

# **Survey of Education and Training, Basic Confidentialised Unit Record File, Technical Manual**

**Australia**

**2005**



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**2005**

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## ABBREVIATIONS .....

ABS	Australian Bureau of Statistics
ABSCQ	Australian Bureau of Statistics Classification of Qualifications
ANZSIC	Australian and New Zealand Standard Industrial Classification
ASCED	Australian Standard Classification of Education
ASCO	Australian Standard Classification of Occupations
CURF	Confidentialised Unit Record File
HECS	Higher Education Contribution Scheme
n.f.d.	not further defined
OECD	Organisation for Economic Co-operation and Development
RADL	Remote Access Data Laboratory
RSE	relative standard error
SACC	Standard Australian Classification of Countries
SAS	software package for preparing and executing computerised data analysis
SE	standard error
SEIFA	Socio-Economic Indexes for Areas
SET	Survey of Education and Training
SEW	Survey of Education and Work
SPSS	software package for preparing and executing computerised data analysis
STATA	software package for preparing and executing computerised data analysis
TAFE	Technical and Further Education

# CHAPTER 1

## INTRODUCTION .....

### OVERVIEW

This paper provides information about the release of microdata from the 2005 Survey of Education and Training (SET). The data are available as a Basic Confidentialised Unit Record File (CURF) and will also be available as an Expanded CURF released with the approval of the Australian Statistician. The Basic CURF can be accessed on CD-ROM, and/or via the ABS Remote Access Data Laboratory (RADL). The Expanded CURF will be available via RADL only and will be released later in 2006. A separate Technical Manual will be published with the Expanded SET CURF.

The RADL is an on-line database query system, under which microdata are held on a server at the ABS, to which users can submit programs in SAS, SPSS or Stata software to interrogate and analyse the data, and access the results. Further information about this facility is available on the ABS web site <<http://www.abs.gov.au>> (see Services We Provide, CURFs).

Further information about the RADL facility and information about obtaining access to the file is available on the ABS web site <<http://www.abs.gov.au>> (see Access to ABS CURFs listed under ABS Products and Services).

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

### ABOUT THE SURVEY

The 2005 SET CURF is the fifth CURF available from this education survey; previous surveys were conducted in 1989, 1993, 1997 and 2001. Published results and a CURF on CD-ROM are available from each of those surveys.

The 2005 survey was conducted by the ABS throughout Australia from May to August 2005. All persons aged 15 years and over who were in scope for the survey were asked a set of questions relating to their education and training experience, with those aged 70 years and over asked a subset of these questions. Information was collected during personal interviews conducted by trained interviewers who asked members of each household detailed questions about their education and training experience. One person per household was asked about their household's access to a computer and the Internet at home.

The survey collected detailed information on:

- socio-demographic characteristics (such as age, sex, birthplace and income)
- employment characteristics (such as labour force status, occupation and industry)
- educational qualifications obtained
- recent study
- details of work-related training courses completed (such as time spent and employer support)
- access to education and training.

ABOUT THE SURVEY

*continued*

Estimates from the survey, as well as more information on the survey sample, conceptual framework, definitions and methodology, explanatory notes and glossary, were published in *Education and Training Experience, Australia, 2005* (cat. no. 6278.0) and can be accessed free of charge on the ABS web site <<http://www.abs.gov.au>>.



## SCOPE OF THE SURVEY

The SET was a household survey conducted in both urban and rural areas in all states and territories. However, persons living in very remote parts of Australia were excluded. The exclusion of these persons will only have a minor impact on any aggregate estimates that are produced for individual states and territories, with the exception of the Northern Territory where such persons account for around 20% of the population.

The survey covered private dwellings only, including houses, flats, home units and any other structures used as private places of residence at the time of the survey. 'Special' dwellings such as hotels, motels, hostels, hospitals and short-stay caravan parks were not included.

Persons aged 15 years and over who were usual residents of private dwellings were covered by the survey. Usual residents were those who regarded the dwelling as their own or main home. Those aged 70 years and over were not asked all of the content of the survey. For detail on the information collected for persons aged 70 years and over see below.

The following groups were excluded from the survey:

- certain diplomatic personnel of overseas governments, customarily excluded from the Census and estimated resident population figures;
- persons whose usual place of residence was outside Australia;
- members of non-Australian defence forces (and their dependants) stationed in Australia; and
- visitors to private dwellings.

### *Persons aged 70 years and over*

Persons aged 70 years and over were included for the first time in SET in 2005. They were asked a subset of the questions asked of those aged 15–69 years. The purpose was to reduce respondent burden by only asking the most relevant questions of this group.

Persons aged 70 years and over were asked:

- socio-economic characteristics including cultural background, disability and personal and household income;
- labour force status, and if employed, details of their current main job;
- highest year of school completed; and
- level of highest non-school qualification obtained.

Information was also obtained on whether they had access to a computer and the Internet at home.

Detail on the data items available on the 2005 SET Basic CURF for those aged 70 years and over can be found in the data item list.

CLASSIFICATION OF  
EDUCATION

The *Australian Standard Classification of Education (ASCED)* (cat. no. 1272.0) was introduced into ABS collections in 2001. It replaced a number of education classifications used prior to 2001, including the *ABS Classification of Qualifications (ABSCQ)* (cat. no. 1262.0). ASCED comprises of two classifications: Level of Education and Field of Education. ASCED is used to classify relevant data items on the SET05 CURF. No data items are classified according to ABSCQ on this CURF.

WEIGHTING,  
BENCHMARKING AND  
ESTIMATION*Weighting*

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

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

*Benchmarking*

The weights were calibrated to align with independent estimates of the population of interest, referred to as 'benchmarks', in designated categories of state/territory of usual residence by sex by age and age by labour force status. Weights calibrated against population benchmarks compensate for over or under-enumeration of particular categories of persons and ensure that the survey estimates conform to the independently estimated distribution of the population by age, sex, labour force status and state/territory of usual residence, rather than to the distribution within the sample itself.

It should be noted that the benchmarks relate only to persons living in private dwellings, and therefore do not (and are not intended to) match estimates of the total Australian resident population (which include persons living in non-private dwellings, such as hotels) obtained from other sources.

*Estimation*

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

RELIABILITY OF  
ESTIMATES*Sampling Error*

Sampling error is the difference between the estimates, derived from a sample of persons, and the value that would have been produced if all persons in scope of the survey had been included. Further information about sampling error is provided in *Education and Training Experience, Australia, 2005* (cat. no. 6278.0).

In addition to the 'main weight', each record on the CURF contains 60 'replicate weights'. The purpose of these replicate weights is to enable calculation of the sample error on each estimate produced.

A basic idea behind the replication approach is to select subsamples repeatedly (60 times) from the whole sample. For each of these subsamples the statistic of interest is calculated. The variance of the full sample statistics is then estimated using the variability among the replicate statistics calculated from these subsamples. As well as enabling variances of estimates to be calculated relatively simply, replicate weights also

*Sampling Error continued*

enable unit records analyses such as chi-square and logistic regression to be conducted which take into account the sample design.

It should be noted that not all statistical computer packages may allow direct calculation of SEs using replicate weights. However, those packages that allow the direct use of Balanced Repeated Replication (BRR) methodology generally include the option of an adjustment factor. This factor can be incorporated to overcome the difference between the variance formulae.

