Youth Cohort Study
Cohort 9 Sweep 1 (C9S1)
Technical Report

Prepared for:
Department for Education and Employment

by:
The National Centre for Social Research (formerly SCPR)

May 1999
# TABLE OF CONTENTS

## 1. INTRODUCTION AND BACKGROUND TO THE STUDY

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Study objectives</td>
<td>3</td>
</tr>
<tr>
<td>1.2</td>
<td>Background and history of YCS</td>
<td>3</td>
</tr>
<tr>
<td>1.3</td>
<td>Position of this study in the YCS series</td>
<td>3</td>
</tr>
<tr>
<td>1.4</td>
<td>Changes since previous study</td>
<td>4</td>
</tr>
<tr>
<td>1.5</td>
<td>Note about temporal references</td>
<td>6</td>
</tr>
<tr>
<td>1.6</td>
<td>Reference to the archive</td>
<td>6</td>
</tr>
<tr>
<td>1.7</td>
<td>Confidentiality</td>
<td>6</td>
</tr>
</tbody>
</table>

## 2. METHODOLOGY

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Sampling</td>
<td>7</td>
</tr>
<tr>
<td>2.2</td>
<td>Data collection</td>
<td>7</td>
</tr>
<tr>
<td>2.2.1</td>
<td>The postal pilot</td>
<td>7</td>
</tr>
<tr>
<td>2.2.2</td>
<td>The telephone pilot</td>
<td>8</td>
</tr>
<tr>
<td>2.2.3</td>
<td>The main stage</td>
<td>9</td>
</tr>
<tr>
<td>2.3</td>
<td>Response</td>
<td>10</td>
</tr>
<tr>
<td>2.4</td>
<td>Data preparation</td>
<td>13</td>
</tr>
<tr>
<td>2.4.1</td>
<td>Booking in</td>
<td>13</td>
</tr>
<tr>
<td>2.4.2</td>
<td>Data entry</td>
<td>13</td>
</tr>
<tr>
<td>2.4.3</td>
<td>Clerical editing and coding</td>
<td>13</td>
</tr>
<tr>
<td>2.4.4</td>
<td>Code frames</td>
<td>13</td>
</tr>
<tr>
<td>2.4.5</td>
<td>Occupation and industry coding</td>
<td>14</td>
</tr>
<tr>
<td>2.5</td>
<td>Weighting and grossing</td>
<td>15</td>
</tr>
</tbody>
</table>

## APPENDICES

- Derived variable specifications
- Code frames
  - Qualification code frame
  - Subject code frame
  - Results code frame
  - Other code frames (Q9, Q15a, Q39, Q53, Q56, Q58, Q60)
- Introductory letter
- Questionnaire
1. INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Study objectives

The Youth Cohort Study (YCS) is a programme of research among young people aged 16 and upwards, designed to monitor their decisions and behaviour as they make the transition from compulsory education to further or higher education, or to the labour market. It tries to identify and explain the factors which influence post-16 transitions, for example, educational attainment, training opportunities, experiences at school.

This technical report relates to the YCS survey among young people who were aged 16 or 17 (average age sixteen and a half) when they completed their questionnaires in the early part of 1998. The survey was designed to collect wide-ranging information about this age group in England and Wales. It focused on economic activity and qualifications gained and sought.

1.2 Background and history of the YCS

The YCS now spans over a decade. The first survey in the series was carried out in 1985 (Cohort 1 Sweep 1) and the most recent in 1998. The research is commissioned by the Department for Education and Employment (DfEE).

To date, the YCS covers nine Cohorts (samples of young people) and over twenty surveys, with a considerably larger number of reports on a wide range of topics. The questionnaires have been designed, over the history of the YCS, to be broadly comparable, but external changes and shifts in policy interest, have brought about changes - some minor, others fundamental.

1.3 Position of this study in the YCS series.

Table TR1 below shows the YCS surveys to date. The separate Cohorts are listed across the page and the 'Sweeps' (postal and, more recently, telephone) contacts with respondents are shown against the years in which they took place. In summary, there have been nine separate Cohorts, the first six made up of three Sweeps. In addition, Cohort 3 respondents were contacted for a fourth time when they were aged 23 or 24. Cohort 7 has been contacted twice (in 1994 and 1996) .Cohort 8 has been contacted twice to date (in 1996 and 1998) and Cohort 9, the subject of this report have been contacted once (in 1998).
### Table TR1: YCS design

<table>
<thead>
<tr>
<th>Cohorts:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>1985</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1986</td>
<td>17</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1987</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1988</td>
<td>18</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1989</td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1990</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1992</td>
<td></td>
<td></td>
<td>17</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1993</td>
<td></td>
<td></td>
<td>18</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1994</td>
<td></td>
<td>23</td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1995</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>1996</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1998</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>1999</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

### 1.4 Changes since the previous study

The designs of Cohorts 7 and 8 differed from those of preceding Cohorts in the series in that the Sweeps are carried out at two yearly intervals instead of annually. Thus the second Sweep of Cohort 7 has taken place with respondents aged 18 or 19 whereas previous second Sweeps of Cohorts have taken place when respondents were 17 or 18. Cohort 9, however, will be followed up by a gap of just 1 year.

The questionnaire for Cohort 9 Sweep 1 has been modified in a number of minor ways from that of the previous survey of this age group, Cohort 8 Sweep 1, to take account of changes in the worlds of education, work and training, new research needs and difficulties with the questions which had been identified during past surveys and pilot work. Some of the principal changes (with page and question number references) are listed below:
The questionnaire order was revised for the Cohort 9(1) questionnaire as shown in the table below.

<table>
<thead>
<tr>
<th>Cohort 9 Sweep 1</th>
<th>Cohort 8 Sweep 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 10/11</td>
<td>The past year</td>
</tr>
<tr>
<td>Careers advice in year 11</td>
<td>Work experience during years 10 &amp; 11</td>
</tr>
<tr>
<td>The past year</td>
<td>National records of achievement and training credits</td>
</tr>
<tr>
<td>Years 10/11 Subjects / Exams</td>
<td>Years 10/11 Subjects and exams</td>
</tr>
<tr>
<td>Qualifications obtained since end of year 11</td>
<td>Your activities in the past year</td>
</tr>
<tr>
<td>Qualifications stopped without completing them</td>
<td>Work / Looking for work</td>
</tr>
<tr>
<td>Full time education</td>
<td>Jobs/Govt supported training</td>
</tr>
<tr>
<td>Part Time Education</td>
<td>On the job and off the job training</td>
</tr>
<tr>
<td>Qualifications being studied for now</td>
<td>Education and training courses</td>
</tr>
<tr>
<td>Jobs and training</td>
<td>Qualifications taken since end of year 11</td>
</tr>
<tr>
<td>On and off the job training</td>
<td>Qualifications studied since year 11 without taking exams</td>
</tr>
<tr>
<td>Work and looking for work</td>
<td>Qualifications being studied for now</td>
</tr>
<tr>
<td>You and your household</td>
<td>You and your household</td>
</tr>
</tbody>
</table>

P1 Q1 - A new question was added about respondents’ attitudes to their last two years at secondary school.

P5 Q13 Additional information was gathered on the section about qualifications stopped without completing them. Respondents were asked whether they also left the institution at which they were studying and if so what type of institution this was.

P6 Q15 There was a slight alteration in the classifications used for type of school. State schools were not separated into grant / non grant maintained schools and for other categories were given clearer definitions than those used in the past.

P8/9 Q24 The order for the ‘Qualifications being studied for now’ section was revised. Cohort 8 (1) examined BTEC, then City and Guilds followed by RSA, NVQ (not included above), other vocational and professional qualifications, GNVQ’s and finally academic qualifications such as A-levels. Cohort 9 (1), on the other hand, dealt with academic qualifications first followed immediately by GNVQ’s. The questionnaire then moved on to vocational and professional qualifications with the order within these being altered so that NVQs headed the list.

P9 Q24 - This section was made clearer to emphasise the differences between the various types of qualifications respondents may have studied for.

P13 Q50/Q51 - Cohort 8(1) included a question which looked at training which was neither block nor day release. Cohort 9 (1) did not include these questions but instead asked respondents to rate the quality and quantity of the training received.
1.5 Temporal references

Some questions relate to specific points in time. For example, respondents were
told 'We would like to know what you are doing at the moment' (P3 Q9) or whether they
have done any paid work 'last week, that is, in the last 7 days?' (P14 Q52).

The first questionnaire mail-out was on 5th March 1998 and the cut-off date for
receiving questionnaires was 19th June 1998. The temporal references in the
questionnaire might, therefore, refer to any date or period from early March until early
June. The date on which the questionnaire was received at SCPR and 'booked in' is
recorded as part of the datafile. The date on which the questionnaire was completed is
likely to be a day or two prior to booking in (all postage was first class). However, it is
possible that some respondents left a time gap between completing their questionnaire
booklet and posting it to SCPR.

1.6 Archiving the data

All YCS data is lodged with the Economic and Social Research Council (ESRC)
Archive at Essex University. Data on the ESRC Archive is available to bona fide
researchers from the User Services Section, Essex University. (At the time of
writing, the User Services Officer is Kathy Sayer, tel.: 01206 872323, email
sayek@essex.ac.uk.)

