

National Child Development Study

Warnock Study of Handicapped School Leavers (1976)

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A guide to the dataset (First Edition)

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Introduction

This document provides a guide to the *Warnock Study of Handicapped School Leavers* and the data from the study that has been deposited by the Centre for Longitudinal Studies (CLS) with the UK Data Archive (UKDA) and is available via the Economic and Social Data Service (ESDS).

The Warnock Study was carried out in the summer and autumn of 1976, with selected members of the 1958 National Child Development Study when they were 18 years of age. Information was gathered for some 508 individuals, both 'handicapped' and 'non-handicapped'. The study was carried out for the *Committee of Enquiry into the Education of Handicapped Children and Young People* (the Warnock Committee) by a team based at the National Children's Bureau. The central aim of the study was to provide information on how handicapped young people negotiated the crucial transition from school to work, the employment opportunities available to them and to describe their early experiences in the labour market.

The study is reported in detail in Walker, A. (1982) *Unqualified and Underemployed – Handicapped Young People and the Labour Market*. London: Macmillan. Where appropriate, the account below draws on material included in this book which potential users of the deposited data are strongly advised to consult.

The document provides:

- a) Background to the commissioning of the study
- b) Brief overview of the 1958 National Child Development Study
- c) Definition of Handicap
- d) Sample design and research methods
- e) Fieldwork and response rates
- f) Questionnaire design and content
- g) Additional questionnaires (not deposited)
- h) The data and documentation
- i) Annotated questionnaires

Background to the study

On 22nd November 1973, a committee chaired by Mrs Mary Warnock was appointed by the then Secretary of State for Education and Science with the following terms of reference:

'To review education provision in England, Scotland and Wales for children and young people handicapped by disabilities of body and mind, taking account of the medical aspects of their needs, together with arrangements to prepare them for entry into employment; to consider the most effective use of resources for these purposes, and to make recommendations.'

The 1958 National Child Development Study (NCDS) was selected as one of the best starting points on which to base research required by the enquiry and The Warnock Study of Handicapped School Leavers was commissioned in 1975. The research was the first study to collect information on the transition from school to work, including current employment position, from handicapped young people who were part of a nationally representative sample.

The National Child Development Study

The National Child Development Study (NCDS) is a continuing, multi-disciplinary longitudinal study which takes as its subjects all the people born in one week in England, Scotland and Wales in one week in March 1958. NCDS has its origins in the Perinatal Mortality Survey. Sponsored by the National Birthday Trust Fund, this was designed to examine the social and obstetric factors associated with stillbirth and death in early infancy among the children born in Great Britain in that one week. Information was gathered from almost 17,500 babies. Following the initial birth survey in 1958, there have to date been eight attempts to trace all members of the birth cohort in order to monitor their physical, educational, social and economic development. These were carried out by the National Children's Bureau in (NCB) 1965, 1969, 1974, and 1981; by the Social Statistics Research Unit, City University, in 1991; and by the Centre for Longitudinal Studies, IoE in 1999/2000, 2004 and 2008. For further details of the study go to <http://www.cls.ioe.ac.uk/ncds>.

Definition of Handicap

For the purposes of the Warnock Study, the main definition of handicap available from the NCDS data was 'educational handicap', or the need for special educational treatment. At the follow-up at age 16, 3% of those who had been medically examined had been ascertained as being in need of special education because of educational backwardness or some emotional or physical handicap (Fogelman, 1976). Response bias implied that this was likely to be a slight underestimate.

The 1944 Education Act

Section 8(2) (c) of the 1944 Education Act defined special education treatment as 'education by special methods appropriate for persons suffering from disability of mind and/or body' that can be provided 'either in special schools or otherwise'.

Section 34(1) used the term ascertainment and 'is the whole process of determining which children require special education'. Local authorities were given the statutory duty 'to ascertain what children in their area require special educational treatment'.

For further information on the ascertainment process at this time, see Williams, P. (1965), 'The ascertainment of educationally subnormal children', *Educational Research*, Vol 7(2), 131-146.

Categories of Handicap

The Handicapped Pupils and School Health Service Regulations, 1945, defined 11 categories of handicapped pupils:

- Blind
- Partially sighted
- Deaf
- Partially deaf
- Delicate
- Diabetic
- Educationally subnormal (ESN) (children of limited ability and those retarded by 'other conditions' i.e. ill-health, irregular school attendance, etc)
- Epileptic
- Physically handicapped
- Maladjusted (emotional or behavioural difficulties)
- Speech defects

These categories remained largely unchanged for many years. The 1970 Education (Handicapped Children) Act¹ additionally identified mentally handicapped children as being entitled to special education and were categorised as *severely* educationally sub-normal (ESN(S)) . Children previously categorised as ESN were now *moderately* educationally sub-normal (ESN(M)) .