It is recognised that using/presenting the standard error on every estimate may be inappropriate for some purposes. As an alternative, tables of indicative standard errors have been compiled; one for person level items and one for training course level items. These tables show the standard errors of an estimate of a particular size, irrespective of the item to which the estimate relates. The information in these tables is the result of modelling of actual standard errors to ensure a suitable fit for a range of different variables from the survey. The tables therefore provide a useful quick guide to the approximate level of sampling error on any survey estimates. The tables of indicative standard errors were published in *Education and Training Experience, Australia, 2005* (cat. no. 6278.0) and are also presented in Appendix 2 of this Technical Manual.

*Non-sampling Error*

Non-sampling error may occur in any collection, whether it is based on a sample or a full count such as a census. Sources of non-sampling error include non-response, errors in reporting by respondents or recording of answers by interviewers, and errors in coding and processing data.

Non-response occurs when persons cannot or will not cooperate, or cannot be contacted. Non-response can affect the reliability of results and can introduce a bias. The magnitude of any bias depends upon the rate of non-response and the extent of the difference between non-respondents' characteristics and those of persons who responded to the survey.

The following methods were adopted to reduce the level and impact of non-response:

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

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

REFERENCE PERIOD AND  
SEASONAL EFFECTS

The estimates in this publication are based on information collected over different reference periods. SET collected information on current study relating to persons enrolled in study at any time during 2005. As the period of collection for SET was from May to August, the minimum reference period for data items on current study was 5 months and the maximum reference period was 8 months. Since SET is collected at a time of year which crosses over the semesters of the study year, seasonal variation may exist depending on when students were interviewed and when they commenced or

REFERENCE PERIOD AND  
SEASONAL EFFECTS*continued*

completed their study. Estimates would include enrolments in the first half of 2005, as well as some enrolments which commenced in the second half of 2005.

For work-related training, the reference period is the 12 months prior to the date of interview. Therefore, the estimates for 2005 study cannot be related to those for work-related training.

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

## CHAPTER 3

## USING THE CURF DATA .....

### ABOUT THE MICRODATA

The data are released under the provisions of the *Census and Statistics Act 1905*. This Act allows for the release of data in the form of unit records where the information is not likely to enable the identification of a particular person or organisation. Accordingly, there are no names or addresses of survey respondents on the CURF and other steps have been taken to protect confidentiality of respondents. These include removing some items from the CURF, reducing the level of detail shown on the CURF for some items, changing some characteristics such as state or area for some records and dropping some records. Data on the 2005 SET Basic CURF will therefore not exactly match published data.

Steps to confidentialise the datasets made available on the Basic CURF are taken in such a way as to ensure the integrity of the dataset and optimise its content, while maintaining the confidentiality of respondents. Intending purchasers should ensure that the data they require, at the level of detail they require, are available on the CURF they are intending to use; data obtained in the survey but not contained on the CURF may be available as statistics in tabulated form on request. A full list of all of the data items on the 2005 SET Basic CURF is provided in Appendix 1. Additional data to what is available on the Basic CURF will be available on the 2005 SET Expanded CURF. This will be available later in 2006.

The 2005 SET Basic CURF contains 27,577 confidentialised respondent records from the survey. Subject to the limitations of sample size and the data classifications used, it is possible to manipulate the data, produce tabulations and undertake statistical analyses to individual specifications.

### FILE STRUCTURE

The 2005 SET Basic CURF contains two separate files with confidentialised records. These files provide records for the following counting units. The data item list provided in Appendix 1 identifies which files the data items are located on.

#### *Person*

This file contains information about each survey respondent. The file also includes some household characteristics about the respondent: access to a computer or the Internet at home and equivalised gross weekly household income. Training items that refer to the person and not the training course such as summary of training and number of training courses completed are also included on this file. There are a total of 27,577 person records on the person level file.

#### *Training course*

This file contains only detailed information on the most recent, second most recent, third most recent and fourth most recent work-related training courses completed in the 12 months prior to the survey. This file includes up to 4 training courses per person. The flag TRNFLG has been provided to identify each training course and must be used when using this file. There are 9,368 most recent, 5,386 second most recent, 3,154 third most

*Training course continued*

recent and 1,904 fourth most recent work-related training courses on the training course level file.

To apply person level characteristics to a training course, the person level characteristics must be merged onto the training course level file using the person identifier (ABSPID). The following SAS code (or equivalent) can be used:

```
PROC SORT DATA = SET05PNB;

BY ABSPID;

PROC SORT DATA = SET05TCB;

BY ABSPID;

DATA MERGEFILE;

MERGE SET05TCB (IN = A)

SET05PNB (KEEP = ABSPID SEX AGE IN = B);

BY ABSPID;

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

RUN;
```

The KEEP statement includes all person data items to be merged onto the training course level file. Person characteristics can be merged onto the training course level file to identify the characteristics about the persons who undertook the courses, and these characteristics are applied to each course. Training course characteristics should not be merged onto the person file.

*Counting units, weights and estimation*

For each record, a weight is provided on the respective files. This weight is used to determine the number of population units that record represents in the total population.

As the survey was conducted on a sample of households in Australia it is important to take account of the different chances of selection a person had, as it varied depending on the state or territory in which they lived. Survey 'weights' are values which indicate how many population units are presented by the sample unit. Training course level items are weighted according to the characteristics of the person who completed the training course.

A person weight (SETWGT) provides an estimate of the number of persons with the selected characteristics. Replicate weights (i.e. WPM0101–WPM0160) have also been included and these can be used to calculate the sampling error on any estimate produced from the CURF. For more information, refer to Chapter 2: Survey Methodology.

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

*Counting units, weights  
and estimation  
continued*

ensures that person estimates conform to an independently estimated distribution of the population by age, sex, state/territory and labour force status.

*Identifiers*

There are unique identifiers for every record on each of the two files shown below.

1. Person = ABSPID
2. Training course = TRNFLG, ABSPID

Person records have a single person identifier, and training course records have both a training course identifier and the person identifier relating to the person who undertook the training course. As well as uniquely identifying all units, the identifiers are vital to copying attributes from one type of counting unit to another. For example, a person level item such as age group (AGEC) can be copied to all training courses on the training course file. For more information and an example of the code is provided earlier in this chapter.

This merge will match one PERSON record to many TRAINING records. Note that the data items copied from the PERSON level will now have the same counting units as the level they have been added to, i.e. the training course level.

*Special codes*

For earnings, profit/loss from business, income and training cost data items, certain values have been reserved as special codes and must not be added as if they were quantitative values. Training cost and training time data items also have top coding applied. The values of these codes are available in the data item list in Appendix 1.

*Populations*

The appropriate populations should always be used when running data from the CURF.

*Equivalised gross weekly  
household income decile  
cut-offs*

Equivalised gross weekly household income is expressed in deciles. These deciles refer to groupings of income values rather than groupings of persons who reported certain income values. As a result, for any of these items, the number of persons counted to each decile are not equal.

To assist in the use and interpretation of these items, the dollars amounts contained in each decile are shown in the following table. Cases where the income was not stated or refused are recorded as 'Not known' and were excluded before the deciles were calculated.