1.7 Confidentiality

Respondents were given an undertaking in the introductory letter that their responses
would be treated in confidence and that the form of the study results would not allow
their responses to be identified as belonging to them. A copy of the introductory letter
is appended.

No one outside the research organisation conducting the research has access to the
answers given by respondents. Files carrying names and addresses are kept separate
from survey datafiles. Datafiles passed to the Archive and to other bona fide
researchers authorised by the DfEE have had key identifiers (typically Local Education
Authority and school identifier) 'scrambled' to prevent possible identification of
individuals.
2. METHODOLOGY

2.1 Sampling

The population being studied comprised boys and girls in England and Wales who had reached minimum school leaving age in the 1996/1997 school year. To be eligible for inclusion they had to be aged 16 on August 31st 1997 (the reference date). At the time of completing the questionnaire booklet in the Spring of 1998 they would have been, on average, about 17 years and one or two months.

To select a sample, DfEE and the Welsh office listed all eligible schools in both the maintained and independent sectors. Special schools were excluded. DfEE and the Welsh Office wrote to all schools, asking them to provide the names of a 20% sample of eligible pupils. The sample selection involved taking those born on the 5th, 15th and 25th of the month. Head teachers were asked to consult with their pupils and to pass on the names and addresses only of those willing to take part in the survey.

The resulting file of names and addresses was sent to SCPR. SCPR then trimmed this file by a random selection process in order to produce the required issued number of 22,500 names. From this total 2 names and addresses were withdrawn prior to the first mailing due to the address being outside the UK or inadequate for mailing purposes. This left a total of 22,498 names and addresses for the first mailing, of which 21,105 were in England and 1,393 were in Wales.

2.2 Data collection

A key innovation to the data collection phase of YCS was introduced on a split sample basis for Cohort 9 Sweep 1. Instead of using the telephone for chasing up respondents and encouraging them to complete the self-completion questionnaire, telephone interviewing was introduced as a complement to the main postal mode of data collection. Its use was recommended by SCPR because it is a more acceptable mode to some respondents, it allows some difficulties in completing the questionnaire to be cleared up and is a more urgent mode of data collection, all of which benefits were expected to help avoid further decline in response rates. To monitor the effectiveness of this approach telephone interviews, as opposed to chaser calls, were used for those not responding by post in 80% of cases. The remaining 20% of cases received the standard chaser telephone call.

2.2.1 The Postal Pilot

The principal objective of the pilot was to test the questionnaire and introductory letter among respondents of the appropriate age group so as to see whether any modifications would be required to improve accuracy and response for the main survey. This objective was met by three piloting techniques:

- An expert panel - this was a small group of SCPR research staff who come together specifically for the purpose of evaluating and improving draft questionnaires.

- Cognitive pilot interviews. These used techniques from cognitive psychology, in particular encouraging respondents to 'think aloud.' Use of this method was designed to highlight where respondents misunderstood survey questions or key
concepts, did not know or could not recall information needed for the survey from memory and also highlighted situations where respondents may chose to hide or conceal information.

- An interviewer-assisted survey in which young people of the correct age group were recruited by interviewers, invited to complete a booklet and then asked a series of questions about how they completed it.

The Expert Panel

The expert panel met in December 1997 at the early stage of the piloting period.

The cognitive interviews

The cognitive interviews were carried out in December 1997 by members of SCPR's panel of specially trained cognitive interviewers. Approximately 10 interviews were conducted with a sample selected by each interviewer according to a quota for gender and activity. The findings from this pilot were accessed by means of a researcher debriefing and the analysis of tape recordings of some of the interviews.

The interviewer pilot

The interviewer pilot was carried out in early January 1998 by four interviewers working in areas of differing characteristics. The interviewers were briefed and debriefed by the research team and the debriefing was also attended by the DfEE project manager. Each interviewer was asked to recruit eight respondents who were aged 16 or 17 and had completed Year 11 at school earlier in the year, according to quotas for gender and activity, to place questionnaire booklets with them and ask them a series of questions after they had completed it.

2.2.2 The telephone pilot

An initial telephone pilot was conducted between 25th February and 5th March 1998. A total of 13 interviews were conducted using spare names in the sample file from the main survey.

A second telephone pilot was carried out between 23rd March and 3rd April. This pilot focused on young people who were not in full-time education as this group was known to contain a relatively high proportion of non-responders to the postal questionnaire. The sample was again drawn from spare names in the sample file and on this occasion an initial screening telephone call was carried out in order to identify young people who were not in full-time education. A total of 54 eligible young people were identified and sent a letter and questionnaire; 37 of these subsequently completed an interview over the telephone.

Interviews for both these pilots were conducted from SCPR's central telephone unit in Brentwood. Researchers assessed the findings of the pilots through debriefings of the interviewers, listening to some interviews via a remote listening post and inspection of completed questionnaires.
2.2.3 The main stage

The main stage survey consisted of two programmes for data collection:

1. 80% of cases - an initial mailing plus one post card reminder, 2 questionnaire reminders and lastly, an attempt to contact the respondent by telephone and conduct a telephone interview. For those respondents where a phone look up failed to provide a telephone number respondents were invited to phone SCPRS's helpline and arrange to conduct the interview by telephone if they so wished.

2. 20% of cases - As above (1) except instead of offering a telephone interview respondents were given a chaser reminder call to ask them to complete and return the self completion questionnaire. This method of contact had, thus far, been the standard YCS methodology.

Timing Experiment

In addition to the split run test outlined above, the timings of the programmes were also varied to monitor the effect this would have on response rates. Half of those on each of the above programmes had the standard 10 day intervals between the initial mailing, the postcard reminder and subsequent questionnaire mailings. The other half went on an accelerated reminder programme with intervals of only 5 days.

The final programme of data collection therefore fell into 4 overlapping groups:

<table>
<thead>
<tr>
<th>Interval between initial mailing and postcard</th>
<th>Programme of reminders</th>
<th>Number of issued sample</th>
<th>Proportion of issued sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard (10 days)</td>
<td>Standard (telephone chaser)</td>
<td>2,251</td>
<td>10%</td>
</tr>
<tr>
<td>Standard (10 days)</td>
<td>Alternative (telephone interview)</td>
<td>9,000</td>
<td>40%</td>
</tr>
<tr>
<td>Test (5 days)</td>
<td>Standard (telephone chaser)</td>
<td>2,249</td>
<td>10%</td>
</tr>
<tr>
<td>Test (10 days)</td>
<td>Alternative (telephone interview)</td>
<td>9,000</td>
<td>40%</td>
</tr>
</tbody>
</table>

All questionnaire mailings included a reply paid envelope with an introductory letter. The covering letter was printed with DfEE logo and signed by the Head of Youth and Further Education Division of Analytical Services at DfEE. The back of the letter presented further information similar to that provided on a leaflet in previous surveys and was signed by the SCPR research director.

Sample members in Wales were sent a Welsh language version of the questionnaire with the English questionnaire on the first mailing. All mailings, both outward and return, were sent by first class post (second class post had been used for previous surveys but first class was preferred on this occasion due to the schedule for analysis being faster than before).

All telephone interviews and telephone chaser interviews were conducted by SCPR's telephone unit at Brentwood. The telephone numbers were looked up by an external
agency. Arrangements were made for any sample member to be interviewed in the Welsh language if they asked. No one did.

Welsh questionnaires were mailed out ten working days after the English mailings because of the time needed to translate questionnaires into Welsh.

The mailing dates were as follows (all dates are in 1998):

1. Standard Mailing Programme

<table>
<thead>
<tr>
<th></th>
<th>England</th>
<th>Wales</th>
</tr>
</thead>
<tbody>
<tr>
<td>initial mailing</td>
<td>5th March</td>
<td>19th March</td>
</tr>
<tr>
<td>postcard mailing</td>
<td>19th March</td>
<td>2nd April</td>
</tr>
<tr>
<td>first questionnaire reminder</td>
<td>2nd April</td>
<td>16th April</td>
</tr>
<tr>
<td>telephone 'chaser' starts</td>
<td>24th April</td>
<td>24th April</td>
</tr>
</tbody>
</table>

2. Alternative Mailing Programme

<table>
<thead>
<tr>
<th></th>
<th>England</th>
<th>Wales</th>
</tr>
</thead>
<tbody>
<tr>
<td>initial mailing</td>
<td>12th March</td>
<td>26th March</td>
</tr>
<tr>
<td>postcard mailing</td>
<td>19th March</td>
<td>2nd April</td>
</tr>
<tr>
<td>first questionnaire reminder</td>
<td>2nd April</td>
<td>16th April</td>
</tr>
<tr>
<td>telephone 'chaser' starts</td>
<td>24th April</td>
<td>24th April</td>
</tr>
</tbody>
</table>

The telephone interview and 'chaser' calls were completed in early June 1998. The cut off date for inclusion of returned questionnaires in the analysis was 19th June.

Questionnaires were marked with a code to indicate at what stage they had been despatched, as follows:

01 First mailing
03 first questionnaire reminder mailing
04 second questionnaire reminder mailing
05 questionnaires mailed as a result of telephone chaser calls
06 telephone interview questionnaires

It was therefore possible to classify productive questionnaires according to when they were despatched.