It is important to note here that the proportion of children ascertained as being in need of special education varied widely between local authorities, as did the ascertainment of children with particular handicaps.

¹ <http://www.legislation.gov.uk/ukpga/1970/52/contents>

Sample design and research methods

The sample was selected from the longitudinal sample of 13,917 who had participated in the 1974 survey, when cohort members were age 16. To best meet the research aims, the eligible sample was sub-divided into four groups of cohort members:

1. The handicapped group: those formally ascertained by medical professionals as needing special education at age 16. A wide range of disabilities was included in this group, which were categorised into four groups:
 - a) Educationally sub-normal (severe) – (ESN(S))
 - b) Physically handicapped
 - c) Educationally sub-normal (moderate) – (ESN(M))
 - d) Maladjusted
2. The special help group: those receiving special help at school for educational backwardness at age 16 (as reported by cohort member's teacher), but not formally ascertained
3. The 'would benefit' group: those not formally ascertained and not receiving any special help at school but who would have benefited from such provision due to educational or mental backwardness (as reported by cohort member's teacher)
4. The non-handicapped (control) group: those not ascertained or receiving or needing (in the teacher's opinion) any special help for educational backwardness, behavioural difficulties, physical or sensory disability at age 16.

Due to financial as well as methodological constraints, the size of the final sample had to be limited. The sample was stratified disproportionately according to three different definitions of educational handicap: formal ascertainment; practice; and opinion. It covered an extremely wide spectrum of abilities but allowed inclusion of all the formally ascertained and roughly equal numbers from the other three groups in the final sample. Random sampling was carried out for selection into these three other groups but not for selection into the handicapped group. All cohort members who had ever been ascertained were included into the handicapped group. In some instances a young person had been ascertained with multiple disabilities. For the purposes of study, if a cohort member had been ascertained as being both physically handicapped and ESN(M) they were included in the physically handicapped group. If they were both ESN(M) and maladjusted, they were included as ESN(M).

Fieldwork and response rates

The fieldwork for The Warnock Study of Handicapped School Leavers was carried out in the summer and autumn of 1976, when respondents were 18 years of age. It was organised by Social and Community Planning Research (SCPR) and undertaken by the Centre for Sample Surveys. The original 850 selected into the study were written to ask if they were willing to take part in this study. Just over one fifth of the original sample refused to take part in the survey and the final response rate was 64%. There was a relatively high response rate of 82% at the field-work stage. Table 1 gives the numbers of young people in each group with whom interviews were completed are shown below.

Table 1: The numbers of young people in each group

	Sample size Interview completed	Percentage of total
ESN(S)	43	8.5
Physically handicapped	36	7.1
ESN(M)	125	24.6
Maladjusted	34	6.7
ESN(M) at 11 years	27	5.3
'Special help' group	72	14.2
'Would benefit' group	56	11.0
Control group	115	22.6
Total	508	100

A detailed analysis was carried out to compare those who responded to the survey and those who did not respond using various characteristics measured during early NCDS surveys. This shows the achieved sample is likely to slightly under-represent the disadvantaged position of handicapped and other groups. For example, compared to non-responders, those taking part in the survey were more likely to:

- Have higher educational attainment and greater educational ability
- Have lived in owner-occupied homes at age 16
- Have fathers in non-manual occupations when aged 16
- More likely to say they would like to go on to further education

- Have parents who showed an interest in their progress at school

Questionnaire design and content

The main interview questionnaire was developed and revised on the basis of responses from two pilot studies which were carried out in two areas with different employment situations – London and Northumberland (see Walker and Lewis, 1977)². A shorter interview (Schedule 2) was also designed from questions adapted from the main questionnaire. The vast majority of interviews were carried out with the individual cohort members.

However, when the cohort member was not capable of independently participating in the interview, the interviewer completed the shorter interview questionnaire with a parent. The main interview questionnaire sought information on employment status, previous employment, education and training and the careers advice received. The shorter interview (Schedule 2) consisted of questions adapted from the main questionnaire.

It is the responses to these interview questionnaires that form the basis of the available data. The questionnaires have been annotated with variable names and a table which lists variable names, variable labels, and question numbers from the two questionnaires where the information is derived from is included at the end of this document (Table 3). The content of these questionnaires are summarised below.

