

Information Paper

**Measuring Learning in
Australia**

**Dictionary Of Standards for
Education and Training
Statistics**

2004

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2004

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PREFACE

The Information Paper *Measuring Learning in Australia: Dictionary of Standards for Education and Training Statistics* (cat. no. 4232.0.55.001) has been developed by the National Centre for Education and Training Statistics Unit (NETSU) within the Australian Bureau of Statistics (ABS). NETSU is a joint initiative of the Department of Education, Science and Training, the Australian National Training Authority, all state and territory education and training departments, and the ABS. The NETSU Management Board has endorsed the Dictionary.

The Dictionary is a reference document which defines standards and outlines methods for the use of 19 data elements in statistical, administrative and service provision settings in the education and training sector. The data elements included in the Dictionary were chosen by the ABS and other agencies involved in the project because they provide a range of information that is pertinent to the measurement of education and training in Australia. The data elements are being increasingly used in the statistical and administrative collections of the ABS and other organisations. The fact that standard definitions, question wording and data collection procedures already existed for these data elements, supported the choice of data elements.

The ABS will maintain and update the Dictionary's 19 data elements periodically as the relevant standards change. The updated Dictionary will be re-released electronically on the ABS web site. A summary of changes will be available on the National Centre for Education and Training Statistics Theme Page <www.abs.gov.au/NCETS>.

It is intended that the Dictionary will be used by government, academic and private sector organisations where appropriate in data collection activities, as this will improve the comparability and consistency of education and training data derived from different sources.

The ABS wishes to acknowledge the contributions of stakeholders during the preparation of this document.

Further work associated with this first version of the Dictionary includes undertaking a comparison of existing education and training data collections with the standards contained in the Dictionary, and obtaining feedback from stakeholders about their usage of the Dictionary. Depending on this stakeholder feedback, work could commence on a second version of the Dictionary. The second version could expand to encompass standards for other data elements which are used within the education and training sector.

Agencies are strongly encouraged to use the Dictionary in their data collection and analysis work. Feedback on the usefulness of the Dictionary and any questions about its use may be provided to the Assistant Director of the National Centre for Education and Training Statistics at the following address:

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ABBREVIATIONS

ABS	Australian Bureau of Statistics
ABSCQ	Australian Bureau of Statistics Classification of Qualifications
ACT	Australian Capital Territory
AQF	Australian Qualifications Framework
ARA	any responsible adult
AS/NZS	Australian and New Zealand Standard
ASCED	Australian Standard Classification of Education
ASCL	Australian Standard Classification of Languages
ASGC	Australian Standard Geographical Classification
ASLPR	Australian Second Language Proficiency Ratings
cat. no.	Catalogue number
CD	Collection District
COMIMA	Council of Ministers of Immigration and Multicultural Affairs
DE	data element
GIS	geographic information system
IEC	International Electrotechnical Commission
ISO	International Organization for Standardization
LGA	local government area
MSR	major statistical region
n.e.c.	not elsewhere classified
n.e.i.	not elsewhere included
n.f.d.	not further defined
NSW	New South Wales
NT	Northern Territory
Qld	Queensland
RA	Remoteness Area
SA	South Australia
SACC	Standard Australian Classification of Countries
SD	statistical division
S Dist	statistical district
SLA	statistical local area
SOS	Section of State
SR	statistical region
SRS	statistical region sector
SSD	statistical subdivision
S/T	State or Territory
TAFE	Technical and Further Education
Tas.	Tasmania
UC/L	Urban Centre/Locality
Vic.	Victoria
WA	Western Australia

CHAPTER 1

ABOUT THE DICTIONARY OF STANDARDS FOR EDUCATION AND TRAINING STATISTICS

INTRODUCTION

The Dictionary has been developed by the ABS to provide a means of standardising the way agencies collect and disseminate statistics relating to education and training. This is done by providing definitions, classifications and standards for 19 data elements that are commonly used in education and training statistical collections, and guidance about using these standard measures. The Dictionary has been designed for the implementation of standards in self-enumerated and administrative collections.

The first chapter of the Dictionary contains information about the Dictionary, including the development, and the content, of data elements. The second chapter contains information about implementing the Dictionary in data collections. The third chapter contains definitions of the 19 data elements. In order to provide users with additional detail about the development of the Dictionary, the data element attributes, and relevant classifications, a range of appendixes are provided.

DEVELOPMENT OF THE DICTIONARY

During 2002 the National Centre for Education and Training Statistics (within the ABS) completed several projects that resulted in the release of *Measuring Learning in Australia: A Framework for Education and Training Statistics* (cat. no. 4213.0) and the development of *Measuring Learning in Australia: Plan to Improve the Quality, Coverage and Use of Education and Training Statistics* (cat. no. 4231.0). These projects reported that statistics on education and training come from a diverse range of agencies, which are often characterised by a high degree of independence from each other, with relatively little attention to overarching coverage and comparability. The *Plan to Improve the Quality, Coverage and Use of Education and Training Statistics* identified the need to promote increased use of statistical standards in the education and training sector as a priority to improve the comparability and consistency of education and training statistics.

To progress work in this area, the National Education and Training Statistics Unit (within the National Centre for Education and Training Statistics) investigated options for developing a data dictionary for use in education and training statistical collections. A Data Dictionary paper (ABS 2002) was prepared for consideration at the Unit's Management Board meeting in December 2002. This paper assessed the need for a data dictionary, outlined the possible coverage and content, and discussed its applications, limitations, and resource requirements. The Unit's Management Board agreed that a basic Dictionary of Standards for Education and Training Statistics should be developed in the first instance.

To facilitate consultation with the sector during the development of the Dictionary, a Data Reference Group was established in March 2003. This group comprised representatives from a range of education and training agencies across Australia which collect administrative and survey data (Appendix 2 provides details of the Data Reference Group membership). The Data Reference Group provided expert advice about the content and detail of data elements in the Dictionary.

In September 2003, after consultation with the Data Reference Group, a draft Dictionary of Standards for Education and Training Statistics was compiled. The draft Dictionary was circulated for comment between February and April 2004, allowing agencies that collect education and training data to provide comments on the content and detail of the Dictionary. This process has been finalised and the Unit's Management Board has endorsed the Dictionary. The Dictionary will be released on the ABS web site <<http://www.abs.gov.au>>.

DATA ELEMENTS

The Dictionary provides definitions, recommended question modules, classifications and code structures for 19 data elements. These data elements are based on existing ABS statistical standards, with standard definitions, question wording and data collection procedures.

The data elements are presented in the Dictionary by characteristic type rather than alphabetically. This allows data elements with interrelationships to be grouped together. The presentation of data elements in the Dictionary is outlined below.

1 DATA ELEMENTS, By characteristic type

Characteristic type	Data element
Demographic characteristics	Age Date of birth Sex
Cultural and language characteristics	Main language spoken at home Main language other than English spoken at home First language spoken Languages spoken at home Proficiency in spoken English Indigenous status Country of birth of person Year of arrival in Australia
Education characteristics	Highest year of school completed Level of highest non-school qualification Year non-school qualification completed Main field of highest non-school qualification Level of highest educational attainment Main field of highest educational attainment
Geographic characteristics	Location address Postal address

The data elements are presented in a format that is consistent with International Organization for Standardization/International Electrotechnical Commission (ISO/IEC) 11179 *Specification and Standardization of Data Elements* — the International Standard for defining data elements issued by the International Organization for Standardization and the International Electrotechnical Commission. The data elements contain only the essential components of the standards required for use in self-enumerated and administrative collections. A full specification of the standards for each data element (with the exception of 'Location address' and 'Postal address' data elements) can be found in the Statistical Concepts Library on the ABS web site. (The standards in the Statistical Concepts Library are not presented in the format of ISO/IEC 11179 and refer to variables rather than data elements. The name of the data element in the Dictionary is the same as the name of the corresponding variable in the Statistical Concepts Library.)

DATA ELEMENT ATTRIBUTES

A basic set of attributes have been applied to each data element that focus on identifiers, definitions and classification categories. The attributes have been designed to ensure that each data element is clear, concise, unambiguous and comprehensive, and provides sufficient information to ensure that those who collect, provide, analyse and use the data, clearly understand its meaning. The attributes applied to each data element are summarised below. Additional information about the data element attributes is provided in Appendix 1.

2 DATA ELEMENT ATTRIBUTES

Attribute category	Name of data element attribute
Identifying and definitional	Data element name Definition Context Version number
Relational	Classification scheme Guide for use Related data Type of relationship Data collection methods Rules
Representational	Form of representation Datatype Maximum size of data element values Minimum size of data element values Permissible data element values
Administrative	History Comments

AUSTRALIAN STANDARD CLASSIFICATIONS

The Dictionary uses standard classifications published by the ABS where they are available. These classifications are reviewed from time to time to reflect changes in the Australian social environment. The relevant Australian Standard Classifications for data elements included in the Dictionary are listed below.

- Countries — published as Australian Bureau of Statistics, *Standard Australian Classification of Countries (SACC)*, cat. no. 1269.0, ABS, Canberra.
- Education — published as Australian Bureau of Statistics, *Australian Standard Classification of Education (ASCED)*, cat. no. 1272.0, ABS, Canberra.
- Geography — published as Australian Bureau of Statistics, *Australian Standard Geographical Classification (ASGC)*, cat. no. 1216.0, ABS, Canberra.
- Languages — published as Australian Bureau of Statistics, *Australian Standard Classification of Languages (ASCL)*, cat. no. 1267.0, ABS, Canberra.

Other Australian Standard Classifications are available on the ABS web site in the Statistical Concepts Library.

For geographical and address information the following standards published by Standards Australia are also used:

- Location — AS 4590 — Interchange of Client Information.
- Location — AS/NZS 4819:2003 Geographic information — Rural and urban addressing.

QUESTION MODULES

The statistical standards presented in the Statistical Concepts Library on the ABS web site specify question modules designed to collect data for the measurement of a particular variable (element) consistently in different settings. More than one question module may be developed for an individual variable and each of the modules is designed for a specific purpose. The content of the question module chosen depends on how the data will be used, the collection methodology, and issues such as space constraints on the questionnaire.

As far as possible, conceptual and operational consistency is maintained across all of the question modules for an individual variable, in order to maximise comparability. Inevitably, however, data collected using different question modules will have some limitations in terms of comparability due to differences in the degree of precision and the level of detail collected.

Self-enumerated question modules

The question modules included in the Dictionary are designed for self-enumerated and administrative collections only. Question modules for both self-enumerated and other collection methodologies, including personal interviewer conducted collections, are available on the ABS web site in the Statistical Concepts Library. It is recommended that users refer to this site if they are using a collection methodology other than self-enumerated collections.

Detailed standard question modules

Some data elements can be collected using two question options — detailed and minimum data questions. Detailed data questions elicit more complete information than the minimum data question. For example, for the variable 'Country of birth of person', the detailed data question module collects information about the country in which a person was born. The minimum data question module collects information about whether a person was 'born in Australia' or 'born in another country'.

The question modules for all data elements provided in the Dictionary contain the detailed standard questions only. It is recommended these question modules be used wherever possible as they collect data to the most detailed level of the classification and they provide the greatest flexibility for the output of statistics.

Several data elements in the Dictionary have two forms of the detailed question module: one that contains a tick box list and an 'Other – please specify' response category, and an alternative that allows the respondent to write in their response. Each of the two question modules elicits the same information. The module used will depend upon survey requirements.

Tick box responses are 'self-coded', which reduces the amount of manual or office coding needed, as the majority of responses are captured by the list. If there is a need for detailed information but space constraints are an overriding consideration, then the alternative module could be used. This may be a more expensive and time consuming option, as each response will need to be manually coded to a classification category using a coding index.

Navigating the question modules

Example responses, prompts and additional information about how to answer the question are given in *italics* directly beneath the relevant question. As these are important for the correct interpretation of the question, they should always be included on self-enumerated questionnaires and administrative forms.

The way in which a question is worded in a self-enumerated collection will depend on the methodology used. These wording variations are in square brackets: []. Only the option that relates to the methodology being used should be included when designing the questionnaire. For example, where any person in the household could answer for others in the household, the question wording 'Does the person', 'Is the person', etc., is used.

QUESTION MODULES *continued*

Navigating the question modules continued

Question modules for some data elements have a dependency relationship with modules for other data elements, related to issues such as sequencing and derivation. For example, the 'Proficiency in spoken English' question should be asked after a language question which filters out people who only speak English. The method of obtaining data on 'Level of highest educational attainment' is by derivation from the standard question modules for 'Highest year of school completed', 'Level of highest non-school qualification', 'Year non-school qualification completed' and 'Main field of highest non-school qualification'. Instructions are provided in the relevant data elements about the interrelationship between data elements and any sequencing of question modules or derivation of data elements.

Tailoring response categories

It is possible to 'tailor' tick boxes to suit the needs of the collection. The tick box options provided for responses to each of the questions in the Dictionary have been included primarily on the basis of their statistical significance in the Australian context. However, different regions may differ in certain characteristics. In these cases, it may be more cost effective to 'tailor' the tick boxes to better represent the population being surveyed, using data from the ABS Census of Population and Housing or other sources. For further information about tick box options which are relevant to specific regions, contact the Assistant Director, Standards Support by email social.classifications@abs.gov.au or telephone (02) 6252 5736.

ADDITIONAL INFORMATION

Cultural and language data elements

Eight cultural and language data elements are included in the Dictionary. These data elements are included in a suite of 12 variables that were endorsed by the Council of Ministers of Immigration and Multicultural Affairs (COMIMA) as a standard set of indicators for use in measuring cultural and linguistic diversity. Within the standard set of indicators a minimum core set of variables was identified that were considered necessary to collect the minimum amount of information needed to measure cultural and language diversity.

COMIMA recommended that the minimum core set of cultural and language indicators be progressively implemented in administrative and service settings to provide data to determine, measure and monitor service needs (access and equity requirements), and to provide a measure of cultural diversity in its broader sense. Any of the non-core variables in the standard set can be added to the minimum core set to meet particular information requirements.

Table 3 provides an overview of the variables included in the standard set of cultural and language indicators, identifies the minimum core set and non-core variables, and indicates which eight variables are included in the Dictionary. Further information about this set of indicators is available on the ABS web site in the Statistical Concepts Library.

ADDITIONAL INFORMATION
continued

Cultural and language data elements
continued

3 STANDARD SET OF CULTURAL AND LANGUAGE INDICATORS

Variable	Type of variable	Status in Dictionary
Country of birth of person	Minimum Core Set	Included
Main language other than English spoken at home	Minimum Core Set	Included
Proficiency in spoken English	Minimum Core Set	Included
Indigenous status	Minimum Core Set	Included
Ancestry	Non-core Variable	Not included
Country of birth of father	Non-core Variable	Not included
Country of birth of mother	Non-core Variable	Not included
First language spoken	Non-core Variable	Included
Languages spoken at home	Non-core Variable	Included
Main language spoken at home	Non-core Variable	Included
Religious affiliation	Non-core Variable	Not included
Year of arrival in Australia	Non-core Variable	Included

CHAPTER 2

USING THE DICTIONARY OF STANDARDS FOR EDUCATION AND TRAINING STATISTICS

INTRODUCTION

As noted in Chapter 1, the Dictionary contains 19 data elements that are being increasingly used in the statistical and administrative collections of the ABS and other organisations. These data elements were chosen because they provide a range of information that is pertinent to the measurement of education and training in Australia. The fact that standard definitions, question wording and data collection procedures already existed for these data elements, supported the choice of data elements.

COLLECTING EDUCATION AND TRAINING DATA

The ABS recommends that the statistical standards referenced in the 19 data elements in the Dictionary be used when collecting information about these data elements. This will ensure that consistent and comparable data are collected across statistical and administrative collections, and over time, for all government and private sector collections. This will also provide the basis of comparability of information collected within and between agencies, especially comparability with data produced by the ABS.

When implementing the standards in collections it is recommended that agencies adopt the definitions, recommended question modules, classifications and coding structures provided in the Dictionary. Responses to data element questions should be classified using standard classifications and associated coding procedures. These classifications are well researched and soundly developed and their use enables the ready comparison of data from different sources. The use of coding indexes designed to complement the classifications will simplify the coding process and improve data accuracy.

Organisations may need to review and adjust their measurement tools and data processing procedures to fully implement the standards proposed for each data element in their collections. While implementation of the data elements may involve some initial costs and inconvenience, consistent use of the data elements will ultimately result in improved usefulness of information collected.

USING EDUCATION AND TRAINING DATA

Measuring Learning in Australia: A Framework for Education and Training Statistics (cat. no. 4213.0) offers an underlying scheme for the selection and presentation of data elements for the Dictionary. It provides a suggested way of thinking about the boundaries and content of statistics on education and training (referred to as 'learning' in this publication). The framework can be used to shape the way agencies think about and draw together information on learning and to guide their statistical work.