Telephone helpline

As with Cohort 8 Sweep 1 YCS respondents were offered a freephone telephone helpline to provide answers to queries either about specific questions or about the survey in general. The line was located in SCPR's data processing department and calls were answered by members of the YCS coding team or, in busy periods, by staff from SCPR's Telephone Unit. Those answering the phone were provided with written instructions to help them to answer questions.

2.3 Response

The number of completed questionnaires received by 19th June, the cut off date for returns to be included in the analysis, was 14,761, that is 65.6% of the issued sample.
This total was reduced in analysis when 99 respondents were found to be of ineligible age, leaving an analysis total of 14,6621.

Table TR2 below presents a breakdown of all categories of response for the total sample and for England and Wales separately, with percentage response rates based on the total issued sample.

Table TR2 Response

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>England</th>
<th>Wales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sample</td>
<td>22,500</td>
<td>21,107</td>
<td>1,393</td>
</tr>
<tr>
<td>Withdrawn prior to mailing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>abroad</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>inadequate address</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Found to be ineligible</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Total withdrawn</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Sample less withdrawn</td>
<td>22,498</td>
<td>21,105</td>
<td>1,393</td>
</tr>
<tr>
<td>Unproductive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Office returns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gone away</td>
<td>510</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>not known at address</td>
<td>214</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>address not known</td>
<td>17</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>house demolished</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Total PO returns</td>
<td>747</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Other unproductive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>refusal/proxy refusal</td>
<td>213</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>away from home during</td>
<td>24</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>survey period</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>too ill to complete</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>dead</td>
<td>4</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>thought not eligible</td>
<td>11</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>other reasons</td>
<td>23</td>
<td>23</td>
<td>-</td>
</tr>
<tr>
<td>late returns</td>
<td>21</td>
<td>21</td>
<td>-</td>
</tr>
<tr>
<td>Total other unproductives</td>
<td>302</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Total postal unproductive</td>
<td>1,049</td>
<td>983</td>
<td>66</td>
</tr>
</tbody>
</table>

1 It is common for the initial sample file received from DfEE to contain a small minority of sample members of ineligible age. On previous YCS surveys this minority was excluded prior to the start of fieldwork whereas on Cohort 9 Sweep 1 this stage was omitted when the sample was drawn and so these individuals had to be removed after the survey was completed.
Of those mailed, 747 were returned by the Post Office as "gone away" or because the name or address of the sample member was not known. If these are removed from the base, the response rate achieved by the cut off date among those (presumably) reached is 68%.

The table shows a breakdown of productive interviews according to the source of the questionnaire. It can be seen that 9,373 returns (64% of the number of productive returns total 14,761) were the first copy of the questionnaire, 2,579(18%) were the second copy, 1,307 (9%) were the third copy 34 (0%) were as a consequence of the telephone 'chaser' interview and 1,468 (10%) were as a result of telephone interviews. Of course, these figures are likely to understate the response due to the stages following the postcode reminders as in some cases these later contacts will have prompted respondents to return a previously mailed questionnaire.

The response rate of 66% for this survey compares with that of 65% which was achieved for Cohort 8 Sweep 1 and response rates of 69% or above for Cohort 6 and earlier sweep 1 surveys, as shown below.

<table>
<thead>
<tr>
<th>Cohorts:</th>
<th>Response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>69%</td>
</tr>
<tr>
<td>2</td>
<td>74%</td>
</tr>
<tr>
<td>3</td>
<td>77%</td>
</tr>
<tr>
<td>4</td>
<td>71%</td>
</tr>
<tr>
<td>5</td>
<td>72%</td>
</tr>
<tr>
<td>6</td>
<td>69%</td>
</tr>
<tr>
<td>7</td>
<td>66%</td>
</tr>
<tr>
<td>8</td>
<td>65%</td>
</tr>
<tr>
<td>9</td>
<td>66%</td>
</tr>
</tbody>
</table>

A number of hypotheses have been advanced to explain this decline in response levels over the 12 years of YCS surveys, including the increases in the size and complexity of the questionnaire and the increased difficulty in achieving high response levels in
survey research generally. It should be noted however that despite the continuing
decline in response to the postal questionnaire the telephone interview process has
ensured that the response rate has not suffered any further decline.

Analysis of response by complementary mode / chaser

<table>
<thead>
<tr>
<th></th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone chaser</td>
<td>59.6%</td>
</tr>
<tr>
<td>Telephone interview</td>
<td>67.1%</td>
</tr>
</tbody>
</table>

The addition of telephone interviewing has significantly benefited response with a
response rate of 67% being recorded for the sub-sample for which telephone
interviews were used compared with 61% for the sub-sample for which telephone
chaser calls were used.

2.4 Data preparation

2.4.1 Booking in

The questionnaire booklets received were ‘booked in’ on a daily basis using SCPR’s
survey control computer system. This allowed the level of response and reasons for no-
response, where known, to be monitored throughout the data collection period.

2.4.2 Data entry

Data were entered into a computer readable format for analysis by means of automatic
document scanning, using the OCR for Forms software. This method of data entry
replaced manual keying which had been used for YCS surveys previous to Cohort 8.

The scanning method entailed questionnaires being guillotined to remove staples and
fed through an optical scanner which read the images on the pages (both sides of a
page were read at once). A program then identified the scanned images by reference to
a template of the document and a data file was extracted. Doubtful images and
numerical answers were verified on screen by a clerical operator who also entered text
answers such as the occupational details.

2.4.3 Clerical editing and coding

After completion of data entry, the data were checked by means of a data edit program
designed to check each questionnaire for logic, consistency and missing values. A full
clerical edit followed in which discrepancies identified by the edit were inspected and
any open questions were coded using code frames (see section 2.4.4). The editing and
coding was carried out by staff of SCPR’s data processing department, working to
written instructions prepared by the coding supervisor and agreed with the research
director. This stage of data preparation continued until all records were passed by the
computer edit and a completely clean data file was produced.

2.4.4 Code frames

A set of code frames agreed with DfEE was used during data preparation to allocate
numeric codes to open questions (that is, when the respondent wrote in the answer
rather than ticked a box).
Qualification code frames

Qualifications obtained and sought by respondents were coded by reference to a comprehensive list of qualifications which comprised the following categories:

- academic qualifications, excluding higher education
- GNVQs
- vocational qualifications excluding GNVQs
- higher education qualifications
- other qualifications (e.g. foreign)

Subject code frames

Separate subject lists were provided for each group of qualifications. These were backed up by extensive guidance notes for the coders.

2.4.5 Occupation and industry coding

The Standard Occupation Classification (SOC) was devised by the Employment Department Group (EDG) and the Office of Population Censuses and Surveys (OPCS). It was designed as a classification applicable to all paid jobs currently done by economically active persons in Great Britain. Occupations (by reference to job titles) are grouped, while taking into account two criteria: the level of skill/experience/qualification and the nature of the work activities. Occupations are divided into 9 Major Groups, 22 Sub-major Groups and 77 Constituent Minor Groups. For purposes of the present analyses only the nine major Groups have been used.

Once the computer edit was complete, a file of the relevant open ended and coded text on respondents’ occupations (full-time and part-time) was produced in the form of a printed report which was sent to the automatic CASOC (computer assisted standard occupation) classification system. This provided a SOC code which the coder could either accept (as fitting the text) or query, in which case alternative(s) were offered.

The Standard Industrial Classification (SIC) is based on industries and not on occupations. All persons employed in a ‘unit’ of industry are included, irrespective of their occupations.

SIC has also been applied to each full-time job (using the 1990 classification). Here the relevant textual data from the questionnaire were put on file. Coders then applied the appropriate SIC code.
2.5 Weighting and grossing

Note prepared by SCPR's Survey Methods Centre

The sample selected for Sweep 1 of Cohort 9 was, as described in section 2.1 of this report, an equal-probability sample of young people aged 16-17 years old in the spring of 1998. Consequently, the selected sample should have produced unbiased estimates of the characteristics of the population of all 16-17 year olds in England and Wales at the time.

When there are few auxiliary variables, weighting classes can be formed as the cells of the cross classification of the variables. In Cohort 9 Sweep 1, the method is a form of class weighting whereby the composition of sample data is adjusted to match a matrix of population data provided by DfEE. The variables used to construct the weighting matrix are gender, school type, examination results and region. Therefore we can classify the sample of students who respond to the survey by 11 Regions x 2 Genders x 8 Types of school x 5 Levels of performance in GCSE examinations. Using these variables all together we can compute a matrix containing 880 cells.

However, it seems likely that the observed patterns of non-response would have introduced bias to survey estimates, if left uncorrected. For example, one of the main aims of the survey is to provide information on the 'destinations' of young people at the time of the survey. Estimates are required of the proportion who are in full-time employment, the proportion who are in full-time education, and so on. But destination is known to be associated with level of qualifications, and non-response is known to be differential in terms of qualifications: the poorly-qualified are the least likely to respond to the survey. They are also the least likely to remain in full-time education after leaving school and consequently, if non-response bias were left uncorrected, it is likely that the results from Sweep 1 would have over-estimated the proportion of 16-17 year olds remaining in full-time education.