Additional questionnaires

There were three additional questionnaires used in the study

1. Parental supplement: this questionnaire was completed by parents at the time of the main interview and updated the household demographic and employment situation of the parent(s). A copy of this questionnaire is available.
2. Follow-up study of Headmasters: this questionnaire and accompanying letter was sent out to 61 schools and 53 returned the completed form, giving a response rate of 87%. The schools were selected from the schools the participating cohort members attended at age 16. Special education schools and special education units attached to main stream schools were oversampled. School Heads were asked about their views and the facilities provided by their schools. Analyses of the results are included in Chapter 13 'Home and School and the Transition to Work', page 172-6, (Walker, 1982). A copy of this questionnaire is available.
3. Follow-up study of Employers: this questionnaire and accompanying letter was sent out to 156 employers throughout Britain. They were selected from the employers of

² Walker, A. and Lewis, P. (1977). 'Careers Advice and employment references of a small group of handicapped school-leavers'. *Careers Quarterly*, vol 27(1), 5-14.

the young people in the sample, each having recently employed one of the participants (not necessarily handicapped). Five letters were returned from companies that were no longer trading and 67 completed questionnaires were received, giving an overall response rate of 44 per cent. Employers were asked whether they employed any young handicapped people and what special treatment, if any, they received. Details of the questionnaire and analyses of the results are in Chapter 10 'Employers and Handicapped Young People' (Walker, 1982). No copy of this questionnaire is available.

The Data and documentation

In the original NCB-deposit of Warnock Study data with the UK Data Archive (<http://www.data-archive.ac.uk/>) and available through the Economic and Social Data Service, (<http://www.esds.ac.uk/findingData/snDescription.asp?sn=2024>) there was a dataset and documentation which consisted of a scanned copy of the Main and Schedule 2 questionnaire and the coding frame.

The dataset contained 303 variables. Many variables did not hold any information and no variable or value labels had been assigned. In addition, only alternate pages of Schedule 2 had been scanned.

Data checking by CLS

The dataset and documentation was reviewed alongside the published accounts of the study (see the Bibliography below) and records held in the NCDS archive.

Variable names have been revised and variable and value labels have been assigned to each variable in the dataset as well as a consistent set of missing values. Variables holding no information have been dropped from the dataset. The missing pages from the Schedule 2 questionnaire have been scanned and the questionnaires have been annotated with variable names. It should be noted that few variables contain information gathered from responses to Schedule 2.

A potential restriction for users of the data was that the key variable identifying which of the seven sample groups an individual cohort member belonged to was missing. Attempts to identify group membership from the key variables in the NCDS age 16 and age 11 datasets did not prove conclusive. The strategy adopted was therefore to try and reconstruct the variable from manuscript lists of cohort members serial numbers in documentation held in the NCDS archive. These lists were however incomplete and an exact match of the distribution of cohort members across the groups reported in 'Unqualified and Underemployed' (page 19) has so far not been achieved. Work on this is ongoing and any revisions to the variable will be deposited in the future. The two distributions are compared in Table 2.

Table 2: Distribution of the Warnock sample

	Original Distribution	Revised Distribution
ESN(S)	43	43
Physically handicapped	36	36
ESN(M)	152	151
Maladjusted	34	33
'Special help' group	72	71
'Would benefit' group	56	56
Control group	115	118
Total	508	508

Re-deposited dataset

The re-deposited dataset contains information in 215 variables for the 508 individual cohort members who took part in the Warnock Study. This data can be linked with all other datasets that are held at the UK Data Archive by using the unique serial number (ncdsid). The data relate to questions asked in the Main Questionnaire and the shorter Schedule 2.

Of the 508 individual cohort members, no data is held for 19 cohort members as only a 'Parental Supplement' questionnaire was completed and this data has not been coded. A 'Schedule 2' questionnaire was used to interview a parent of 56 cohort members who were not able to complete an independent interview. Limited data has been coded for these cohort members.

Annotated questionnaires

The Main Questionnaire and the shorter Schedule 2 questionnaire have been annotated with variables names. These two pdf documents are available alongside the dataset and this guide to the data.

- [NCDS_WarnockMainQuestionnaire.pdf](#)
- [NCDS_WarnockSchedule2Questionnaire.pdf](#)

Variables

Question number and questionnaire are included in the label: M=main, S=schedule 2. CM refers to cohort member; MC indicates multi-coded answers

Table 3: Variables in dataset

Variable Name	Variable Label
NCDSID	NCDS serial number
NWARNOCK	NCDS Warnock group Identifier
NW0006	NCDS WSHSL: Local authority codes (1973 codes based on NCDS 1969 listing)
NW0007	NCDS WSHSL: Region of interview (1973 codes based on NCDS 1969 listing)
NW0016	NCDS WSHSL: CM gender and questionnaire completed
NW0017	NCDS WSHSL: Type of school attended at age 16 (M:q1b, S:q2)
NW0018	NCDS WSHSL: CM was a day pupil or boarder at school age 16 (M:q3, S:q4)
NW0019	NCDS WSHSL: What sort of Special School/Unit did CM attend (MC1 of 2 variables) (M:q2, S:q2)
NW0020	NCDS WSHSL: What sort of Special School/Unit did CM attend (MC2 of 2 variables) (M:q2, S:q2)
NW0023	NCDS WSHSL: Month CM left school (M:q4 q5a, S:q1)
NW0024	NCDS WSHSL: Year CM left school (M:q4 q5a, S:q1)
NW0025	NCDS WSHSL: Do/did you get any help when at school? (MC1 of 4 variables) (M:q8 q19, S:q6)
NW0026	NCDS WSHSL: Do/did you get any help when at school? (MC2 of 4 variables) (M:q8 q19, S:q6)
NW0027	NCDS WSHSL: Do/did you get any help when at school? (MC3 of 4 variables) (M:q8 q19, S:q6)
NW0028	NCDS WSHSL: Do/did you get any help when at school? (MC4 of 4 variables) (M:q8 q19, S:q6)
NW0030	NCDS WSHSL: Type of exams taken by CM (M:q9 q20a)
NW0031	NCDS WSHSL: Number of exams taken by CM (M:q9 q20)