The scope of the framework is deliberately broad, allowing policy makers and other data analysts to consider the relative importance of various types of information. The key features of the framework are:

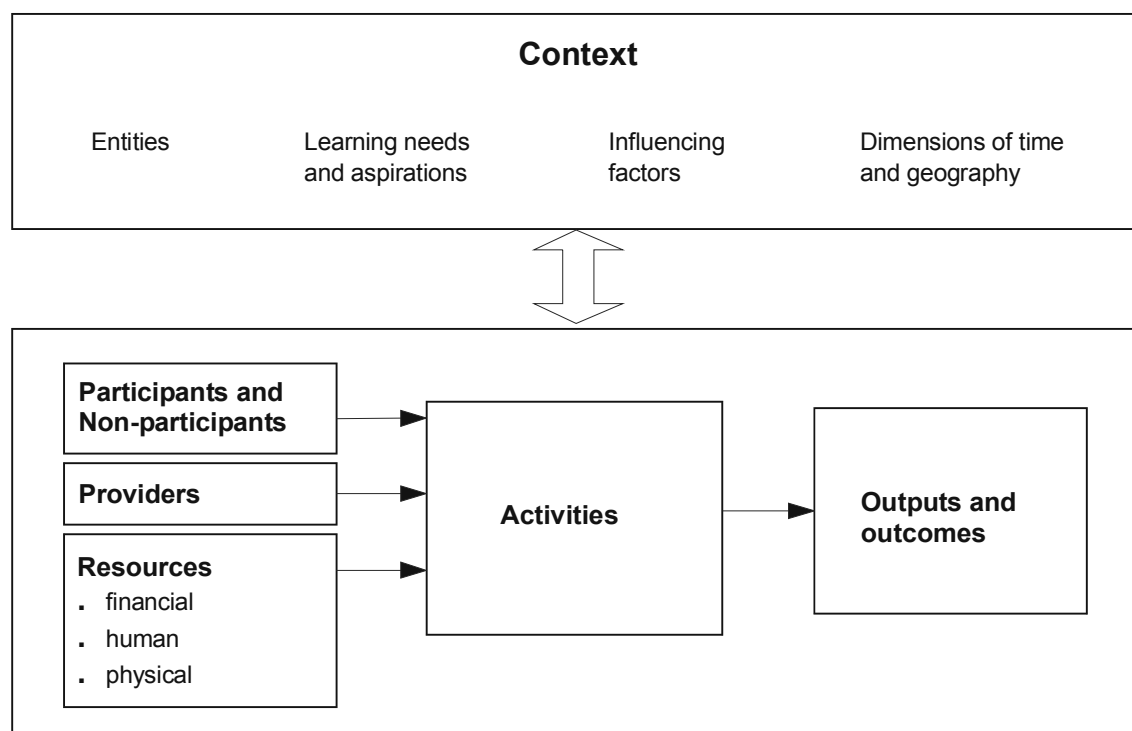
- an underlying model which identifies various elements
- a multi-level structure
- both activity and industry perspectives.

These features are outlined below. Additional information about the framework is available in *Measuring Learning in Australia: A Framework for Education and Training Statistics* (cat. no. 4213.0).

*The model underpinning
the framework*

The framework is based on a model which describes the elements about which information is required.

4 FRAMEWORK MODEL



Elements of the framework

The framework proposes seven key elements about which information is required and these are:

- *Context*: representing the wider environment within which decisions are made about learning activities. This element incorporates the key dimensions of time and geography.
- *Participants*: those who are undertaking learning activities.
- *Non-participants*: those who are not undertaking learning activities.
- *Providers*: organisations, and in some cases individuals, which deliver learning activities.
- *Resources*: the financial, human and physical resources which may be necessary for learning to occur.
- *Activities*: learning activities, activities of educational institutions, as well as the activities of non-participants.
- *Outputs and outcomes*: the results and/or effects of learning activities.

A multi-level structure

In order to provide a comprehensive statistical picture, a three-level information structure may be overlaid on the framework model:

- *Individual*: this level is concerned with information about people, because individual learning pathways are a key aspect of the framework. The main statistical unit for this level is the person, but others include households and families.
- *Organisational*: this level is concerned with information about organisations, including educational institutions and employers. One of the main statistical units for this level is the enterprise.

USING EDUCATION AND
TRAINING DATA
continued

*A multi-level structure
continued*

- *Systemic*: this level represents the broadest perspective of the framework, and is concerned with information about the national 'system' for education and training. The main statistical units for this level are state and territory government and Australian Government.

Much policy-related analysis takes place at a broad level, and necessitates the use of information from each of the above three levels.

Activity and industry perspective

Learning activities occur in a variety of settings — they take place in institutions which have teaching as their principal function, and other settings such as childcare centres, home, communities, and work places. Stakeholders are often concerned with measuring learning activities across a range of these settings, and are interested in learning from a *learning activities* perspective. For some purposes, though, an industry perspective may be needed. The education industry can be thought of as encompassing all entities which deliver education services as their main activity. While such entities clearly facilitate learning activities, they also undertake other activities (such as research). These auxiliary activities, although not themselves learning activities, are also included within the scope of the framework.

Using the framework

There are a number of ways in which the framework may be useful to guide agencies in their statistical work. For example:

- The framework can be used to identify data gaps or duplications in a jurisdiction's administrative or survey collections. Combining the seven key elements about which information is required with the three level information structure provides a means to achieve this.
- The framework provides the backdrop for taskforce or committee deliberations when developing key performance measures and population group disaggregations, or when considering resourcing issues.
- The framework elements could be used to organise data relating to agencies' own jurisdictions, such as in their data warehouses, and/or in public reporting. By giving prominence to the geographic dimension, for example, states and territories could present a view of education and training in their own jurisdictions which is consistent with the framework.
- The framework points to standard statistical classifications and definitions which should be used in administrative systems and statistical collections to maximise the comparability of learning-related statistics across the different sources.

MAINTENANCE OF THE DICTIONARY

Users of the Dictionary should be aware that standards are subject to an ongoing testing and maintenance program and may change as a result. In particular, the questions are reviewed regularly and the question response categories are updated on the basis of the latest available data. For instance, the 'Country of birth of person' response categories will be updated following the 2006 Census when necessary.

Ongoing maintenance of the Dictionary will occur annually or more regularly to reflect changes in standards. This practice will ensure that the Dictionary is up-to-date. A summary of changes will also be presented on the National Centre for Education and Training Statistics theme page on the ABS web site under the broad heading Dictionary of Standards for Education and Training Statistics.

The ABS provides advice on the use and appropriate implementation of standards. Variations from the standards are not encouraged and should only be formulated and used in consultation with the ABS.

CONTACT DETAILS

For more information about the Dictionary, please contact Fiona Mackie at the ABS.

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Feedback or comments on this publication, including requests for new data elements are welcome.

CHAPTER 3

INTRODUCTION

DATA ELEMENTS

This chapter presents the statistical standards for each of the data elements included in the Dictionary. As noted in Chapter 1, the data elements are presented in the Dictionary by 'Characteristic Type' rather than alphabetically. This type of presentation allows data elements with interrelationships to be grouped together.

The presentation of data elements in the Dictionary is outlined below.

5 DATA ELEMENTS, By characteristic type

Characteristic type	Data element
Demographic characteristics	Age Date of birth Sex
Cultural and language characteristics	Main language spoken at home Main language other than English spoken at home First language spoken Languages spoken at home Proficiency in spoken English Indigenous status Country of birth of person Year of arrival in Australia
Education characteristics	Highest year of school completed Level of highest non-school qualification Year non-school qualification completed Main field of highest non-school qualification Level of highest educational attainment Main field of highest educational attainment
Geographic characteristics	Location address Postal address

AGE

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

Definition: The concept of age describes how old a person is at a particular point in time. It is defined as the measure of the time elapsed from date of live birth to a specific point in time, usually the date of collection of the data.

Context: 'Age' is one of the basic demographic variables used in population statistics. It is widely used in cross classification with other variables such as sex, marital status, occupation, etc. The prime purpose of the 'Age' classification is to produce data items which measure or indicate a person's age in years. In general, the classification can be applied if the data element has data ranging from 0 to 99 (and over) years of age.

Version number: 1

RELATIONAL ATTRIBUTES

Classification scheme: 'Age' is a flat classification containing one level with as many categories as needed for a particular collection or topic. The standard categories are single, complete, calendar years to 98 years, and a category for 99 years and over.

The standard code structure is 0 to 99 years

0	0 years
1	1 year
2	2 years

98	98 years
99	99 years and over.

If a category for not stated is required the code structure may need to be varied to accommodate it.

Guide for use: The data element 'Age' applies to all persons. Where age at a particular date is required (e.g. Age at 1 July for Schools collections), 'Age' should be derived using date of birth and the reference date (1 July).

In ABS collections, 'Age' has no provision for 'Not stated/Inadequately described' and a 'best estimate' is generally provided for age, by either imputation, based on other related data elements on the questionnaire, or any responsible adult (ARA) respondents. Note that data from sources which have a 'Not stated' code for 'Age' may include a 'Not stated' category in output. Alternatively, the 'Not stated' response may be incorporated into totals, providing that the 'Total' is footnoted to show it includes these responses.

The standard output categories are aggregations of the input categories (the level at which age data are collected and stored). The ABS recommends 5 or 10 year age groups for most applications with cut off years varying according to the type of survey (total population or sample), the collection topic, and the user needs and objectives. The groups should start at numbers ending with the digits '0' or '5' and finish in numbers ending with the digits '4' or '9' (e.g. 0–4, 5–9 etc.).

For infants under one year it is not acceptable to use a single category labelled '0', because the appropriate units of time for measuring age of infants are either days, weeks or months rather than years. If a single category is used, it should be labelled 'Under 1 year'. Code 0 is utilised operationally for aggregating age groups.

<i>Related data:</i>	'Date of birth'.
<i>Type of relationship:</i>	'Age' is derived from the data element 'Date of birth'.
<i>Data collection methods:</i>	'Age' can be derived from a single question in most collections.

The ideal question for most collections is:

What is [your] [the person's] [(name)'s] date of birth?

The recommended format for the collection of age data is:

Date of Birth: __ / __ / ____

This provides the greatest amount of detail and flexibility as it can easily be converted to completed days, weeks, months and years as required. It also improves data quality and should be used wherever possible. For details about 'Date of birth' refer to the 'Date of birth' data element.

In some collections it may only be feasible to collect 'Age' in complete years (not 'Date of birth') and alternative questions in this situation are:

Age last birthday?

What was [your] [the person's] [(name)'s] age last birthday?

What is [your] [the person's] [(name)'s] age in complete years?

<i>Rules:</i>	'Age' should always be stored at the most detailed level possible ('Date of birth' or complete years) as this gives the greatest flexibility for derivation of new data items, cross classification with other data elements and in the production of output categories. Aggregation can be made to single, five and ten year age groups if required.
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REPRESENTATIONAL ATTRIBUTES

<i>Form of representation:</i>	Code
<i>Datatype:</i>	Numeric character
<i>Maximum size of DE values:</i>	2
<i>Minimum size of DE values:</i>	2
<i>Permissible DE values:</i>	Single complete calendar years to 98 years, and a category for 99 years and over. To store 'Date of birth' refer to the 'Date of birth' data element.

ADMINISTRATIVE ATTRIBUTES

<i>History:</i>	Commenced 2004
<i>Comments:</i>	It may not always be possible, for statistical or other reasons, such as legal age requirements, to adhere strictly to the output guidelines. It is particularly important, however, to ensure that as many categories as possible are multiples of five years, or capable of aggregation to such groupings, to facilitate maximum comparability of age data from different sources.

DATE OF BIRTH

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

<i>Definition:</i>	The date of birth of a person.
<i>Context:</i>	'Date of birth' is required to derive 'Age' at a point of time.
<i>Version number:</i>	1

RELATIONAL ATTRIBUTES

<i>Classification scheme:</i>	The standard categories for a person's 'Date of birth' are day, month and single complete years displayed in the DDMMYYYY format.
<i>Guide for use:</i>	<p>'Date of birth' applies to all persons.</p> <p>'Age' is measured by calculating the time elapsed (usually in complete years) between date of birth and a specific point in time (e.g. current date).</p> <p>If 'Date of birth' is not known, provision should be made to collect age (in years) from a question module that asks 'Age'. For details about 'Age' refer to the 'Age' data element.</p>
<i>Related data:</i>	Other related data elements are 'Age' of reference person and 'Year of arrival in Australia'.
<i>Type of relationship:</i>	'Date of birth' is used in the derivation of 'Age'.
<i>Data collection methods:</i>	The ideal question for most collections is:

What is [your] [the person's] [(name)'s] date of birth?

Date of Birth: __ / __ / ____

This provides the greatest amount of detail and flexibility as it can easily be converted to completed days, weeks, months and years as required. It also improves data quality and should be used wherever possible.

<i>Rules:</i>	If using 'Date of birth' to derive 'Age' a separate date field should also be collected to provide the specific reference point in time used to calculate 'Age' (e.g. current date).
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REPRESENTATIONAL ATTRIBUTES

<i>Form of representation:</i>	Date
<i>Datatype:</i>	Numeric character
<i>Maximum size of DE values:</i>	8
<i>Minimum size of DE values:</i>	8
<i>Permissible DE values:</i>	Not applicable

ADMINISTRATIVE ATTRIBUTES

<i>History:</i>	Commenced 2004
<i>Comments:</i>	Not applicable

SEX

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

<i>Definition:</i>	'Sex' is the distinction 'male' and 'female', as reported by a person.
<i>Context:</i>	'Sex' is a basic demographic variable used almost universally in statistical and administrative data collections relating to people. It differentiates any population in terms of male and female numbers and characteristics. The meaning, description and use of this concept is generally standard and consistent across Australian data sources. There have been and continue to be some variations in the name used for the concept ('gender' instead of 'sex') and in labels for and ordering of categories. For example, 'Women' and 'Men' or 'Boys' and 'Girls' may be used instead of 'Males' and 'Females'.
<i>Version number:</i>	1

RELATIONAL ATTRIBUTES

<i>Classification scheme:</i>	'Sex' is a flat classification having only one level with the two categories 'male' and 'female'. In some situations there may be a need for the additional category 'Intersex or Indeterminate'. This refers to a person who, because of a genetic condition, was born with reproductive organs or sex chromosomes that are not exclusively male or female (for whatever reason).
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The code structure is simply:

- 1 Male
- 2 Female

If it is necessary to include the category 'Intersex or Indeterminate', it should be allocated the code '3'.

<i>Guide for use:</i>	<p>Physical biology is the criterion used to classify persons into the categories 'male' and 'female'. This criterion is physical rather than genetic to cover the exceptional cases such as a sex change operation. In the vast majority of cases the physical and genetic categories are identical.</p> <p>The term 'sex' is used rather than 'gender' because it more accurately reflects the biological distinction between males and females. In common usage the term gender is increasingly being substituted for the term sex. This standard encourages the use of the term sex rather than gender in the statistical context because it is well understood by people of all ages and those who do not speak English as a first language. Furthermore, the term gender is frequently used (for example in psychological or sociological discussions) to refer to cultural and social differences as opposed to biological ones.</p>
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<i>Related data:</i>	Not applicable
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<i>Type of relationship:</i>	Not applicable
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<i>Data collection methods:</i>	For the collection of data on 'Sex' the standard questionnaire module is a tick box question as shown below. Due to tradition in ABS and other collections, the category male is shown first.
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Sex: ☐ Male
 ☐ Female

The standard question set for a self-enumerated questionnaire which collects data for more than one person is as follows:

Sex: (Mark one box for each person.)

- Person 1 ☐ Male
☐ Female
 Person 2 ☐ Male
☐ Female
 Person 3 (etc.)

Category 3, Intersex or Indeterminate should not generally be used on data collection forms completed by the respondent. It should only be used if the person or respondent volunteers that the person is intersex or where it otherwise becomes clear during the collection process that the individual is neither male or female. Indeterminate is normally used for babies for whom sex has not been determined for whatever reason.

Rules:

'Sex' is defined as the physical and biological distinction between male and female. It is not the socially expected/perceived dimensions of behaviour associated with male and female (masculinity and femininity).

For the purposes of data integration, and compatibility it is preferable that all data classified by sex be labelled 'Males' and 'Females' in output.

REPRESENTATIONAL ATTRIBUTES**Form of representation:**

Code

Datatype:

Numeric character

Maximum size of DE values:

1

Minimum size of DE values:

1

Permissible DE values:

The following supplementary code is used to code inadequately described responses and non-responses:

0 Not stated/Inadequately described.

ADMINISTRATIVE ATTRIBUTES**History:**

Commenced in 2004

Comments:

'Sex' is an attribute of the counting unit 'person'.

A person's sex may change during their lifetime as a result of procedures known alternatively as Sex change, Gender reassignment, Transsexual surgery, Transgender reassignment or Sexual reassignment. Throughout this process, which may be over a considerable period of time, sex could be recorded as either Male or Female.

MAIN LANGUAGE SPOKEN AT HOME

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

Definition: 'Main language spoken at home' is defined as the main language reported by a person as being spoken in his/her home. If a person reports that he/she speaks more than one language at home, they are asked to report the language spoken most often.

Context: 'Main language spoken at home' identifies the language most frequently used by a person at home. It provides a good indicator of the language in which an individual is likely to be most at ease. Data on 'Main language spoken at home' are regarded as an indicator of 'active' ethnicity and also as useful for the study of inter-generational language retention. The availability of such data may help providers of language, welfare and community services to effectively target the geographic areas or population groups that need those services.

'Main language spoken at home' tends to underestimate current community language usage amongst the longer standing migrant groups who now mainly use English at home. In some instances it does not provide information about a person's origins but rather information about an aspect of their living arrangements (i.e. the single language most frequently used in the household in which they live).

Version number: 1

RELATIONAL ATTRIBUTES

Classification scheme: The *Australian Standard Classification of Languages (ASCL)* (cat. no. 1267.0). This classification is a 4-digit, 3-level hierarchical structure.