*Equivalised gross weekly household income decile cut-offs continued*

**EQUIVALISED GROSS WEEKLY HOUSEHOLD INCOME, Income decile cut-offs**

Decile	\$value
1	Less than 240
2	240–299
3	300–403
4	404–520
5	521–639
6	640–767
7	768–903
8	904–1,075
9	1,076–1,364
10	1,365 or more

**DIFFERENCES BETWEEN 2005 BASIC CURF DATA ITEMS AND PREVIOUS FILES**

*Structure of the 2005 Basic CURF file*

In previous SET surveys, the CURF consisted of one data file with all available data items. The 2005 SET Basic CURF consists of two data files, one including data items relating to work-related training courses completed (containing details of the most recent, second, third and fourth most recent courses), and the other containing all other person data items. The person level file includes training information related to the person such as access to training, number of training courses completed and summary of training completed.

Prior to 2005, there were separate data items for identical items for each of the training courses, whereas the 2005 file has only one data item and a flag must be used (TRNFLG) to identify the data for the first, second, third or fourth training course. For example, prior to 2005 there were four field of training data items: T1FIELD, T2FIELD, T3FIELD, T4FIELD. On the 2005 file, there is one item TCFIELD and the TRNFLG is used to determine whether it is the first (TRNFLG=1), second (TRNFLG=2), third (TRNFLG=3) or fourth (TRNFLG=4) most recent work-related training course. To cross-tabulate person level characteristics by most recent, second most recent, third most recent and fourth most recent training courses, the required items need to be merged onto the training file.

*Additional data available on the 2005 Basic CURF compared with the 2001 CURF*

**AGE**

The scope of the survey was increased from 15–64 years in previous surveys to 15 years and over in 2005. Limited information was collected for those aged 70 years and over. The CURF presents data for 15 years and over or 15–69 years for each data item as appropriate. To make the data comparable with previous surveys, the population 15–64 years (INSCOPE=1) should be used. The data item list identifies items which are available for those aged 15–69 years or 15+ years respectively.

**AREA OF USUAL RESIDENCE**

'Area of usual residence' (capital city/balance of state or territory) has been included for the first time in 2005.



*Additional data available  
on the 2005 Basic CURF  
compared with the 2001  
CURF continued*

#### STUDY NOT LEADING TO A QUALIFICATION

Study not leading to a qualification was collected for the first time in SET in 2005. Study not leading to a qualification has been output in two ways on this CURF. Firstly, it is reported in a data item covering all study. In this data item, both non-school qualification-based study and school level study override study not leading to a qualification if the respondent had undertaken both study leading to a qualification and study not leading to a qualification (as defined – see Glossary for details). Secondly, data items are also presented exclusively for study not leading to a qualification including all persons who reported they had undertaken this type of study (including those who were also undertaking non-school qualification-based or school level study).

Data on study not leading to a qualification has been collected differently to that collected in the Survey of Education and Work (SEW), resulting in different estimates. In SET, study not leading to a qualification was collected for *all* persons aged 15–69 years, where SEW collects this for persons aged 15–64 years who had not reported that they were studying for a qualification but had reported that they had studied at an educational institution. SET was specifically designed to collect all study not leading to a qualification, including study which was not undertaken at an educational institution.

#### ALL REASONS AND MAIN REASON FOR UNDERTAKING CURRENT STUDY/MOST RECENT QUALIFICATION

'All reasons for current year non-school study for a qualification', 'Main reason for current year non-school study for a qualification', 'All reasons for current year study not leading to a qualification', 'Main reason for current year study not leading to a qualification', 'All reasons for undertaking most recent non-school qualification' and 'Main reason for undertaking most recent non-school qualification' were collected for the first time in 2005.

#### ALL REASONS DID NOT WANT TO STUDY/TRAIN

'All reasons did not want to study for an (other) educational qualification in the last 12 months', and 'All reasons did not want to do (more) training courses in the last 12 months', were collected for the first time in 2005.

#### INCOME

While previous SET surveys collected details on respondents' earnings, income was also collected in 2005. Earnings and income differ in that earnings only include money received from wages and salary from the respondent's main period job or current main job, whereas income includes receipts from all regular income sources including wages and salaries. Additional receipts include any wages or salaries from a second job, profit and loss from own unincorporated enterprise, money received from government pensions and allowances, superannuation, worker's compensation and investment income. Negative income from all sources are also included.

The 2005 SET Basic CURF includes the data items: 'Equivalised gross weekly household income' and 'All sources of personal income'.

*Additional data available  
on the 2005 Basic CURF  
compared with the 2001  
CURF continued*

**INCOME *continued***

Household income is the sum of the personal income of each person aged 15 years and over in the household. Where one person in the household either refused or did not know their income, the income for the household is classified as not known. In some households, not all persons responded to the survey; however, the records for those persons who fully responded were included in the survey. For these persons, their household income was also classified as not known.

Equivalised gross weekly household income is income adjusted to take into account of the different needs of households of different size and composition. There are economic advantages associated with living with others, because household resources, especially housing, can be shared. The equivalence scale used to obtain equivalised incomes is that used by the Organisation for Economic Co-operation and Development (OECD) and is referred to as the 'modified OECD scale'. The scale gives a weight of 1.0 to the first adult in the household, a weight of 0.5 for each additional adult (persons aged 15 years and over), and a weight of 0.3 for each child. For each household, the weights for household members are added together to form the household weight. Total household income is then divided by the household weight to give an income that a lone person household would need for a similar standard of living. Equivalised household income can be viewed as an indicator of the economic resources available to each member of the household.

The equivalised gross weekly household income for each person has been calculated and presented in deciles on the 2005 SET Basic CURF.

*Items unavailable on the  
2005 Basic CURF  
compared with 2001 CURF*

The following items have not been included on the 2005 SET Basic CURF:

- 'SEIFA – Index of Relative Socio-economic Disadvantage'
- 'Whether looking for work'
- 'Active steps taken to find work'
- 'Type of marginal attachment'.

The following items were not collected in the 2005 SET:

- Items classified according to the AUSTRALIAN BUREAU OF STATISTICS CLASSIFICATION OF QUALIFICATIONS (ABSCQ). All data items are only classified according to the AUSTRALIAN STANDARD CLASSIFICATION OF EDUCATION (ASCED).
- 'Reasons do not intend to complete secondary school' and 'Factors affecting the intention to complete secondary school'
- 'Reasons do not intend to complete current non-school study for a qualification' and 'Factors affecting the intention to complete current non-school study for a qualification'
- Non-school qualifications not completed in the last five years
- Future intended study in the next three years
- On-the-job training.

*Changes to items between  
the 2005 Basic CURF and  
the 2001 CURF*

**AUSTRALIAN CITIZENSHIP**

The data item presented in 2001 has been replaced with two data items in 2005: 'Australian citizenship' and 'Whether overseas student'.

*Changes to items between  
the 2005 Basic CURF and  
the 2001 CURF  
continued*

#### FIRST LANGUAGE SPOKEN

In the 2005 SET Basic CURF, the data item 'First language spoken' has not been presented. The data item 'Main language other than English spoken at home' has been presented for 2005.