Variable Name	Variable Label
NW0032	NCDS WSHSL: Number of exams passed by CM (M:q9 q20)
NW0033	NCDS WSHSL: Examinations to be taken (if at school) (M:q10a)
NW0034	NCDS WSHSL: Examinations CM would like to take but cannot (MC1 of 3 variables) (M:q11a q21a)
NW0035	NCDS WSHSL: Examinations CM would like to take but cannot (MC2 of 3 variables) (M:q11a q21a)
NW0036	NCDS WSHSL: Examinations CM would like to take but cannot (MC3 of 3 variables) (M:q11a q21a)
NW0037	NCDS WSHSL: Why CM not take the exams they wanted to (MC1 of 3 variables) (M:q11b q21b)
NW0038	NCDS WSHSL: Why CM not take the exams they wanted to (MC2 of 3 variables) (M:q11b q21b)
NW0039	NCDS WSHSL: Why CM not take the exams they wanted to (MC3 of 3 variables) (M:q11b q21b)
NW0040	NCDS WSHSL: Why did CM leave school? (MC1 of 3 variables) (M:q22)
NW0041	NCDS WSHSL: Why did CM leave school? (MC2 of 3 variables) (M:q22)
NW0042	NCDS WSHSL: Why did CM leave school? (MC3 of 3 variables) (M:q22)
NW0043	NCDS WSHSL: Did CM talk to anyone about leaving school? (MC1 of 8 variables) (M:q13a q23a)
NW0044	NCDS WSHSL: Did CM talk to anyone about leaving / staying on at school? (MC2 of 8 variables) (M:q13a q23a)
NW0045	NCDS WSHSL: Did CM talk to anyone about leaving / staying on at school? (MC3 of 8 variables) (M:q13a q23a)
NW0046	NCDS WSHSL: Did CM talk to anyone about leaving / staying on at school? (MC4 of 8 variables) (M:q13a q23a)
NW0047	NCDS WSHSL: Did CM talk to anyone about leaving / staying on at school? (MC5 of 8 variables) (M:q13a q23a)
NW0048	NCDS WSHSL: Did CM talk to anyone about leaving / staying on at school? (MC6 of 8 variables) (M:q13a q23a)
NW0049	NCDS WSHSL: Did CM talk to anyone about leaving / staying on at school? (MC7 of 8 variables) (M:q13a q23a)

Variable Name	Variable Label
NW0050	NCDS WSHSL: Did CM talk to anyone about leaving / staying on at school? (MC8 of 8 variables) (M:q13a q23a)
NW0051	NCDS WSHSL: What parents think about CM staying on at school? (if at school) (M:q13b q14)
NW0052	NCDS WSHSL: What did parent(s) think about CM leaving school? (M:q23b q24)
NW0053	NCDS WSHSL: What does CM intend to do after school (if still at school)? (M:q18)
NW0054	NCDS WSHSL: Does the school give CM help now (since leaving school)? (M:q26)
NW0055	NCDS WSHSL: Where does CM receive further education (FE) or training? (M:q28 q29 q30 q31)
NW0056	NCDS WSHSL: Is the FE course designed for a specific job? (M:q28 q29 q30 q31 q32)
NW0057	NCDS WSHSL: Training provider of FE course (M:q28 q29 q30 q31 q32 q75 q126 q127 q159)
NW0058	NCDS WSHSL: When has CM attended a course in FE or training? (M:q28)
NW0059	NCDS WSHSL: How CM find out about FE/Training Institution? (MC1 of 3 variables) (M:q33)
NW0060	NCDS WSHSL: How CM find out about FE/Training Institution? (MC2 of 3 variables) (M:q33)
NW0061	NCDS WSHSL: How CM find out about FE/Training Institution? (MC3 of 3 variables) (M:q33)
NW0062	NCDS WSHSL: Who CM talk to about FE/training Institution? (MC1 of 3 variables) (M:q34)
NW0063	NCDS WSHSL: Who CM talk to about FE/training Institution? (MC2 of 3 variables) (M:q34)
NW0064	NCDS WSHSL: Who CM talk to about FE/training Institution? (MC3 of 3 variables) (M:q34)
NW0065	NCDS WSHSL: Reasons CM going to FE/training Institution? (MC1 of 2 variables) (M:q35 q37b q38)
NW0066	NCDS WSHSL: Reasons CM going to FE/training Institution? (MC2 of 2 variables) (M:q35 q37b q38)