The following example illustrates the coding scheme:

Hierarchical Level	Code	Language
Broad Group	5	Southern Asian Language
Narrow Group	52	Indo-Aryan
Language	5206	Nepali

For a complete list of language codes refer to ASCL.

Guide for use: For the numeric and alphabetical Coding Index of Languages please refer to the ASCL appendixes in the Statistical Concepts Library on the ABS web site. These indexes facilitate question responses being coded accurately and quickly to the appropriate category in ASCL including supplementary codes.

Related data: Other related language data elements include 'First language spoken', 'Languages spoken at home', 'Main language other than English spoken at home' and 'Proficiency in spoken English'.

Type of relationship: 'Main language spoken at home' relates to the concept of languages which are spoken within the home. It is also one of three language data elements (the others are 'First language spoken' and 'Main language other than English spoken at home'), one of which must be asked before a question on 'Proficiency in spoken English'.

Data collection methods: The standard question modules for obtaining detailed data for 'Main language spoken at home' are as follows:

Which language [do you] [does the person] [does (name)] mainly speak at home?*(If more than one language, indicate the one that is spoken most often.)*

English	<input type="checkbox"/>
Italian	<input type="checkbox"/>
Greek	<input type="checkbox"/>
Cantonese	<input type="checkbox"/>
Mandarin	<input type="checkbox"/>
Arabic	<input type="checkbox"/>
Vietnamese	<input type="checkbox"/>
German	<input type="checkbox"/>
Spanish	<input type="checkbox"/>
Tagalog (Filipino)	<input type="checkbox"/>
Other – please specify	.....
	
	

The 'Other – please specify' category is included for those people who speak a language in the home that is not offered in the list as a response to the question. A space is provided for respondents to write in their language.

If there is a need for detailed information but space constraints are an over-riding consideration then the tick boxes can be deleted (except the tick box for 'English'), leaving the 'Other – please specify' option for respondents to write in their language. If this is done, however, there will be significant additional coding costs since each response will need to be matched to an entry in the ASCL coding index.

Which language [do you] [does the person] [does (name)] mainly speak at home?*(If more than one language, indicate the one that is spoken most often.)*

English	<input type="checkbox"/>
Other – please specify	.....
	
	

Rules:

The term 'language' is used in ASCL to describe languages, dialects, pidgins, creoles, and invented and sign languages.

Clear instructions should be included regarding the choice of only one language (the language spoken most often) when respondents speak multiple languages at home.

REPRESENTATIONAL ATTRIBUTES**Form of representation:**

Code

Datatype:

Numeric character

Maximum size of DE values:

4

Minimum size of DE values:

4

Permissible DE values:

All languages represented in ASCL.

In Narrow Groups, a 4-digit code, consisting of the two digits of the Narrow Group code, followed by the digits '99', is reserved as a residual not elsewhere classified (n.e.c.) or 'other' category. All languages which are not separately identified in the classification are notionally included in the residual n.e.c. or 'other' category of the Narrow Group to which they relate.

Permissible DE values continued

In each Broad Group, codes are also reserved for residual categories at the Narrow Group level. These codes consist of the Broad Group code followed by '9'. These categories are termed 'Other' and consist of separately identified Languages which do not fit into any of the Narrow Groups contained within the Broad Group, on the basis of the classification criteria.

The supplementary codes are of two types:

4-digit codes ending with two or three zeros are described as 'not further defined' (n.f.d.) codes and are used to code responses to a question about language which cannot be coded to the detailed (Language) level of the classification but which can be coded to a higher level of the classification structure.

4-digit codes commencing with '000' are included for operational purposes to facilitate the coding of responses which present particular problems in that they cannot be allocated a Language, Narrow Group or Broad Group code. These are:

0000	Inadequately described
0001	Non verbal, so described
0002	Not stated.

ADMINISTRATIVE ATTRIBUTES

History: Commenced 2004

Comments: Not applicable

MAIN LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

Definition: 'Main language other than English spoken at home' is defined as the main language, other than English, reported by a person as being spoken in his/her home. If a person reports that he/she speaks more than one language at home (not including English), they are asked to report the language spoken most often.

Context: 'Main language other than English spoken at home' identifies languages other than English that people speak within the home environment and in family interactions. This data element maximises numbers for the more established migrant communities where the main language spoken outside the home is English but a language other than English is spoken at home. In some cases, however, this measure may not reflect complete language use, for example, when English is the only language spoken in the home but a language other than English is spoken outside the home, within a person's ethnic community. This measure may also record those people whose main and preferred language is English but who have learnt another language which is occasionally, but not normally, spoken at home.

Version number: 1

RELATIONAL ATTRIBUTES

Classification scheme: The *Australian Standard Classification of Languages (ASCL)* (cat. no. 1267.0). This classification is a 4-digit, 3-level hierarchical structure.

The following example illustrates the coding scheme:

Hierarchical Level	Code	Language
Broad Group	5	Southern Asian Language
Narrow Group	52	Indo-Aryan
Language	5206	Nepali

For a complete list of language codes refer to ASCL.

Guide for use: For the numeric and alphabetical Coding Index of languages please refer to the ASCL appendixes in the Statistical Concepts Library on the ABS web site. These indexes facilitate question responses being coded accurately and quickly to the appropriate category in ASCL including supplementary codes.

Related data: Other related data elements include 'First language spoken', 'Languages spoken at home', 'Main language spoken at home' and 'Proficiency in spoken English'.

Type of relationship: 'Main language other than English spoken at home' relates to the concept of languages, other than English, which are spoken within the home. It is used in conjunction with 'Main language spoken at home' in preference to other language data elements when the aim is to measure 'active ethnicity' which is useful for the study of inter-generational language retention or for measuring the likely disadvantage experienced by persons whose usual language is not English. It is also one of three language data elements (the others are 'First language spoken' and 'Main language spoken at home'), one of which must be asked before a question on 'Proficiency in spoken English'.

Data collection methods: The standard question modules for obtaining detailed data for 'Main language other than English spoken at home' are as follows:

[Do you] [Does the person] [Does (name)] speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often.)

No,	English only	<input type="checkbox"/>
Yes,	Italian	<input type="checkbox"/>
Yes,	Greek	<input type="checkbox"/>
Yes,	Cantonese	<input type="checkbox"/>
Yes,	Mandarin	<input type="checkbox"/>
Yes,	Arabic	<input type="checkbox"/>
Yes,	Vietnamese	<input type="checkbox"/>
Yes,	German	<input type="checkbox"/>
Yes,	Spanish	<input type="checkbox"/>
Yes,	Tagalog (Filipino)	<input type="checkbox"/>
Yes,	Other – please specify	.....
		
		

The 'Yes, Other – please specify' category is included for those people who speak a language in the home that is not offered in the list as a response to the question. A space is provided for respondents to write in their language.

If there is a need for detailed information but space constraints are an over-riding consideration then the tick boxes can be deleted (except the tick box for 'English'), leaving the 'Yes, Other – please specify' option for respondents to write in their language. If this is done, however, there will be significant additional coding costs since each response will need to be matched to an entry in the ASCL coding index.

[Do you] [Does the person] [Does (name)] speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often.)

No,	English only	<input type="checkbox"/>
Yes,	Other – please specify	.....
	language	.....
		
		

Rules:

The term 'language' is used in ASCL to describe languages, dialects, pidgins, creoles, and invented and sign languages.

Clear instructions should be included regarding the choice of only one language (the language spoken most often) when respondents speak multiple languages at home.

REPRESENTATIONAL ATTRIBUTES

Form of representation:

Code

Datatype:

Numeric character

Maximum size of DE values:

4

Minimum size of DE values:

4

Permissible DE values:

All languages represented in ASCL.

In Narrow Groups, a 4-digit code, consisting of the two digits of the Narrow Group code, followed by the digits '99', is reserved as a residual not elsewhere classified (n.e.c.) or 'other' category. All languages which are not separately identified in the classification are notionally included in the residual n.e.c. or 'other' category of the Narrow Group to which they relate.

Permissible DE values continued

In each Broad Group, codes are also reserved for residual categories at the Narrow Group level. These codes consist of the Broad Group code followed by '9'. These categories are termed 'Other' and consist of separately identified Languages which do not fit into any of the Narrow Groups contained within the Broad Group, on the basis of the classification criteria.

The supplementary codes are of two types:

4-digit codes ending with two or three zeros are described as 'not further defined' (n.f.d.) codes and are used to code responses to a question about language which cannot be coded to the detailed (Language) level of the classification but which can be coded to a higher level of the classification structure.

4-digit codes commencing with '000' are included for operational purposes to facilitate the coding of responses which present particular problems in that they cannot be allocated a Language, Narrow Group or Broad Group code. These are:

0000	Inadequately described
0001	Non verbal, so described
0002	Not stated.

ADMINISTRATIVE ATTRIBUTES

History:

Commenced 2004

Comments:

Not applicable

FIRST LANGUAGE SPOKEN

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

Definition:	'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.
Context:	<p>This data element provides accurate information about a person's cultural and linguistic background, as 'First language spoken' does not change over a person's lifetime, and is regarded as a good surrogate measure of ethnicity because of its connection with a person's origins and the origins of his or her parents. This data element also provides a good measure of current language use in the community.</p> <p>In some instances however, depending on age, year of arrival in Australia, and living arrangements, a person's first language spoken will not necessarily be the person's language of greatest competence or the main language he or she currently speaks at home or in the community. As such, like 'Main language other than English spoken at home', this data element may overstate the real level of usage of languages other than English.</p> <p>Persons whose first language is not English have been identified by programme providers as a population group that is likely to experience disadvantage when seeking to obtain equal access to government and community programmes and services in Australia. Data relating to 'First language spoken' may thus provide a surrogate indicator of disadvantage potentially associated with a lack of English competence or with other factors associated with cultural background.</p>
Version number:	1

RELATIONAL ATTRIBUTES

Classification scheme:

The *Australian Standard Classification of Languages (ASCL)* (cat. no. 1267.0). This classification is a 4-digit, 3-level hierarchical structure.

The following example illustrates the coding scheme:

Hierarchical Level	Code	Language
Broad Group	5	Southern Asian Language
Narrow Group	52	Indo-Aryan
Language	5206	Nepali

For a complete list of language codes refer to ASCL.

Guide for use:

For the numeric and alphabetical Coding Index of Languages please refer to the ASCL appendixes in the Statistical Concepts Library on the ABS web site. These indexes facilitate question responses being coded accurately and quickly to the appropriate category in ASCL including supplementary codes.

Related data:

Other related language data elements include 'Main language spoken at home', 'Main language other than English spoken at home', 'Languages spoken at home' and 'Proficiency in spoken English'.

Type of relationship:

'First language spoken' is designed to measure the language a person first spoke rather than the language they could first read or write. 'First language spoken' is one of three language data elements (the others are 'Main language spoken at home' and 'Main language other than English spoken at home'), one of which must be asked before a question on 'Proficiency in spoken English'.

Data collection methods:

The standard question modules for obtaining detailed data for 'First language spoken' are as follows:

Which language [did you] [did the person] [did (name)] first speak as a child?

(Mark one box only.)

English only	<input type="checkbox"/>
Italian	<input type="checkbox"/>
Greek	<input type="checkbox"/>
Cantonese	<input type="checkbox"/>
Mandarin	<input type="checkbox"/>
Arabic	<input type="checkbox"/>
Vietnamese	<input type="checkbox"/>
German	<input type="checkbox"/>
Spanish	<input type="checkbox"/>
Tagalog (Filipino)	<input type="checkbox"/>
Other – please specify	.....
	
	

The 'Other – please specify' category is included for those people who speak a language in the home that is not offered in the list as a response to the question. A space is provided for respondents to write in their language.

If there is a need for more detailed information but space constraints are an overriding consideration then the tick boxes can be deleted (except the tick box for 'English'), leaving the 'Other – please specify' option for respondents to write in their language. If this is done, however, there will be significant additional coding costs since each response will need to be matched with an entry in the ASCL coding index.

Which language [did you] [did the person] [did (name)] first speak as a child?

(Mark one box only.)

English only	<input type="checkbox"/>
Other – please specify	.....
	
	

Rules:

The term 'language' is used in ASCL to describe languages, dialects, pidgins, creoles, and invented and sign languages.

REPRESENTATIONAL ATTRIBUTES

Form of representation:

Code

Datatype:

Numeric character

Maximum size of DE values:

4

Minimum size of DE values:

4

Permissible DE values:

All languages represented in ASCL.

In Narrow Groups, a 4-digit code, consisting of the two digits of the Narrow Group code, followed by the digits '99', is reserved as a residual not elsewhere classified (n.e.c.) or 'other' category. All languages which are not separately identified in the classification are notionally included in the residual n.e.c. or 'other' category of the Narrow Group to which they relate.

Permissible DE values continued

In each Broad Group, codes are also reserved for residual categories at the Narrow Group level. These codes consist of the Broad Group code followed by '9'. These categories are termed 'Other' and consist of separately identified Languages which do not fit into any of the Narrow Groups contained within the Broad Group, on the basis of the classification criteria.

The supplementary codes are of two types:

4-digit codes ending with two or three zeros are described as 'not further defined' (n.f.d.) codes and are used to code responses to a question about language which cannot be coded to the detailed (Language) level of the classification but which can be coded to a higher level of the classification structure.

4-digit codes commencing with '000' are included for operational purposes to facilitate the coding of responses which present particular problems in that they cannot be allocated a Language, Narrow Group or Broad Group code. These are:

0000	Inadequately described
0001	Non verbal, so described
0002	Not stated.

ADMINISTRATIVE ATTRIBUTES

History:

Commenced 2004

Comments:

While there is some interest in the identification of respondents who claim to have spoken two languages as first languages for those studying changing language patterns, cultural affiliation or expected language proficiency, research suggests that dual first language speakers in Australia are likely to be rare and data produced from such a question may not be statistically viable. Therefore, the question modules used for this data element are not designed to measure dual first language speakers and should not be used for this purpose.

LANGUAGES SPOKEN AT HOME

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

Definition: 'Languages spoken at home' is defined as the language or languages reported by a person as being spoken in his/her home. There is no restriction on the number of languages reported by the respondent as being spoken in the home.

Context: Data on languages spoken in the home are regarded as an indicator of active ethnicity and are useful for the study of inter-generational language retention. The availability of such data may also help providers of language, welfare and community services to effectively target the population groups that need those services.

Version number: 1

RELATIONAL ATTRIBUTES

Classification scheme: The *Australian Standard Classification of Languages (ASCL)* (cat. no. 1267.0). This classification is a 4-digit, 3-level hierarchical structure.

The following example illustrates the coding scheme:

Hierarchical Level	Code	Language
Broad Group	5	Southern Asian Language
Narrow Group	52	Indo-Aryan
Language	5206	Nepali

For a complete list of language codes refer to ASCL.

Guide for use: For the numeric and alphabetical Coding Index of Languages please refer to the ASCL appendixes in the Statistical Concepts Library on the ABS web site. These indexes facilitate question responses being coded accurately and quickly to the appropriate category in ASCL including supplementary codes.

Related data: Other related language data elements include 'First language spoken', 'Main language spoken at home' and 'Main language other than English spoken at home'.

Type of relationship: Related language data elements such as 'First language spoken', 'Main language spoken at home' and 'Main language other than English spoken at home' are most commonly used in collections to measure aspects of Australian language usage. However, these data elements only collect one language response which may not reflect complete language use. It is considered that 'Languages spoken at home' should be used in preference to other language data elements when the aim is to collect data on the stock of languages used in the home. In some cases, however, this measure may not reflect complete language use when, for example, only one language is spoken in the home but other languages are spoken outside the home, within a person's ethnic community group. It also does not tell you how often languages are used in a particular home and therefore may capture languages that are used infrequently.

Data collection methods: The standard question modules for obtaining detailed data for 'Languages spoken at home' are as follows:

Which language or languages [do you] [does the person] [does (name)] speak at home?*(Please indicate all languages spoken.)*

English only	<input type="checkbox"/>
Italian	<input type="checkbox"/>
Greek	<input type="checkbox"/>
Cantonese	<input type="checkbox"/>
Mandarin	<input type="checkbox"/>
Arabic	<input type="checkbox"/>
Vietnamese	<input type="checkbox"/>
German	<input type="checkbox"/>
Spanish	<input type="checkbox"/>
Tagalog (Filipino)	<input type="checkbox"/>
Other – please specify	.....
	
	

The 'Other – please specify' category is included for those people who speak a language(s) in the home that is not offered in the list as a response to the question. Spaces are provided for respondents to write in their language(s).

If there is a need for detailed information but space constraints are an overriding consideration, then the language list can be omitted and spaces provided for respondents to write in their language(s). If this is done, however, there will be significant additional coding costs since each response will need to be matched to an entry in the ASCL coding index.

Which language or languages [do you] [does the person] [does (name)] speak at home?*(Please specify all languages spoken.)*

.....

.....

.....

Rules:

The term 'language' is used in ASCL to describe languages, dialects, pidgins, creoles, and invented and sign languages.

REPRESENTATIONAL ATTRIBUTES**Form of representation:**

Code

Datatype:

Numeric character

Maximum size of DE values:

4

Minimum size of DE values:

4

Permissible DE values:

All languages represented in ASCL.

In Narrow Groups, a 4-digit code, consisting of the two digits of the Narrow Group code, followed by the digits '99', is reserved as a residual not elsewhere classified (n.e.c.) or 'other' category. All languages which are not separately identified in the classification are notionally included in the residual n.e.c. or 'other' category of the Narrow Group to which they relate.