To correct for non-response bias, a weighting strategy was developed, that is, each sample member who returned a completed questionnaire was given a weight which determines the influence that sample member has on survey estimates.

The weighting strategy began with the construction of a population matrix from a small number of variables: sex, type of school attended to age 16, region, and levels of GCSE qualifications attained. The population number falling into each cell of the matrix is estimated from data supplied by the Department for Education and Employment and the Welsh Office. The next stage involved drawing up the sample equivalent of this matrix. YCS is fortunate among surveys in that a number of the variables that are known to be related to non-response to the survey are available on the sample file supplied by DfEE and the Welsh Office and are therefore known for each sample member.

Particularly important are sex and the type of school attended to age 16. The region in which the sample member attended school to age 16 was also available from the sample file. In addition, self-reported levels of attainment at GCSE were used in constructing the sample equivalent of the population matrix.

For this survey GNVQ attainment was included in the calculation of these attainment levels for the first time, using these qualifications' GCSE equivalents. The revised definitions of the attainment groups are provided below.
The weights were initially run before SCPR was aware that the definition of attainments groups had been changed in this way. This omission was subsequently identified and the weights corrected. The weights which have been detailed in this document are those for the initial weighting before the correction. These weights changed little when the correction was made as only 68 respondents moved to a higher attainment group due to the addition of GNVQ equivalents.

Once the sample matrix was constructed, it was inspected to identify cells which needed to be collapsed and cell weighting was carried out.

**Step 1: Collapsing Cells**

Rather than using the complete matrix with 880 cells to compute the weights, it is necessary first to collapse some cells. This is for two reasons. First, some groups have a higher non-response rate than others - such as those in Wales, those with no examination passes and those at independent schools. This causes some cells to have a very low response rate and hence a very large weight. The presence of large weights can dramatically affect the variability in the weights and hence the variance of survey estimates. The second reason for collapsing cells is that some have very small sample sizes, thus introducing a lot of random variability into the response rates and hence the weights. Thus, cells with sample sizes smaller than 25 were collapsed with neighbouring cells arbitrarily. Collapsing was done first across school type and/or region and then, if necessary, across the sexes. Exam results categories were never collapsed, reflecting a judgement that this variable is the most highly correlated with survey variables.

**Step 2: Cell Weighting**

The standard cell weighting procedure is to apply sample weights so that the sample totals conform to the population totals on a cell-by-cell basis. Thus, the sample data of Cohort 9 Sweep 1 have been adjusted to match population data based on the assumption that the respondents within a cell represent the total population within that cell. In other words, each respondent in the \( h \)th cell is given a weight of \( w_h = N_h/m_h \), where \( N_h \) is the population total for the cell, and \( m_h \) is the number of respondents in the cell (\( m_h \) the total sample size for the cell is unknown, as the non-respondents cannot be classified by examination performance).
Table TR3 presents the distribution of cell weights in Cohort 9 Sweep1 in terms of variables used to construct the weighting matrix. We find that the dispersion of weights for males is wider than females. The relative variance of the weights does not differ greatly across sub-groups, and the overall variability is not great. Undue variance inflation can be a concern. It is particularly likely when sample sizes in a number of the adjustment cells are small, since small sample sizes give rise to an instability in the adjustments. However, in this case cells were carefully collapsed to minimise the impact of random variance in the adjustments, so we can be reasonably confident that most of the variance in the weights is reflecting non-response bias across cells. It is a matter of judgement that the effect of weighting in removing bias should outweigh any increase in the variance of estimates. In the case of non-response adjustments, a useful measure of the loss of precision is $F = 1 + CV(w_i)^2$, where $CV(w_i)$ is the coefficient of variation of the weights $w_i$. Overall, $F = 1.13$ for this sample - a very modest design effect due to weighting.
### Step 3: Evaluation of Weights

Table TR4 shows the distribution of sample data (weighted and unweighted) and the total population. The weighted sample totals conform to the population totals very well in each group. Variance inflation factors of F are also acceptable even in some groups the value is higher than the average $F = 1.13$ such as 1.15 for modern schools and 1.16 for Merseyside area.

#### Table TR3: Description of Cell Weights in Cohort 9 Sweep 1 by Gender, Region, Exam Results and School Type

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Variance</th>
<th>$F = 1 + CV^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Male</td>
<td>6889</td>
<td>44.462</td>
<td>16.804</td>
<td>26.727</td>
<td>104.304</td>
<td>282.375</td>
<td>1.143</td>
</tr>
<tr>
<td>Female</td>
<td>7773</td>
<td>38.743</td>
<td>12.768</td>
<td>24.963</td>
<td>93.267</td>
<td>163.025</td>
<td>1.109</td>
</tr>
<tr>
<td>Region NE</td>
<td>868</td>
<td>38.571</td>
<td>15.447</td>
<td>26.727</td>
<td>94.879</td>
<td>238.617</td>
<td>1.160</td>
</tr>
<tr>
<td>NW</td>
<td>1506</td>
<td>42.516</td>
<td>14.087</td>
<td>27.956</td>
<td>94.879</td>
<td>198.447</td>
<td>1.110</td>
</tr>
<tr>
<td>Merseyside</td>
<td>433</td>
<td>42.544</td>
<td>16.941</td>
<td>25.821</td>
<td>94.879</td>
<td>286.993</td>
<td>1.159</td>
</tr>
<tr>
<td>Y&amp;H</td>
<td>1256</td>
<td>47.074</td>
<td>16.065</td>
<td>26.793</td>
<td>94.879</td>
<td>258.093</td>
<td>1.117</td>
</tr>
<tr>
<td>EM</td>
<td>1136</td>
<td>42.804</td>
<td>14.815</td>
<td>24.963</td>
<td>104.304</td>
<td>219.488</td>
<td>1.120</td>
</tr>
<tr>
<td>WM</td>
<td>1595</td>
<td>41.254</td>
<td>16.825</td>
<td>24.963</td>
<td>104.304</td>
<td>283.085</td>
<td>1.166</td>
</tr>
<tr>
<td>Eastern</td>
<td>1608</td>
<td>39.514</td>
<td>12.69</td>
<td>28.714</td>
<td>104.304</td>
<td>161.045</td>
<td>1.103</td>
</tr>
<tr>
<td>London SE</td>
<td>1572</td>
<td>44.815</td>
<td>15.731</td>
<td>30.877</td>
<td>99.5</td>
<td>247.463</td>
<td>1.123</td>
</tr>
<tr>
<td>SE</td>
<td>2365</td>
<td>39.567</td>
<td>14.308</td>
<td>28.012</td>
<td>89.278</td>
<td>204.71</td>
<td>1.131</td>
</tr>
<tr>
<td>SW</td>
<td>1423</td>
<td>39.775</td>
<td>13.741</td>
<td>30.115</td>
<td>89.278</td>
<td>188.816</td>
<td>1.119</td>
</tr>
<tr>
<td>Wales</td>
<td>900</td>
<td>37.541</td>
<td>14.013</td>
<td>28.256</td>
<td>86.464</td>
<td>196.36</td>
<td>1.139</td>
</tr>
<tr>
<td>Exam results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5+ A-C</td>
<td>8415</td>
<td>33.334</td>
<td>4.115</td>
<td>25.821</td>
<td>51.467</td>
<td>16.933</td>
<td>1.015</td>
</tr>
<tr>
<td>1-4 A-C</td>
<td>3709</td>
<td>42.135</td>
<td>7.149</td>
<td>24.963</td>
<td>63.156</td>
<td>51.109</td>
<td>1.029</td>
</tr>
<tr>
<td>5+ D-G</td>
<td>1451</td>
<td>72.349</td>
<td>10.75</td>
<td>52.64</td>
<td>99.5</td>
<td>115.556</td>
<td>1.022</td>
</tr>
<tr>
<td>1-4 D-G</td>
<td>330</td>
<td>86.373</td>
<td>12.468</td>
<td>60.444</td>
<td>104.304</td>
<td>155.462</td>
<td>1.021</td>
</tr>
<tr>
<td>None</td>
<td>495</td>
<td>49.109</td>
<td>13.485</td>
<td>33.684</td>
<td>83.12</td>
<td>181.837</td>
<td>1.075</td>
</tr>
<tr>
<td>Not Stated</td>
<td>262</td>
<td>49.152</td>
<td>12.228</td>
<td>33.684</td>
<td>83.12</td>
<td>149.517</td>
<td>1.062</td>
</tr>
<tr>
<td>School type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEA Comp16</td>
<td>4179</td>
<td>42.884</td>
<td>15.609</td>
<td>25.821</td>
<td>104.304</td>
<td>243.657</td>
<td>1.135</td>
</tr>
<tr>
<td>GM Comp 16</td>
<td>536</td>
<td>40.437</td>
<td>13.818</td>
<td>24.963</td>
<td>104.304</td>
<td>190.932</td>
<td>1.117</td>
</tr>
<tr>
<td>LEA Comp 18</td>
<td>6207</td>
<td>41.193</td>
<td>15.78</td>
<td>26.46</td>
<td>104.304</td>
<td>249.574</td>
<td>1.147</td>
</tr>
<tr>
<td>GM Comp 18</td>
<td>1617</td>
<td>40.209</td>
<td>14.039</td>
<td>24.963</td>
<td>104.304</td>
<td>197.08</td>
<td>1.122</td>
</tr>
<tr>
<td>LEA Selective</td>
<td>274</td>
<td>33.076</td>
<td>5.501</td>
<td>28.785</td>
<td>83.12</td>
<td>30.256</td>
<td>1.028</td>
</tr>
<tr>
<td>GM Selective</td>
<td>342</td>
<td>33.635</td>
<td>5.921</td>
<td>28.785</td>
<td>83.12</td>
<td>35.056</td>
<td>1.031</td>
</tr>
<tr>
<td>Modern</td>
<td>454</td>
<td>48.574</td>
<td>18.881</td>
<td>28.785</td>
<td>89.278</td>
<td>356.49</td>
<td>1.151</td>
</tr>
<tr>
<td>Independent</td>
<td>1053</td>
<td>41.069</td>
<td>9.092</td>
<td>33.872</td>
<td>89.278</td>
<td>82.657</td>
<td>1.049</td>
</tr>
<tr>
<td>Total</td>
<td>14662</td>
<td>41.431</td>
<td>15.074</td>
<td>24.963</td>
<td>104.304</td>
<td>227.234</td>
<td>1.132</td>
</tr>
</tbody>
</table>
Table TR4: The Distribution of Sample Population of YCS Survey, Cohort 9 Sweep 1

