition, occupation data have also been coded to the *International Standard Classification of Occupations (ISCO)* which was developed by the International Labour Organisation (ILO).

ABOUT THE MICRODATA

The data included in the CURFs 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 files. In addition, other steps have also been taken to protect the confidentiality of respondents while at the same time maintaining the integrity of the data and optimising content. These include:

- reducing the level of detail for some data items
- changing some characteristics, particularly records identified as high risk
- excluding some data items that were collected
- perturbing or randomly adjusting income data
- swapping weights between some of the smaller states.

As a result, data on the 2009 SET CURFs will not exactly match other previously published 2009 SET estimates.

The 2009 SET Basic CURF contains 23,795 confidentialised respondent records from the survey while the Expanded CURF contains 23,806 confidentialised respondent records. Subject to the limitations of sample size and the data classifications used, it is possible to interrogate the CURFs, produce tabulations and undertake statistical analyses to individual specifications.

FILE STRUCTURE

Three different counting units (referred to as levels) are available from the 2009 SET. These are:

- counts of persons (Person level)
- counts of qualifications (Qualification level)
- counts of non-formal training courses (Non-formal Training level).

Consequently, the Basic and Expanded CURFs each comprise three files with confidentialised records, i.e. one file for each level.

*Person Level*

The Person level file contains information about each survey respondent such as age, sex and highest year of school completed. The file also includes some household characteristics applicable to the respondent such as equivalised gross household weekly income and whether any children aged 12 years or under are present in the household. Some qualification and non-formal training data items that refer to the person and not the qualification or training course are also included on this file. These include data items such as level of highest educational attainment, number of non-school qualifications completed, whether the respondent participated in any non-formal training courses and number of non-formal training courses participated in. The geographic identifiers are also included on the Person level (e.g. state/territory of usual residence, remoteness area).

*Qualification Level*

The Qualification level file contains details about each qualification that the respondent has reported. This includes all completed qualifications (up to a maximum of 15) and all current and incomplete study undertaken in the last 12 months. The types of details covered about each qualification include the level and field of the qualification, type of institution where enrolled, time spent, whether financial support provided, costs and reasons for participation.

*Non-formal Training Level*

The Non-formal Training level contains details about the four most recent non-formal training courses that the respondent participated in during the 12 months prior to the survey. The types of details covered about each course include the main field of the non-formal course, whether the course was work related, time spent, whether financial support provided, costs and reasons for participation.

## RELATIONSHIP BETWEEN LEVELS

The Person level and the Qualification level are in a hierarchical relationship (i.e. a person can have one or more qualifications). Similarly, the Person level and the Non-formal Training level are in a hierarchical relationship (i.e. a person may have participated in one or more non-formal training courses).

## RECORD COUNTS

The table below shows the number of records on each level or in each file. Note: The Qualification and Non-formal Training levels also include a record for each person with no qualification data or non-formal training data. These are included in the 'Not applicable' category for each data item.

## 2009 SET CURF RECORD COUNTS

	<i>Basic CURF</i>	<i>Expanded CURF</i>
Person level	23 795	23 806
Qualification level(a)	35 129	35 142
Non-formal Training level(b)	28 518	28 530

- (a) Includes a single record for each person with no qualification data (8,837 records - Basic CURF and 8,394 records - Expanded CURF).
- (b) Includes a single record for each person with no non-formal training data (16,758 records - Basic CURF and 16,768 records - Expanded CURF).

## IDENTIFIERS

There are several identifiers for each level.

## PERSON LEVEL IDENTIFIERS

Each person has a unique random identifier – ABSPID. This identifier appears on the Person level and is repeated on each of the Qualification and Non-formal Training levels thus linking this information to each person.

As well as uniquely identifying each person, ABSPID is vital when copying attributes from one type of counting unit to another. For example, a Person level data item such as age (HFAGE) can be copied to all non-formal training courses on the Non-formal Training level. An example of the code to do this is provided later in this Chapter.

IDENTIFIERS *continued*

## QUALIFICATION LEVEL IDENTIFIERS

As well as the person identifier (ABSPID), the Qualification level also includes several identifiers (also called 'flags') that are used to identify each qualification. These are:

HQUALNUM – identifies the highest completed non-school qualification, the second highest, the third highest, etc.

QALREC – identifies the most recent completed non-school qualification, the second most recent, the third most recent, etc.

HCNSSNUM – identifies the highest current non-school qualification enrolled in, the second highest, the third highest, etc.

CNSSNO – identifies the most recent current non-school qualification enrolled in, the second most recent, the third most recent, etc.

ICMPHNO – identifies the highest incomplete non-school qualification in the last 12 months, the second highest, the third highest, etc.

ICMPNO – identifies the most recent incomplete non-school qualification in the last 12 months, the second most recent, the third most recent, etc.

ABSQID – This identifier is a system requirement for RADL purposes only. It identifies all qualification records for each person and therefore can be a mixture of completed, current and incomplete qualifications. It is also present for the 'Not applicable' record for each person where applicable (see Record counts above). For tabulation purposes this identifier is meaningless and should not be used.

Note: When the above flags or other qualifying data items are not used, estimates will refer to all qualifications, whether completed, current or incomplete. It is therefore essential that these flags are used to identify particular qualifications.

Other Qualification level 'flags' that must be used to identify particular qualification types are listed in the data item list under the Characteristics sub-topic. These include QALTYPE1, QALTYPE2, QALTYPE3 and QALTYPE4. These data items identify completed non-school qualifications, current non-school qualifications, all non-school qualifications in the last 12 months and incomplete non-school qualifications in the last 12 months respectively.

## NON-FORMAL TRAINING LEVEL IDENTIFIERS

In addition to ABSPID, the identifiers on the Non-formal Training level are:

NFRMNO – identifies each training course as the most recent training course, the second most recent, third most recent and fourth most recent. When NFRMNO is not used, estimates will refer to all courses.

ABSTID – This identifier is a system requirement for RADL purposes only. It identifies all non-formal training course records for each person. This also includes the 'Not applicable' record for each person where applicable (see Record counts above). For tabulation purposes this identifier is meaningless and should not be used.

## WEIGHTS AND ESTIMATION

For each record, a weight is provided on each of the respective files. These weights are used to determine the number of population units that each record represents in the total population. Qualification level and Non-formal Training level data items are weighted according to the characteristics of the person who undertook the qualification or training course respectively. Note however, that the names of the weight data items have been given different names for each of the levels – see below.

When estimates are derived from the CURF, it is essential that they are calculated by adding the weights in each category and not just by counting the number in each category. If each weight was 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 biased. The application of weights ensures that person estimates conform to an independently estimated distribution of the population by age, sex, state/territory, section of state/territory and labour force status.

The weights on the CURFs are named as follows:

- Person weight – FINPRSWT.
- Qualification weight – FINQALWT.
- Non-formal Training weight – FINNFMWT.

The Replicate weights (i.e. RPWTP01–RPWTP60 for Person level, RPWTQ01–RPWTQ60 for Qualification level and RPWTN01–RPWTN60 for Non-formal Training level) are used to calculate the sampling error on any estimate produced from the CURFs. Some general information about the use of these replicate weights is provided under the Sampling Error section in Chapter 2: Survey Methodology.