#### PROFICIENCY IN SPOKEN ENGLISH

In 2005, the data item 'Proficiency in spoken English – Respondent's perception' was collected and has been included on the CURF, whereas in 2001, the interviewer's perception of the respondent's spoken English was collected and included on the CURF. Data on the respondent's perception of their proficiency in spoken English can be requested from earlier surveys.

#### COMPUTER/INTERNET ACCESS AT HOME

The 'Computer/Internet access at home' data item presented in 2001, has been replaced with two data items: 'Computer access at home' and 'Internet access at home'.

#### EMPLOYMENT CHARACTERISTICS

The way labour force status data items have been collected has changed since previous surveys. Prior to 2005, SET did not align with the standard labour force definitions of employed, unemployed and not in the labour force. Under the standard definition, those who usually and actually worked less than one hour a week are not considered to be employed and were asked additional questions to determine whether they were unemployed or not in the labour force. In previous SET surveys, these persons were treated as employed. In 2005, they were treated as unemployed or not in the labour force depending on whether they had been actively looking for work at any time in the four weeks prior to the end of the reference week. This change had very little impact on the estimates.

The population which was asked questions on leave entitlements, trade union membership, apprenticeship/traineeship and earnings was expanded in 2005. Prior to 2005, this information was only collected for self-identified wage and salary earners. However in 2005, this information was collected for all employees. Those who were paid in kind were not asked their earnings.

More information can be found in the publication *Education and Training Experience, Australia, 2005* (cat. no. 6278.0).

#### EMPLOYEES EXCLUDING OWNER MANAGERS OF INCORPORATED ENTERPRISES/WAGE AND SALARY EARNERS

'Employees excluding owner managers of incorporated enterprises' has replaced 'Wage and salary earners' presented in previous surveys. This group is generally comparable with wage or salary earners. However, for current employees excluding owner managers of incorporated enterprises, some additional employees have been included. These have a negligible impact on the estimates. The additional employees are those who received remuneration in the form of a retainer from their employer while working on a commission basis, tips, piece rates or payment in kind. It is recommended that this new population be used for any time series comparisons, however wage and salary earners as collected in previous surveys is also available on this CURF through the

*Changes to items between  
the 2005 Basic CURF and  
the 2001 CURF  
continued*

**EMPLOYEES EXCLUDING OWNER MANAGERS OF INCORPORATED  
ENTERPRISES/WAGE AND SALARY EARNERS *continued***

population 'Self-identified wage and salary earners' (SELFID=1). For employees excluding owner managers of incorporated enterprises either in the last 12 months or at time of training, the category is directly comparable with wage or salary earners in previous surveys.

The collection of profit and loss from own business changed in 2005. According to the ABS standard, those who were owner managers of incorporated enterprises are considered to be employees of the business as they draw a wage or salary. Prior to 2001, these persons were asked what their share of profit or loss from their business was. In 2005 they were asked what their wage or salary was. The data for these persons appear in both the following data items: 'Usual weekly earnings in current job' and 'Average weekly earnings from current business in last financial year'. To make comparisons with previous surveys as outlined in the paragraph above, the population 'Employees excluding owner managers of incorporated enterprises' (CURRENT=1) must be used.

**SIZE OF BUSINESS**

The number of categories for the data item 'Size of business of main period employer (number of staff throughout Australia)' is fewer than presented in previous CURFs. This item was collected in less detail in 2005 to reduce 'not known' responses.

**APPRENTICES/TRAINEES**

The questions on apprentices and trainees have changed slightly to identify both those who were an apprentice or trainee at the time of the survey, as well as those who were an apprentice or trainee in the last 12 months. Output is also available in 2005 on whether persons were under a contract as an apprentice or trainee.

**PROVISION OF EDUCATION OR TRAINING IN CURRENT MAIN JOB**

Data on persons who provided education or training in their current main job have been expanded from the data available in previous surveys. In 2005, data are available for all persons who provided education or training, not only for those who provided 'vocational education or training' (in the 2001 CURF, this was the population which reported that they provided education or training mainly for career or job-related reasons). 'Hours per week spent providing education or training' and 'Whether had obtained a non-school qualification in education or training' are also available in 2005 for all persons who provided education and training. 'Whether received training in how to train others' is presented as a separate data item in 2005 for all persons who provided education or training. The data can be analysed on the same basis as previous surveys by cross-tabulating the appropriate items.

**ALL QUALIFICATIONS AT THE SAME LEVEL**

Two or more qualifications are considered to be at the same level in the data item 'All qualifications at same level' if they are in the same broad level category. The broad level categories align with ASCED and are: Postgraduate degree; Graduate diploma/Graduate certificate; Bachelor degree; Advanced diploma/Diploma; and Certificate. In 2005, where the level of one of the qualifications could not be determined, the output has been set to not determined.

*Changes to items between  
the 2005 Basic CURF and  
the 2001 CURF  
continued*

#### ALL QUALIFICATIONS IN THE SAME FIELD

Two or more qualifications are considered to be in the same field in the data item 'All qualifications in same field' if they are in the same broad field category. The broad field categories align with ASCED and are: Natural and physical sciences; Information technology; Engineering and related technologies; Architecture and building; Agriculture, environmental and related studies; Health; Education; Management and commerce; Society and culture; Creative arts; Food, hospitality and personal services; and Mixed field programmes. In 2005, where the field of one of the qualifications could not be determined, the output has been set to not determined.

#### INSTITUTION

All data items for institution or organisation have been presented in less detail than was presented on the 2001 CURF. See the data item list in Appendix 1 for the categories for institution.

#### INTERNAL/EXTERNAL TRAINING COURSES

The categories of internal and external training courses are no longer used for SET. The definition prior to 2005 for an internal training course was a work-related course that was attended mainly by persons working for a person's employer or business at the time of training. For 2005, data are available for all work-related training courses. For some data items, the data were not collected for those who attended an employee training course because the information was not applicable. These data items include the category 'employee training course'. In 2005, 'employee training courses' are defined as courses attended mainly by persons working for an employer for wages or salary, where the course was provided by their employer. The course was also delivered by a staff member working for the employer or a consultant or trainer hired/contracted for the purpose, and was attended mainly by persons working for their employer.

To analyse the data on the same basis as previous surveys using the data comparable to internal and external training courses, the data item 'Whether training course mainly attended by other persons working for employer' (TCATTEND) should be used in conjunction with other data items. If the training course was attended mainly with persons working for their employer then this would have been classified as an 'internal training course' prior to 2005. Similarly if the training course was not attended mainly with persons working for their employer then this would have been classified as an 'external training course'.

## CHAPTER 4

## FILE CONTENT .....

### FILE CONTENT

The 2005 SET Basic CURF is distributed on a single CD-ROM. The Basic CURF contains the files listed below.

#### *Data and metadata*

SET05B.CSV – this file contains the raw Basic confidentialised survey data in hierarchical comma delimited ASCII text format.

#### *SAS files*

These files contain the data for the Basic CURF in SAS for Windows format:

SET05PNB.SD2 – contains the person level data

SET05TCB.SD2 – contains the training course level data

#### *SPSS files*

These files contain the data for the Basic CURF in SPSS for Windows format:

SET05PNB.SAV – contains the person level data

SET05TCB.SAV – contains the training course level data

#### *Stata files*

These files contain the data for the Basic CURF in Stata format:

SET05PNB.DTA – contains the person level data

SET05TCB.DTA – contains the training course level data

#### *Information files*

README.TXT – This file contains a brief description of each of the files in the 2005 SET Basic CURF package available for purchase by clients of the ABS.