<table>
<thead>
<tr>
<th></th>
<th>Weighted Sample</th>
<th>Unweighted Sample</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>607454</td>
<td>100</td>
<td>14662</td>
</tr>
<tr>
<td>Female</td>
<td>306301</td>
<td>50.4</td>
<td>6889</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NE</td>
<td>33480</td>
<td>5.5</td>
<td>868</td>
</tr>
<tr>
<td>NW</td>
<td>64029</td>
<td>10.5</td>
<td>1506</td>
</tr>
<tr>
<td>Merseyside</td>
<td>18422</td>
<td>3.0</td>
<td>433</td>
</tr>
<tr>
<td>Y&amp;H</td>
<td>59125</td>
<td>9.7</td>
<td>1256</td>
</tr>
<tr>
<td>EM</td>
<td>48626</td>
<td>8.0</td>
<td>1136</td>
</tr>
<tr>
<td>WM</td>
<td>65800</td>
<td>10.8</td>
<td>1595</td>
</tr>
<tr>
<td>Eastern</td>
<td>63538</td>
<td>10.5</td>
<td>1608</td>
</tr>
<tr>
<td>London</td>
<td>70449</td>
<td>11.6</td>
<td>1572</td>
</tr>
<tr>
<td>SE</td>
<td>93599</td>
<td>15.4</td>
<td>2365</td>
</tr>
<tr>
<td>SW</td>
<td>56599</td>
<td>9.3</td>
<td>1423</td>
</tr>
<tr>
<td>Wales</td>
<td>33787</td>
<td>5.6</td>
<td>900</td>
</tr>
<tr>
<td>Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5+ A-C</td>
<td>280506</td>
<td>46.2</td>
<td>8415</td>
</tr>
<tr>
<td>1-4 A-C</td>
<td>156279</td>
<td>25.7</td>
<td>3709</td>
</tr>
<tr>
<td>5+ D-G</td>
<td>104979</td>
<td>17.3</td>
<td>1451</td>
</tr>
<tr>
<td>1-4 D-G</td>
<td>28503</td>
<td>4.7</td>
<td>330</td>
</tr>
<tr>
<td>None</td>
<td>24309</td>
<td>4.0</td>
<td>495</td>
</tr>
<tr>
<td>Not Stated</td>
<td>12878</td>
<td>2.1</td>
<td>262</td>
</tr>
<tr>
<td>School Type</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEA Comp 16</td>
<td>607454</td>
<td>100</td>
<td>14662</td>
</tr>
<tr>
<td>GM Comp 16</td>
<td>179211</td>
<td>29.5</td>
<td>4179</td>
</tr>
<tr>
<td>GM Comp 18</td>
<td>255686</td>
<td>42.1</td>
<td>6207</td>
</tr>
<tr>
<td>LEA Selective</td>
<td>65017</td>
<td>10.7</td>
<td>1617</td>
</tr>
<tr>
<td>GM Selective</td>
<td>9063</td>
<td>1.5</td>
<td>274</td>
</tr>
<tr>
<td>Modern</td>
<td>11503</td>
<td>1.9</td>
<td>342</td>
</tr>
<tr>
<td>Independent</td>
<td>22053</td>
<td>3.6</td>
<td>454</td>
</tr>
<tr>
<td></td>
<td>43247</td>
<td>7.1</td>
<td>1053</td>
</tr>
</tbody>
</table>
YCS COHORT 9.1

DERIVED VARIABLE SPECIFICATIONS

SIGORG Government office region (sample file)

SISSR Standard statistical region (sample file)

SIMRET Month questionnaire returned

SIAGEJ Age at 1st January 1998 (years) (sample file)

SIAGES Age at time of survey (years) (sample file + booking in)

SRESP Response type: Postal (can this be split by questionnaire 1-3?) / telephone (booking in)

Establishment type (SISCH yr 11 school from sample file -)

LEA/UA (from sample file)

Admissions policy (from sample file - this should include a column specifying categories such as comprehensive, selective, grammar, etc. Not sure if this information available for Wales or if different categories used - the documentation should specify if this information not available for Wales or available in a different format)

Denomination (from sample file - not sure if this information available for Wales or if different categories used - the documentation should specify if this information not available for Wales or available in a different format)

TEC (from sample file - not available for Wales)

Highest Age: 16/18/not relevant/ (from sample file - this refers to type of school eg up to 16, up to 18. This information is not available for Wales)

[the Welsh register of educational establishments has a different format and in some areas may have to have a separate classification. The information wanted is:
  Status (secondary/independent/special)
  LEA/UA
  Establishment type (applies to secondary only)
  Denomination (applies to secondary only)]

SIACQU Highest Year 11 academic qualification - from question 11 (page 4): Year 10 and 11 subjects and exams.

SIVOQU Highest Year 11 vocational qualification - from question 11 (page 4): year 10 and 11 subjects and exams. Categories as follow:
GNVQ/NVQ full award:
- Level 4
- Level 3
- Level 2
- Level 1

NVQ/GNVQ units only:
- Level 4
- Level 3
- Level 2
- Level 1

Unknown level
- None

Those studying for a part one Foundation GNVQ would be classified as "NVQ/GNVQ units only: level 1" and for a part one Intermediate GNVQ as "NVQ/GNVQ units only: level 2".

SIAVQU Highest Year 11 qualification (level 1 - academic route, vocational route, academic and vocational route; level 2 - academic route, vocational route, academic and vocational route) - from question 11 (page 4): Year 10 and 11 subjects and exams. Categories as follow:
- Level 4 (GNVQ/NVQ full award)
- Level 3 (GNVQ/NVQ full award or 2+ A levels)
- Level 2 (GNVQ/NVQ full award or 5 GCSEs at A-C or 1 A level)
- Level 1 (GNVQ/NVQ full award or 4 GCSEs any grade)
- Less than level 1 (NVQ/GNVQ 1-4 certain units only, GNVQ part i level 1-2, 1-3 GCSEs any grade)
- Level unknown
- None

SIPET A Yr 11 attainment as appears in the latest school performance tables. Similar to S1ACQU, but with GNVQs incorporated:
- 5+ GCSEs at A*-C or an intermediate GNVQ or (a part one intermediate GNVQ) and 3 + GCSEs at A*-C;
- 1-4 GCSEs at A*-C or a part one intermediate GNVQ;
- 5+ GCSEs at D-G or (a Foundation GNVQ and 1+ GCSE) or (a part one Foundation GNVQ and 3+ GCSEs at D-G);
- 1-4 GCSE at D-G or a Foundation GNVQ or (a part one Foundation GNVQ and 1+ GCSEs at D-G).

S1A_C Number of GCSEs at grades A*-C by Year 11

S1D_G Number of GCSEs at grades D-G by Year 11

S1ACQNO Highest academic qualification sought (excl. GNVQs) - from question 22 (page 8) ie A, As and GCSE same as data enhancement project
SIVOQNO Highest vocational qualification sought (incl GNVQs) - from question 23 (page 8) and question 24 (page 9) Categories as follow:

GNVQ/NVQ full award:
- Level 4
- Level 3
- Level 2
- Level 1

NVQ/GNVQ units only:
- Level 4
- Level 3
- Level 2
- Level 1

Unknown level

None

Those studying for a part one Foundation GNVQ would be classified as "NVQ/GNVQ units only: level 1" and for a part one Intermediate GNVQ as "NVQ/GNVQ units only: level 2".