## MERGING CHARACTERISTICS FROM ONE FILE TO ANOTHER

To apply Person level characteristics to a qualification or non-formal training course, the Person level characteristics must be merged onto the Qualification level file (SET09BQ or SET09EQ) or Non-formal Training level file (SET09BN or SET09EN) using the person identifier (ABSPID). Using the Expanded CURF as an example, the following SAS code (or equivalent) can be used:

```
PROC SORT DATA = SET09EP;

BY ABSPID;

PROC SORT DATA = SET09EQ; (or SET09EN)

BY ABSPID;

DATA MERGEFILE;

MERGE SET09EQ (IN = A) (or SET09EN)

SET09EP (KEEP = ABSPID HFSEX HFAGE IN = B);

BY ABSPID;

IF A AND B THEN OUTPUT; *Only keeps records which are present on both files;

RUN;
```

MERGING  
CHARACTERISTICS FROM  
ONE FILE TO ANOTHER  
*continued*

The KEEP statement includes all person data items to be merged onto the Qualification level or Non-formal Training level files. Person characteristics can be merged onto the Qualification or Non-formal Training levels to identify the characteristics about the persons who undertook the courses or qualifications, and these characteristics are applied to each course or qualification. Qualification and Non-formal Training level characteristics should not be merged onto the Person file.

The same code can be used on the Basic CURF for the Person level to the Qualification level (SET09BP - SET09BQ) or the Non-formal Training level (SET09BP - SET09BN).

DERIVING PERSON  
CHARACTERISTICS FROM  
ANOTHER LEVEL

When analysing CURF data it may be useful to create or derive new Person level data items based on information available on the Qualification or Non-formal Training levels. This is referred to as an hierarchical derivation. For example, it may be required to create a count of the number of work related non-formal courses that each person has participated in. Using the Non-formal Training level on the Expanded CURF as an example (SET09EN), the following SAS code (or equivalent) can be used for such a purpose:

```
DATA WCOURSES;
SET SET09EN; BY HFRECID;
IF NFWRPT = 1 THEN NUMCRSE + 1;
IF LAST.HFRECID THEN DO;
OUTPUT;
NUMCRSE = 0;
END;
RUN;
```

The data item NFWRPT (Whether non-formal course was work related) is an existing data item on the Non-formal Training level. A new data item, NUMCRSE (Number of work related non-formal courses participated in), is created in a new Person level dataset called WCOURSES, and records the number of persons who participated in none, one, two, three or four work related courses. These data can then be weighted to produce the required estimates.

SPECIAL CODES

For some data items certain classification values have been reserved as special codes and must not be added as if they were quantitative values. These data items generally relate to income, costs and time spent. For example, code 99999998 for the data item 'Personal gross weekly income from all sources', refers to 'Income unknown or not stated'. Codes 999997 and 999998 for the data item 'Total costs incurred for each non-formal course' refer to 'Attended internally provided work related training course' and 'Don't know' respectively. Other data items with similar special codes include: 'Equivalised gross household weekly income', 'Cost to participant for course fees for non-school qualification', and 'Total contact hours for non-formal course'.

## SPECIAL CODES

*continued*

Furthermore, most data items included on the 2009 SET CURFs include a 'Not applicable' category. The classification value of the 'Not applicable' category and other special codes, where relevant, are shown in the CURF data item list (see Data Item List section at the end of this Chapter).

## MULTI-RESPONSE FIELDS

A number of questions included in the SET allowed respondents to provide one or more responses. On the CURF, each response category for one of these multi-response questions (or data items) is basically treated as a separate data item. These data items have the same general data item identifier (SASName) but are each suffixed with a letter – A for the first response, B for the second response, C for the third response, and so on.

For example, the multi-response data item 'All reasons wanted to but did not study a formal qualification in the last 12 months' (with a general SASName of BFORMQ2), had 16 response categories. Consequently, 16 data items have been produced - BFORMQ2A, BFORMQ2B, BFORMQ2C and so on to BFORMQ2P. Each data item, except for BFORMQ2A, will have a corresponding value against the relevant response with the remaining values corresponding to a 'Null response'. The Null response (generally a value of 0 or 00) is a default code and should be ignored. In the case of the A position (i.e. BFORMQ2A), this also includes the 'Not applicable' category (generally a value of 9 or 99) which are those persons who were not asked the particular question.

It should be noted that the sum of individual multi-response categories will be greater than the population or number of people applicable to the particular data item as respondents are able to select more than one response.

## POPULATIONS

In a significant change from the 2005 SET CURFs, the 2009 SET CURFs do not include separate population data items. The populations relevant to each data item are identified in the data item list and these should be borne in mind when running data from the CURF. The actual population count for each data item is equal to the total cumulative frequency minus the 'Not applicable' category.

Generally, all populations, including very specific populations, can be 'filtered' by using other relevant data items. For example, if the population of interest is 'Employed persons', any data item with that population (excluding the Not applicable category) can be used. For example, the data items 'Employed full-time or part-time' (LFFTPT) and 'Occupation in current job or business' (LFOCCCE) are applicable to employed persons only. Therefore, either of the following filters could be used when restricting a table to 'Employed persons' only:

$LFFTPT > 0$  or  $LFOCCCE > 00$

(Note: For these data items the 'Not applicable' categories are code 0 and code 00 respectively – which is therefore excluded from the population filter).

Conversely, code 1 for the data item Labour force status (LABFQ99) is Employed persons. Therefore, once again, if the population of interest is Employed persons, this data item could be used as the filter (i.e.  $LABFQ99 = 1$ ).

POPULATION OF INTEREST	As outlined in Chapter 2, the Basic and Expanded CURFs only include records for those persons in the Population of Interest. Consequently, it is not possible to derive estimates of the characteristics of persons aged 65–74 years as proportions of the total population aged 65–74 years, as all persons in this age group are not represented in the sample present on the CURFs.
GEOGRAPHY	To enable analysis at a regional level, each record on the Basic and Expanded CURFs contains a state/territory identifier (STATEURB or STATEUR) and a substate identifier (AREAURCU). The Expanded CURF also includes a third geographic identifier (REMOTECE) which refers to remoteness areas. The AREAURCU geographic data item ('Area of usual residence') has two output categories – Capital City and Balance of State or Territory. Only the capital city statistical divisions (as defined in the <i>Australian Standard Geographical Classification ASGC</i> (cat. no. 1216.0)) of the six states are included in the Capital City category. All other regions in Australia, including the territory capitals, Darwin and Canberra are classified to the Balance of State or Territory category.
CONDITIONS OF USE OF SEIFA AND GEOGRAPHIC DATA ITEMS	To provide CURF users with greater flexibility in their analyses, the ABS has included one Socio-economic Index For Areas (SEIFA) and several sub-state geography data items on the Expanded CURF. Conditions are placed on the use of these items. Tables showing multiple data items, cross tabulated by more than one sub-state geography at a time, are not permitted due to the detailed information about small geographic regions that could be presented. However, simple cross-tabulations of population counts by sub-state geographic data items may be useful for clients in order to determine which geography item to include in their primary analysis, and such output is permitted.
DIFFERENCES BETWEEN FREQUENCY COUNTS BETWEEN BASIC AND EXPANDED CURFS	Frequency counts for the same data items available on both the 2009 SET Basic and Expanded CURFs may differ slightly between the two files. This is the result of the different levels of confidentiality applied to each of the files.
DATA ITEM LIST	<p>A complete list of all data items on the CURFs is provided in the Excel spreadsheet (<i>6278055001_Data_Item_List.xls</i>) that accompanies this manual. The data items are grouped under the following broad topics and sub-topics:</p> <ul style="list-style-type: none"> <li>■ PERSON LEVEL <ul style="list-style-type: none"> <li>■ Demographics</li> <li>■ Household Demographics</li> <li>■ Parental Demographics</li> <li>■ Labour Force</li> <li>■ Education and Training Workforce</li> <li>■ Education <ul style="list-style-type: none"> <li>● School</li> <li>● Current Study</li> <li>● Attainment</li> <li>● Formal Learning in the last 12 months</li> <li>● Incomplete</li> </ul> </li> <li>■ Education and Employment Outcomes <ul style="list-style-type: none"> <li>● First Qualification</li> </ul> </li> </ul> </li> </ul>

## DATA ITEM LIST

*continued*

- Most Recent Qualification
- Non-formal Learning
  - Summary of Work Related Training
  - Participation in Training
  - Time Spent on Training
  - Training Costs
- Informal Learning
- Participation in Learning
- Barriers to Learning
  - Access
  - Difficulties
- Health and Disability
  - Disability
  - Self-assessed Health Status
- Income
- QUALIFICATION LEVEL
  - Characteristics
  - All Qualifications
  - Formal Non-School Learning in the last 12 months
  - Work Related Formal Learning in the last 12 months
- NON-FORMAL TRAINING LEVEL
  - All Non-Formal Learning in the last 12 months
  - Work Related Non-Formal Learning in the last 12 months

Users intending to purchase CURFs should ensure that the data they require, and the level of detail required, are available on the CURF they are intending to use.