In each Broad Group, codes are also reserved for residual categories at the Narrow Group level. These codes consist of the Broad Group code followed by '9'. These categories are termed 'Other' and consist of separately identified Languages which do not fit into any of the Narrow Groups contained within the Broad Group, on the basis of the classification criteria.

Permissible DE values continued

The supplementary codes are of two types:

4-digit codes ending with two or three zeros are described as 'not further defined' (n.f.d.) codes and are used to code responses to a question about language which cannot be coded to the detailed (Language) level of the classification but which can be coded to a higher level of the classification structure.

4-digit codes commencing with '000' are included for operational purposes to facilitate the coding of responses which present particular problems in that they cannot be allocated a Language, Narrow Group or Broad Group code. These are:

0000	Inadequately described
0001	Non verbal, so described
0002	Not stated.

ADMINISTRATIVE ATTRIBUTES

History:

Commenced 2004

Comments:

Not applicable

PROFICIENCY IN SPOKEN ENGLISH

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

<i>Definition:</i>	The self-assessed level of ability to speak English, asked of people whose first language spoken was a language other than English or who speak a language other than English at home.
<i>Context:</i>	'Proficiency in spoken English' is a data element used to assess the ability in spoken English of people whose first language spoken was a language other than English, or who speak a language other than English at home. Data relating to this data element is used primarily to identify people who may suffer disadvantage as a result of a lack of competence in spoken English. This information can be used to target the provision of services to people whose lack of ability in spoken English is potentially a barrier to gaining access to government programmes and services, and participating equitably in Australian society.
<i>Version number:</i>	1

RELATIONAL ATTRIBUTES

<i>Classification scheme:</i>	<p>The standard classification is a flat or single-level classification consisting of four categories:</p> <ol style="list-style-type: none">1 Very well2 Well3 Not well4 Not at all
<i>Guide for use:</i>	<p>This data element applies to all persons who did not speak English as their first language or who speak another language at home. The question on 'Proficiency in spoken English' is asked after a question which identifies people whose first language spoken was a language other than English, or people who speak a language other than English at home.</p> <p>This sequencing is necessary because the 'Proficiency in spoken English' data element is used to measure the number of people who may potentially suffer a disadvantage as a result of a lack of competence in spoken English, rather than assess the spoken English capacity of the Australian population in general. It is considered inappropriate to ask people whose only language is English, how well they speak it, as this may imply that they do not speak English well, even though they may have been speaking it all their lives.</p>
<i>Related data:</i>	Other related data elements include 'First language spoken', 'Main language spoken at home', 'Main language other than English spoken at home' and 'Languages spoken at home'.
<i>Type of relationship:</i>	'Proficiency in spoken English' is used to determine ability in spoken English of people whose first language spoken was a language other than English, or who speak a language other than English at home. The 'Proficiency in spoken English' question should be asked after a language question which filters out people who only speak English.
<i>Data collection methods:</i>	A language question (see Rules attribute) precedes the following standard question module for obtaining detailed data for 'Proficiency in spoken English':

How well [do you] [does the person] [does (name)] speak English?

Very well ☐
 Well ☐
 Not well ☐
 Not at all ☐

Rules:

A language question is asked prior to the 'Proficiency in spoken English' question to filter out people who speak English only. Instructions should be included to ensure that only respondents who speak a language other than English are sequenced to the 'Proficiency in spoken English' question module.

There are three language filter questions to choose from. Only ONE filter question is required.

Filter 1 — 'First language spoken'

Filter 2 — 'Main language spoken at home'

Filter 3 — 'Main language other than English spoken at home'.

The purpose of asking a language question before the 'Proficiency in spoken English' question is to filter out those people who mainly speak English, as the purpose of the question is not to attempt to assess the spoken English capacity of the Australian population in general.

REPRESENTATIONAL ATTRIBUTES**Form of representation:**

Code

Datatype:

Numeric character

Maximum size of DE values:

1

Minimum size of DE values:

1

Permissible DE values:

Two supplementary codes are reserved for the following conditions:

0 Not stated/Inadequately described

9 Not applicable – (where respondents did not speak a language other than English for their first language spoken and do not speak a language other than English at home.)

ADMINISTRATIVE ATTRIBUTES**History:**

Commenced 2004

Comments:

An answer to the question 'How well [do you] [does the person] [does (name)] speak English?' will depend on how the respondent interprets the question. Respondents whose spoken English ability enables them to do the shopping and manage many everyday transactions may consider that they speak English very well even though they may not be able to hold a social conversation in English. Conversely, more exacting or self-critical respondents may consider that they do not speak English well in spite of the fact that they can communicate with near native proficiency.

ABS pilot testing of this question prior to the 1981 Census examined the issue of the degree of correspondence between self-assessed proficiency and a formal test using an abbreviated version of the Australian Second Language Proficiency Ratings (ASLPR), which is a purpose built instrument for measuring a subject's proficiency in English. Although there was a discernible trend for respondents with higher ratings to understate their ability, there was an overall correspondence between the numbers with low ratings and those reporting their ability as Not Well or Not at All. This indicates that the data element

Comments continued

provides a reasonably reliable measure of the number of people who may be in need of targeted services.

INDIGENOUS STATUS

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

Definition:	'Indigenous status' indicates whether or not a person identifies as being of Aboriginal or Torres Strait Islander origin.
Context:	Aboriginal and Torres Strait Islander peoples are one of the most disadvantaged groups in Australia. Various government programs are aimed at improving their health and well-being. The collection of information on 'Indigenous status' is important for policy, planning and service delivery purposes, as well as to inform wider research and discussion.
Version number:	1

RELATIONAL ATTRIBUTES

Classification scheme:	<p>The standard classification for 'Indigenous status' has a hierarchical structure comprising two levels. The classification is as follows:</p> <p>1 Indigenous</p> <p> 11 Aboriginal but not Torres Strait Islander Origin</p> <p> 12 Torres Strait Islander but not Aboriginal Origin</p> <p> 13 Both Aboriginal and Torres Strait Islander Origin</p> <p>2 Non-Indigenous</p> <p> 24 Neither Aboriginal nor Torres Strait Islander Origin</p>									
Guide for use:	<p>The 'Not stated/Inadequately defined' category is not to be available as a valid answer to the question but is intended for use where an answer was refused.</p>									
Related data:	<p>Not applicable</p>									
Type of relationship:	<p>Not applicable</p>									
Data collection methods:	<p>The standard question module for obtaining detailed information on 'Indigenous status' is as follows:</p> <p>[Are you] [Is the person] [Is (name)] of Aboriginal or Torres Strait Islander origin?</p> <p><i>(For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes.)</i></p> <table><tr><td>No</td><td>.....</td><td><input type="checkbox"/></td></tr><tr><td>Yes, Aboriginal</td><td>.....</td><td><input type="checkbox"/></td></tr><tr><td>Yes, Torres Strait Islander</td><td>.....</td><td><input type="checkbox"/></td></tr></table>	No	<input type="checkbox"/>	Yes, Aboriginal	<input type="checkbox"/>	Yes, Torres Strait Islander	<input type="checkbox"/>
No	<input type="checkbox"/>								
Yes, Aboriginal	<input type="checkbox"/>								
Yes, Torres Strait Islander	<input type="checkbox"/>								

The 'Both Aboriginal and Torres Strait Islander' response category can be included where collection practices of the agency concerned do not allow more than one category to be ticked at the same time. Including the additional response category ensures that respondents are aware of the option to identify as being of both Aboriginal and Torres Strait Islander origin.

RELATIONAL ATTRIBUTES

continued

<i>Rules:</i>	<p>Supplementary codes such as 'Not stated/Inadequately defined' should not be available as valid responses but can be used in data storage for operational purposes.</p> <p>The 'Indigenous status' question allows for more than one response. The procedure for coding multiple responses is as follows:</p> <p>If the respondent marks 'No' and either 'Aboriginal' or 'Torres Strait Islander', then the response should be coded to either 'Aboriginal' or 'Torres Strait Islander' as indicated (i.e. disregard the 'No' response).</p> <p>If the respondent marks both the 'Aboriginal' and 'Torres Strait Islander' boxes, then the response should be coded to 'Both Aboriginal and Torres Strait Islander Origin'.</p> <p>If the respondent marks all three boxes ('No', 'Aboriginal' and 'Torres Strait Islander'), then the response should be coded to 'Both Aboriginal and Torres Strait Islander Origin' (i.e. disregard the 'No' response).</p>
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REPRESENTATIONAL ATTRIBUTES

<i>Form of representation:</i>	Code
<i>Datatype:</i>	Numeric character
<i>Maximum size of DE values:</i>	1
<i>Minimum size of DE values:</i>	1
<i>Permissible DE values:</i>	<p>Only the second digit of the 2-digit code of the standard needs to be used for data input and storage purposes.</p> <p>The following supplementary code is reserved for 'Not stated/Inadequately defined' responses when coding data to the 'Indigenous status' classification:</p> <p>09 Not stated/Inadequately defined.</p>

ADMINISTRATIVE ATTRIBUTES

<i>History:</i>	Commenced 2004
<i>Comments:</i>	Not applicable

COUNTRY OF BIRTH OF PERSON

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

<i>Definition:</i>	'Country of birth of person' is defined as the country the respondent identifies as being the one in which they were born.
<i>Context:</i>	'Country of birth of person' is important in the study of access to services by different population sub-groups. 'Country of birth of person' is the most easily collected and consistently reported of possible data elements. 'Country of birth of person' may be used in conjunction with other data such as 'Period of residence in Australia', etc., to derive more sophisticated measures of access to services by different population sub-groups and may help in identifying population sub-groups for policy purposes.
<i>Version number:</i>	1

RELATIONAL ATTRIBUTES

<i>Classification scheme:</i>	<i>Standard Australian Classification of Countries (SACC)</i> (cat. no. 1269.0). It comprises 9 major groups, 27 minor groups and 244 countries.
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The classification is a 4-digit, 3-level hierarchical structure. The following example demonstrates the code scheme:

Hierarchical Level	Code	Country
Major Group	1	Oceania and Antarctica
Minor Group	13	Melanesia
Detailed Level	1301	New Caledonia

For a complete list of country codes refer to SACC.

<i>Guide for use:</i>	<p>A country, even if it comprises other discrete political entities such as states, is treated as a single unit for all data domain purposes. Parts of a political entity are not included in different groups. Thus, Hawaii is included in Northern America (as part of the identified country United States of America), despite being geographically close to and having similar social and cultural characteristics as the units classified to Polynesia.</p> <p>For the numeric and alphabetical Coding Index of Countries please refer to the SACC appendixes in the Statistical Concepts Library on the ABS web site. These indexes facilitate question responses being coded accurately and quickly to the appropriate category in SACC including supplementary codes.</p>
<i>Related data:</i>	Other related data elements include language data elements and 'Year of Arrival in Australia'.
<i>Type of relationship:</i>	'Country of birth of person' is primarily used to determine whether or not someone is an immigrant, and the country or community group to which they are likely to be attached. It is also a factor in determining cultural and linguistic diversity.
<i>Data collection methods:</i>	The standard question modules for obtaining detailed data for 'Country of birth of person' are as follows:

In which country [were you] [was the person] [was (name)] born?

Australia	<input type="checkbox"/>
England	<input type="checkbox"/>
New Zealand	<input type="checkbox"/>
Italy	<input type="checkbox"/>
Viet Nam	<input type="checkbox"/>
Scotland	<input type="checkbox"/>
Greece	<input type="checkbox"/>
Germany	<input type="checkbox"/>
Philippines	<input type="checkbox"/>
India	<input type="checkbox"/>
Other – please specify	.....
	
	

The 'Other – please specify' category is included for those people whose country of birth is not offered in the list as a response to the question. A space is provided for respondents to write in their country of birth.

The list of countries provided with this module have been included primarily on the basis of their statistical significance in the Australian context. However, some users may wish to capture country of birth data for specific educational sectors which have a different population composition than Australia as a whole. In these instances a more appropriate list of tick boxes may be developed.

If there is a need for detailed information but space constraints are an overriding consideration then the tick boxes can be deleted (except the tick box for 'Australia'), and all overseas respondents can write in their 'Country of birth of person' response. If this is done, however, there will be significant additional coding costs as each overseas born response will need to be matched with a valid SACC code.

In which country [were you] [was the person] [was (name)] born?

Australia	<input type="checkbox"/>
Other – please specify	.....
	
	

Rules:

The 'Country of birth of person' specified must be matched with a valid SACC code.

REPRESENTATIONAL ATTRIBUTES**Form of representation:**

Code

Datatype:

Numeric character

Maximum size of DE values:

4

Minimum size of DE values:

4

Permissible DE values:

All codes represented in SACC.

Any geographic area within the region described by a minor group, which is not separately identified in the classification, and not part of one of the separately identified countries, can be included in the residual or 'not elsewhere classified' (n.e.c.) category. These 'not elsewhere classified' categories have codes ending with the digits '99'.

Permissible DE values continued

Where the 'Country of birth of person' is inadequately described the code/identifier must be 0000. If the client does not state the country of birth, the 'Country of birth of person' must be 0003. Supplementary codes include 'not further defined' (n.f.d.), 'inadequately described' and 'not stated' responses.

For a complete list of country codes and supplementary codes refer to SACC.

ADMINISTRATIVE ATTRIBUTES

History:

Commenced 2004

Comments:

Not applicable

YEAR OF ARRIVAL IN AUSTRALIA

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

<i>Definition:</i>	'Year of arrival in Australia' is defined as the year a person (born outside of Australia) first arrived in Australia, from another country, with the intention of living in Australia for one year or more.
<i>Context:</i>	Since the Second World War, Australia has settled large numbers of immigrants from both English and non-English speaking backgrounds. As it is important to trace the effects of settlement over time, there is substantial interest in the period of time people have been in Australia after migrating here from other countries. The length of time migrants have been in Australia can give an indication of how familiar they are with Australian society and practices.
<i>Version number:</i>	1

RELATIONAL ATTRIBUTES

<i>Classification scheme:</i>	'Year of arrival in Australia' is measured by the calendar year 'date unit' of the first arrival of an individual in Australia, expressed as a 4-digit year (e.g. 1985).
<i>Guide for use:</i>	Not applicable
<i>Related data:</i>	'Country of birth of person'.
<i>Type of relationship:</i>	'Year of arrival in Australia' is used in the derivation of Period of residence in Australia. 'Year of arrival in Australia', and Period of residence in Australia, is closely associated with the data element 'Country of birth of person', as the 'Year of arrival in Australia' question is only asked of those people who were born in a country other than Australia. When used with 'Country of birth of person', 'Year of arrival in Australia' identifies migrant populations within Australia. 'Year of arrival in Australia' can be used with data on 'Proficiency in spoken English' and 'Country of birth of person' to examine patterns of settlement difficulties, resulting from inadequate English language skills, for various migrant groups. This data can be used to analyse the speed at which different groups overcome these difficulties.
<i>Data collection methods:</i>	The question modules for 'Country of birth of person' and 'Year of arrival in Australia' are found together in many collections, with the 'Country of birth of person' question asked before the 'Year of arrival in Australia' question module.

The standard question module for obtaining detailed data for 'Year of arrival in Australia' is as follows:

In what year did [you] [the person] first arrive in Australia to live here for one year or more?

(Write in the calendar year of arrival or mark the box if here less than one year.)

Calendar year of arrival □□□□
Will be here less than one year □

It is anticipated that for the majority of respondents not born in Australia, their answer to the question will be the date of their **only** arrival in Australia. However, some respondents may have multiple arrivals in Australia. To deal with these cases in self-enumerated collections, an instruction such as "Please indicate the year of first arrival only" should be included with the question.

Rules: The 'Country of birth of person' question is asked to filter out people who were born in Australia. Instructions should be included to ensure that only respondents who were born outside Australia are sequenced to the 'Year of arrival in Australia' question module.

REPRESENTATIONAL ATTRIBUTES

Form of representation: Date

Datatype: Numeric character

Maximum size of DE values: 4

Minimum size of DE values: 4

Permissible DE values: The following supplementary codes are reserved for 'Born in Australia' and 'Not stated/Inadequately described' responses when coding data to the 'Year of arrival in Australia' classification.

0000 Born in Australia
9999 Not stated/Inadequately described.

ADMINISTRATIVE ATTRIBUTES

History: Commenced 2004

Comments: If Period of residence in Australia is collected, it is recommended that an additional question (below) should be included in the question module. This will improve the accuracy of Period of residence in Australia data by collecting all significant absences since first arrival.

Excluding holidays, visits or business trips overseas, [have you] [has the person] [has (name)] had any periods of living overseas for one year or more since first arriving here?

*(If 'Yes', please list each absence from Australia of **one year or more** and its duration in years and months.)*

No ☐
Yes, First absenceyears,months
Yes, Second absenceyears,months
Yes, Third absenceyears,months etc.

HIGHEST YEAR OF SCHOOL COMPLETED

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

Definition:	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.
Context:	'Highest year of school completed' is generally used as an indicator of the level of education attained at primary and secondary school. It therefore includes study at a secondary education level which might, for example, be undertaken at a Technical and Further Education (TAFE) institution. It is used as an indicator of the highest level of school education attained, and as a supporting data element for the standard data element 'Level of highest educational attainment'.
Version number:	1

RELATIONAL ATTRIBUTES

Classification scheme:

Australian Standard Classification of Education (ASCED) (cat. no. 1272.0).
This classification is structured into Level of Education, and Field of Education.