6278055001\_DATA\_ITEM\_LISTING\_SET05B.XLS – This file contains the data items contained on both the person level and the training level files.

FREQUENCIES\_SET05PNB.TXT – contains the data item code values and category labels with unweighted and weighted frequencies for person level data items. This file is in plain text format.

FREQUENCIES\_SET05TCB\_1ST\_TC.TXT – contains the data item code values and category labels with unweighted and weighted frequencies for most recent training course level data items. This file is in plain text format.

FREQUENCIES\_SET05TCB\_2ND\_TC.TXT – contains the data item code values and category labels with unweighted and weighted frequencies for second most recent training course level data items. This file is in plain text format.

FREQUENCIES\_SET05TCB\_3RD\_TC.TXT – contains the data item code values and category labels with unweighted and weighted frequencies for third most recent training course level data items. This file is in plain text format.

*Information files**continued*

FREQUENCIES\_SET05TCB\_4TH\_TC.TXT – contains the data item code values and category labels with unweighted and weighted frequencies for fourth most recent training course level data items. This file is in plain text format.

FORMATS.SC2 – This file contains a SAS program to run the SAS formats.

62780\_2005.PDF – the complete publication *Education and Training Experience, Australia, 2005* (cat. no. 6278.0) in Adobe Acrobat format, available on the ABS web site.

12720\_2001.PDF – *Australian Standard Classification of Education (ASCED), 2001* (cat. no. 1272.0), available on the ABS web site.

ABS CONDITIONS OF SALE.PDF – This file describes ABS conditions of sale and copyright obligations.

IMPORTANT INFORMATION FOR CURF USERS.PDF – This file directs users to the ABS web site for more and up to date information on what is available from the ABS. Also responsible Access to ABS CURFs.

RESPONSIBLE ACCESS TO ABS CURFS TRAINING MANUAL.PDF – This manual tells users of ABS CURFs about their role in protecting the confidentiality of unit record data.

## RELEASE OF CURF

The 2005 SET Basic and Expanded CURFs are/will be released in accordance with a Ministerial Determination (Clause 7, Statutory Rules 1983, No.19) in pursuance of section 13 of the *Census and Statistics Act 1905*. As required by the Determination, the CURFs have been designed so that the information on the files are not likely to enable the identification of the particular person or organisation to which it relates.

All organisations and individuals within organisations who request access to the CURF(s) will, prior to being granted access to the CURF(s), be required to sign an undertaking to abide by the legislative restrictions on use. The Australian Statistician's approval is required for each release of the CURF. Organisations and individuals who seek access to use data from the 2005 SET CURF(s) are required to give an undertaking which includes, among other conditions, that in using the data they will:

- use the information only for the statistical purposes;
- not attempt to identify particular persons or organisations;
- not disclose, either directly or indirectly, the information to any other person or organisation;
- not attempt to match, with or without using identifiers, the information with any other unit level list of persons;
- comply with any other direction or requirement specified in the *ABS Responsible Access to ABS CURFs Training Manual*; and
- not attempt to access the information after the term of their authorisation expires, or after their authorisation is rescinded by the organisation which provided it, or after they cease to be a member of that organisation.

Use of the data for statistical purposes means use, by persons who have signed the undertaking, to produce information of a statistical nature. Examples of statistical purposes are:

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

All CURF users are required to read and abide by the *Responsible Access to ABS Confidentialised Unit Record Files (CURFs) Training Manual* available on the ABS web site <<http://www.abs.gov.au>>, on the Access to ABS CURFs page. Use of the data for unauthorised purposes may render the purchaser liable to severe penalties. Advice about the propriety of any particular intended use of the data is available from [curf.management@abs.gov.au](mailto:curf.management@abs.gov.au).



## CONDITIONS OF SALE

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

## PRICE

The price of the 2005 SET CURFs individually on CD-ROM or RADL as at July 2006 is \$1,320, including GST, freight and handling charges as appropriate. The bundled price of the Basic and Expanded 2005 SET CURFs is \$1,980, when applied for in a single application, including GST, freight and handling charges as appropriate. For the 2005 SET CURFs, the bundled price will be available if both the Basic and Expanded CURFs are requested in the initial application, regardless of the different release times.

## HOW TO ORDER

All clients wishing to access the 2005 SET CURF(s) should complete the Application and Undertaking available on the ABS web site, <<http://www.abs.gov.au>> (see Services We Provide, CURFs). Before completing the application form clients should read the *Responsible Access to ABS Confidentialised Unit Record Files (CURFs) Training Manual*, and related information which is also available from the ABS web site (again see Services We Provide, CURFs).

APPENDIX 1                      **DATA ITEM LIST** .....

FOR DATA ITEMS SEE THE EXCEL SPREADSHEET TITLED  
'6278055001\_DATA\_ITEM\_LISTING\_SET05B.XLS' ASSOCIATED WITH THIS  
TECHNICAL MANUAL.

## APPENDIX 2

## STANDARD ERRORS .....

## STANDARD ERRORS

## STANDARD ERRORS OF PERSON ESTIMATES .....

Size of estimate (persons)									AUST. .....	
	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	SE	RSE
	no.	no.	no.	no.	no.	no.	no.	no.	no.	%
100	150	140	130	110	120	90	110	70	150	150.0
200	230	220	210	170	190	150	170	130	220	110.0
300	300	280	270	220	240	200	210	170	280	93.3
500	420	390	370	300	320	270	280	240	380	76.0
700	510	480	450	360	390	320	340	300	460	65.7
1,000	630	590	550	440	470	390	410	370	560	56.0
1,500	800	750	690	550	590	480	490	450	700	46.7
2,000	940	880	810	630	680	550	560	520	810	40.5
2,500	1 050	1 000	900	700	750	600	600	600	900	36.0
3,000	1 200	1 100	1 000	800	850	650	650	600	1 000	33.3
3,500	1 300	1 200	1 100	850	900	700	700	650	1 100	31.4
4,000	1 350	1 250	1 150	900	950	750	750	700	1 200	30.0
5,000	1 550	1 400	1 300	1 000	1 100	800	800	750	1 300	26.0
7,000	1 850	1 700	1 550	1 150	1 250	900	900	850	1 600	22.9
10,000	2 150	2 000	1 800	1 350	1 500	1 000	1 050	950	1 900	19.0
15,000	2 650	2 450	2 200	1 600	1 800	1 150	1 150	1 000	2 300	15.3
20,000	3 000	2 750	2 500	1 800	2 000	1 250	1 250	1 100	2 650	13.3
30,000	3 600	3 300	2 950	2 150	2 400	1 350	1 400	1 150	3 250	10.8
40,000	4 050	3 750	3 350	2 400	2 700	1 450	1 500	1 200	3 750	9.4
50,000	4 450	4 100	3 650	2 600	2 950	1 500	1 600	1 200	4 150	8.3
100,000	5 850	5 350	4 750	3 300	3 850	1 650	1 800	1 200	5 750	5.8
150,000	6 800	6 200	5 500	3 800	4 500	1 700	1 900	1 200	6 900	4.6
200,000	7 550	6 850	6 100	4 150	4 950	1 750	2 000	1 150	7 850	3.9
300,000	8 650	7 850	7 000	4 650	5 700	1 750	..	1 050	9 400	3.1
500,000	10 150	9 250	8 200	5 350	6 750	1 750	..	..	11 700	2.3
1,000,000	12 400	11 250	10 000	6 400	8 350	..	..	..	15 600	1.6
2,000,000	14 800	13 400	12 000	7 400	10 100	..	..	..	20 600	1.0
5,000,000	18 100	16 350	14 750	..	..	..	..	..	29 350	0.6
10,000,000	20 600	..	..	..	..	..	..	..	37 900	0.4
15,000,000	..	..	..	..	..	..	..	..	43 850	0.3
20,000,000	..	..	..	..	..	..	..	..	48 500	0.2