DATA AVAILABLE ON  
REQUEST

Data obtained in the survey but not contained on the CURF may be available from the ABS on request, as statistics in tabulated form.

Subject to confidentiality and sampling variability constraints, special tabulations can be produced incorporating data items, populations and geographic areas selected to meet individual requirements. These are available on request, on a fee for service basis, and can be provided in printed or electronic form. Contact the National Information and Referral Service on 1300 135 070 or <[client.services@abs.gov.au](mailto:client.services@abs.gov.au)> for further information.

## COMPARABILITY OF TIME SERIES

The SET is a repeat survey. It has been collected every four years since 1989 with reasonable comparability from 1993 to 2005. However, as a result of a major review of the survey, which was undertaken in consultation with key stakeholders in 2007, a number of changes were introduced for the 2009 cycle.

Essentially, the same methodology has been used since 1993, however, the scope of the surveys have differed. While the scope of the 2009 survey included persons aged 15–74 years, the questions focused on persons aged 15–64 years and persons aged 65–74 years who were in or marginally attached to the labour force. The 2005 survey included all persons aged 15 years and over, with those aged 70 years and over asked a subset of questions regardless of their employment status. The 2001 survey included all persons aged 15–64 years. In comparison, the scope of the 1997 survey was narrower and included persons aged 15–64 years who:

- had worked as wage or salary earners in the previous 12 months
- were employed, unemployed or marginally attached to the labour force
- were aged 15–20 years and still at secondary school
- were not in the labour force but were studying, or had studied in 1997.

The scope of the 1993 survey was even narrower than that of the 1997 survey. It included persons aged 15–64 years who had worked as wage or salary earners ('employees') in the last 12 months, as well as those who, at the time of the survey, were employers, self-employed, unemployed or marginally attached to the labour force, except:

- persons aged 15–20 years still at school
- persons working as unpaid family helpers or solely for payment in kind unless they had also held a wage or salary job in the last 12 months.

Other main differences between the surveys include:

- In 2001, 2005 and 2009, Australian Defence Force personnel living in private dwellings were included in the survey. However, these persons were excluded in 1997 and 1993.
- The use of different standard classifications which impact on comparability. Full details of the classifications, including correspondence tables that show the relationships between different editions, can be obtained by accessing the relevant classification publications, as listed below, on the ABS web site <<http://www.abs.gov.au>>.

COMPARABILITY OF TIME  
SERIES *continued*

- For 2001, 2005 and 2009 the *Australian Standard Classification of Education (ASCED), 2001* (cat. no. 1272.0) was used to classify educational activity, by the level and field of the activity. ASCED was designed to be applied to a number of education related concepts, such as 'qualification', 'unit of study', 'module' or 'course'. The classification includes all pre-primary, primary and secondary education, as well as all formal non-school education and training. The *ABS Classification of Qualifications (ABSCQ), 1993* (cat. no. 1262.0) was used in the 1993 and 1997 surveys and its conceptual basis was of qualifications as a unit of measurement.
- Industry data in the 2009 SET have been classified according to the *Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006* (cat. no. 1292.0). In the 1993 to 2005 surveys, industry data were classified according to the *Australian and New Zealand Standard Industrial Classification (ANZSIC), 1993* (cat. no. 1292.0).
- Occupation data in the 2009 SET have been classified according to the *Australian and New Zealand Standard Classification of Occupations (ANZSCO), First Edition, 2006* (cat. no. 1220.0). In the 1997 to 2005 surveys, occupation data were classified according to the *Australian Standard Classification of Occupations (ASCO), Second Edition, 1997* (cat. no. 1220.0). In the 1993 survey, occupation data were classified according to *ASCO, First Edition*.
- For the 2009 and 2005 surveys, 'work related training' only referred to specific courses undertaken to obtain, maintain or improve employment related skills or competencies. For the 2001 survey, 'training' included on-the-job training. In the 1997 survey, the term 'training' also included any study undertaken towards the completion of an educational qualification.

DIFFERENCES BETWEEN  
2009 CURFS AND 2005  
CURFS

*Structure of files*

As outlined in Chapter 3, the 2009 SET Basic and Expanded CURFs each consist of three data files – one file comprising data items relating to persons, one file comprising data items relating to qualifications and one file comprising data items relating to non-formal training courses. The Person level file also includes some qualification and non-formal training information related to the person such as the level and field of highest educational attainment and the number of non-formal training courses participated in.

In comparison, the 2005 SET Basic CURF consisted of two data files, one file including data items relating to work-related training courses completed (containing details of the most recent, second, third and fourth most recent courses), and the other containing all other person data items. The 2005 SET Expanded CURF had an additional data file relating to qualifications completed.

Note that prior to 2005, the CURFs consisted of only one flat data file comprising all available data items. In essence, this means that all data items from the 'training course level' for example, were present on the person level; i.e. the same data items are repeated for each of the training courses. For example, if a person reported four work related training courses there are four data items relating to field (e.g. T1FIELD, T2FIELD, T3FIELD and T4FIELD) and four data items relating to costs (e.g. T1COST, T2COST, T3COST and T4COST), etc. This is just an alternative file structure which differs from that adopted for 2005 and 2009 where the hierarchical structure (i.e. different

*Structure of files  
continued*

levels) is used. Consequently, on the 2009 file, there is one non-formal training data item relating to the field of training (NFFLDCU) which is used in conjunction with the training flag (NFRMNO) to determine whether it is the most recent (NFRMNO=1), second (NFRMNO=2), third (NFRMNO=3) or fourth (NFRMNO=4) most recent non-formal training course.

*Main content changes  
between the 2009 SET  
and 2005 SET*

There have also been a number of key questionnaire changes since the 2005 survey which include:

- The collection of detailed information about all qualifications completed (up to a maximum of 15) compared with only the 3 highest qualifications in 2005. In addition, in 2005 the order of a person's highest to third highest qualification was based on the respondent's perception whereas, in 2009, the order was systematically derived after the level and field of each qualification had been coded. This change is not considered to be significant.
- The introduction of an education and employment outcomes topic based on the first completed and the most recent completed non-school qualification(s).
- The adoption of the concepts of participation in formal, non-formal and informal learning undertaken in the last 12 months, based on the International Classification of Learning Activities (CLA) which was developed by Eurostat and released in July 2006. This also resulted in the collection of data about informal learning, which encompasses lifelong learning, for the first time.
- Significant definitional changes to the 'work related training' topic. These particular changes have resulted in the work related training data items being incomparable over time and should not be used in conjunction with similar data from previous series. However, the 2009 SET has collected data on all non-formal training courses undertaken and not just work related training as in previous surveys. More detailed information regarding the changes to the work related training topic are provided in the following section.
- The collection of parental information (employment and education) for persons aged 15–24 years.
- The collection of data about time spent on formal learning and associated costs.
- Minor changes to the collection of employment, income and disability information to align with new ABS standards.

These and other issues, as well as changes to selected data items and new data items included in 2009, are covered in more detail below. Minor changes between data items (e.g. different classification categories) can best be identified by comparing the 2009 and 2005 CURF data item lists as they are too lengthy and detailed to be reproduced in this paper. Comparing the 2009 and 2005 CURF data item lists will also highlight those data items included in 2005 but not included or collected in 2009.