S1ACQE Highest academic qualification by end of sweep - from question 11 (page 4): Year 10 and 11 subjects and exams and question 12 (page 5): Qualifications obtained since the end of Year 11 - Use S1ACQU classification

SIVOQE Highest vocational qualification by end of sweep - from question 11 (page 4): Year 10 and 11 subjects and exams and question 12 (page 5): Qualifications obtained since the end of Year 11. Categories as follow:

GNVQ/NVQ full award:
- Level 4
- Level 3
- Level 2
- Level 1

NVQ/GNVQ units only:
- Level 4
- Level 3
- Level 2
- Level 1

Unknown level

None

Those studying for a part one Foundation GNVQ would be classified as "NVQ/GNVQ units only: level 1" and for a part one Intermediate GNVQ as "NVQ/GNVQ units only: level 2".
SIHIQUA  Highest qualification by end of sweep (level 1 - acad route, vocational route, a & v........) Categories as follow:
Level 4 (NVQ full award)
Level 3 (GNVQ/NVQ full award or 2+ A levels)
Level 2 (GNVQ/NVQ full award or 5 GCSEs at A-C or 1 A level)
Level 1 (GNVQ/NVQ full award or 4 GCSEs any grade)
Less than level 1 (NVQ/GNVQ levels 1-4 certain units only, GNVQ part i level 1-2, 1-3 GCSEs any grade)
Level unknown
None

S1A_CS1  Number of GCSEs at grades A*-C by sweep 1
S1D_GS1  Number of GCSEs at grades D-G by sweep 1
S1MCE   GCSE Maths, English and Computer studies (All three A*-C, all three A*-G, not obtained all three) by sweep 1
S1ME    GCSE Maths and English (as in Data Manipulation and Enhancement project) by sweep 1
S1VQTYPE Vocational Qualifications achieved by end year 11 (this can be multi-coded)
Level 2+
GNVQ (intermediate/advanced) full award
NVQ level 2+ full award
other equivalent (eg BTEC, City and Guilds, etc) full award
GNVQ (intermediate/advanced) certain units only
NVQ level 2+ certain units only
other equivalent (eg BTEC, City and Guilds, etc) certain units only
Level 1
GNVQ (Foundation) full award
NVQ level 1 full award
Other equivalent (eg BTEC, City and Guilds, etc) full award
GNVQ (Foundation) certain units only
NVQ level 1 certain units only
Other equivalent (eg BTEC, City and Guilds, etc) certain units only
part one GNVQ
Intermediate
Foundation
unknown level (ie know is part i but don’t have know if foundation or intermediate)
No/unknown level
GNVQ
NVQ
Other (ie don’t know if part I nor if foundation, intermediate or advanced)

SIGNVQ  q.23 - Studying for GNVQ (this can be multi-coded)
Full
Foundation
Intermediate
Advanced
Units
  Foundation (including part 1)
  Intermediate (including part 1)
  Advanced

S1NVQ q.24 - Studying for an NVQ. Include only those who answered in the first three rows of q.24, or were treated as if they did (this can be multi-coded)
  Full
    Level 1
    Level 2
    Level 3
    Not sure

Units
  Level 1
  Level 2
  Level 3
  Not sure

S1ACT1 Activity at the moment (alternative - s1act1) - from question 9 (page 3), but with not stateds reallocated, and people in FT or PT job who later state they are in government supported training are also reallocated to GST, using question 39 (page 11)

S1ECACT Economic activity -
  ILO employed: (Q52 - Yes (ie 1-3), or Q52a - Yes, or Q52b - Yes)
  ILO unemployed: (Q52 - No and Q52a - Not yes* and Q52b - Not yes*) and ((Q52c - Yes) or (Q53 - Yes and Q53i - Yes))
  Econ. inactive Q52 - No and Q52a - Not yes* and Q52b - Not yes* and Q52c - Not yes* and (Q53 - No or Q53i - No)
  * ie coded 'no' or NA

S1LOCED Currently studying in which institution? If Q15 -Yes, use Register of Educational Establishments. Else use Q15a.

S1EMPLO In employment - GST, FT job, PT job, in job but unknown if FT/PT
  GST: question 9 "MA, NT, YT or other GST" or (Q9 - FT/PT job and not Q39a - "MA, NT, YT or other GST")
  FT job: question 9 "In a full-time job (over 30 hours per week)"
  and not GST (ie q39 -not yes)
  PT job: question 9 "In a part-time job (if this is your main activity)" and not GST (ie q39 -not yes)
  in job, but unknown: question 26 - "Yes", and none of the above
SIWTRAIN - This can be multi-coded

GST:
  q.9 or (q.9 ft/pt job and q.39 yes)
Traditional apprentice:
  q.34
On the job training in last 4 weeks
  q.44ii
Off the job training in last 4 weeks
  q.46
Day release
  q.48
Block release
  q.49
No training
  Not in GST and not yes to:
  q.34, q.44ii, q.46, q.48 and q.49

coverage: All those in a job or training

S1PAYH Hourly pay - from question 35/36 (page 10)

S1PAYHO Hourly pay from other jobs - from question 37. (Total pay for week - main job pay for week)/(total hours for week - main job hours for week).

S1JAN98 etc. Diary - from question 10 (one variable for each month)

Diary - Grid

Subject grid (q11 only)

Hours studied - The banded categories should enable us to distinguish between FT (16+ hours) and Part time (15 or less). e.g. 5 hour blocks. Suggested categories Less than 5, 5-10, 11-15, 16-20, 21+ (if 21+ considerably bigger than the others split into two ie 21-25 and 26+)

S1SEG Parent's socio-economic group - from question 57 (page 15): information about parents' occupations.
**QUALIFICATION CODE FRAME**

**BAND A: ‘Academic’ (excl. higher education)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>GCSE</td>
</tr>
<tr>
<td>02</td>
<td>GCSE short course (specific mentions)</td>
</tr>
<tr>
<td>03</td>
<td>NCC (National Curriculum Certificate)</td>
</tr>
<tr>
<td>04</td>
<td>GCE A-level</td>
</tr>
<tr>
<td>05</td>
<td>GCE A/S exam</td>
</tr>
<tr>
<td>06</td>
<td>S level</td>
</tr>
<tr>
<td>07</td>
<td>other ‘academic’ qualifications (excluding higher education) not codes 01-06 above.</td>
</tr>
</tbody>
</table>

**BAND B: GNVQ**

<table>
<thead>
<tr>
<th>Code</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>Part 1 GNVQ Foundation</td>
</tr>
<tr>
<td>09</td>
<td>GNVQ Foundation only to be used with</td>
</tr>
<tr>
<td>10</td>
<td>Part 1 GNVQ Intermediate GNVQ subject codes</td>
</tr>
<tr>
<td>11</td>
<td>GNVQ Intermediate (list attached)</td>
</tr>
<tr>
<td>12</td>
<td>GNVQ Advanced</td>
</tr>
<tr>
<td>13</td>
<td>other GNVQ (not codes 08-12)</td>
</tr>
</tbody>
</table>

**BAND C: Vocational Qualifications (excluding GNVQs)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>RSA NVQ level 1/Certificate</td>
</tr>
<tr>
<td>15</td>
<td>RSA NVQ level 2/Diploma</td>
</tr>
<tr>
<td>16</td>
<td>RSA NVQ level 3/Advanced Diploma/Teaching Certificate</td>
</tr>
<tr>
<td>17</td>
<td>RSA NVQ level 4/Higher Diploma/Teaching Diploma</td>
</tr>
<tr>
<td>18</td>
<td>RSA don’t know NVQ level/other RSA</td>
</tr>
<tr>
<td>19</td>
<td>BTEC NVQ level 1/First/General Certificate</td>
</tr>
<tr>
<td>20</td>
<td>BTEC NVQ level 2/First/General Certificate</td>
</tr>
<tr>
<td>21</td>
<td>BTEC NVQ level 3/National Certificate Diploma</td>
</tr>
<tr>
<td>22</td>
<td>BTEC NVQ level 4/Higher Certificate/Diploma</td>
</tr>
<tr>
<td>23</td>
<td>BTEC don’t know NVQ level/other BTEC</td>
</tr>
<tr>
<td>24</td>
<td>City &amp; Guilds NVQ level 1/Part 1</td>
</tr>
<tr>
<td>25</td>
<td>City &amp; Guilds NVQ level 2/Part 2/Craft/Intermediate</td>
</tr>
<tr>
<td>26</td>
<td>City &amp; Guilds NVQ level 3/Part 3/Final/Advanced Craft</td>
</tr>
<tr>
<td>27</td>
<td>City &amp; Guilds NVQ level 4/Part 4/Career Extension/FTC</td>
</tr>
<tr>
<td>28</td>
<td>City &amp; Guilds don’t know NVQ level/other C &amp; G</td>
</tr>
<tr>
<td>29</td>
<td>City &amp; Guilds Diploma of Vocational Education (DVE) National</td>
</tr>
<tr>
<td>30</td>
<td>City &amp; Guilds Diploma of Vocational Education (DVE) Intermediate</td>
</tr>
<tr>
<td>31</td>
<td>City &amp; Guilds Diploma of Vocational Education (DVE), national or intermediate not known</td>
</tr>
<tr>
<td>32</td>
<td>NVQ (not RSA, BTEC or C &amp; G) Level 1 (codes 32-36 to be used with ‘other’ awarding)</td>
</tr>
<tr>
<td>33</td>
<td>NVQ (not RSA, BTEC or C &amp; G) Level 2</td>
</tr>
</tbody>
</table>