Variable Name	Variable Label
NW0068	NCDS WSHSL: CM got help re: FE/training Institution? (MC1 of 2 variables) (M:q38 q39 q41)
NW0069	NCDS WSHSL: CM got help re: FE/training Institution? (MC2 of 2 variables) (M:q38 q39 q41)
NW0072	NCDS WSHSL: CM views on help received from school (M:q40)
NW0073	NCDS WSHSL: Kind of job CM expects to have after FE/training Institution? (M:q43)
NW0074	NCDS WSHSL: CM ever talked to someone about FE/Training? (MC1 of 6 variables) (M:q44a)
NW0075	NCDS WSHSL: CM ever talked to someone about FE/Training? (MC2 of 6 variables) (M:q44a)
NW0076	NCDS WSHSL: CM ever talked to someone about FE/Training? (MC3 of 6 variables) (M:q44a)
NW0077	NCDS WSHSL: CM ever talked to someone about FE/Training? (MC4 of 6 variables) (M:q44a)
NW0078	NCDS WSHSL: CM ever talked to someone about FE/Training? (MC5 of 6 variables) (M:q44a)
NW0079	NCDS WSHSL: CM ever talked to someone about FE/Training? (MC6 of 6 variables) (M:q44a)
NW0082	NCDS WSHSL: If had the chance, would CM want FT or PT FE/training now? (M:q45a q45b q150)
NW0083	NCDS WSHSL: Change CM would like to take FE/train course? (MC1 of 6 variables) (M:q47)
NW0084	NCDS WSHSL: Change CM would like to take FE/train course? (MC2 of 6 variables) (M:q47)
NW0085	NCDS WSHSL: Change CM would like to take FE/train course? (MC3 of 6 variables) (M:q47)
NW0086	NCDS WSHSL: Change CM would like to take FE/train course? (MC4 of 6 variables) (M:q47)
NW0087	NCDS WSHSL: Change CM would like to take FE/train course? (MC5 of 6 variables) (M:q47)
NW0088	NCDS WSHSL: Change CM would like to take FE/train course? (MC6 of 6 variables) (M:q47)
NW0091	NCDS WSHSL: How happy was CM during (this) last year of

Variable Name	Variable Label
	school? (M:q48)
NW0092	NCDS WSHSL: What are the reasons CM felt Happy at school? (MC1 or 3 variables) (M:q48)
NW0093	NCDS WSHSL: What are the reasons CM felt Happy at school? (MC2 or 3 variables) (M:q48)
NW0094	NCDS WSHSL: What are the reasons CM felt Happy at school? (MC3 or 3 variables) (M:q48)
NW0101	NCDS WSHSL: What are the reasons CM felt unhappy at school? (MC1 of 2 variables) (M:q48)
NW0102	NCDS WSHSL: What are the reasons CM felt unhappy at school? (MC2 of 2 variables) (M:q48)
NW0107	NCDS WSHSL: I will be glad to get away from school (M:q49a)
NW0108	NCDS WSHSL: There are some things about school I will miss when I leave (M:q49b)
NW0109	NCDS WSHSL: I feel bored with school as it is always the same day after day (M:q49c)
NW0110	NCDS WSHSL: I feel a bit nervous at the thought of leaving school (M:q49d)
NW0111	NCDS WSHSL: I feel fed up with the teachers telling me what I can and can't do (M:q49e)
NW0112	NCDS WSHSL: How Happy/Sad does CM feel about leaving school NOW? (M:q50)
NW0113	NCDS WSHSL: Particular teacher in CM school who talked to people about jobs? (M:q51a q51b)
NW0114	NCDS WSHSL: CM talk to other teacher about jobs/training? (MC1 of 2 variables) (M:q52a q52b)
NW0115	NCDS WSHSL: CM talk to other teacher about jobs/training? (MC2 of 2 variables) (M:q52a q52b)
NW0118	NCDS WSHSL: CM think teachers more helpful (about jobs)? (MC1 of 2 variables) (M:q53)
NW0119	NCDS WSHSL: CM think teachers more helpful (about jobs)? (MC2 of 2 variables) (M:q53)
NW0121	NCDS WSHSL: Did CM know of/have any contact with a Careers Officer? (M:q54 q56a)