#### AGE

For the first time, the 2009 SET Basic CURF presents ages in single years for the 15–24 year age group. This enables more detailed analysis of youth as they transition from school to further education and/or employment. All other ages are available in five year age groups.

*Main content changes  
between the 2009 SET  
and 2005 SET continued*

#### BARRIERS TO LEARNING

Both the 2005 and 2009 surveys included data items relating to why people did not want to participate in formal and/or non-formal learning and also why people wanted to but did not participate. These data items related to the 12 months prior to the survey. In 2009, additional questions relating to barriers to learning in the 12 months prior to the survey have been included that cover whether it was difficult to participate in both formal and non-formal learning and the reasons why it was difficult. Together, these data can assist in the analysis of some of the obstacles people face in undertaking study or training such as lack of time, location of classes and costs.

#### COUNTRY OF BIRTH OF FATHER/MOTHER

The level of detail provided for these data items has been expanded and is consistent with the categories shown for 'Country of birth of person'. In 2005, only two categories were available, Born in Australia and Born overseas. This data item is on the Person level file.

#### COUNTRY OF BIRTH OF PARENTS

In addition to Country of Birth of Father/Mother, this data item classifies whether both parents or one parent were born in Australia or overseas. This data item is on the Person level file.

#### CURRENT NON-SCHOOL QUALIFICATION – ISCED

In addition to being classified according to ASCED, the level of current non-school qualifications have also been classified according to ISCED. In the first instance the level of current non-school qualification data were coded to ASCED and then concordances were used to classify the data to the international equivalent. A correspondence table providing comprehensive information on the relationship between ASCED and ISCED is available on the ABS web site as a web page attachment to the *Australian Standard Classification of Education (ASCED), 2001* (cat. no. 1272.0).

Along with occupation data that has been classified according to ISCO, and other completed qualification data coded to ISCED, this provides a basis for international comparisons for these particular data.

#### EDUCATION AND EMPLOYMENT OUTCOMES

New to the 2009 SET are a series of questions aimed at determining the broad impact on respondents' employment after they have completed one or more non-school qualifications. The qualification(s) had to be completed 6 months prior to the survey interview. Where two or more qualifications were completed, the data items are available for the most recent and the first completed qualification. Data items available include: 'Employment status just before completing most recent (and/or first) qualification', 'Employment status 6 months after completing most recent (and/or first) qualification', 'Whether employment status is same before and after completing most recent (and/or first) non-school qualification', 'How did main job before completing most recent (and/or first) qualification compare to main job 6 months after completion', and 'Impact of most recent (and/or first) qualification on working life in first 6 months after completion'.

*Main content changes  
between the 2009 SET  
and 2005 SET continued*

#### FORMAL LEARNING IN THE LAST 12 MONTHS

The alignment of the definition of learning activities with the international CLA for the 2009 SET has resulted in a major focus on participation in educational activities in the last 12 months. In comparison, the 2005 SET, conducted from May to August 2005, collected data for the current year (i.e. 2005) and the previous year (i.e. 2004). While most data items remain the same or similar the change in the underlying concept of the reference period make these data items generally incomparable.

Formal learning in the last 12 months encompasses current, completed and incomplete learning and covers the 12 months prior to each respondent's survey interview. Formal learning encompasses both school and non-school study.

#### HEALTH AND DISABILITY

A number of additional data items relating to disability have been included in the 2009 survey for the first time. These include: 'Severity of disability', 'Type of condition/restriction', 'Whether has education or employment restriction' and 'Type of education or employment restriction'. The addition of these data align with new ABS standards and should generally be consistent with similar data items from other surveys.

Self-assessed health status, a commonly used measure of health status, has also been included in the survey for the first time. While it may not always be equivalent to health status as measured by a medical professional, it does reveal a person's perception of his or her own health at a given point in time.

#### INCOMPLETE FORMAL LEARNING

New data items have been included that show study towards a non-school qualification that has been started but not completed. This covers any study the respondent has stopped, and either intends to or does not intend to complete. It excludes any current study. On the Person level, the level of the most recent incomplete non-school qualification is available. On the Qualification level other information about all incomplete study in the last 12 months is available such as the field of the qualification.

#### INFORMAL LEARNING

The alignment of learning activities with the international CLA in the 2009 SET has resulted in the inclusion of a third category of learning, i.e. informal learning. Informal learning refers to less organised and less structured learning activities that can be related to work, family, community or leisure. Activities may occur on a self-directed basis, a family directed basis or even a socially directed basis, but there must be an intention to learn. Informal learning activities can include: Visits to trade fairs, professional conferences or expos; Attending short lectures, seminars or workshops; Reading manuals, reference books or journals; and Visiting a library to learn.

#### LEVEL OF HIGHEST EDUCATIONAL ATTAINMENT – ISCED

In addition to being classified according to ASCED, education data have also been classified according to ISCED. In the first instance education data were coded to ASCED and then concordances were used to classify the data to the international equivalent. A correspondence table providing comprehensive information on the relationship

*Main content changes  
between the 2009 SET  
and 2005 SET continued*

LEVEL OF HIGHEST EDUCATIONAL ATTAINMENT – ISCED *continued*

between ASCED and ISCED is available on the ABS web site as a web page attachment to the *Australian Standard Classification of Education (ASCED), 2001* (cat. no. 1272.0).

Along with occupation data that has been classified according to ISCO, and other education data (level of current non-school qualifications) coded to ISCED, this provides a basis for international comparisons for these particular data.

NON-FORMAL LEARNING

When comparing the 2009 SET CURF data item list with the 2005 SET CURF data item list it is apparent, at first glance, that almost all data items relating to non-formal training are the same. However, due to major changes in how questions were asked and other conceptual and definitional changes, these data items are not comparable.

In 2005, information relating to non-formal learning was asked about work related training only, with details of the four most recent training courses undertaken in the last 12 months collected. Respondents were directly asked if they had completed particular types of training courses in relation to work and whether they had completed any work related training in particular fields. Prompt cards were used showing examples of the types and fields of work related training courses.

In 2009, information was also collected about the four most recent training courses undertaken in the last 12 months, however these included all non-formal training courses, whether work related or not. A course was then determined to be work related or not based on the responses about the reasons why the respondent undertook the course. Prompt cards were used showing examples of the types of non-formal training courses and listing various reasons for undertaking a course.

The different collection methodology for non-formal work related training between the two surveys can be further explained by the following example.

A person has undertaken 6 training courses in the 12 months prior to the survey. The three most recent courses are not work related and the 4th, 5th and 6th most recent courses are work related. The 2005 survey methodology results in 3 work related courses being reported by the respondent. In comparison, the 2009 survey methodology results in 1 work related course being reported because only details of the four most recent training courses are recorded – and of these four courses only the 4th most recent was work related.

In addition, the prompt cards used in 2005 and 2009 showing examples of the types of non-formal training courses are completely different. With the alignment of learning activities with the international CLA in 2009, it is possible that some work related training courses reported in 2005 would be reported as informal learning in 2009. These particularly cover activities such as attending seminars, workshops, lectures and conferences.

Consequently, in 2005, around 11.2 million work related training courses in total were estimated to have been undertaken by all persons aged 15 years or over. In 2009, the estimate was around 4.4 million courses (by all persons aged 15–74 years in the Population of Interest).

*Main content changes  
between the 2009 SET  
and 2005 SET continued*

#### OCCUPATION – ISCO

In addition to being classified according to ANZSCO, occupation data have also been classified according to ISCO. In the first instance occupation data were coded to ANZSCO and then concordances were used to classify the data to the international equivalent. Correspondence tables providing information on the relationship between ANZSCO and ISCO are available in the *Australian and New Zealand Standard Classification of Occupations (ANZSCO), First Edition, 2006* (cat. no. 1220.0).