There are nine Broad Levels of Education. The three relevant Broad Levels of Education for 'Highest year of school completed' are:

6 Secondary Education
7 Primary Education
8 Pre-primary Education

Level of Education in ASCED is a 3-digit, 3-level hierarchical structure. The following example illustrates the coding scheme:

Hierarchical Level	Code	Level of Education
Broad Level	6	Secondary Education
Narrow Level	61	Senior Secondary Education
Detailed Level	611	Year 12

Guide for use:	This standard data element should be used for all collections which aim to identify people's highest year of school completed. The data element makes no distinction between respondents who have left school, and those who are still pursuing primary or secondary education. The standard input categories for the 'Highest year of school completed' question module are the base level categories of the ASCED Level of Education Classification and are represented by their 3-digit codes.
Related data:	Other related standard data elements are 'Level of highest non-school qualification', 'Main field of highest non-school qualification', 'Year non-school qualification completed', 'Main field of highest educational attainment' and 'Level of highest educational attainment'.
Type of relationship:	'Highest year of school completed' relates to the concept of field of education and level of education and is used in the derivation of 'Level of highest educational attainment' across the full educational continuum.
Data collection methods:	The standard question module for obtaining detailed data for 'Highest year of school completed' is as follows:

What is the highest level of primary or secondary school [you have] [the person has] [(name) has] completed?*(Mark one box only.)**(For persons who returned after a break to complete their schooling, mark the highest level completed when they last left.)*

- Year 12 or equivalent
- Year 11 or equivalent
- Year 10 or equivalent
- Year 9 or equivalent
- Year 8 or below
- Did not go to school

Rules:

Output for 'Highest year of school completed' at the Broad Level of the ASCED Level of Education classification indicates completion of a Detailed Level category associated with the Broad Level. For example, output at Broad Level 6 (Secondary Education) indicates completion of at least one year of secondary school e.g. Year 9. A person need not have completed all individual years of secondary or primary education to be output at Broad Level 6 (Secondary Education) or Broad Level 7 (Primary Education).

A footnote should be attached to any output on 'Highest year of school completed' at the Broad Level of the classification indicating that the data includes completion of any part of the constituent Detailed Levels for categories 6 and 7 and does not indicate completion of coursework to the highest constituent Detailed Level. Output at the Narrow Level of the classifications should be similarly treated.

REPRESENTATIONAL ATTRIBUTES**Form of representation:**

Code

Datatype:

Numeric character

Maximum size of DE values:

3

Minimum size of DE values:

3

Permissible DE values:

All categories of Broad Levels 6, 7 and 8 of the ASCED Level of Education Classification are applicable to this data element with the exception of category 612 Bridging and Enabling Course at Senior Secondary Level.

The supplementary codes are of two types:

3-digit codes ending in one or two zeros are described as 'not further defined' (n.f.d.) codes and are used to code responses which cannot be coded to the Detailed Level of the classification but can be coded to a higher level of the classification structure.

Codes commencing with zero are used to process responses which do not provide sufficient information to be coded to any level of the structure and when there is no level of education given. These are:

- 000 Not stated
- 002 Never attended school
- 003 Not known
- 067 Year 8 or below.

ADMINISTRATIVE ATTRIBUTES

History:

Commenced in 2004

Comments:

Previously, the standard variable 'Age left school' has been used in some cases as a surrogate for determining the level of school education obtained by an individual. As 'Age left school' is imprecise for this purpose, the ABS considered it necessary to produce a standard data element which measures the concept more precisely. Also, with the introduction of ASCED to replace the *ABS Classification of Qualifications (ABSCQ)* (cat. no. 1262.0), the full educational continuum is now included in a single classification. In order to derive a 'Level of highest educational attainment' across the full continuum, a precise measure of the level at which school study has been completed is required.

Some supplementary codes are used for different purposes in the 'Level' of education data elements. For example:

Data elements	Code	Label
'Highest year of school completed'	002	Never attended school
'Level of highest non-school qualification'	002	No non-school qualification
'Level of highest education attainment'	002	No education attainment

LEVEL OF HIGHEST NON-SCHOOL QUALIFICATION

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

<i>Definition:</i>	'Level of highest non-school qualification' is defined as the highest completed non-school qualification reported for a person in any field of education except General Primary and Secondary Education Programmes.
<i>Context:</i>	The standard data element 'Level of highest non-school qualification' identifies the highest qualification a person has attained in any area of study other than school study. For the purposes of this data element 'school study' means primary and secondary education, regardless of the location or institution where it is undertaken, and so 'non-school education' does not include secondary education undertaken for example as a mature-age student at a Technical and Further Education (TAFE) institution. Similarly, the data element includes non-school qualifications completed by school students, e.g. Certificate I, regardless of the location or institution at which the student is undertaking either school or non-school study.
<i>Version number:</i>	1

RELATIONAL ATTRIBUTES

Classification scheme: *Australian Standard Classification of Education (ASCED)* (cat. no. 1272.0). This classification is structured into Level of Education, and Field of Education.

There are nine Broad Levels of Education. The five relevant Broad Levels of Education for 'Level of highest non-school qualification' are:

- 1 Postgraduate Degree Level
- 2 Graduate Diploma and Graduate Certificate Level
- 3 Bachelor Degree Level
- 4 Advanced Diploma and Diploma Level
- 5 Certificate Level

Level of Education in ASCED is a 3-digit, 3-level hierarchical structure. The following example illustrates the coding scheme:

Hierarchical Level	Code	Field of Education
Broad Level	5	Certificate Level
Narrow Level	51	Certificate III & IV Level
Detailed Level	511	Certificate IV

<i>Guide for use:</i>	<p>This standard data element should be used for all collections which intend to ascertain people's level of highest non-school educational qualification.</p> <p>For reasons of practicality, partial completion of or current participation in a course of study are excluded from 'Level of highest non-school qualification'. Statements of attainment awarded for partial completion of a course of study at a particular level are excluded. 'Level of highest non-school qualification' is therefore defined operationally in terms of qualifications completed.</p> <p>A computer assisted ASCED Coder is available to assist in assigning ASCED codes for both Level and Field of Education to descriptions of courses, units or qualifications. Please refer to Appendix 3 for further information about this Coder.</p>
<i>Related data:</i>	Other related standard data elements are the 'Highest year of school completed', 'Main field of highest non-school qualification', 'Year non-school qualification completed', 'Main field of highest educational attainment' and 'Level of highest educational attainment'.

Type of relationship: 'Level of highest non-school qualification' is used to derive the level of non-school educational qualifications of the Australian population and of specific groups in Australian society. To accurately determine 'Level of highest non-school qualification' the following two data elements, 'Year non-school qualification completed' and 'Main field of highest non-school qualification' are required.

Data collection methods: To improve data accuracy, it is recommended that the standard question module for 'Highest year of school completed' precedes the following recommended question modules for collecting information about 'Level of highest non-school qualification':

[Have you] [Has the person] [Has (name)] completed a trade certificate or any other educational qualification?

(Mark one box only.)

No	<input type="checkbox"/>
No, still studying for first qualification	<input type="checkbox"/>
Yes, trade certificate/ apprenticeship	<input type="checkbox"/>
Yes, other qualification	<input type="checkbox"/>

Sequence Guide *If response is 'No' or 'No, still studying for first qualification', then no more questions.
If response is 'Yes, trade certificate / apprenticeship' or 'Yes, other qualification', then go to next question.*

What is the level of the *highest* qualification [you have] [the person has] [(name) has] completed?

(For example, trade certificate, bachelor degree, associate diploma, certificate I, advanced diploma.)

Level of qualification
.....

Note: To accurately determine 'Level of highest non-school qualification', two supporting data elements are required. 'Year non-school qualification completed' is essential for detailed coding of Level of Education responses of 'Diploma'. Collection of the data element 'Main field of highest non-school qualification' is also recommended as it can be used to improve the coding accuracy of the qualification 'level'.

The complete set of question modules for accurately determining 'Level of highest non-school qualification' is available in Appendix 3.

Rules: It should be ascertained that the person has a non-school qualification before asking what is the level of the highest qualification completed. This filters out persons who do not have a non-school qualification from the highest qualification completed question module.

REPRESENTATIONAL ATTRIBUTES

Form of representation:	Code
Datatype:	Numeric character
Maximum size of DE values:	3
Minimum size of DE values:	3

Permissible DE values:

Valid ASCED and supplementary codes for standard input categories for 'Level of highest non-school qualification' are:

000 Not stated
002 No non-school qualification
003 Not known
011 Inadequately described
100 Postgraduate Degree Level n.f.d.
110 Doctoral Degree Level n.f.d.
111 Higher Doctorate
112 Doctorate by Research
113 Doctorate by Coursework
114 Professional Specialist Qualification at Doctoral Degree Level
120 Master Degree Level n.f.d.
121 Master Degree by Research
122 Master Degree by Coursework
123 Professional Specialist Qualification at Master Degree Level
200 Graduate Diploma and Graduate Certificate Level n.f.d.
210 Graduate Diploma Level n.f.d.
211 Graduate Diploma
212 Graduate Qualifying or Preliminary
213 Professional Specialist Qualification at Graduate Diploma Level
220 Graduate Certificate Level n.f.d.
221 Graduate Certificate
222 Professional Specialist Qualification at Graduate Certificate Level
310 Bachelor Degree Level n.f.d.
311 Bachelor (Honours) Degree
312 Bachelor (Pass) Degree
400 Advanced Diploma and Diploma Level n.f.d.
410 Advanced Diploma and Associate Degree Level n.f.d.
411 Advanced Diploma
413 Associate Degree
421 Diploma
500 Certificate Level n.f.d.
510 Certificate III & IV Level n.f.d.
511 Certificate IV
514 Certificate III
520 Certificate I & II Level n.f.d.
521 Certificate II
524 Certificate I

Note: n.f.d. are described as 'not further defined' codes. They end in zero and are used to code responses which cannot be coded to the Detailed Levels of the classification but can be coded to a higher level of the classification structure.

ADMINISTRATIVE ATTRIBUTES

History:

Commenced 2004

Comments:

In ABS statistical collections 'Year non-school qualification completed' is used to derive 'Level of highest non-school qualification'. Apart from its intrinsic value, 'Year non-school qualification completed' is essential for coding 'Diploma' in Level of Education. With the introduction of the Australian Qualifications Framework (AQF) in 1995, the qualification of 'Associate Diploma' was renamed 'Diploma', and the qualification of 'Diploma' was renamed 'Advanced Diploma'. Therefore in order to ascertain which ASCED Level of Education code should be assigned to a response of 'Diploma', it is essential to determine the year in which the qualification was attained. (Refer to Appendix 3 for additional information.)

Comments continued

Some supplementary codes are used for different purposes in the 'Level' of education data elements. For example:

Data elements	Code	Label
'Highest year of school completed'	002	Never attended school
'Level of highest non-school qualification'	002	No non-school qualification
'Level of highest educational attainment'	002	No educational attainment

YEAR NON-SCHOOL QUALIFICATION COMPLETED

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

<i>Definition:</i>	'Year non-school qualification completed' is defined as the year in which a person completed a non-school qualification.
<i>Context:</i>	The standard data element 'Year non-school qualification completed' identifies the year in which a non-school qualification was completed. It is used as an indicator of the currency of the non-school qualifications of the population, and more specifically to help determine a more accurate level for diplomas (refer to Appendix 3 for further information). It must be collected to code data on non-school qualifications accurately to the <i>Australian Standard Classification of Education (ASCED)</i> (cat. no. 1272.0).
<i>Version number:</i>	1

RELATIONAL ATTRIBUTES

<i>Classification scheme:</i>	The standard classification has a 4-digit code structure which directly relates to calendar years. The code structure is the same as the years themselves (e.g. 1985).
<i>Guide for use:</i>	<p>This standard data element should be used for all collections which aim to identify Level of Education data elements. The 'Year non-school qualification completed' is essential for determining the level of 'Diplomas' (refer to Appendix 3 for further information).</p> <p>The 'Year non-school qualification completed' question is preceded by 'Level of highest non-school qualification' questions that ascertain that the respondent has a non-school qualification. Only respondents who have a non-school qualification are filtered to the 'Year non-school qualification completed' question.</p>
<i>Related data:</i>	Other related standard data elements are the 'Level of highest non-school qualification', 'Main field of highest non-school qualification', 'Highest year school completed', 'Main field of highest educational attainment' and 'Level of highest educational attainment'.
<i>Type of relationship:</i>	'Year non-school qualification completed' is used specifically in the determination of level of attainment of diplomas and certificates. It must be collected to code data on non-school qualifications accurately to ASCED. It is emphasised that although 'Year non-school qualification completed' is an essential requirement for obtaining 'Level of highest non-school qualification' and subsequently 'Level of highest educational attainment', it should not be cross-classified with 'Level of highest educational attainment'. This is because the 'Year non-school qualification completed' question is asked only in relation to a non-school qualification, which may not be the highest educational attainment.
<i>Data collection methods:</i>	'Level of highest non-school qualification' question modules precede the following question module for obtaining data about 'Year non-school qualification completed':

In which year did [you] [the person] [(name)] *complete* [your] [their] *highest* qualification?

Year study completed
□□□□

For collections where there is no requirement for individual years to be ascertained, the following question module may be used:

Did [you] [the person] [(name)] complete this qualification before 1998?

Yes, before 1998 ☐
 No, 1998 or later ☐

Where questions on multiple qualifications are asked, the 'Year non-school qualification completed' question can be asked for each qualification using one of the following standard question modules:

In which year did [you] [the person] [(name)] *complete* that qualification?

Year study completed

Did [you] [the person] [(name)] complete that qualification before 1998?

Yes, before 1998 ☐
 No, 1998 or later ☐

Rules:

'Year non-school qualification completed' refers to the year in which a person completed a qualification; this is defined as the year the study leading to the qualification was completed, not to the year when formal awards were made.

It should be ascertained that the person has a non-school qualification before asking the 'Year non-school qualification completed' question.

REPRESENTATIONAL ATTRIBUTES

Form of representation:

Date

Datatype:

Numeric character

Minimum size of DE values:

4

Maximum size of DE values:

4

Permissible DE values:

The range of permissible DE values is calendar years. The supplementary code for 'Not stated/Inadequately described' is 0002. Supplementary codes for the question module 'Did the person complete that qualification before 1998?' are 0011 prior to 1998 and 0012 after 1998.

ADMINISTRATIVE ATTRIBUTES

History:

Commenced 2004

Comments:

For determining the currency of non-school qualifications the first question module which collects all years would be needed. If the purpose is to determine the accuracy of diplomas then the second module which uses before or after 1998 would be sufficient.

MAIN FIELD OF HIGHEST NON-SCHOOL QUALIFICATION

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

Definition: The 'Main field of highest non-school qualification' is defined as the main field of study undertaken by a person in completing the person's highest educational qualification, other than attainments of primary or secondary education.

Context: The standard data element 'Main field of highest non-school qualification' identifies the main field of education of a person's highest educational qualification other than secondary school qualifications. It is used to determine areas of educational achievement of the Australian population. This data element can be used in its own right, but is also used for improving the coding accuracy of the qualification 'level'.

Version number: 1

RELATIONAL ATTRIBUTES

Classification scheme: *Australian Standard Classification of Education (ASCED)* (cat. no. 1272.0). This classification is structured into Level of Education and Field of Education.

All 12 Broad Fields of Education in ASCED are relevant for 'Main field of highest non-school qualification' and these are:

- 01 Natural and Physical Sciences
- 02 Information Technology
- 03 Engineering and Related Technologies
- 04 Architecture and Building
- 05 Agriculture, Environmental and Related Studies
- 06 Health
- 07 Education
- 08 Management and Commerce
- 09 Society and Culture
- 10 Creative Arts
- 11 Food, Hospitality and Personal Services
- 12 Mixed Field Programmes

Field of Education in ASCED is a 6-digit, 3-level hierarchical structure. The following example illustrates the coding scheme:

Hierarchical Level	Code	Field of Education
Broad Field	03	Engineering and Related Technologies
Narrow Field	0305	Automotive Engineering and Technology
Detailed Field	030503	Vehicle Mechanics

Guide for use: This standard data element should be used for all collections which aim to identify people's main field of highest non-school educational qualifications. Generally it will be used concurrently with 'Level of highest non-school qualification'.

A computer assisted ASCED Coder is available to assist in assigning ASCED codes for both Level and Field of Education to descriptions of courses, units or qualifications. (Please refer to Appendix 3 for further information about this Coder).

Related data: Other related standard data elements are the 'Level of highest non-school qualification', 'Year non-school qualification completed', 'Highest year of school completed', 'Main field of highest educational attainment' and 'Level of highest educational attainment'.

Type of relationship: 'Main field of highest non-school qualification' is used in the derivation of areas of educational achievement of the Australian population. It supplements 'Main field of highest educational attainment'.

Data collection methods: The standard question module for 'Level of highest non-school qualification' precedes the following recommended question module for collecting information about 'Main field of highest non-school qualification':

What is the main field of study for [your] [the person's] [(name)'s] *highest* qualification completed?

(For example, plumbing, history, primary school teaching, hairdressing, greenkeeping.)

Field of study

.....

'Year non-school qualification completed' should then follow the above recommended 'Main field of highest non-school qualification' question. (Refer to Appendix 3 for the complete set of questions.)