Variable Name	Variable Label
NW0122	NCDS WSHSL: Job CM first told Careers Officer interested in (Social Class) (M:q57a q57b)
NW0123	NCDS WSHSL: Job CM first told Careers Officer interested in (Occ. Group) (M:q57a q57b)
NW0124	NCDS WSHSL: Did Careers Officer think the job CM mentioned was suitable? (M:q57c)
NW0125	NCDS WSHSL: Did Careers Officer help/advise CM about job mentioned? (M:q57d q57e)
NW0126	NCDS WSHSL: How useful were the interviews with the Careers Officer? (M:q59)
NW0127	NCDS WSHSL: CM ever had career lessons at school (learn about different jobs)? (M:q61a)
NW0128	NCDS WSHSL: What did the careers lessons consist of? (MC1 of 2 variables) (M:q61b)
NW0129	NCDS WSHSL: What did the careers lessons consist of? (MC2 of 2 variables) (M:q61b)
NW0132	NCDS WSHSL: Did CM think the career lessons were helpful? (M:q61c q61d)
NW0133	NCDS WSHSL: Did CM have any talks/films about jobs apart from career lessons? (M:q62 q64a)
NW0134	NCDS WSHSL: Did school give CM idea of working/living in the adult world? (M:q63a)
NW0135	NCDS WSHSL: CM find career talks/films/work experience about jobs useful? (M:q64b)
NW0136	NCDS WSHSL: CM receive advice re: how to apply for jobs? (MC1 of 2 variables) (M:q65a q65d)
NW0137	NCDS WSHSL: CM receive advice re: how to apply for jobs? (MC2 of 2 variables) (M:q65a q65d)
NW0139	NCDS WSHSL: Who gave CM advice re: applying for job? (MC1 of 3 variables) (M:q65b)
NW0140	NCDS WSHSL: Who gave CM advice re: applying for job? (MC2 of 3 variables) (M:q65b)
NW0141	NCDS WSHSL: Who gave CM advice re: applying for job? (MC3 of 3 variables) (M:q65b)

Variable Name	Variable Label
NW0142	NCDS WSHSL: Changes CM make to help get job/be happier? (MC1 of 3 variables) (M:q66)
NW0143	NCDS WSHSL: Changes CM make to help get job/be happier? (MC2 of 3 variables) (M:q66)
NW0144	NCDS WSHSL: Changes CM make to help get job/be happier? (MC3 of 3 variables) (M:q66)
NW0147	NCDS WSHSL: CM school contact with employers, arrangement to help find a job? (M:q67a)
NW0148	NCDS WSHSL: CM parent discuss emp/train with school? (MC1 or 3 variables) (M:q69a q69b)
NW0149	NCDS WSHSL: CM parent discuss emp/train with school? (MC2 or 3 variables) (M:q69a q69b)
NW0150	NCDS WSHSL: CM parent discuss emp/train with school? (MC3 or 3 variables) (M:q69a q69b)
NW0152	NCDS WSHSL: Who CM have contact with re: leaving school? (MC1 of 4 variables) (M:q70 q71 q72)
NW0153	NCDS WSHSL: Who CM have contact with re: leaving school? (MC2 of 4 variables) (M:q70 q71 q72)
NW0154	NCDS WSHSL: Who CM have contact with re: leaving school? (MC3 of 4 variables) (M:q70 q71 q72)
NW0155	NCDS WSHSL: Who CM have contact with re: leaving school? (MC4 of 4 variables) (M:q70 q71 q72)
NW0157	NCDS WSHSL: CM go to college when at school (link course)? (MC1 of 3 variables) (M:q76)
NW0158	NCDS WSHSL: CM go to college when at school (link course)? (MC2 of 3 variables) (M:q76)
NW0159	NCDS WSHSL: CM go to college when at school (link course)? (MC3 of 3 variables) (M:q76)
NW0161	NCDS WSHSL: What else CM would like to do when at school? (MC1 of 2 variables) (M:q80)
NW0162	NCDS WSHSL: What else CM would like to do when at school? (MC2 of 2 variables) (M:q80)
NW0168	NCDS WSHSL: How CM rated time in last year of school? (M:q81)

Variable Name	Variable Label
NW0169	NCDS WSHSL: How well CM think did in school during last year of school (M:q82)
NW0170	NCDS WSHSL: Did CM want any special help when at school? (MC1 of 4 variables) (M:q80 q83)
NW0171	NCDS WSHSL: Did CM want any special help when at school? (MC2 of 4 variables) (M:q80 q83)
NW0172	NCDS WSHSL: Did CM want any special help when at school? (MC3 of 4 variables) (M:q80 q83)
NW0173	NCDS WSHSL: Did CM want any special help when at school? (MC4 of 4 variables) (M:q80 q83)
NW0179	NCDS WSHSL: What CM felt about help got from school when trying to get a job? (M:q85)
NW0180	NCDS WSHSL: What is CMs current employment status? (M:q86 q131 q141, S:q16)
NW0181	NCDS WSHSL: Is job CM referring to their Current/Past job? (M:q86 q87, S:q)
NW0182	NCDS WSHSL: Job Classification (as NCDS3, variable n2291) (M:q86 q87a)
NW0183	NCDS WSHSL: Job Classification (extended classification) (M:q86 q87a)
NW0193	NCDS WSHSL: Job Classification (social class) (M:q86 q87a)
NW0194	NCDS WSHSL: How long CM spent in current / last job (months)? (M:q89 q143)
NW0220	NCDS WSHSL: How long normally takes CM to get to work? (M:q91)
NW0221	NCDS WSHSL: How many hours CM usually work each week (not inc. lunch-break)? (M:q92, S:q19)
NW0222	NCDS WSHSL: Works facilities score: what employer provides (max score 12) (M:q94 q95 q97)
NW0223	NCDS WSHSL: How much of working time does CM do heavy lifting? (M:q98a)
NW0224	NCDS WSHSL: CM feels job is secure or insecure - and why (MC1 of 2 variables) (M:q100a q100b)
NW0225	NCDS WSHSL: CM feels job is secure or insecure - and why