Along with education data that has been classified according to ISCED, this provides a basis for international comparisons for these particular data.

#### PARENTAL DEMOGRAPHICS

For persons aged 15–24 years, a number of data items are available that present broad educational and employment details about their parents. These include: 'Level of highest educational attainment', 'Level and Field of highest non-school qualification', 'Year highest non-school qualification completed', 'Highest year of school completed', 'Employment status' and 'Occupation'. These data items can assist in analysing the generational links between education and employment.

#### WORK RELATED FORMAL LEARNING IN THE LAST 12 MONTHS

Several data items in the 2009 CURF are available that provide information on formal non-school qualifications undertaken for work related reasons. These include: 'Whether non-school qualification took place during work hours', 'Whether non-school qualification organised by employer or external provider' and 'Whether provided with financial support for work related non-school qualification'.

Any of these data items can also be used as 'flags' to 'filter' work related qualifications only which can then be cross-tabulated by other data items (e.g. level and field of qualification, time, spent, costs and methods of delivery) to provide further detailed information about those non-school qualifications undertaken specifically for work related purposes.

## CHAPTER 5

## FILE CONTENT .....

### 2009 SET BASIC CURF

The 2009 SET Basic CURF is available on CD-ROM or can be accessed via the RADL or ABSDL. It is available in SAS, SPSS and STATA formats. The Basic CURF comprises the following files:

#### *Data files*

SET09B.csv – contains the confidentialised survey unit record data in comma separated file format. It includes records for all three levels - Person, Qualification and Non-formal Training levels.

SET09B.sas – the SAS program which can be used to translate CSV file format to SAS format. 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 different analysis packages.

SET09BP.sas7bdat – contains the Person level confidentialised survey unit record data in SAS for Windows format.

SET09BQ.sas7bdat – contains the Qualification level confidentialised survey unit record data in SAS for Windows format.

SET09BN.sas7bdat – contains the Non-formal Training level confidentialised survey unit record data in SAS for Windows format.

SET09BP.sav – contains the Person level confidentialised survey unit record data in SPSS for Windows format.

SET09BQ.sav – contains the Qualification level confidentialised survey unit record data in SPSS for Windows format.

SET09BN.sav – contains the Non-formal Training level confidentialised survey unit record data in SPSS for Windows format.

SET09BP.dta – contains the Person level confidentialised survey unit record data in STATA format.

SET09BQ.dta – contains the Qualification level confidentialised survey unit record data in STATA format.

SET09BN.dta – contains the Non-formal Training level confidentialised survey unit record data in STATA format.

#### *Information files*

Readme.txt – lists all the files included on the CD-ROM and is in plain text format.

Responsible Access to ABS CURFs Training Manual\_Mar05.pdf – explains CURF users' roles and obligations when using confidentialised unit record data.

Information files  
continued

6278055001\_2009.pdf – *Technical Manual: Education and Training, CURF, Australia, 2009* (cat. no. 6278.0.55.001). To be used in conjunction with both the Basic and Expanded CURFs.

6278055001\_CURF\_Data\_Item\_List\_SET09.xls – contains all the data items, including details of categories and code values, that are available on both the Basic and Expanded CURFs.

62780\_2009.pdf – previously published results from the 2009 survey, i.e. *Education and Training Experience, Australia, 2009* (cat. no. 6278.0).

Frequencies\_SET09BP.txt – contains weighted and unweighted frequency counts for Person level data items.

Frequencies\_SET09BQ.txt – contains weighted and unweighted frequency counts for Qualification level data items.

Frequencies\_SET09BN.txt – contains weighted and unweighted frequency counts for Non-formal Training level data items.

12720\_2001.pdf – *Australian Standard Classification of Education (ASCED), 2001* (cat. no. 1272.0).

Formats.sasb7cat – the SAS format file which provides labels for associated code values in the SAS version of both the Basic and Expanded CURFs.

Important Information for CURF Users\_300903.pdf – directs users to the ABS website for additional and up-to-date information on what is available from the ABS.

ABS Conditions of Sale.pdf – describes the ABS conditions of sale and copyright obligations.

Copyrite1.bat – describes the copyright obligations for people using ABS products and services.

1406055002\_mar 2006.pdf – provides information about accessing CURFs via the RADL. *Technical Manual: ABS Remote Access Data Laboratory (RADL) User Guide, March 2006* (cat. no. 1406.0.55.002).

2009 SET EXPANDED  
CURF

The 2009 SET Expanded CURF is accessed via the RADL or ABSDL and is available in SAS, SPSS and STATA formats. The Expanded CURF comprises the following files:

*Data files*

SET09EP.sas7bdat – contains the Person level confidentialised survey unit record data in SAS for Windows format.

SET09EQ.sas7bdat – contains the Qualification level confidentialised survey unit record data in SAS for Windows format.

SET09EN.sas7bdat – contains the Non-formal Training level confidentialised survey unit record data in SAS for Windows format.

SET09EP.sav – contains the Person level confidentialised survey unit record data in SPSS for Windows format.

SET09EQ.sav – contains the Qualification level confidentialised survey unit record data in SPSS for Windows format.

SET09EN.sav – contains the Non-formal Training level confidentialised survey unit record data in SPSS for Windows format.

SET09EP.dta – contains the Person level confidentialised survey unit record data in Stata format.

SET09EQ.dta – contains the Qualification level confidentialised survey unit record data in Stata format.

SET09EN.dta – contains the Non-formal Training level confidentialised survey unit record data in Stata format.

*Information files*

6278055001\_CURF\_Data\_Item\_List\_SET09.xls – contains all the data items, including details of categories and code values, that are available on both the Basic and Expanded CURFs.

62780\_2009.pdf – previously published results from the 2009 survey. *Education and Training Experience, Australia, 2009* (cat. no. 6278.0).

Frequencies\_SET09EP.txt – contains weighted and unweighted frequency counts for Person level data items.

Frequencies\_SET09EQ.txt – contains weighted and unweighted frequency counts for Qualification level data items.

Frequencies\_SET09EN.txt – contains weighted and unweighted frequency counts for Non-formal Training level data items.

12720\_2001.pdf – *Australian Standard Classification of Education (ASCED), 2001* (cat. no. 1272.0).

Formats.sasb7cat – the SAS format file which provides labels for associated code values in the SAS version of both the Basic and Expanded CURFs.

1406055002\_mar 2006.pdf – provides information about accessing CURFs via the RADL. *Technical Manual: ABS Remote Access Data Laboratory (RADL) User Guide, March 2006* (cat. no. 1406.0.55.002).

## CLIENT RESPONSIBILITIES

The 2009 SET Basic and Expanded CURFs are 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 CURFs can only be disclosed in a manner that is not likely to enable the identification of any particular person or organisation to which it relates.

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

- use the information only for the statistical purposes specified in the Deed of Undertaking
- not attempt to identify particular persons or organisations
- not disclose, either directly or indirectly, the information to any other person or organisation, other than members of their organisation who have been given prior approval by the ABS to have individual access to the information
- not attempt to match the data, with or without using identifiers, to any other list of persons or organisations
- comply with any other directions or requirements specified in the ABS electronic publication *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 CURFs 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 conditions and restrictions in the *Responsible Access to ABS CURFs Training Manual* which is available on the ABS web site (<http://www.abs.gov.au/about/microdata>) then click on CURF User Tool Kit).