.. not applicable

## ESTIMATES WITH RELATIVE STANDARD ERRORS OF 25% AND 50% .....

Size of estimate (persons)	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Estimates with RSEs of 25%	7 600	6 500	5 400	3 200	3 700	2 400	2 400	2 200	5 600
Estimates with RSEs of 50%	1 700	1 500	1 200	800	900	600	700	500	1 300

## STANDARD ERRORS OF WORK-RELATED TRAINING COURSES ESTIMATES

Size of estimate (training)									AUST. .....	
	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	SE	RSE
	no.	no.	no.	no.	no.	no.	no.	no.	no.	%
100	210	230	180	160	210	140	140	120	270	270.0
200	330	350	280	250	310	210	230	180	390	195.0
300	420	440	360	310	390	260	300	240	480	160.0
500	570	580	500	430	510	340	410	330	620	124.0
700	700	700	610	520	610	410	510	410	730	104.3
1,000	860	850	750	640	740	500	620	500	880	88.0
1,500	1 100	1 070	960	800	910	620	780	640	1 080	72.0
2,000	1 300	1 250	1 130	940	1 060	730	920	750	1 250	62.5
2,500	1 450	1 400	1 300	1 050	1 200	800	1 050	850	1 400	56.0
3,000	1 650	1 550	1 450	1 200	1 300	900	1 150	950	1 550	51.7
3,500	1 800	1 700	1 550	1 300	1 400	1 000	1 200	1 000	1 650	47.1
4,000	1 950	1 800	1 700	1 400	1 500	1 050	1 300	1 100	1 800	45.0
5,000	2 200	2 050	1 900	1 550	1 700	1 200	1 450	1 250	2 000	40.0
7,000	2 650	2 450	2 300	1 850	2 050	1 450	1 700	1 450	2 350	33.6
10,000	3 200	2 950	2 800	2 250	2 450	1 750	2 000	1 750	2 850	28.5
15,000	4 000	3 700	3 450	2 750	3 000	2 150	2 350	2 150	3 500	23.3
20,000	4 700	4 300	4 000	3 200	3 450	2 500	2 650	2 450	4 050	20.3
30,000	5 850	5 300	4 950	3 950	4 200	3 100	3 050	2 950	5 000	16.7
40,000	6 800	6 150	5 750	4 550	4 850	3 600	3 400	3 400	5 750	14.4
50,000	7 650	6 900	6 400	5 050	5 400	4 050	3 650	3 700	6 450	12.9
100,000	11 000	9 850	9 050	7 050	7 550	5 850	4 500	4 950	9 200	9.2
150,000	13 550	12 050	11 000	8 500	9 150	7 250	5 000	5 800	11 350	7.6
200,000	15 650	13 950	12 550	9 650	10 500	8 400	5 400	6 500	13 150	6.6
300,000	19 200	17 050	15 150	11 600	12 700	10 400	..	7 500	16 200	5.4
500,000	24 700	22 000	19 100	14 500	16 100	13 550	..	..	21 000	4.2
1,000,000	34 550	30 850	25 850	19 450	22 150	..	..	..	30 000	3.0
2,000,000	48 000	43 050	34 600	25 800	30 250	..	..	..	42 800	2.1
5,000,000	73 200	66 450	50 000	..	..	..	..	..	68 450	1.4
10,000,000	..	..	..	..	..	..	..	..	97 750	1.0
15,000,000	..	..	..	..	..	..	..	..	120 350	0.8

.. not applicable

## ESTIMATES WITH RELATIVE STANDARD ERRORS OF 25% AND 50%

Size of estimate (training)	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Estimates with RSEs of 25%	17 500	14 500	12 600	8 000	9 400	4 500	6 600	4 900	13 000
Estimates with RSEs of 50%	3 700	3 300	2 700	1 800	2 300	1 000	1 700	1 000	3 200

## GLOSSARY .....

<b>Apprentices and trainees</b>	An apprentice or trainee is a person aged 15–69 years who has entered into a legal contract (called an indenture or contract of training) with an employer, to serve a period of training for the purpose of attaining a qualification in a recognised trade. In this survey apprentices and trainees were identified by their answers to a question specifically pertaining to the New Apprenticeship Scheme asked of employees.
<b>Apprentices and trainees under contract</b>	An apprentice or trainee who has signed an agreement or contract or has had one signed on their behalf with a training authority to receive formal training towards a trade or work-related qualification.
<b>Australian Standard Classification of Education (ASCED)</b>	The ASCED is a national standard classification which includes all sectors of the Australian education system, that is, schools, vocational education and training, and higher education. From 2001, ASCED replaced a number of classifications used in administrative and statistical systems, including the AUSTRALIAN BUREAU OF STATISTICS CLASSIFICATION OF QUALIFICATIONS (ABSCQ). The ASCED comprises two classifications: Level of Education and Field of Education. See <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0).
<b>Certificate not further defined</b>	Survey responses were coded to Certificate not further defined (n.f.d.) when there was not enough information to code them to Certificate I, II, III or IV in the <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0), Level of Education classification.
<b>Country of birth</b>	Country of birth has been classified according to the <i>Standard Australian Classification of Countries (SACC), 1998</i> (cat. no. 1269.0).
<b>Disability or long term health condition</b>	A disability or long-term health condition exists if a limitation, restriction, impairment, disease or disorder, had lasted, or was likely to last for at least six months, and which restricted everyday activities.
<b>Educational qualifications in education or training</b>	In the 2005 SET, respondents who provided education or training were asked if their educational qualifications were in the field of education or training. If they stated that they were, information on the level of the most recent or highest relevant qualification was derived from responses on qualifications given in other sections of the SET questionnaire.
<b>Educational institution or organisation</b>	An institution or organisation providing education or training such as Universities, TAFEs, Schools, organisations which provide Adult and Community Education, Business Colleges and Professional or Industry Associations.
<b>Employed</b>	<p>Persons who, during the reference week:</p> <ul style="list-style-type: none"> <li>■ worked for one hour or more for pay, profit, commission or payment in kind in a job or business, or on a farm (comprising employees, employers and own account workers); or</li> <li>■ worked for one hour or more without pay in a family business or on a farm (i.e. contributing family workers); or</li> <li>■ were employees who had a job but were not at work; or</li> <li>■ were employers or own account workers who had a job, business or farm, but were not at work.</li> </ul> <p>This definition differs slightly from that used in previous editions of this survey. See paragraph 49 of the Explanatory Notes of the publication <i>Education and Training Experience, Australia, 2005</i> (cat. no. 6278.0) for details.</p>