26
34 NVQ (not RSA, BTEC or C & G) Level 3 bodies, i.e. NOT RSA
35 NVQ (not RSA, BTEC or C & G) Level 4 BTEC or C & g)
36 NVQ (not RSA, BTEC or C & G) don’t know level/other NVQ
37 CPVE (code as subject 332)
38 TVEI (code as subject 332)
39 OND/ONC - recode as BTEC Level 3
40 HND/HNC - recode as BTEC Level 4
41 Regional Examining Bodies (see footnote below)\(^1\)
42 Professional Qualifications (Further Education codes 501-999 inclusive)
43 Other Band C n.e.c.\(^2\) at NVQ Level 1
44 Other Band C n.e.c. at NVQ Level 2
45 Other Band C n.e.c. at NVQ Level 3
46 Other Band C n.e.c. at NVQ Level 4
47 Other Band C n.e.c. at NVQ level not stated

**BAND D: Higher Education**

50 Higher Degree or Postgraduate Awards
51 Teacher training
52 First Degree
53 Diploma of Higher Education (Dip.HE)
54 Other Higher Education Diploma or Certificate
55 Professional Qualifications - Higher Education (Prof. Quals. 001-500 inclusive)
56 Other Higher Education, not listed above

**BAND A, B, C or D:**

57 Other qualification: Band not known, i.e. all other courses not specified in codes 01-56. Includes 'Armed Forces' and professional qualifications not known whether FE or HE (ie whether codes 501-500)

97 No qualification
98 Unclear/uncodeable
99 Qualification not stated

\(^1\) Code 39 includes: County/Regional Certificate or Diploma; EMFEC (East Midlands Further Educational Council); ENFEC (Northern Counties Further Education Council); UEI (Union of Educational Institutions) Midland & SW Regions; CENTRA; WJEC (Welsh Joint Education Council)

\(^2\) n.e.c. = not elsewhere classified.
SUBJECT CODE FRAME

BAND A SUBJECTS

GCSE (full and short), NCC, A/AS Courses, S levels

SCIENCES
001  Biology
002  Biology: Human
003  Biology: Social
004  Biology: Human and Social
005  Chemistry
006  Physics
007  Science: Single award
008  Science: Dual Award (1st Grade)
009  Science: Dual Award (2nd Grade)
010  Science: Double Award (1st Grade)
011  Science: Double Award (2nd Grade)
012  Science: Biology and Chemistry
013  Science: Biology and Physics
014  Science: Chemistry and Physics
015  Aeronautics
016  Science: Agriculture
017  Science: Applied
018  Science: Astronomy
019  Botany
020  Science: Electronics
021  Science: Environmental
022  Science: Geology
023  Science: Horticulture
024  Science: Physical
025  Psychology JMB/NEA
026  Robotics
027  Science: Rural
028  Science in Society
029  Science: Technology
030  Science: Zoology
031  Science: Meteorology
032  Engineering Science
033  Science: Other
YCS COHORT 9.1

BAND A SUBJECTS

MATHEMATICS
041 Mathematics
042 Mathematics (Pure)
043 Decision/Discrete Mathematics
044 Mathematics (Applied)
045 Mathematics (Pure and Applied)
046 Pure and Decision Mathematics
047 Mathematics (Pure and Statistics)
048 Statistics and Decision Mathematics
049 Mathematics (Pure and Mechanics)
050 Mathematics (Further)
051 Additional Mathematics
052 Mathematical Studies
053 Statistics

INFORMATION TECHNOLOGY
061 Computer Studies/Computing
062 Communication Technology
063 Information Technology
064 Information Studies
065 Business Computing
BAND A SUBJECTS

TECHNOLOGY
071 CDT: Technology
072 CDT: Design
073 CDT: Design and Communication
074 CDT: Design and Realisation
075 CDT: Design and Technology
076 CDT: Building Studies
077 CDT: Textiles (include Textiles)
078 Other Technology Syllabuses
079 Design (But not Art and Design)
080 Control Technology
081 Engineering
082 Engineering Workshop Theory and Practice
083 Engineering Drawing
084 Geometrical and Technical Drawing
085 Graphics
086 Graphic & Product Design
087 Metalwork
088 Motor Vehicle Studies
089 Sound Recording
090 Woodwork
091 Technical Studies
092 Business Studies
093 Business Studies and Economics
094 Business and Information Studies (1st Grade)
095 Business and Information Studies (2nd Grade)
096 Home Economics
097 Home Economics: Child Development (includes Child Studies)
098 Home Economics: Food
099 Home Economics: Textiles
100 Home Economics: Home and Family (includes Home Technology; Home Family and Society)
ART & DESIGN
110  Art and Design
111  Art and Design (Drawing and Painting)
112  Art and Design (Graphics)
113  Art and Design (Photography)
114  Art and Design (Pottery)
115  Art and Design (Printing)
116  Art and Design (Textiles)
117  Art and Design (3-D Studies)
118  Art and Design (Critical Studies)
119  Fine Art
120  Craft
121  Needlework
122  Art (Without 'Design' Element)
123  Art with Art History
124  History of Art
125  Extra Arts
126  Art Media (See also: English)
(Performing & Expressive Arts - See English)

GEOGRAPHY
131  Geography
132  Environmental Studies
133  Environmental Studies Dual Award (1st Grade)
134  Environmental Studies Dual Award (2nd Grade)

HISTORY
141  History
142  Modern History
143  19th Century History
(Art History - see Art and Design)
## BAND A SUBJECTS

### HUMANITIES/SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>151</td>
<td>American Studies</td>
</tr>
<tr>
<td>152</td>
<td>Asian Studies</td>
</tr>
<tr>
<td>153</td>
<td>European Studies</td>
</tr>
<tr>
<td>154</td>
<td>French Studies</td>
</tr>
<tr>
<td>155</td>
<td>Museum Studies</td>
</tr>
<tr>
<td>156</td>
<td>Russian Studies</td>
</tr>
<tr>
<td>157</td>
<td>Spanish Studies</td>
</tr>
<tr>
<td>158</td>
<td>Welsh Studies</td>
</tr>
<tr>
<td>159</td>
<td>German Studies</td>
</tr>
<tr>
<td>160</td>
<td>Economics</td>
</tr>
<tr>
<td>161</td>
<td>Economics and Business Studies</td>
</tr>
<tr>
<td>162</td>
<td>Economic &amp; Public Affairs</td>
</tr>
<tr>
<td>163</td>
<td>Humanities Single</td>
</tr>
<tr>
<td>164</td>
<td>Integrated Humanities single</td>
</tr>
<tr>
<td>165</td>
<td>Integrated Humanities Dual Award (1st Grade)</td>
</tr>
<tr>
<td>166</td>
<td>Integrated Humanities Dual Award (2nd Grade)</td>
</tr>
<tr>
<td>167</td>
<td>Theology (includes Religious Studies)</td>
</tr>
<tr>
<td>168</td>
<td>Social Science</td>
</tr>
<tr>
<td>169</td>
<td>Archaeology</td>
</tr>
<tr>
<td>170</td>
<td>Community Studies (includes Social &amp; Community Studies)</td>
</tr>
<tr>
<td>171</td>
<td>Law</td>
</tr>
<tr>
<td>172</td>
<td>Logic/Philosophy</td>
</tr>
<tr>
<td>173</td>
<td>Personal/Social Education</td>
</tr>
<tr>
<td>174</td>
<td>Personal and Social Education (1st Grade)</td>
</tr>
<tr>
<td>175</td>
<td>Personal and Social Education (2nd Grade)</td>
</tr>
<tr>
<td>176</td>
<td>Politics</td>
</tr>
<tr>
<td>177</td>
<td>Psychology</td>
</tr>
<tr>
<td>178</td>
<td>Public Affairs</td>
</tr>
<tr>
<td>179</td>
<td>Sociology</td>
</tr>
<tr>
<td>180</td>
<td>Citizenship</td>
</tr>
<tr>
<td>181</td>
<td>Information (See also Information Technology)</td>
</tr>
<tr>
<td>182</td>
<td>Communications</td>
</tr>
<tr>
<td>183</td>
<td>Understanding Industry</td>
</tr>
</tbody>
</table>
YCS COHORT 9.1

BAND A SUBJECTS

ENGLISH
191  English
192  English Literature
193  English Grade in Dual Award Syllabus
194  English Literature Grade in Dual Award Syllabus
195  Drama
196  Drama Comm Theatre
197  Creative Writing
198  Communication Studies
199  Expressive Arts
200  Stage and Performing Arts Dual Award (1st Grade)
201  Stage and Performing Arts Dual Award (2nd Grade)
202  Media/Film/Television Studies
203  Film Studies
204  Theatre Studies

WELSH
211  Welsh First Language
212  Welsh Second Language
213  Welsh Literature
BAND A SUBJECTS