CLIENT RESPONSIBILITIES <i>continued</i>	Use of the data for unauthorised purposes may render the purchaser liable to severe penalties. Advice about the propriety of any particular intended use of the data should be sought from the Microdata Access Strategies Section of the ABS (email: <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 should be referred to <intermediary.management@abs.gov.au>.
PRICE	<p>The price for the 2009 SET Basic or Expanded CURF, as at June 2010, is \$1,430 including GST, freight and handling charges as appropriate.</p> <p>A CURF 'bundle' is the concurrent purchase of both the Basic and Expanded versions of a CURF via a single CURF application. The bundle price for both the 2009 SET Basic and Expanded CURFs, as at June 2010, is \$2,140 including GST, freight and handling charges as appropriate.</p> <p>CURF prices are also listed on the ABS web site (&lt;<a href="http://www.abs.gov.au/about/microdata">http://www.abs.gov.au/about/microdata</a>&gt; then click on Frequently Asked Questions then How much do CURFs cost).</p> <p>While the utmost care is taken in handling the Basic CURF on CD-ROM, deterioration may occur between the time of copying and receipt of the file. Accordingly, if the CD-ROM is not readable on receipt, and this is reported to the ABS within 30 days of receipt, it will be replaced free of charge.</p>
HOW TO ORDER	<p>All clients wishing to access the 2009 SET CURFs are required to sign and submit a Deed of Undertaking. This Deed legally binds the client to comply with the ABS terms and conditions of CURF access. Assistance in applying for CURF access and submitting relevant documentation is provided in <i>Managing ABS Confidentialised Unit Record Files (CURFs): A Step by Step Guide</i> (cat. no 1406.0.55.004). To access this guide on the ABS web site &lt;<a href="http://www.abs.gov.au/about/microdata">http://www.abs.gov.au/about/microdata</a>&gt; click on Applying for CURF Microdata which is on the left menu panel.</p> <p>Before completing the application form, clients should read the <i>Responsible Access to ABS CURFs Training Manual</i> (cat. no. 1406.0.55.003) and other related CURF information which are available on the CURF Microdata web pages (&lt;<a href="http://www.abs.gov.au/about/microdata">http://www.abs.gov.au/about/microdata</a>&gt;).</p>
AUSTRALIAN UNIVERSITIES	The ABS/Universities Australia Agreement provides participating universities with access to a range of ABS products and services. This includes access to the 2009 SET CURFs for research and teaching purposes. For further information, university clients should refer to the ABS web site < <a href="http://www.abs.gov.au/about/microdata">http://www.abs.gov.au/about/microdata</a> > then click on ABS/Universities Australia Agreement on the left menu panel.

FURTHER INFORMATION

The CURF Microdata Entry page on the ABS web site (<<http://www.abs.gov.au/about/microdata>>) contains links to all the information required for understanding and accessing CURFs. However, if other information is required, clients should contact the Microdata Access Strategies Section of the ABS (email: <[microdata.access@abs.gov.au](mailto:microdata.access@abs.gov.au)> or phone: (02) 6252 7714).

## GLOSSARY

<b>Apprentices and trainees</b>	An apprentice or trainee is a person who is party to a legal contract (called a 'contract of training') with an employer to serve a period of training for the purpose of attaining a tradesperson status in a recognised trade. Under the terms of the contract, the employer agrees to provide employment and training in the workplace, and to release the apprentice to attend a compulsory technical education course appropriate to the trade.
<b>Apprentices and trainees under contract</b>	An apprentice or trainee who has signed an agreement or contract or has had one signed on their behalf with a training authority to receive formal training towards a trade or work related qualification.
<b>Area of usual residence</b>	Capital city includes the capital city statistical divisions, as defined in the ASGC, of the six states only. Balance of State or Territories covers all other areas of Australia including the Territory capitals, Darwin and Canberra.
<b>Australian Standard Classification of Education (ASCED)</b>	The ASCED is a national standard classification which includes all sectors of the Australian education system, i.e. schools, vocational education and training, and higher education. 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>Average weekly earnings from current own unincorporated business in last financial year</b>	The profit/loss that accrues to persons as owners of, or partners in, unincorporated businesses. Profit/loss consists of the value of gross output of the business after the deduction of operating expenses (including depreciation). Losses occur when operating expenses are greater than gross receipts and are treated as negative income. Only refers to a person's main job.
<b>Certificate not further defined</b>	In relation to Level of Education, survey responses were coded to Certificate not further defined (n.f.d.) when there was not enough information to code them to Certificate I, II, III or IV in the <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0).
<b>Completed</b>	In reference to non-school qualifications – the completion of all academic requirements for the conferring of an award from an institution.
<b>Correspondence or distance education</b>	A course of instruction that takes place via postal correspondence or electronic media, linking instructions or students who are not together in a classroom for reasons such as distance between home and the educational institution, or illness. Otherwise known as external study.
<b>Country of birth</b>	Country of birth has been classified according to the <i>Standard Australian Classification of Countries (SACC), Second Edition, 2008</i> (cat. no. 1269.0).
<b>Deciles</b>	Groupings that result from ranking all households or people in the population in ascending order according to some characteristic such as their income and then dividing the population into ten equal groups, each comprising around 10% of the estimated population.  See also Income deciles.
<b>Direct activities</b>	In relation to the education and training workforce (i.e. persons who provide teaching or formal training processes as part of their main job), direct activities refer to: <ul style="list-style-type: none"> <li>■ development of lessons, courses, modules, etc.</li> <li>■ delivery of lessons, courses, modules, etc.</li> <li>■ review and/or assessment of lessons, courses, modules, etc.</li> </ul> See also Indirect activities.

<b>Disability or long term health condition</b>	A disability or long-term health condition exists if a limitation, restriction, impairment, disease or disorder, had lasted, or was likely to last for at least six months, and which restricted everyday activities.
<b>Education and training workforce</b>	Refers to currently employed persons who provide teaching or formal training processes as part of their main job.
<b>Educational institution or organisation</b>	An institution or organisation providing education or training such as Universities, TAFEs, Schools, organisations which provide Adult and Community Education, Business Colleges and Professional or Industry Associations.
<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; or</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>Employee</b>	A person who works for a public or private employer and receives remuneration in wages, salary, a retainer fee from their employer while working on a commission basis, tips, piece rates, or payment in kind, or a person who operates his/her own incorporated enterprise with or without hiring employees. In this publication, employee relates to the main job.
<b>Employer</b>	A person who operates his/her own unincorporated economic enterprise or engages independently in a profession or trade, and hires one or more employees.
<b>Employer financial support</b>	Persons who participated in at least one formal or non-formal course during the 12 months prior to interview were asked if they had received financial support from their employer. <p>The types of financial assistance or support cover:</p> <ul style="list-style-type: none"> <li>■ provision of paid time off or study leave</li> <li>■ payment towards HECS/HELP debts (applicable to formal study only)</li> <li>■ payment for fees</li> <li>■ payment for study materials</li> <li>■ payment for study related accommodation or travel expenses</li> <li>■ provision of other financial support.</li> </ul>
<b>Enrolled</b>	Refers to persons enrolled for a course of study at an educational institution or organisation (as defined) in the last 12 months. This includes persons who may have completed, deferred or chosen not to complete such a course within the last 12 months, as well as persons who were studying at the time of enumeration.
<b>Equivalent gross weekly household income</b>	Equivalising adjusts actual income to take into account the different needs of households of different sizes and composition. There are economic advantages associated with living with others because household resources, especially housing, can be shared. <p>The equivalence scale used to obtain equivalised income is that used in studies by the Organisation for Economic Co-operation and Development (OECD) and is referred to as the 'modified OECD scale'. The scale gives a weight of 1.0 to the first adult in the household, a weight of 0.5 for each additional adult (persons aged 15 years and over),</p>