<b>Employed full-time</b>	Employed persons who usually worked 35 hours or more a week in all jobs and those who, although usually working less than 35 hours a week, worked 35 hours or more during the reference week.
<b>Employed part-time</b>	Employed persons who usually worked less than 35 hours a week in all jobs and either did so during the reference week, or were not at work in the reference week.
<b>Employee</b>	A person who works for a public or private employer and receives remuneration in wages, salary, a retainer fee from their employer while working on a commission basis, tips, piece rates, or payment in kind, or a person who operates their own incorporated enterprises with or without hiring employees. In this publication, employee relates to his/her main job.
<b>Employee excluding owner managers of incorporated enterprises</b>	See entries for 'Employee' and 'Owner managers of incorporated enterprises'. This group is comparable with 'Wage or salary earners' presented in previous editions of this publication. See paragraph 50 of the Explanatory Notes of the publication <i>Education and Training Experience, Australia, 2005</i> (cat. no. 6278.0) for more details.
<b>Employee training course</b>	Courses attended by persons working for an employer for wages or salary, where the course was delivered by a staff member working for the employer or a consultant or trainer hired/contracted for the purpose, and was attended mainly by persons working for their employer. This differs from 'Internal training course' presented in previous SET surveys. See paragraph 54 of Explanatory Notes of the publication <i>Education and Training Experience, Australia, 2005</i> (cat. no. 6278.0) for more details.
<b>Employer</b>	A person who operates his or her own unincorporated economic enterprise or engages independently in a profession or trade, and hires one or more employees.
<b>Enrolled</b>	Refers to persons enrolled for a course of study in the particular reference period (e.g. current or previous calendar year) at an educational institution or organisation (as defined).
<b>Equivalised gross weekly household income</b>	<p>Equivalising adjusts actual income to take account of the different needs of households of different size and composition. There are economic advantages associated with living with others, because household resources, especially housing, can be shared. The equivalence scale used to obtain equivalised incomes is that used in studies by the Organisation for Economic Co-operation and Development (OECD) and is referred to as the 'modified OECD scale'. The scale gives a weight of 1.0 to the first adult in the household, a weight of 0.5 for each additional adult (persons aged 15 years and over), and a weight of 0.3 for each child. For each household, the weights for household members are added together to form the household weight. Total household income is then divided by the household weight to give an income that a lone person household would need for a similar standard of living. Equivalised household income can be viewed as an indicator of the economic resources available to each member of the household.</p>
<b>Field of training</b>	Field of training is defined as the subject matter of a work-related training course. It was reported by the respondent, according to the content of the training course undertaken. The respondent was asked to choose the main field of training from a list of 16 options provided on a prompt card.
<b>Financial support</b>	<p>Persons who completed at least one work-related training course during the 12 months prior to interview, and/or those who were enrolled in a course of non-school qualification study during 2005, were asked if they had received financial support from one or more of the following sources in relation to their training and/or study:</p> <ul style="list-style-type: none"> <li>■ an employer;</li> <li>■ the government;</li> <li>■ family members;</li> <li>■ union or professional organisation; and/or</li> <li>■ other source.</li> </ul> <p>Those who received employer financial support were asked if their employer had:</p>

<b>Financial support</b> <i>continued</i>	<ul style="list-style-type: none"> <li>■ provided paid time off or study leave;</li> <li>■ paid for HECS;</li> <li>■ paid for fees;</li> <li>■ paid for study or training materials;</li> <li>■ paid accommodation or travel expenses; and/or</li> <li>■ provided other financial support.</li> </ul>
<b>Higher education institution</b>	An Australian institution providing higher education courses, e.g. Universities; Colleges of Advanced Education; Institutes of Advanced Education; Institutes of Higher Education; Institutes of Tertiary Education; Agricultural Colleges and some Institutes of Technology.
<b>Household</b>	A group of related or unrelated persons who usually live in the same dwelling and make common provision for food and other essentials of living; or a lone person who makes provision for his or her own food and other essentials of living without combining with any other person.
<b>Incorporated enterprise</b>	An enterprise which is registered as a separate legal entity to its members or owners (also known as a limited liability company).
<b>Income</b>	Regular and recurring cash receipts before income tax is deducted, including moneys received from wages and salaries, government pensions and allowances, and other regular receipts such as superannuation, worker's compensation, child support, other transfers from other households, scholarships, profit or loss from own unincorporated business or partnership and investment income.
<b>Industry</b>	From August 1994, Industry has been classified according to the <i>Australian and New Zealand Standard Industrial Classification (ANZSIC), 1993</i> (cat. no. 1292.0).
<b>Labour force</b>	For any group, persons who were employed or unemployed, as defined.
<b>Leave entitlements</b>	Employees were asked whether they were entitled to paid holiday leave and/or paid sick leave with their employer. Entitlement to paid holiday and/or sick leave is sometimes used as a proxy for determining the permanent or casual status of workers.
<b>Level (and Field) not determined</b>	Level (and Field) not determined includes inadequately described responses and cases where no response was given.
<b>Level of education</b>	Level of education is a function of the quality and quantity of learning involved in an educational activity. It is categorised according to the <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0) Level of Education classification.
<b>Level of highest educational attainment</b>	<p>Level of highest educational attainment identifies the highest achievement a person has attained in any area of study. It is not a measurement of the relative importance of different fields of study but a ranking of qualifications and other educational attainments regardless of the particular area of study or the type of institution in which the study was undertaken. See paragraphs 40–43 of the Explanatory Notes of the publication <i>Education and Training Experience, Australia, 2005</i> (cat. no. 6278.0) for how highest level is derived.</p> <p>For this variable, Level (of highest educational attainment) not determined is used when respondents have given their highest level of school completed and have said they have a non-school qualification but have not supplied a level for the non-school qualification. Their highest level of school completed may well be their highest level of attainment but because the level of their highest non-school qualification is not available, it can not be determined whether their Year 12, 11 or 10 is their highest level of attainment. Level not determined also includes inadequately described responses or where no responses were given.</p>