Rules: It should be ascertained that the person has a non-school qualification before asking the recommended question.

REPRESENTATIONAL ATTRIBUTES

Form of representation: Code

Datatype: Numeric character

Maximum size of DE values: 6

Minimum size of DE values: 6

Permissible DE values: All categories from the Field of Education component of ASCED except for 120101 General Primary and Secondary Education Programmes.

Within most Narrow Fields a 6-digit code, consisting of the four digits of the Narrow Field followed by the digits '99', is reserved as a residual or the 'not elsewhere classified' (n.e.c.) category at the Detailed Field level. Exceptions are made for Narrow Fields where the Detailed Fields contained are exhaustive.

In most Broad Fields, codes are also reserved for residual categories at the Narrow Field level. These codes consist of the Broad Field code followed by '99'. Exceptions are made for Broad Fields where the Narrow Fields contained are exhaustive.

Codes ending in two or four zeros are described as 'not further defined' (n.f.d.) codes and are used to code responses which cannot be coded to the Detailed Fields of the classification but can be coded to a higher level of the classification structure. The code 000001 is used to process responses which do not provide enough information to be coded to a particular Field of Education (inadequately described responses). The code 000000 is used when there is no response to Field of Education. The code 000002 is used when the data element is not applicable.

ADMINISTRATIVE ATTRIBUTES

History: Commenced 2004

Comments: Not applicable

LEVEL OF HIGHEST EDUCATIONAL ATTAINMENT

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

Definition:	The level of the highest educational attainment that a person has achieved in any field of study or educational institution.
Context:	The standard data element 'Level of highest educational attainment' identifies the highest educational achievement a person has attained. It is a ranking of qualifications and other educational attainments regardless of the particular field of study or the type of institution in which the study was undertaken. It is not a measurement of the relative importance of different fields of study or types of institution. It may be used to determine the general level of educational achievement of the Australian population and of specific groups in Australian society; to investigate the relationship between levels of education and employment outcomes, income and other socioeconomic variables; and as a proxy measure of socioeconomic status.
Version number:	1

RELATIONAL ATTRIBUTES

Classification scheme:	<i>Australian Standard Classification of Education (ASCED)</i> (cat. no. 1272.0). This classification is structured into Level of Education and Field of Education. There are nine Broad Levels of Education. The eight relevant Broad Levels of Education for 'Level of highest educational attainment' are: 1 Postgraduate Degree Level 2 Graduate Diploma and Graduate Certificate Level 3 Bachelor Degree Level 4 Advanced Diploma and Diploma Level 5 Certificate Level 6 Secondary Education 7 Primary Education 8 Pre-primary Education
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Level of Education in ASCED is a 3-digit, 3-level hierarchical structure. The following example illustrates the coding scheme:

Hierarchical Level	Code	Level of Education
Broad Level	5	Certificate Level
Narrow Level	51	Certificate III & IV Level
Detailed Level	511	Certificate IV

Guide for use:	<p>This standard data element should be used for all collections which aim to identify people's level of highest educational attainment (the highest of both school and non-school education).</p> <p>To derive 'Level of highest educational attainment' it is necessary to firstly identify the 'Highest year of school completed' and the 'Level of highest non-school qualification'. The 'Level of highest educational attainment' is derived by determining which of the 'school' or 'non-school' attainments is the higher. (Refer to Appendix 3 for additional information about deriving these data elements.)</p> <p>For the purposes of this data element 'school study' means primary and secondary education, regardless of the location or institution where it is undertaken, and so 'non-school education' does not include secondary education undertaken for example as a mature-age student at a TAFE. Similarly, 'non-school education' includes non-school qualifications completed by school students, e.g. Certificate I, regardless of the location or institution at which the student is undertaking the non-school study.</p>
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There is significant overlap, however in terms of Level of Education between ASCED Broad Levels 5 Certificate Level, and 6 Secondary Education. For example, some Secondary Education is regarded, for the purposes of obtaining a single measure, as higher than some Certificate level attainments.

The Decision Table (refer to Rules attributes) is used to prioritise responses to questions on 'Level of highest non-school qualification' and 'Highest year of school completed' which have been coded to ASCED Broad Level 5 and 6 respectively. It is used to determine which of the 'non-school' or 'school' attainments of a single individual is higher. It is emphasised that this table is solely for the purpose of obtaining a single response to the data element 'Level of highest educational attainment' and is not intended to convey any other ordinality.

A computer assisted ASCED Coder is available to assist in assigning ASCED codes for both Level and Field of Education to descriptions of courses, units or qualifications. (Refer to Appendix 3 for further information about this Coder.)

Related data:

Other related standard data elements are the 'Level of highest non-school qualification', 'Highest year of school completed', 'Main field of highest educational attainment', 'Main field of highest non-school qualification' and 'Year non-school qualification completed'.

Type of relationship:

'Level of highest educational attainment' requires the supporting data elements 'Level of highest non-school qualification' and 'Highest year of school completed'. Usually, establishing 'Level of highest non-school qualification' in turn requires 'Main field of highest non-school qualification' and 'Year non-school qualification completed'.

Data collection methods:

The method of obtaining data on 'Level of highest educational attainment' is by derivation from the standard data elements:

- 'Highest year of school completed'
- 'Level of highest non-school qualification'
- 'Main field of highest non-school qualification'
- 'Year non-school qualification completed'.

Hence the question modules are the same as for these data elements.

The derivation process determines which of the 'non-school' or 'school' attainments is the higher. (Refer to Appendix 3 for additional information).

Rules:

The Decision Table for prioritising responses which have been coded to ASCED Broad Levels 5 and 6 respectively is as follows. The purpose of the Decision Table is to provide a means of consistently selecting a single level of attainment whenever a single level only is required for statistical purposes.

For example, a person who responded to the standard question module for 'Highest year of school completed' with 'Year 12', and who also indicated that their 'Level of highest non-school educational attainment' was 'Certificate III' would have those responses cross-checked on the Decision Table and would, as a result, have their 'Level of highest educational attainment' output as 'Certificate III'. However, if their response to 'Level of highest non-school educational attainment' had been 'Certificate', it would be cross-checked on the Decision Table as 'Certificate n.f.d.' and output would be 'Year 12'. Neither result implies that one qualification is higher than the other.

6 ASCED LEVEL OF EDUCATION CODES, Broad Level 5 and Broad Level 6

Broad Level 6 to Secondary Education	Broad Level 5 Certificate Level						
	Certificate n.f.d. (500)	Certificate III or IV n.f.d. (510)	Certificate IV (511)	Certificate III (514)	Certificate I or II n.f.d. (520)	Certificate II (521)	Certificate I (524)
Secondary Education n.f.d. (600)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Senior Secondary Education n.f.d. (610)	Senior Secondary n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Senior Secondary n.f.d.	Senior Secondary n.f.d.	Senior Secondary n.f.d.
Year 12 (611)	Year 12	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Year 12	Year 12	Year 12
Year 11 (613)	Year 11	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Year 11	Year 11	Year 11
Junior Secondary Education n.f.d. (620)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Year 10 (621)	Year 10	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Year 10	Certificate II	Year 10
Year 9 (622)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Year 8 (623)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Year 7 (624)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I

REPRESENTATIONAL ATTRIBUTES

Form of representation:	Code
Datatype:	Numeric character
Maximum size of DE values:	3
Minimum size of DE values:	3
Permissible DE values:	<p>Valid ASCED and supplementary codes for standard input categories for 'Level of highest education attainment' are:</p> <p>000 Not stated 002 No educational attainment 003 Not known 011 Inadequately described 067 Year 8 or below 100 Postgraduate Degree Level n.f.d. 110 Doctoral Degree Level n.f.d. 111 Higher Doctorate 112 Doctorate by Research 113 Doctorate by Coursework 114 Professional Specialist Qualification at Doctoral Degree Level 120 Master Degree Level n.f.d.</p>

Permissible DE values continued

121 Master Degree by Research
 122 Master Degree by Coursework
 123 Professional Specialist Qualification at Master Degree Level
 200 Graduate Diploma and Graduate Certificate Level n.f.d.
 210 Graduate Diploma Level n.f.d.
 211 Graduate Diploma
 212 Graduate Qualifying or Preliminary
 213 Professional Specialist Qualification at Graduate Diploma Level
 220 Graduate Certificate Level n.f.d.
 221 Graduate Certificate
 222 Professional Specialist Qualification at Graduate Certificate Level
 310 Bachelor Degree Level n.f.d.
 311 Bachelor (Honours) Degree
 312 Bachelor (Pass) Degree
 400 Advanced Diploma and Diploma Level n.f.d.
 410 Advanced Diploma and Associate Degree Level n.f.d.
 411 Advanced Diploma
 413 Associate Degree
 421 Diploma
 500 Certificate Level n.f.d.
 510 Certificate III & IV Level n.f.d.
 511 Certificate IV
 514 Certificate III
 520 Certificate I & II Level n.f.d.
 521 Certificate II
 524 Certificate I
 600 Secondary Education n.f.d.
 610 Senior Secondary Education n.f.d.
 611 Year 12
 613 Year 11
 620 Junior Secondary School n.f.d.
 621 Year 10
 622 Year 9
 623 Year 8
 624 Year 7 (NSW, Vic., Tas., ACT)
 710 Primary Education n.f.d.
 711 Year 7 (Qld, SA, WA, NT)
 712 Year 6
 713 Year 5
 714 Year 4
 715 Year 3
 716 Year 2
 717 Year 1
 718 Pre-Year 1

Note: n.f.d. are described as 'not further defined' codes. They end in zero and are used to code responses which cannot be coded to the Detailed Levels of the classification but can be coded to a higher level of the classification structure.

ADMINISTRATIVE ATTRIBUTES

History:

Commenced 2004

Comments:

This data element has been developed as an indicator of educational attainment which encompasses the highest of both school and non-school education. Prior to the introduction of ASCED it was not possible to produce a single measure because the classification in use, the *ABS Classification of Qualifications (ABSCQ)* (cat. no. 1262.0) was restricted in scope to post school qualifications only. ASCED is broader in scope than ABSCQ and includes both school and non-school education. It replaced ABSCQ in 2001.

Comments continued

Some supplementary codes are used for different purposes in the 'Level' of education data elements. For example:

Data elements	Code	Label
'Highest year of school completed'	002	Never attended school
'Level of highest non-school qualification'	002	No non-school qualification
'Level of highest educational attainment'	002	No educational attainment

MAIN FIELD OF HIGHEST EDUCATIONAL ATTAINMENT

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

<i>Definition:</i>	'Main field of highest educational attainment' is defined as the main field of study undertaken in the highest non-school qualification reported by a person, or in the highest year of school completed, whichever is the higher.
<i>Context:</i>	The standard data element 'Main field of highest educational attainment' identifies the main field of education of a person's highest educational attainment or qualification. It is used to determine the areas of educational achievement of the Australian population. This standard data element should be used for all collections where there is a requirement to identify the field of the qualification identified as a person's highest. This data element can only be obtained if 'Level of highest educational attainment' is also identified.
<i>Version number:</i>	1

RELATIONAL ATTRIBUTES

Classification scheme:

Australian Standard Classification of Education (ASCED) (cat. no. 1272.0).
This classification is structured into Level of Education and Field of Education.

All 12 Broad Fields of Education in ASCED are relevant for 'Main field of highest educational attainment' and these are:

- 01 Natural and Physical Sciences
- 02 Information Technology
- 03 Engineering and Related Technologies
- 04 Architecture and Building
- 05 Agriculture, Environmental and Related Studies
- 06 Health
- 07 Education
- 08 Management and Commerce
- 09 Society and Culture
- 10 Creative Arts
- 11 Food, Hospitality and Personal Services
- 12 Mixed Field Programmes

Field of Education in ASCED is a 6-digit, 3-level hierarchical structure.
The following example illustrates the coding scheme:

Hierarchical Level	Code	Field of Education
Broad Field	03	Engineering and Related Technologies
Narrow Field	0305	Automotive Engineering and Technology
Detailed Field	030503	Vehicle Mechanics

<i>Guide for use:</i>	<p>This standard data element should be used for all collections which aim to identify people's main field of highest educational attainment. It is used concurrently with 'Level of highest educational attainment'.</p> <p>To derive 'Main field of highest educational attainment' it is necessary to firstly derive 'Level of highest educational attainment', then the field associated with 'Level of highest educational attainment' will be the 'Main field of highest educational attainment'. (Refer to Appendix 3 for additional information about deriving these data elements.)</p> <p>A computer assisted ASCED Coder is available to assist in assigning ASCED codes for both Level and Field of Education to descriptions of courses, units or qualifications. (Refer to Appendix 3 for further information about this Coder.)</p>
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<i>Related data:</i>	Other related standard data elements are the 'Level of highest non-school qualification', 'Highest year of school completed', 'Level of highest educational attainment', 'Main field of highest non-school qualification', and 'Year non-school qualification completed'.
<i>Type of relationship:</i>	'Main field of highest educational attainment' is used to determine the areas of educational achievement of the Australian population.
<i>Data collection methods:</i>	<p>The method of obtaining data on 'Main field of highest educational attainment' is by derivation from the standard data elements:</p> <ul style="list-style-type: none"> • 'Highest year of school completed' • 'Level of highest non-school qualification' • 'Main field of highest non-school qualification' • 'Year non-school qualification completed'. <p>Hence the question modules are the same as for these data elements.</p> <p>To derive the 'Main field of highest educational attainment', it is necessary to derive the 'Level of highest educational attainment'. The field of education associated with the 'Level of highest educational attainment' is the 'Main Field of highest educational attainment'.</p>
<i>Rules:</i>	This data element can only be obtained if 'Level of highest educational attainment' is also identified. 'Main field of highest educational attainment' requires the supporting data elements 'Main field of highest non-school qualification', 'Highest year of school completed', 'Level of highest non-school qualification' and 'Year non-school qualification completed'. (Refer to Appendix 3 for further information.)

REPRESENTATIONAL ATTRIBUTES

<i>Form of representation:</i>	Code
<i>Datatype:</i>	Numeric character
<i>Maximum size of DE values:</i>	6
<i>Minimum size of DE values:</i>	6
<i>Permissible DE values:</i>	<p>All categories of the Field of Education component of ASCED.</p> <p>Within most Narrow Fields a 6-digit code, consisting of the four digits of the Narrow Field followed by the digits '99', is reserved as a residual or the 'not elsewhere classified' (n.e.c.) category at the Detailed Field level. Exceptions are made for Narrow Fields where the Detailed Fields contained are exhaustive.</p> <p>In most Broad Fields, codes are also reserved for residual categories at the Narrow Field level. These codes consist of the Broad Field code followed by '99'. Exceptions are made for Broad Fields where the Narrow Fields contained are exhaustive.</p> <p>Codes ending in two or four zeros are described as 'not further defined' (n.f.d.) codes and are used to code responses which cannot be coded to the Detailed Fields of the classification but can be coded to a higher level of the classification structure. The code 000001 is used to process responses which do not provide enough information to be coded to a particular Field of Education (inadequately described responses). The code 000000 is used when there is no response to Field of Education. The code 000002 is used when the data element is not applicable.</p>

ADMINISTRATIVE ATTRIBUTES

History: Commenced 2004

Comments: Not applicable

LOCATION ADDRESS

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

<i>Definition:</i>	Street address at which a person lives or works, an organisation operates or an activity takes place.
<i>Context:</i>	<p>'Location address' can be used to map and analyse the distribution of services, clients of those services and activities which are logically consistent with the concept of place. 'Location address', as distinct from 'Postal address', should be collected for all people, organisations and activities where location may be required for analytical or regulatory purposes or where there is a need to map, find or visit a location.</p> <p>'Location address' is also the primary data element used for coding location to a geographical classification such as the <i>Australian Standard Geographical Classification (ASGC)</i> (cat. no. 1216.0). (Refer to Appendix 4 for further information on ASGC.)</p>
<i>Version number:</i>	1

RELATIONAL ATTRIBUTES

<i>Classification scheme:</i>	<p><i>Australian Standard Geographical Classification (ASGC)</i> (cat. no. 1216.0).</p> <p>This data element also conforms to the following standards: Standards Australia, AS 4590 — 1999 Interchange of Client Information, Standards Australia, AS/NZS 4819:2003 Geographic information — Rural and urban addressing.</p>
<i>Guide for use:</i>	<p>'Location address', as distinct from 'Postal address', should be used for coding to geographical classifications and aggregating statistical data for areas. 'Location address' should be coded to the smallest area possible in the ASGC hierarchy of geographical areas. This is generally the statistical local area (SLA) for locations where the full address is known. Locations may also be coded to ASGC areas from their latitude and longitude using a geographic information system (GIS). Locations coded to SLA may then be aggregated to higher level ASGC areas in the same hierarchy such as the statistical division (SD) level of the Main Structure, or concorded to areas in other hierarchies such as Remoteness Areas (RA) of the Remoteness Structure.</p> <p>ASGC is revised at 1 July each year. Locations should be coded to the annual edition immediately preceding the data collection reference year. The ASGC edition number should be stated in the metadata.</p>
<i>Related data:</i>	'Postal address'
<i>Type of relationship:</i>	While the 'Location address' of a person, organisation or activity may also be the 'Postal address' of that person, organisation or activity, 'Postal address' can only refer to the delivery of mail by Australia Post.
<i>Data collection methods:</i>	'Location address' can be obtained from a single question in most collections.