<b>Equivalised gross weekly household income</b> <i>continued</i>	<p>and a weight of 0.3 for each child. For each household, the weights for household members are added together to form the household weight. Total household income is then divided by the household weight to give an income that a lone person household would need for a similar standard of living.</p> <p>Equivalised household income can be viewed as an indicator of the economic resources available to each member of the household.</p>
<b>Family financial support</b>	<p>Persons who participated in at least one formal or non-formal course during the 12 months prior to interview were asked if they had received financial support from their family (i.e. partner or other family member).</p> <p>The types of financial assistance or support cover:</p> <ul style="list-style-type: none"> <li>■ payment towards HECS/HELP debts (applicable to formal study only)</li> <li>■ payment for fees</li> <li>■ payment for study materials</li> <li>■ payment for study related accommodation or travel expenses</li> <li>■ provision of other financial support.</li> </ul>
<b>Field of education</b>	<p>Field of education is defined as the subject matter of an educational activity. It is categorised according to the ASCED, 2001 – Field of Education definition.</p> <p>For the 2009 SET, the ASCED Field of Education classification was also used to classify the fields of non-formal training courses that respondents participated in.</p>
<b>Financial support</b>	<p>Persons who participated in at least one formal or non-formal course during the 12 months prior to interview were asked if they had received financial support from their employer or family (i.e. partner or other family member).</p> <p>The types of financial assistance or support cover:</p> <ul style="list-style-type: none"> <li>■ provision of paid time off or study leave (applicable to employer support only)</li> <li>■ payment towards HECS/HELP debts (applicable to formal study only)</li> <li>■ payment for fees</li> <li>■ payment for study materials</li> <li>■ payment for study related accommodation or travel expenses</li> <li>■ provision of other financial support.</li> </ul>
<b>First language spoken</b>	<p>First Language Spoken is defined as the language the respondent identifies, or remembers, as being the first language which they could understand to the extent of being able to conduct a conversation.</p>
<b>Formal learning</b>	<p>Refers to learning which is structured, taught learning in institutions and organisations and leads to a recognised qualification issued by a relevant body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. A learning activity is formal if it leads to a learning achievement that is applicable within the Australian Qualifications Framework (AQF) and includes workplace training if such training results in a formal qualification. Formal learning refers to both school and non-school qualifications.</p>
<b>Higher education institution</b>	<p>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.</p>
<b>Highest year of school completed</b>	<p>The highest level of primary or secondary education which a person has completed, irrespective of the type of institution or location where that education was undertaken.</p>
<b>Household</b>	<p>A group of related or unrelated persons who usually live in the same dwelling and make common provision for food and other essentials of living; or a lone person who makes provision for his or her own food and other essentials of living without combining with any other person.</p>

<b>Incorporated enterprise</b>	An enterprise which is registered as a separate legal entity to its members or owners (also known as a limited liability company).
<b>Income</b>	Regular and recurring cash receipts before income tax is deducted, including moneys received from wages and salaries, government pensions and allowances, and other regular receipts such as superannuation, worker's compensation, child support, other transfers from other households, scholarships, profit or loss from own unincorporated business or partnership and investment income.
<b>Income deciles</b>	<p>When ranking and deriving income deciles, the same dollar values can appear in adjoining deciles. For the purposes of the 2009 SET CURFs, the decile boundaries were then adjusted so that each decile range was mutually exclusive. The impact of this is minor but it should be noted that the income deciles only approximate 10% of the estimated population.</p> <p>Cases where the income was not stated, not known or refused are recorded as 'Income not known or not stated' and were excluded from the calculation of the deciles. All deciles were calculated on perturbed income values.</p> <p>See also Deciles and Perturbation.</p>
<b>Incomplete formal learning</b>	Study towards a non-school qualification that a person has started but not completed. Includes study that a person has stopped and either intends to complete (but is not yet enrolled to do so) or does not intend to complete.
<b>Indirect activities</b>	<p>In relation to the education and training workforce (i.e. persons who provide teaching or formal training processes as part of their main job), indirect activities refer to:</p> <ul style="list-style-type: none"> <li>■ management of education, training, etc.</li> <li>■ administrative support of education, training, etc.</li> <li>■ marketing and promoting of education, training, etc.</li> </ul> <p>See also Direct activities.</p>
<b>Industry</b>	Industry has been classified according to the <i>Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006</i> (cat. no. 1292.0).
<b>Informal learning</b>	Refers to unstructured, non-institutionalised learning activities that are related to work, family, community or leisure. Activities may occur on a self-directed basis, a family directed basis or even a socially directed basis, but are excluded from scope if there is no specific intention to learn.
<b>Internally provided training course</b>	Refers to work related non-formal training courses that were organised by the respondent's employer (i.e. the course was delivered by a staff member or a consultant/trainer contracted for the purpose) and half or more people participating in the course were employed by the respondent's employer.
<b>Labour force</b>	For any group, persons who were employed or unemployed, as defined.
<b>Labour force status</b>	A classification of the civilian population aged 15 years and over into employed, unemployed or not in the labour force, as defined. The definitions conform closely to the international standard definitions adopted by the International Conferences of Labour Statisticians.
<b>Leave entitlements</b>	Employees were asked whether they were entitled to paid holiday leave and/or paid sick leave with their employer. Entitlement to paid holiday and/or sick leave is sometimes used as a proxy for determining the permanent or casual status of workers.
<b>Level (and Field) not determined</b>	In relation to classifying education, level (and field) not determined categories include inadequately described responses and cases where no response was given.
<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 (ASCED), 2001</i> (cat. no. 1272.0) – Level of Education classification.

<b>Level of highest educational attainment</b>	<p>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 36–42 of the Explanatory Notes in <i>Education and Training Experience, Australia, 2009</i> (cat. no. 6278.0) for how highest level is derived.</p> <p>For this variable, Level (of highest educational attainment) not determined is used when respondents have given their highest level of school completed and have said they have completed a non-school qualification but have not supplied a level for the non-school qualification. Their highest level of school completed may well be their highest level of attainment but because the level of their highest non-school qualification is not available, it can not be determined whether their Year 12, 11 or 10 is their highest level of attainment. Level not determined also includes inadequately described responses or where no responses were given.</p>
<b>Level of highest non-school qualification</b>	The highest qualification a person has attained, other than qualifications associated with school education.
<b>Main English speaking countries</b>	Main English speaking countries (excluding Australia) are: Canada, Republic of Ireland, New Zealand, South Africa, United Kingdom and United States of America.
<b>Main field of education</b>	Main 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 (ASCED), 2001</i> (cat. no. 1272.0) – Field of Education classification.
<b>Main field of highest non-school qualification</b>	The main field of study undertaken by a person in completing their highest educational qualification, other than attainments of primary or secondary education.
<b>Main language spoken at home</b>	The main language spoken by a person in his/her home, on a regular basis, to communicate with other residents of the home.
<b>Marginally attached to the labour force</b>	<p>Persons who were not in the labour force in the reference week, but 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 or could start work within four weeks if child care was available.</li> </ul>
<b>Mixed field programmes</b>	In relation to classifying education, the field Mixed field programmes category refers to programmes providing general and personal development education across different fields. It is categorised according to the <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0) – Field of Education classification.
<b>Non-formal learning</b>	<p>Non-formal learning refers to structured, taught learning, but differs from formal learning in that it does not lead to a qualification within the AQF. It includes non-accredited workplace training, that is, training that does not lead to a recognised qualification.</p> <p>Some examples of types of non-formal courses include:</p> <ul style="list-style-type: none"> <li>■ Adult education courses (e.g. introduction to computing)</li> <li>■ Hobby and recreation courses (e.g. ceramics, jewellery making, dancing)</li> <li>■ Personal enrichment courses (e.g. personal finance, sports instruction, public speaking)</li> <li>■ Work-related courses (e.g. manager development, job search training, induction courses)</li> <li>■ First aid courses</li> <li>■ Bridging courses</li> <li>■ Statements of attainment.</li> </ul>