Variable Name	Variable Label
	(MC2 of 2 variables) (M:q100a q100b)
NW0227	NCDS WSHSL: What made CM think of job - how heard of it (MC1 of 2 variables) (M:q103 q105)
NW0228	NCDS WSHSL: What made CM think of job - how heard of it (MC2 of 2 variables) (M:q103 q105)
NW0230	NCDS WSHSL: Did anyone help CM get the job? (MC1 of 2 variables) (M:q106)
NW0231	NCDS WSHSL: Did anyone help CM get the job? (MC2 of 2 variables) (M:q106)
NW0233	NCDS WSHSL: Does CM think they are doing less than they could (at work)? (M:q112)
NW0234	NCDS WSHSL: Does CM ever get bored at work? (M:q113)
NW0235	NCDS WSHSL: How much contact does CM have with work-mates? (M:q117 q118 q119 q120)
NW0236	NCDS WSHSL: Summary of job training CM doing / received (M:q124 q125 q126 q127)
NW0237	NCDS WSHSL: How happy is CM with job? (M:q128a)
NW0238	NCDS WSHSL: What was most important reason for CM taking the job? (M:q129b)
NW0239	NCDS WSHSL: Did CM get a job straight after leaving school? (M:q141, S:q24)
NW0240	NCDS WSHSL: Number of jobs CM has had since leaving school? (M:q141 to 151, S:q24)
NW0241	NCDS WSHSL: Number of jobs CM has had with same firm since leaving school? (M:q141 to 151, S:q24)
NW0242	NCDS WSHSL: How long CM has been in the job (M:q4b q143 q150, S:q24)
NW0243	NCDS WSHSL: How many spells of unemployment has CM had? (M:q150, S:q24)
NW0244	NCDS WSHSL: Social class of First Job CM had? (M:q141 to q151, S:q24)
NW0247	NCDS WSHSL: Length of time in longest held job (M:q141 to q151, S:q24)

Variable Name	Variable Label
NW0248	NCDS WSHSL: Number of longest held job (M:q141 to q151, S:q24)
NW0249	NCDS WSHSL: Where CM heard about their first job (M:q141 to q151)
NW0250	NCDS WSHSL: What was the reason CM left their first job? (M:q149, S:q24)
NW0251	NCDS WSHSL: Agencies CM used to find jobs they have had? (MC1 of 5 variables) (M:q141 to 151)
NW0252	NCDS WSHSL: Agencies CM used to find jobs they have had? (MC2 of 5 variables) (M:q141 to 151)
NW0253	NCDS WSHSL: Agencies CM used to find jobs they have had? (MC3 of 5 variables) (M:q141 to 151)
NW0254	NCDS WSHSL: Agencies CM used to find jobs they have had? (MC4 of 5 variables) (M:q141 to 151)
NW0255	NCDS WSHSL: Agencies CM used to find jobs they have had? (MC5 of 5 variables) (M:q141 to 151)
NW0260	NCDS WSHSL: What does CM think is the best way of finding work? (M:q158)
NW0261	NCDS WSHSL: What did CM remember about their first few days at work? (M:q161 q162)
NW0262	NCDS WSHSL: What CM rates as most important part of work to be happy in job? (M:q163a q164)
NW0263	NCDS WSHSL: What CM rates as least important part of work to be happy in job? (M:q163c)
NW0264	NCDS WSHSL: What else CM rates as important part of work to be happy in job? (M:q164)
NW0265	NCDS WSHSL: What is the type of job CM would most like to do (RGSC)? (M:q87 q166)
NW0266	NCDS WSHSL: What type of job CM would most like to do (Occ. Category)? (M:q87 q166)
NW0267	NCDS WSHSL: What sources of income did CM have (last weeks)? (MC1 of 5 variables) (M:q167 q168 q169, S:q35)
NW0268	NCDS WSHSL: What sources of income did CM have (last weeks)? (MC2 of 5 variables) (M:q167 q168 q169, S:q35)