What is the address of [your] [the person's] [(name)'s] usual residence?*Building/Property name*.....
.....*Flat/Unit number Street number*.....
.....*Street name*.....
.....*Suburb, locality or town*.....
.....*State/Territory**Postcode*

..... □□□□

Note: When collecting a person's 'usual' place of residence, the ABS recommends that usual be defined as: the place where the person has lived or intends to live for six months or more, or the place that the person regards as their main residence, or where the person has no other residence, the place they currently reside.

Rules:

The accurate recording of the state or territory is essential. While Postcode is useful to make Suburb/locality unique within a state it may often be misreported in location addresses. Postcode alone is not an adequate indicator of location.

REPRESENTATIONAL ATTRIBUTES*Form of representation*

Text

Datatype:

Alphanumeric character

Maximum size of DE values:

Data element values	Maximum size
Building/Property name	60 alphanumeric characters
Flat/Unit number	5 alphanumeric characters
Street number	12 alphanumeric characters
Street name, type and suffix	36 alphabetic characters
Locality/Place/Suburb	46 alphabetic characters
State/Territory	3 alphabetic characters
Postcode	4 numeric characters

Minimum size of DE values:

Not applicable

Permissible DE values:

Not applicable

ADMINISTRATIVE ATTRIBUTES*History:*

Commenced 2004

Comments:

Not applicable

POSTAL ADDRESS

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

<i>Definition:</i>	Address for delivery of mail to a person or organisation.
<i>Context:</i>	'Postal address' is used for the delivery of mail. 'Postal address' may or may not be the same as 'Location address' and may not be a physical location. 'Postal address' should be collected for all people or organisations with whom communication is via the postal service. 'Postal address', as distinct from 'Location address', should always be used when mailing correspondence.

Version number: 1

RELATIONAL ATTRIBUTES

<i>Classification scheme:</i>	Not applicable This data element also conforms to the following standard: Standards Australia, AS 4590 — 1999 Interchange of Client Information.
<i>Guide for use:</i>	'Postal address', should not be used for coding to geographical classifications or aggregating statistical data for areas. Any 'Postal address' which is not a physical location e.g. Locked bag, Post Office Box, is invalid as a person's 'usual' place of residence.
<i>Related data:</i>	'Location address'
<i>Type of relationship:</i>	While the 'Postal address' of a person, organisation or activity may also be the 'Location address' of that person, organisation or activity, 'Location address' indicates where that person, organisation or activity is physically located.
<i>Data collection methods:</i>	'Postal address' can be obtained from a single question in most collections.

What is [your] [the person's] [(name)'s] postal address?

Building/Property name

.....
.....

Flat/Unit number Street number

.....
.....

Street name

.....
.....

PO Box or Roadside Delivery Box

.....
.....

Suburb, locality or town

.....
.....

State/Territory

Postcode

..... □□□□

<i>Rules:</i>	The accurate recording of the state or territory is essential. Postcode is mandatory for postal addresses within Australia. Postcode alone is not an adequate indicator of location.
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REPRESENTATIONAL ATTRIBUTES

<i>Form of representation:</i>	Text	
<i>Datatype:</i>	Alphanumeric character	
<i>Maximum size of DE values:</i>	Data element values	Maximum size
	Building/Property name	60 alphanumeric characters
	Flat/Unit number	5 alphanumeric characters
	Street number	12 alphanumeric characters
	Street name, type and suffix	36 alphabetic characters
	Postal delivery type	14 alphanumeric characters
	Locality/Place/Suburb	46 alphabetic characters
	State/Territory	3 alphabetic characters
	Postcode	4 numeric characters
<i>Minimum size of DE values:</i>	Not applicable	
<i>Permissible DE values:</i>	All Postcodes contained in the Australia Post list of Postcodes.	

ADMINISTRATIVE ATTRIBUTES

<i>History:</i>	Commenced 2004
<i>Comments:</i>	Not applicable

APPENDIX 1

DATA ELEMENT ATTRIBUTE DEFINITIONS

INTRODUCTION

The data elements are described and defined in the Dictionary in a format based on the International Organization for Standardization (ISO) and the International Electrotechnical Commission (IEC) International Standard 11179.

International Standard ISO/IEC 11179 consists of the following parts, under the general title *Information technology — Specification and standardization of data elements*:

- Part 1: Framework for the specification and standardization of data elements
- Part 2: Classification for data elements
- Part 3: Registry metamodel and basic attributes
- Part 4: Rules and guidelines for the formulation of data definitions
- Part 5: Naming and identification principles for data elements
- Part 6: Registration of data elements.

The format for data elements in the Dictionary are largely based on the First Edition of Part 3 of the above standard. A subset of the basic set of attributes has been applied to each data element. The attributes have been chosen to ensure that those who collect, provide, analyse and use the data, clearly understand its meaning.

IDENTIFYING AND DEFINITIONAL ATTRIBUTES

Data element name: Single or multi word designation assigned to a data element.

Definition: Statement that expresses the essential nature of a data element and permits its differentiation from all other data elements.

Context: A designation or description of the application environment or discipline in which a name is applied or originates from. For the Dictionary this attribute includes the justification for collecting the data element and uses of the information.

Version number: Identification of an issue of a data element specification in a series of evolving data element specifications. The version number begins with 1 and a new version number (e.g. 2, 3, etc.) is allocated to a data element when changes are made to any attribute value. As this is the first version of the Dictionary all data elements are '1'.

RELATIONAL ATTRIBUTES

Classification scheme: A reference to class(es) of a scheme for the arrangement or division of objects into groups based on characteristics which the objects have in common (e.g. origin, composition, structure, application, function, etc.).

In the Dictionary, classification schemes may refer to the relevant Standard Australian Classification. For example, the classification scheme for 'Country of birth' is the *Standard Australian Classification of Countries (SACC)* (cat. no. 1269.0).

Guide for use: Additional comments or advice on the interpretation or application of the data element (this attribute is not specified in the ISO/IEC Standard 11179 but has been included to assist in clarifying issues about the classification of data elements).

Related data: A reference between the data element and any related data elements.

Type of relationship: An expression that characterises the relationship between the data element and related data.

RELATIONAL ATTRIBUTES *continued*

Data collection methods: Advice about the standard question module(s) that should be used to collect information (this attribute is not specified in the ISO/IEC Standard 11179 but has been included to assist in promoting data comparability and consistency).

Rules: Principles or standards to be adopted in data collection methods (this attribute is not specified in the ISO/IEC Standard 11179 but has been included to clarify issues with the actual collection of data).

REPRESENTATIONAL ATTRIBUTES

Form of representation: Name or description of the form of representation for the data element (e.g. 'quantitative value', 'code', 'text', 'icon').

Datatype: A set of distinct values for representing the data element value. Possible instances are: 'character', 'ordinal number', 'integer', 'real', 'scaled', 'bit', 'rational'.

In the Dictionary datatypes for all data elements except 'Postal address' and 'Location address' are numeric character with valid digits restricted to '0 to 9' with the zero filled. The datatypes for 'Postal address' and 'Location address' data elements are alphanumeric character with valid digits restricted to 'A to Z' and '0 to 9' with the zero filled.

Maximum size of DE values: The maximum number of storage units (of the corresponding datatype) to represent the data element value.

Minimum size of DE values: The minimum number of storage units (of the corresponding datatype) to represent the data element value.

Permissible data element values: The set of representations of permissible instances of the data element, according to the representation form, layout, datatype and maximum and minimum size specified in the corresponding attributes. The set can be specified by name, by reference to a source, by enumeration of the representation of the instances or by rules for generating the instances.

ADMINISTRATIVE ATTRIBUTES

History: Brief summary of changes in one or more data element attributes since they were specified in the Dictionary (this attribute is not specified in the ISO/IEC Standard 11179 but has been included to provide a succinct overview of amendments to data elements).

Comments: Remarks on the data element.

APPENDIX 2

DICTIONARY OF STANDARDS FOR EDUCATION AND TRAINING STATISTICS DATA REFERENCE GROUP MEMBERSHIP

The Dictionary of Standards for Education and Training Statistics Data Reference Group membership as at November 2003 was:

Member	Organisation
Mr Jeff Carlton (Chair)	Director National Centre for Education and Training Statistics Australian Bureau of Statistics
Mr David Hunter	Director Population Statistics Standards Australian Bureau of Statistics
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APPENDIX 3

EDUCATION DATA ELEMENTS

INTRODUCTION

This Appendix is in two parts. The first part of the appendix provides a brief overview of the *Australian Standard Classification of Education (ASCED)* (cat. no. 1272.0). The second part of the appendix provides information about the integration and use of education statistical standards.

The standard question modules for 'Highest year of school completed', 'Level of highest non-school qualification' and 'Main field of highest non-school qualification' are presented in the second part of the appendix. Information about deriving 'Level of highest educational attainment' and 'Main field of highest education attainment' is also provided. The information provided in this appendix supplements that provided in the relevant data element.

AUSTRALIAN STANDARD CLASSIFICATION OF EDUCATION (ASCED)

ASCED was released in 2001. It was developed for use in the collection, storage and dissemination of statistical and administrative data relating to education activity undertaken in Australia. ASCED replaced a number of classifications previously used in administrative and statistical systems, including the *ABS Classification of Qualifications (ABSCQ)* (cat. no. 1262.0).

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. It comprises two classifications: Level of Education and Field of Education. These reflect the needs of government agencies, the private sector and education and training organisations to describe the range of education and training currently offered in Australia.

Level of Education is defined as a function of the quality and quantity of learning involved in an educational activity. There are nine broad levels, 15 narrow levels and 64 detailed levels. For detailed hierarchical structure and definitions of these see ASCED.

Field of Education in ASCED is defined as the subject matter of an educational activity. Fields of education are related to each other through the similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content which underpins the subject matter. There are 12 broad fields, 71 narrow fields and 356 detailed fields. For detailed hierarchical structure and definitions of these see ASCED.

A computer assisted ASCED coding system, the ASCED Coder, has been developed to assist in assigning ASCED codes for both Level and Field of Education to descriptions of courses, units or qualifications. The ASCED coder is available from the ABS.

To obtain the coder please contact the Assistant Director, Standards Support by email social.classifications@abs.gov.au or telephone (02) 6252 5736.

EDUCATION STATISTICAL STANDARDS

The following six education data elements have been included in the Dictionary.

- 'Highest year of school completed'
- 'Level of highest non-school qualification'
- 'Year non-school qualification completed'
- 'Main field of highest non-school qualification'
- 'Level of highest educational attainment'
- 'Main field of highest educational attainment'.

These data elements are all based on the statistical standards used in ABS collections. The derivation of some of the above data elements is complex, especially if the methodology used in ABS statistical collections is implemented. This part of the appendix therefore provides the standard question modules for the following data elements:

'Highest year of school completed'
'Level of highest non-school qualification'
'Main field of highest non-school qualification'.

The derivation of the 'Level of highest educational attainment' and 'Main field of highest educational attainment' are outlined after the question modules for the above data elements.

Additional information about the above data elements is provided at Chapter 3 in the relevant data elements. General information about question modules is provided in Chapter 1.

QUESTION MODULES

Highest year of school completed

Only one standard question is required to accurately determine the 'Highest year of school completed'. It is recommended that the following standard question be used to accurately determine 'Highest year of school completed'.

Q1 What is the highest level of primary or secondary school [you have] [the person has] [(name) has] completed?

(Mark one box only.)

(For persons who returned after a break to complete their schooling, mark the highest level completed when they last left.)

Year 12 or equivalent	<input type="checkbox"/>
Year 11 or equivalent	<input type="checkbox"/>
Year 10 or equivalent	<input type="checkbox"/>
Year 9 or equivalent	<input type="checkbox"/>
Year 8 or below	<input type="checkbox"/>
Did not go to school	<input type="checkbox"/>

Level of highest non-school qualification

In addition to the standard question for 'Level of highest non-school qualification', the following questions need to be asked to accurately determine the 'Level of highest non-school qualification':

- Collection of the 'Highest year of school completed' should precede the 'Level of highest non-school qualification' question. This allows respondents to differentiate between 'school' and 'non-school' qualifications.
- Collection of the 'Year non-school qualification completed' is essential for coding 'Diploma' accurately to the Level of Education classification. With the introduction of the Australian Qualifications Framework (AQF) in 1995, the qualification of 'Associate Diploma' was renamed 'Diploma', and the qualification of 'Diploma' was renamed 'Advanced Diploma'. Consequently, all responses of Diploma obtained prior to 1998 indicate the 'higher' of the two Diplomas and are coded to the level equivalent to the current AQF Advanced Diploma, and responses of Diploma from 1998 onwards mean the AQF Diploma level. Therefore, in order to ascertain which ASCED Level of Education code should be assigned to a response of 'Diploma', it is essential to determine the year in which the qualification was attained. If the question on 'Year non-school qualification completed' is omitted, data on diplomas and advanced diplomas can only be accurately coded to the broadest level of the classification.

- Collection of the 'Main field of highest non-school qualification' is also recommended as it can be used to improve the coding accuracy of the qualification level.

It is recommended therefore that the following five standard questions be used to accurately determine 'Level of highest non-school qualification':

Q1 What is the highest level of primary or secondary school [you have] [the person has] [(name) has] completed?

(Mark one box only.)

(For persons who returned after a break to complete their schooling, mark the highest level completed when they last left.)

- Year 12 or equivalent ☐
- Year 11 or equivalent ☐
- Year 10 or equivalent ☐
- Year 9 or equivalent ☐
- Year 8 or below ☐
- Did not go to school ☐

Q2 [Have you] [Has the person] [Has (name)] completed a trade certificate or any other educational qualification?

(Mark one box only.)

- No ☐
- No, still studying for first qualification ☐
- Yes, trade certificate / apprenticeship ☐
- Yes, other qualification ☐

Sequence Guide *If response is 'No' or 'No, still studying for first qualification', then no more questions.
If response is 'Yes, trade certificate / apprenticeship' or 'Yes, other qualification', then go to next question.*

Q3 What is the level of the *highest* qualification [you have] [the person has] [(name) has] completed?

(For example, trade certificate, bachelor degree, associate diploma, certificate I, advanced diploma.)

Level of qualification
.....

Q4 What is the main field of study for [your] [the person's] [(name)'s] *highest* qualification completed?

(For example, plumbing, history, primary school teaching, hairdressing, greenkeeping.)

Field of study
.....

Q5 In which year did [you] [the person] [(name)] complete [your] [their] *highest* qualification?

Year study completed
□□□□

Level of highest non-school qualification continued

Note: For collections where there is no requirement for individual years to be ascertained, the following question module may be used:

Q5 Did [you] [the person] [(name)] complete this qualification before 1998?

Yes, before 1998

No, 1998 or later

Main field of highest non-school qualification

The question modules for accurately determining the 'Main field of highest non-school qualification' are the same as those recommended above for determining the 'Level of highest non-school qualification'. The field of study associated with the 'Level of highest non-school qualification' is the 'Main field of highest non-school qualification'.

DERIVATION OF LEVEL OF HIGHEST EDUCATIONAL ATTAINMENT AND MAIN FIELD OF HIGHEST EDUCATIONAL ATTAINMENT

Level of highest educational attainment

Level of highest educational attainment' is derived from information on 'Highest year of school completed' and 'Level of highest non-school qualification'. The derivation process determines which of the 'non-school' or 'school' attainments are regarded as the higher. Usually the higher ranking attainment is self-evident.

In other words, educational activities at Broad Level 1 Postgraduate Degree should be at a higher level than those at the Broad Level 2 Graduate Diploma and Graduate Certificate, and so on. However, it is not always possible to assert that an ordinal relationship exists among the various Levels of Education in ASCED. This is particularly evident in the case of the relationship between Certificates I — IV in Broad Level 5 Certificate Level, and School Education included in Broad Level 6 Secondary Education.

In this instance, the level of education associated with secondary education may range from satisfying the entry requirements for admission to a university degree course, to the completion of units in basic literacy, numeracy and life skills. Educational activity in these Education categories may therefore be of an equal, higher or lower level than Certificates found in Broad Level 5 Certificate Level. Therefore, in some cases some Secondary Education is regarded, for the purposes of obtaining a single measure for 'Level of highest educational attainment', as higher than some Certificate level attainments.

Table 7 is used to determine which of the responses to questions on 'Highest year of school completed' (coded to ASCED Broad Level 6) and 'Level of highest non-school qualification' (coded to ASCED Broad Level 5) is regarded as the higher (the level of attainment indicated at the intersection of the relevant row and column indicates the highest level of attainment).

It is emphasised that this table was designed for the purpose of obtaining a single value for the output data element 'Level of highest educational attainment' and is not intended to convey any other ordinality.

Level of highest educational attainment continued

7 ASCED LEVEL OF EDUCATION CODES, Broad Level 5 and Broad Level 6

Broad Level 6 to Secondary Education	Broad Level 5 Certificate Level						
	Certificate n.f.d. (500)	Certificate III or IV n.f.d. (510)	Certificate IV (511)	Certificate III (514)	Certificate I or II n.f.d. (520)	Certificate II (521)	Certificate I (524)
Secondary Education n.f.d. (600)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Senior Secondary Education n.f.d. (610)	Senior Secondary n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Senior Secondary n.f.d.	Senior Secondary n.f.d.	Senior Secondary n.f.d.
Year 12 (611)	Year 12	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Year 12	Year 12	Year 12
Year 11 (613)	Year 11	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Year 11	Year 11	Year 11
Junior Secondary Education n.f.d. (620)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Year 10 (621)	Year 10	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Year 10	Certificate II	Year 10
Year 9 (622)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Year 8 (623)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Year 7 (624)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I

The table indicates that a person whose 'Highest year of school completed' was Year 12, and whose 'Level of highest non-school qualification' was a Certificate III, would have those responses crosschecked on the decision table and would as a result have their 'Level of highest educational attainment' output as Certificate III. However, if the same person had answered 'Certificate' to the highest non-school qualification question, without offering any further detail, it would be crosschecked against Year 12 on the decision table as 'Certificate not further defined (n.f.d.)'. The output would then be 'Year 12'.