<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 Post Graduate 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 the labour force</b>	Persons who were not in the categories 'employed' or 'unemployed' as defined.
<b>Occupation</b>	Classified according to the <i>Australian and New Zealand Standard Classification of Occupations (ANZSCO), First Edition, 2006</i> (cat. no. 1220.0).
<b>Other educational institution</b>	Includes institutions or organisations that offer courses and/or training such as Schools, Business colleges, Industry skills centres, Professional or industry associations, Equipment/product manufacturers or suppliers, Job Network members or other government training centres, Adult or community education centres and other organisations.
<b>Own account worker</b>	A person who operates his or her own unincorporated business or engages independently in a profession or trade and hires no employees.
<b>Owner managers of incorporated enterprises</b>	Persons who work in their own incorporated enterprise, that is, a business entity which is registered as a separate legal entity to its members or owners (also known as a limited liability company).
<b>Own unincorporated business income</b>	The profit/loss that accrues to persons as owners of, or partners in, unincorporated businesses. Profit/loss consists of the value of gross output of the business after the deduction of operating expenses (including depreciation). Losses occur when operating expenses are greater than gross receipts and are treated as negative income.
<b>Participation</b>	Participation relates to formal, non-formal and informal learning undertaken in the last 12 months prior to the survey.
<b>Perturbation</b>	Perturbation is a process whereby some values of particular variables are slightly varied to protect the confidentiality of the record. For the SET, perturbation has been applied to all income data items.
<b>Population of Interest</b>	The Population of Interest for SET 2009 covered: <ul style="list-style-type: none"> <li>■ all persons aged 15–64 years, and</li> <li>■ all persons aged 65–74 years who were in the labour force (i.e. employed or unemployed) or marginally attached to the labour force.</li> </ul>
<b>Qualification</b>	A 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. Statements of attainment are excluded.
<b>Remoteness</b>	The ABS has defined Remoteness within the <i>Australian Standard Geographical Classification (ASGC)</i> (cat. no. 1216.0). The ASGC Remoteness Structure is defined only in census years, commencing with the census year 2001, and includes all Collection Districts (CDs) across Australia. The purpose of the Remoteness Structure is to classify CDs which share common characteristics of remoteness into broad geographical regions called Remoteness Areas (RAs). The structure defines six RAs: Major Cities of Australia; Inner Regional Australia; Outer Regional Australia; Remote Australia; Very Remote Australia; and Migratory. <p>The delimitation criteria for RAs are based on the Accessibility/Remoteness Index of Australia (ARIA), which measures the remoteness of a point based on the physical road distance to the nearest Urban Centre in each of five size classes. For this survey, the ASGC 2006 CDs were used. The RAs were derived by calculating the average ARIA index value for each CD and applying the ASGC 2001 RA criteria. The Remoteness Structure is described in detail in the publication <i>Statistical Geography Volume 1: Australian Standard Geographical Classification (ASGC), 2001</i> (cat. no. 1216.0).</p>

<b>Remoteness <i>continued</i></b>	In the Expanded CURF only three Remoteness areas are presented: Major Cities of Australia; Inner Regional Australia; and Other.
<b>School study</b>	School study is participation in primary or secondary level education regardless of the institution or location where that study took place, including at a Technical and Further Education institution (TAFE) or schooling at home.
<b>Sector of employment</b>	Sector of employment is used to classify a respondent's employer as a public or private enterprise. The public sector includes all government units, such as government departments, non-market non-profit institutions that are controlled and mainly financed by government, and corporations and quasi-corporations that are controlled by government. All other employers are classified as the private sector.
<b>Self-assessed health status</b>	A person's perception of his or her own health and well-being at a given point in time.
<b>Severity of disability (core activity restriction)</b>	<p>Disability or a long-term health condition is classified by whether or not a person has a specific limitation or restriction. Specific limitation or restriction is further classified by whether the limitation or restriction is a limitation in core activities or an education/employment restriction only.</p> <p>There are four levels of core activity limitation (profound, severe, moderate, and mild) which are based on whether a person needs help, has difficulty, or uses aids or equipment with any of the core activities (self care, mobility or communication). A person's overall level of core activity limitation is determined by their highest level of limitation in these activities.</p> <p>The four levels are:</p> <ul style="list-style-type: none"> <li>■ profound – always needs help/supervision with core activities</li> <li>■ severe – does not always need help with core activities</li> <li>■ moderate – has difficulty with core activities</li> <li>■ mild – uses aids to assist with core activities.</li> </ul>
<b>Socio-economic Indexes for Areas (SEIFA 2006)</b>	<p>Socio-economic Indexes for Areas 2006 (SEIFA 2006) is a suite of four summary measures that have been created from Population Census information. The indexes rank geographic areas across Australia in terms of their socio-economic characteristics, thereby providing a method of determining the level of social and economic well-being in a region.</p> <p>The Index of Relative Socio-economic Disadvantage is available on the 2009 SET Expanded CURF. This index is a general socio-economic index that summarises a wide range of information about the economic and social resources of people and households within an area. This information includes low income earners, relatively lower educational attainment and high unemployment and provides a general measure of disadvantage only. A high index value reflects a lack of disadvantage rather than high advantage and occurs when the area has few families of low income and few people with little training and in unskilled occupations.</p> <p>On the Expanded CURF, the Index of Relative Socio-economic Disadvantage is presented in deciles only.</p> <p>For further information see <i>Socio-economic Indexes for Areas (SEIFA) – Technical Paper</i> (cat. no. 2039.0.55.001).</p>
<b>Studying full-time</b>	Enrolment in study full-time as reported by the respondent.
<b>Studying part-time</b>	Enrolment in study part-time as reported by the respondent.
<b>Study leading to 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.

<b>Study related government payments</b>	<p>Respondents were asked whether they had received any of the following government payments while participating in formal education (school or non-school) in the last 12 months:</p> <ul style="list-style-type: none"> <li>■ Youth allowance</li> <li>■ Austudy</li> <li>■ Abstudy</li> <li>■ Pensioner education supplement</li> <li>■ Assistance for isolated children</li> <li>■ Other study-related government payment.</li> </ul>
<b>TAFE</b>	<p>A Technical and Further Education institution. In Victoria this may also be interpreted as Training and Further Education. In Tasmania TAFE has been split into two new training organisations known as Polytechnic and Tasmanian Skills Institute. Both are referred to as TAFE for the purposes of the SET.</p>
<b>Training costs incurred by participant</b>	<p>Persons who completed at least one work-related training course during the 12 months prior to interview were asked whether they had personally paid for any part of their training course. Some examples of costs are: course fees, materials, study related accommodation or travel costs and other expenses.</p>
<b>Unemployed</b>	<p>Persons aged 15 years and over who were not employed during the reference week, and;</p> <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</li> <li>■ were available for work in the reference week.</li> </ul>
<b>Unincorporated business</b>	<p>A business in which the owner(s) and the business are the same legal entity, so that, for example, the owner(s) are personally liable for any business debts that are incurred.</p>
<b>Usual weekly earnings in current (main) job or business</b>	<p>Usual weekly earnings is the amount of weekly pay usually earned while working as an employee (including owner/managers of incorporated enterprises), before taxation or other deductions are made. Annual, monthly or fortnightly amounts were converted to their weekly equivalent. Only refers to a person's main job.</p>
<b>Wage or salary earner</b>	<p>An employed person who, during the reference week, worked for an employer for wages or salary in their main job.</p>
<b>Work-related non-formal courses</b>	<p>Non-formal learning was classified as being a work-related course if the main purpose for participating in the learning was one of the following:</p> <ul style="list-style-type: none"> <li>■ to get a job</li> <li>■ to get a different job or promotion</li> <li>■ it was a requirement of their job</li> <li>■ wanted extra skills for their job</li> <li>■ to start own business</li> <li>■ to develop existing business</li> <li>■ to try for a different career</li> </ul>



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