Variable Name	Variable Label
NW0269	NCDS WSHSL: What sources of income did CM have (last weeks)? (MC3 of 5 variables) (M:q167 q168 q169, S:q35)
NW0270	NCDS WSHSL: What sources of income did CM have (last weeks)? (MC4 of 5 variables) (M:q167 q168 q169, S:q35)
NW0271	NCDS WSHSL: What sources of income did CM have (last weeks)? (MC5 of 5 variables) (M:q167 q168 q169, S:q35)
NW0273	NCDS WSHSL: Total income last week (total net pay to nearest £) CM received? (M:q167 q168 q169)
NW0274	NCDS WSHSL: Total savings CM has altogether (M:q170)
NW0275	NCDS WSHSL: Disabilities CM has (not do same as others) (MC1 of 5 variables) (M:q172)
NW0276	NCDS WSHSL: Disabilities CM has (not do same as others) (MC2 of 5 variables) (M:q172)
NW0277	NCDS WSHSL: Disabilities CM has (not do same as others) (MC3 of 5 variables) (M:q172)
NW0278	NCDS WSHSL: Disabilities CM has (not do same as others) (MC4 of 5 variables) (M:q172)
NW0279	NCDS WSHSL: Disabilities CM has (not do same as others) (MC5 of 5 variables) (M:q172)
NW0284	NCDS WSHSL: Health probs CM has (diff. get/get on at work (MC1 of 2 variables) (M:q175)
NW0285	NCDS WSHSL: Health probs CM has (diff. get/get on at work (MC2 of 2 variables) (M:q175)
NW0288	NCDS WSHSL: Minor nervous complaints CM has (MC1 of 5 variables) (M:q177)
NW0289	NCDS WSHSL: Minor nervous complaints CM has (MC2 of 5 variables) (M:q177)
NW0290	NCDS WSHSL: Minor nervous complaints CM has (MC3 of 5 variables) (M:q177)
NW0291	NCDS WSHSL: Minor nervous complaints CM has (MC4 of 5 variables) (M:q177)
NW0292	NCDS WSHSL: Minor nervous complaints CM has (MC5 of 5 variables) (M:q177)
NW0294	NCDS WSHSL: Self care and Household Management - total

Variable Name	Variable Label
	(grouped) score (M:q178, S:q36)
NW0295	NCDS WSHSL: Social communication and participation - total (grouped) score (M:q179, S:q37)
NW0296	NCDS WSHSL: Capacity for Employment - total (grouped) score (M:q180, S:q39)
NW0297	NCDS WSHSL: Number of people living in CM household (M:q181, S:q40)
NW0298	NCDS WSHSL: Type of household CM lives in (M:q181 q182 q183)
NW0299	NCDS WSHSL: Number of unemployed relatives in CM household (M:q185)
NW0300	NCDS WSHSL: Social class of Head of Household (M:q186)
NW0303	NCDS WSHSL: Does CM have siblings in further education? (MC1 of 2 variables) (M:q187)
NW0304	NCDS WSHSL: Does CM have siblings in further education? (MC2 of 2 variables) (M:q187)
NW0305	NCDS WSHSL: Housing Tenure where CM lives (M:q189a)
NW0307	NCDS WSHSL: Total amount CM pays per week on rent, rates, housekeeping (M:q190)
NW0308	NCDS WSHSL: What services are included in CM rent? (MC1 of 5 variables) (M:q191)
NW0309	NCDS WSHSL: What services are included in CM rent? (MC2 of 5 variables) (M:q191)
NW0310	NCDS WSHSL: What services are included in CM rent? (MC3 of 5 variables) (M:q191)
NW0311	NCDS WSHSL: What services are included in CM rent? (MC4 of 5 variables) (M:q191)
NW0312	NCDS WSHSL: What services are included in CM rent? (MC5 of 5 variables) (M:q191)
NW0313	NCDS WSHSL: Most frequent contact CM has with relatives outside of their home (M:q192 q193 q194)
NW0314	NCDS WSHSL: Most frequent contact CM has with their best friend (M:q196, S:q44)

Variable Name	<i>Variable Label</i>
NW0315	NCDS WSHSL: Age and sex of the first of CM two best friends (<i>M:q197, S:q44</i>)
NW0316	NCDS WSHSL: Age and sex of the second of CM two best friends (<i>M:q197</i>)
NW0317	NCDS WSHSL: How did CM meet their best friend? (MC1 of 2 variables) (<i>M:q197, S:q44</i>)
NW0318	NCDS WSHSL: How did CM meet their best friend? (MC2 of 2 variables) (<i>M:q197, S:q44</i>)
NW0320	NCDS WSHSL: How CM thinks post-16 experiences compares with others same age? (<i>M:q199</i>)
NW0321	NCDS WSHSL: What advice would CM give to young person about to leave school? (<i>M:q200</i>)

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