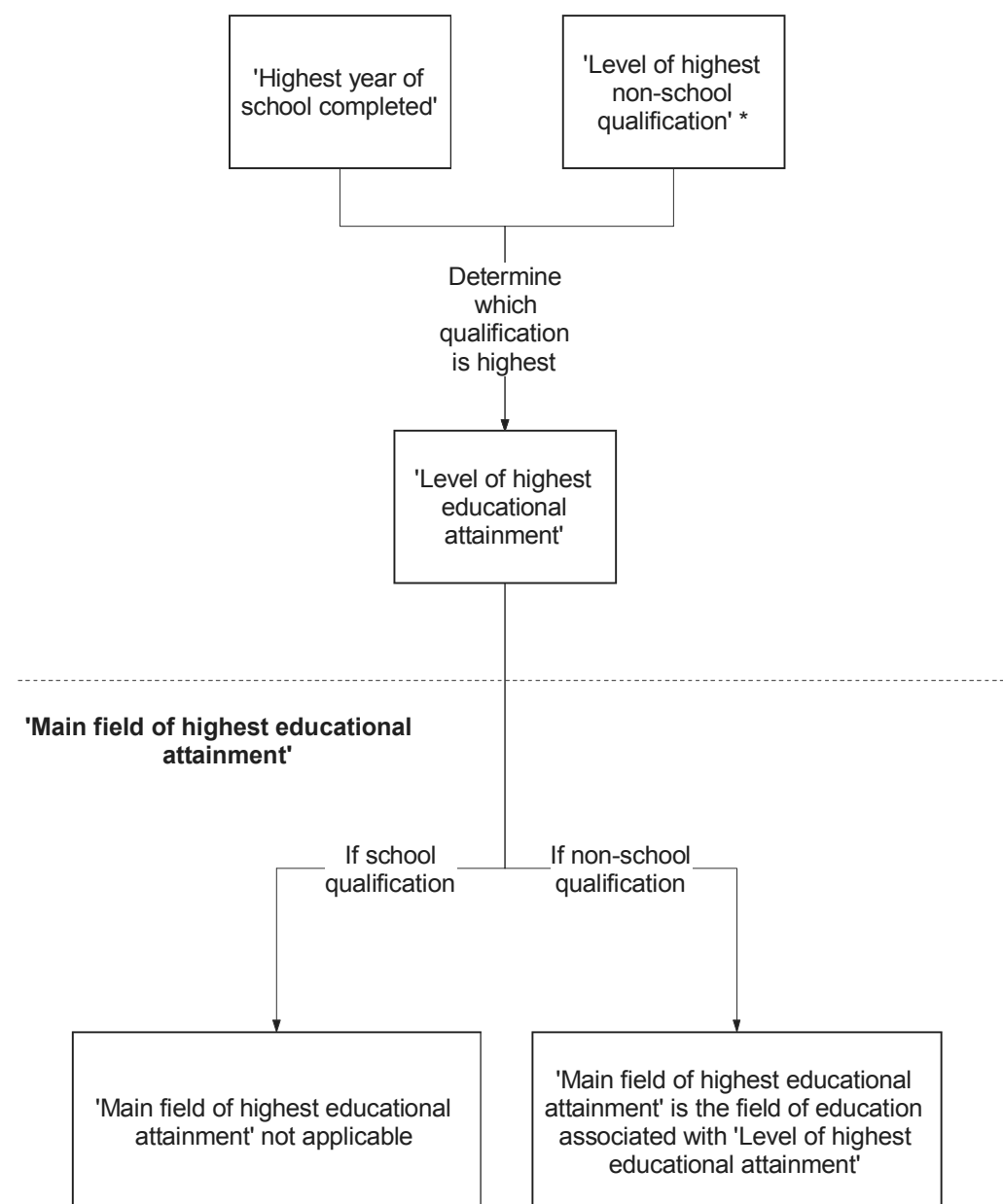
Main field of highest educational attainment

To derive the 'Main field of highest educational attainment', it is necessary to firstly derive the 'Level of highest educational attainment'. The field of education associated with the 'Level of highest educational attainment' is the 'Main Field of highest educational attainment'.

The following flowchart illustrates the derivation of both 'Level of highest educational attainment' and 'Main field of highest educational attainment'.

8 FLOWCHART FOR DERIVING 'LEVEL OF HIGHEST EDUCATIONAL ATTAINMENT' AND 'MAIN FIELD OF HIGHEST EDUCATIONAL ATTAINMENT'

'Level of highest educational attainment'



* To accurately determine this data element the following additional data elements are required:

- 'Highest year of school completed'
- 'Year non-school qualification completed'
- 'Main field of highest non-school qualification'

APPENDIX 4

AUSTRALIAN STANDARD GEOGRAPHICAL CLASSIFICATION

INTRODUCTION

The *Australian Standard Geographical Classification (ASGC)* (cat. no. 1216.0) facilitates the collection and dissemination of geographically classified statistics. These are statistics with a 'where' dimension.

ASGC provides a common framework of statistical geography that enables the production of statistics which are comparable and can be spatially integrated. In practice, statistical units such as households and businesses are first classified or assigned to a geographical area in one of the seven ASGC structures. Data collected from these statistical units are then compiled into ASGC defined geographic aggregations which, subject to confidentiality restrictions, are then available for publication.

ASGC CLASSIFICATION STRUCTURES

The seven interrelated classification structures of ASGC are:

- Main Structure
- Local Government Area Structure
- Statistical District Structure
- Statistical Region Structure
- Urban Centre/Locality Structure
- Section of State Structure
- Remoteness Structure.

In the Census of Population and Housing years (e.g. 1991, 1996, 2001), all structures in ASGC are defined. In intercensal years, only the first four structures are defined. The main driver of changes to the annual editions of the classification is changes which occur to the local government areas (LGAs) of Australia.

The Main Structure, the Statistical Region Structure, the Section of State Structure, and the Remoteness Structure cover the whole of Australia without gaps or overlaps. The other structures cover only part of Australia. The structures are hierarchical, with different structures having different numbers of levels. Each hierarchical level is made up of one type of geographical spatial unit. The spatial units at each higher level are aggregations of the spatial units at the previous lower level.

ASGC SPATIAL UNITS

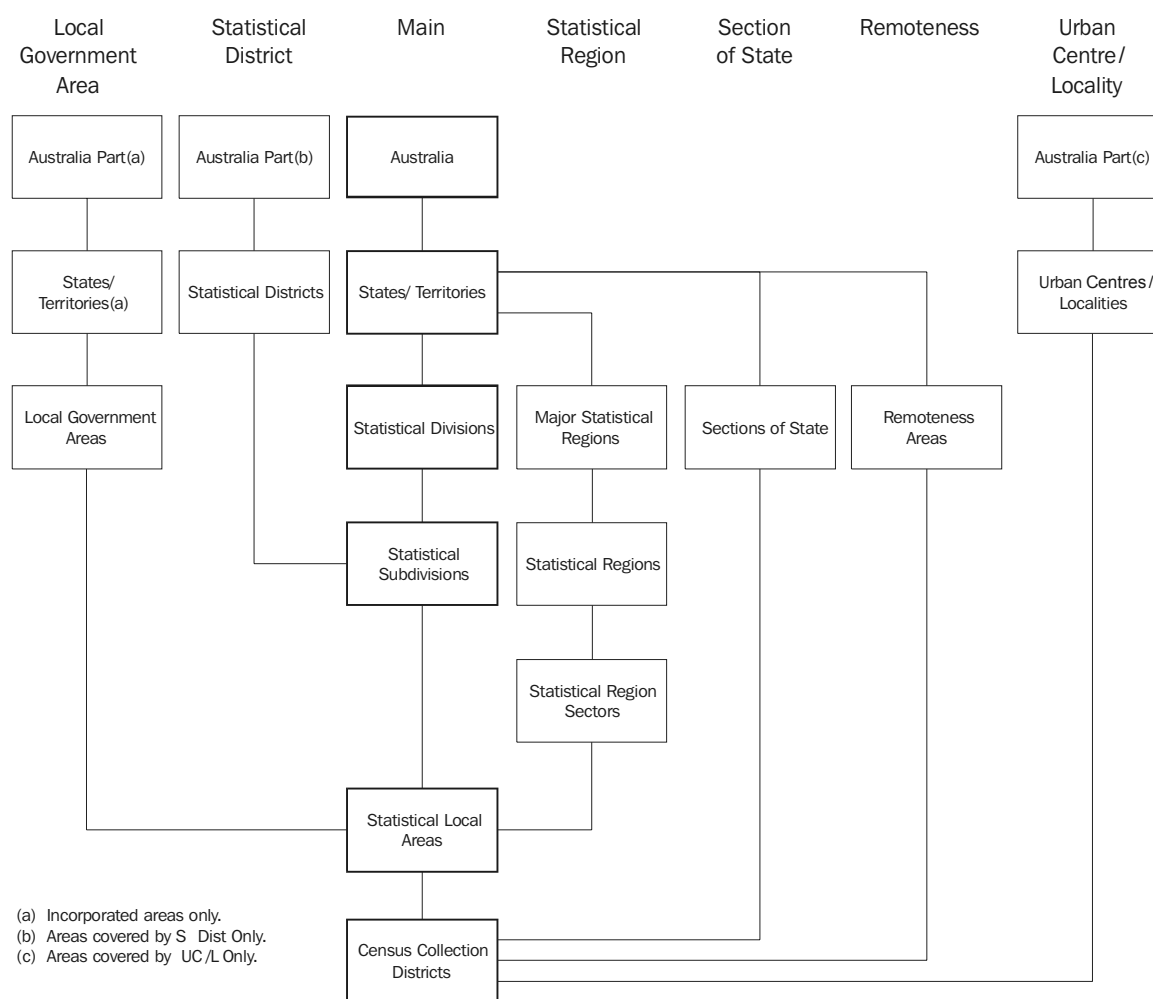
The various geographical areas, or spatial units, which build the different classification structures are as follows:

- Collection District (CD)
- statistical local area (SLA)
- statistical subdivision (SSD)
- statistical division (SD)
- State and Territory (S/T)
- statistical district (S Dist)
- local government area (LGA)
- statistical region sector (SRS)
- statistical region (SR)
- major statistical region (MSR)
- Urban Centre/Locality (UC/L)
- Section of State (SOS)
- Remoteness Area (RA).

During Population Census years, the smallest spatial unit is the CD. It is the basic building block of the classification structures. Between censuses, the smallest spatial unit is the statistical local area. Thus for those years when a census is held, all the above spatial units are defined. In intercensal years, all units except CDs, UC/Ls, SOS and RAs are defined.

The diagram below depicts the various ASGC structures and shows how they interrelate.

9 Australian Standard Geographical Classification Structure (ASGC)



ASGC contains a full description of the classification concepts and structures current at the edition required for the collection and dissemination of geographically classified statistics.

ASSIGNING ASGC GEOGRAPHIC
AREAS (SPATIAL UNITS) TO
LOCATION DATA

Finding what geographical area of ASGC a location address (such as the street address of a dwelling or business) lies within is a coding exercise which is facilitated by recording location addresses to a 'standard'. The methods used to assign geographic areas of ASGC to location addresses in an automated fashion are constantly improving. The process of assigning a geographic area to a list of collected location addresses is usually done by matching those records against prepared reference indexes of address data which have already been coded with a geographic area.

The usual geographic area from ASGC required to be assigned to location address is the statistical local area. However, the addition of a geocode to the addresses in a reference index presents the capability to not only match location address data but to code to any geographical area of ASGC. Once a location address has been coded with a geographic area, such as a statistical local area, then a wealth of statistical information is able to be gathered and made available for analysis. Aggregation to the higher level ASGC areas may also be done.

Because of the annual revision of ASGC (date of effect is 1 July) it is important that location addresses be coded to the edition immediately preceding the collection reference year. The ASGC edition year should be stated in the metadata.

Further information about coding indexes to facilitate assigning geographic areas of ASGC to location addresses is available on the ABS web site.

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GLOSSARY

Age	The concept of age describes how old a person is at a particular point in time. It is defined as the measure of the time elapsed from date of live birth to a specific point in time, usually the date of collection of the data.
Any Responsible Adult (ARA)	The Any Responsible Adult (ARA), or proxy, method of interviewing is used in a number of ABS household surveys as an alternative to personal interviewing. This involves obtaining information about all the persons in a selected household who are in scope of the survey, from the first responsible adult with whom the interviewer makes contact (rather than speaking to each individual personally). The method is only used for collecting information on topics where other members of the household are likely to be able to answer the question. If the ARA is unable to supply all of the details for another individual in the household, a personal interview is conducted.
Classification	An arrangement or division of objects into groups based on characteristics which the objects have in common.
Country of birth of person	The country the respondent identifies as being the one in which they were born.
Data element	A unit of data for which the definition, identification, representation and permissible values are specified by means of a set of attributes.
Date of birth	The date of birth of a person.
First language spoken	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.
Highest year of school completed	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.
Indigenous status	Indicates whether or not a person identifies as being of Aboriginal or Torres Strait Islander origin.
Languages spoken at home	The language or languages reported by a person as being spoken in his/her home. There is no restriction on the number of languages reported by the respondent as being spoken in the home.
Level of highest educational attainment	The level of the highest educational attainment that a person has achieved in any field of study or educational institution.
Level of highest non-school qualification	The highest completed non-school qualification reported for a person in any field of education except General Primary and Secondary Education Programmes.
Location address	Street address at which a person lives or works, an organisation operates or an activity takes place.
Main field of highest non-school qualification	The main field of study undertaken by a person in completing the person's highest educational qualification, other than attainments of primary or secondary education.
Main language other than English spoken at home	The main language, other than English, reported by a person as being spoken in his/her home. If a person reports that he/she speaks more than one language at home (not including English), they are asked to report the language spoken most often.

Main language spoken at home	The main language reported by a person as being spoken in his/her home. If a person reports that he/she speaks more than one language at home, they are asked to report the language spoken most often.
Postal address	Address for delivery of mail to a person or organisation.
Proficiency in spoken English	The self-assessed level of ability to speak English, asked of people whose first language spoken was a language other than English or who speak a language other than English at home.
Residual categories	<p>Residual categories in a classification are labelled not elsewhere classified (n.e.c.), not elsewhere included (n.e.i.), Other or Miscellaneous.</p> <p>These categories are necessary because, although in a classification, meaningful categories are created through the application of certain criteria, not all observations can be classified into a homogeneous group, or the size of the observations does not allow them to be separately identified. For example, in the classification of languages, the minor group 'Chinese' is composed of six distinct languages and one residual category:</p> <p>Chinese</p> <ul style="list-style-type: none"> Cantonese Hakka Hokkien Mandarin Teochew Wu Chinese languages, n.e.c. (includes Hsiang, Kan) <p>The residual category is needed because the six distinct languages do not encompass all the known Chinese languages. The remainder of observations which can be classified as 'Chinese languages' are grouped together in 'Chinese languages, n.e.c.'.</p> <p>See also <i>Supplementary codes</i>.</p>
Self-enumeration	The process in which a provider is left to complete the survey questionnaire. Three of the most common self-enumeration methods are: drop off/mail back, drop off/pick up, and mail out/mail back.
Sex	The distinction 'male' and 'female', as reported by a person.
Supplementary codes	<p>Supplementary codes are used to process inadequately described responses. Not further defined codes (sometimes referred to as Undefined codes) are used to process incomplete, non-specific or imprecise responses which cannot be coded to the most detailed level of a classification, but which nevertheless, contain enough information to allow them to be coded to a higher level of the classification structure. For example, country of birth responses relating to places which cannot be identified as lying within the boundaries of a country separately identified in the Standard Australian Classification of Countries (SACC), but which lie wholly within the boundaries of one of the classification's Minor Groups, are coded to that Minor Group.</p> <p>It is important to note the distinction between not elsewhere classified categories and not further defined codes. Not elsewhere classified categories are a formal part of a classification's structure, designed to make a classification complete and exhaustive of all observations in scope. Adequately described, specific responses are coded to not elsewhere classified categories in instances where a suitable substantive category is not included in the classification. As explained above, not further defined codes are designed to facilitate processing by allowing inadequately described or non-specific responses to be coded to a broader level of the classification rather than be lost altogether. Not further</p>

Supplementary codes *continued*

defined codes are not a formal part of the classification. Other supplementary codes are also provided in classifications, for operational purposes, to facilitate the coding of responses to:

- *Inadequately described* where a response contains insufficient information to be coded to any level of the classification
- *Not stated* where no response is provided
- *Not applicable* where the question does not apply to the person and so no response is required (for example, Year of Arrival in Australia is not applicable for people born in Australia).

See also *Residual categories*.

Year of arrival in Australia

The year a person (born outside of Australia) first arrived in Australia, from another country, with the intention of living in Australia for one year or more.

Year non-school qualification completed

The year in which a person completed a non-school qualification.

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