<b>Main field of education</b>	Main field of education is defined as the subject matter of an educational activity. It is categorised according to the <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0) Field of Education classification.
<b>Main language other than English spoken at home</b>	The main language, other than English, spoken by a person in his/her home, on a regular basis, to communicate with other residents of the home and regular visitors to the home.
<b>Main period employer</b>	The employer for whom a person worked the most weeks for wages or salary in the 12 months prior to interview. The main period employer may not be their current employer.
<b>Marginally attached to the labour force</b>	Persons who were not in the labour force in the reference week, wanted to work and: <ul style="list-style-type: none"> <li>■ were actively looking for work but did not meet the availability criteria to be classified as unemployed; or</li> <li>■ were not actively looking for work but were available to start work within four weeks or could start work within four weeks if child care was available.</li> </ul>
<b>Mixed field programmes</b>	The field Mixed field programmes is categorised according to the <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0) Field of Education classification.
<b>Non-school qualification</b>	Non-school qualifications are awarded for educational attainments other than those of pre-primary, primary or secondary education. They include qualifications at the Post Graduate Degree level, Master Degree level, Graduate Diploma and Graduate Certificate level, Bachelor Degree level, Advanced Diploma and Diploma level, and Certificates I, II, III and IV levels. Non-school qualifications may be attained concurrently with school qualifications.  Respondents aged 15–69 years were asked how many qualifications they had completed. Detailed questions were then asked about the three highest qualifications. This means that the number of qualifications attained by people who completed more than three qualifications is underestimated.
<b>Not in the labour force</b>	Persons who were not in the categories 'employed' or 'unemployed' as defined.
<b>Occupation</b>	Classified according to the ASCO – <i>Australian Standard Classification of Occupations, Second Edition, 1997</i> (cat. no. 1220.0).
<b>Other institution</b>	Includes institutions or organisations that offer courses and/or training.  For provision of education or training, 'Other education/training organisation' includes Business college, Adult or community education centre, Industry skills centre, Job Network member or other government training centre, Professional or industry association, Equipment/product manufacturer or supplier and Other private training organisation.  For study not leading to a qualification, 'Other institution' includes School, University/Other higher education, Equipment/product manufacturer or supplier and 'Other' organisations.  For first, second, third and fourth most recent work-related training courses completed, 'Other institution' includes School and 'Other' organisations.  For all other data items, 'Other institution' includes School, Business college, Adult or community education centre, Industry skills centre, Job Network member or other government training centre, Professional or industry association, Equipment/product manufacturer or supplier, Other private training organisation and 'Other' organisation.
<b>Owner managers of incorporated enterprises</b>	Persons who work in their own incorporated enterprise, that is, a business entity which is registered as a separate legal entity to its members or owners (also known as a limited liability company).



<b>Provision of education and training</b>	<p>Provision of education and training is concerned with formal teaching and/or training that is work-related.</p> <p>Provision of education and training was defined as activities which were undertaken as part of a current (main) job excluding supervision and on-the-job training.</p> <p>Examples of provision of education and training include:</p> <ul style="list-style-type: none"> <li>■ lecturing, tutoring, supervising courses</li> <li>■ preparation of learning materials such as slides, notes, exercises</li> <li>■ monitoring training course content</li> <li>■ coordinating student enrolment.</li> </ul>
<b>Qualification</b>	<p>Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. Statements of attainment awarded for partial completion of a course of study at a particular level are excluded.</p>
<b>School study</b>	<p>School study is participation in primary or secondary level education regardless of the institution or location where that study took place, including at a Technical and Further Education (TAFE) institution or schooling at home.</p>
<b>Sector of employment</b>	<p>Sector of employment is used to classify a respondent's employer as a public or private enterprise. The public sector includes all government units, such as government departments, non-market non-profit institutions that are controlled and mainly financed by government, and corporations and quasi-corporations that are controlled by government. All other employers are classified to the private sector.</p>
<b>Studying full-time</b>	<p>Enrolment in study full-time as reported by the respondent.</p>
<b>Studying part-time</b>	<p>Enrolment in study part-time as reported by the respondent.</p>
<b>Study leading to a qualification</b>	<p>The reported level of education of any study being undertaken that will lead to formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.</p>
<b>Study not leading to a qualification</b>	<p>Refers to all learning experience which form part of a course not leading to a qualification. Examples include statements of attainment, bridging and enabling courses, adult education courses, hobby courses and personal enrichment courses.</p>
<b>Study related government payments</b>	<p>Respondents were asked whether they had received payments from any of the following sources for their current year qualification-based or school level study:</p> <ul style="list-style-type: none"> <li>■ Youth allowance</li> <li>■ Austudy</li> <li>■ Abstudy</li> <li>■ Pensioner education supplement</li> <li>■ Assistance for isolated children (AIC)</li> <li>■ Other study-related government payment.</li> </ul>
<b>TAFE</b>	<p>A Technical and Further Education institution. In Victoria this may also be interpreted as Training and Further Education.</p>
<b>Training costs incurred by participant</b>	<p>Persons who completed at least one work-related training course during the 12 months prior to interview were asked whether they had personally paid for any part of their training. Some examples of costs are: course fees, materials, special clothing requirements, accommodation, travel costs and child care.</p>
<b>Unemployed</b>	<p>Persons aged 15 years and over who were not employed during the reference week, and;</p> <ul style="list-style-type: none"> <li>■ had actively looked for full-time or part-time work at any time in the four weeks up to the end of the reference week; and</li> <li>■ were available for work in the reference week.</li> </ul>

<b>Unemployed</b> <i>continued</i>	Note: This definition differs slightly from that given in <i>Labour Force, Australia</i> (cat. no. 6203.0). See paragraph 67 of the Explanatory Notes of the publication <i>Education and Training Experience, Australia, 2005</i> (cat. no. 6278.0) for details.
<b>Usual weekly earnings</b>	Usual weekly earnings is the amount of weekly pay usually earned while working as an employee, before taxation or other deductions are made. Annual, monthly or fortnightly amounts were converted to their weekly equivalent. If the person had more than one job, then the one in which the person usually worked the most hours was used to calculate usual weekly earnings.
<b>Work-related training courses</b>	<p>Work-related training courses are work-related learning activities, undertaken primarily to obtain, maintain or improve employment-related skills or competencies.</p> <p>Work-related training courses were defined in this survey as activities which:</p> <ul style="list-style-type: none"> <li>■ were undertaken in Australia;</li> <li>■ had a structured format, with an orderly or methodical means of presenting or providing the training during a period of time; and</li> <li>■ were undertaken in the 12 months prior to interview.</li> </ul> <p>Examples of work-related training courses include:</p> <ul style="list-style-type: none"> <li>■ training seminars, training workshops and other group training sessions;</li> <li>■ demonstration training sessions and training conferences;</li> <li>■ audio visual presentations and talks or lecture presentations; and</li> <li>■ classroom-style presentations or self-paced training courses.</li> </ul> <p>Work-related training courses exclude:</p> <ul style="list-style-type: none"> <li>■ on-the-job training or any type of ad hoc 'learn as you go' training;</li> <li>■ attendance at conferences, seminars, workshops, etc., where the primary focus was not on skills acquisition; and</li> <li>■ study for an educational qualification.</li> </ul> <p>Respondents were asked how many work-related training courses they had completed in Australia in the last 12 months. Detailed questions were asked about a maximum of four completed courses, starting with the most recent. This means that 'work-related training courses' underestimate the number of training courses undertaken by people who attended more than four training courses.</p>
<b>Worked full-time</b>	<p>Employed persons who usually worked 35 hours or more a week in their current main job and those who, although usually working less than 35 hours a week, worked 35 hours or more during the reference week.</p> <p>For persons who worked with their main period employer who was not their current main employer, it refers to those who usually worked 35 hours or more a week in that job.</p>
<b>Worked part-time</b>	<p>Employed persons who usually worked less than 35 hours a week in their current main job and either did so during the reference week, or were not at work in the reference week.</p> <p>For persons who worked with their main period employer who was not their current main employer, it refers to those who usually worked less than 35 hours a week in that job.</p>



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