**LANGUAGES**
- 221 Irish
- 222 Danish
- 223 Dutch
- 224 French
- 225 German
- 226 Italian
- 227 Modern Greek
- 228 Portuguese
- 229 Spanish
- 230 Arabic
- 231 Bengali
- 232 Chinese
- 233 Gujarati
- 234 Hindi
- 235 Japanese
- 236 Modern Hebrew
- 237 Panjabi
- 238 Polish
- 239 Russian
- 240 Turkish
- 241 Urdu
- 242 Other Languages
- 243 Ancient History
- 244 Classical Civilisation
- 245 Greek
- 246 Greek/Classical Civilisation/Greek Literature
- 247 Greek/Roman Civilisation
- 248 Latin
- 249 Latin/Roman Civilisation/Latin Literature
- 250 Other Classical Language

**CREATIVE ARTS & AESTHETIC DEVELOPMENT**
- 261 Creative Arts
- 262 Dress
- 263 Jewellery
- 264 Music
- 265 Music: Practical
- 266 History of Music
- 267 Music Technology
BAND A SUBJECTS

PHYSICAL EDUCATION
271 Sport/Physical Education Studies
272 Dance
273 Outdoor Pursuits

COMMERCIAL & INDUSTRIAL STUDIES
281 Accounting/Finance
282 Catering Studies
283 Commerce/Office Studies
284 Office Technology
285 Industrial Studies
286 Keyboarding Applications
287 Library Studies
288 Money Management
289 Nautical Studies
290 Navigation/Marine Navigation
291 Photography
292 Road Safety
293 Surveying
294 Textile/Fashion Studies
295 Tourism
296 Marketing
297 Nursing
298 Farm Studies
## Band A Subjects

**General & Combined Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>General Studies</td>
</tr>
<tr>
<td>302</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>303</td>
<td>Design/Tech &amp; Art</td>
</tr>
<tr>
<td>304</td>
<td>Design/Tech &amp; Automation</td>
</tr>
<tr>
<td>305</td>
<td>Design/Tech Automotive Engineering</td>
</tr>
<tr>
<td>306</td>
<td>Design/Tech &amp; the Build Environment</td>
</tr>
<tr>
<td>307</td>
<td>Design/Tech &amp; Business Studies</td>
</tr>
<tr>
<td>308</td>
<td>Design/Tech &amp; Catering</td>
</tr>
<tr>
<td>309</td>
<td>Design/Tech &amp; Construction</td>
</tr>
<tr>
<td>310</td>
<td>Design/Tech &amp; Drama</td>
</tr>
<tr>
<td>311</td>
<td>Design/Tech &amp; Economics</td>
</tr>
<tr>
<td>312</td>
<td>Design/Tech &amp; Electronics</td>
</tr>
<tr>
<td>313</td>
<td>Design/Tech &amp; Fashion</td>
</tr>
<tr>
<td>314</td>
<td>Design/Tech &amp; Food Industry</td>
</tr>
<tr>
<td>315</td>
<td>Design/Tech &amp; Health</td>
</tr>
<tr>
<td>316</td>
<td>Design/Tech &amp; Industry</td>
</tr>
<tr>
<td>317</td>
<td>Design/Tech &amp; Music</td>
</tr>
<tr>
<td>318</td>
<td>Design/Tech &amp; Product Design</td>
</tr>
<tr>
<td>319</td>
<td>Design/Tech &amp; Transport</td>
</tr>
<tr>
<td>320</td>
<td>Design/Tech &amp; Child Development</td>
</tr>
<tr>
<td>321</td>
<td>Design/Tech &amp; Electronic Prods</td>
</tr>
<tr>
<td>322</td>
<td>Design/Tech &amp; Food Technology</td>
</tr>
<tr>
<td>323</td>
<td>Design/Tech &amp; Graphic Prods</td>
</tr>
<tr>
<td>324</td>
<td>Design/Tech &amp; Resist. Materials</td>
</tr>
<tr>
<td>325</td>
<td>Design/Tech &amp; Textiles Technology</td>
</tr>
<tr>
<td>326</td>
<td>Information Systems</td>
</tr>
<tr>
<td>327</td>
<td>IT &amp; Art</td>
</tr>
<tr>
<td>328</td>
<td>IT &amp; Automotive Engineering</td>
</tr>
<tr>
<td>329</td>
<td>IT &amp; Building Studies</td>
</tr>
<tr>
<td>330</td>
<td>IT &amp; Business Studies</td>
</tr>
<tr>
<td>331</td>
<td>IT &amp; Catering</td>
</tr>
<tr>
<td>332</td>
<td>IT &amp; Drama</td>
</tr>
<tr>
<td>333</td>
<td>IT &amp; Economics</td>
</tr>
<tr>
<td>334</td>
<td>IT &amp; Electronics</td>
</tr>
<tr>
<td>335</td>
<td>IT &amp; Fashion</td>
</tr>
<tr>
<td>336</td>
<td>IT &amp; Food Industries</td>
</tr>
<tr>
<td>337</td>
<td>IT &amp; Health</td>
</tr>
<tr>
<td>338</td>
<td>IT &amp; Industry</td>
</tr>
<tr>
<td>339</td>
<td>IT &amp; Music</td>
</tr>
<tr>
<td>340</td>
<td>IT &amp; Transport</td>
</tr>
</tbody>
</table>
YCS COHORT 9.1

BAND A SUBJECTS

341 Technology
342 Tech & Art
343 Tech & Automotive Engineering
344 Tech & Building Studies
345 Tech & Business Studies
346 Tech & Catering
347 Tech & Construction
348 Tech & Drama
349 Tech & Economics
350 Tech & Electronics
351 Tech & Fashion
352 Tech & Food Industry
353 Tech & Industry
354 Tech & Music
355 Tech & Transport
356 Welsh & Art
357 Welsh & Business Studies
358 Welsh & Drama
359 Welsh & Information Technology
360 Welsh & Religious Studies
SUBJECT CODE FRAME

BAND B SUBJECTS

GNVQs

401  Art and Design
402  Business
403  Construction and Built Environment
404  Engineering
405  Health & Social Care
406  Hospitality & Catering
407  Information Technology (IT)
408  Leisure and Tourism
409  Manufacturing
410  Science
411  Land-based & Environmental Industries
412  Media: Communication & Production
413  Management Studies (Advanced)
414  Retail and Distributive Services
415  other GNVQ (Note: there are no other GNVQs available, so any 'others' are either a respondent error (which we accept) or - more likely - an NVQ (if it is given as a BTEC, RSA or C & G or simply, an NVQ, please transfer to the appropriate question/code)
416  don't know
417  Not stated

Note: these subject codes are to be used only with the GNVQ qualifications given in Band B (qualification codes 08-13)
BAND C SUBJECTS

Vocational qualifications (excluding GNVQs)

BUSINESS & MANAGEMENT, A
421 business & management (general), A.1
422 enterprises, A.2
423 management skills systems & techniques, A.3
424 human resources management, A.4
425 financial management & accounting, A.5
426 marketing sales & distribution, A.6
427 information & library management, A.7
428 office and secretarial skills, A.8
429 public administration, A.9

LAW POLITICS & ECONOMICS, B
431 politics, B.1
432 economics, B.2
433 law, B.3

ARTS CRAFTS & HOBBIES, C
441 fine & graphic arts, C.1
442 design (non-industrial), C.2
443 crafts (general) collecting & antiques, C.3
444 decorative arts & crafts, C.4
445 woodwork & basketry crafts, C.5
446 metal crafts, C.6
447 glass ceramics & stone crafts, C.7
448 fabric crafts, C.8
449 home maintenance crafts, C.9

CULTURE SOCIETY & EDUCATION, D
451 social & cultural studies, D.1
452 literature, D.2
453 history, D.3
454 archaeology, D.4
455 religious studies, D.5
456 philosophy, D.6
457 social & welfare work, D.7
458 education & training, D.8
BAND C SUBJECTS

LANGUAGE COMMUNICATION & SELF HELP, E
461 basic skills, E.1
462 career change, E.2
463 self help & personal development, E.3
464 communication for and with disabled people, E.4
465 languages & language studies, E.5
466 communication & mass media, E.6
467 audio & visual media, E.7
468 print & publishing, E.8

MUSIC & PERFORMING ARTS, F
471 dance, F.1
472 theatre & dramatic arts, F.2
473 variety circus & modelling, F.3
474 theatre production, F.4
475 music history & theory, F.5
476 music of specific periods, F.6
477 music of specific kinds, F.7
478 music of specific cultures, F.8
479 music performance, F.9

SPORTS GAMES & RECREATION, G
481 sports studies & combined sports, G.1
482 air sports, G.2
483 water sports, G.3
484 athletics, gymnastics & combat sports, G.4
485 wheeled sports, G.5
486 winter sports, G.6
487 ball & related games, G.7
488 country & animal sports, G.8
489 indoor games, G.9

FOOD CATERING LEISURE TOURISM, H
491 hotel & commercial catering, H.1
492 cooking & food & drinking preparation, H.2
493 home economics, H.3
494 food science, H.4
495 food manufacture & distribution, H.5
496 travel & tourism, H.6
497 leisure & arts management, H.7
ENVIRONMENT SECURITY HEALTH & SAFETY, J
501 occupational health & safety, J.1  
502 public health & safety, J.2  
503 cleansing, J.3  
504 security, J.4  
505 fire prevention & fire fighting, J.5  
506 pollution control, J.6  
507 environmental conservation, J.7  
508 funerary services, J.8

AGRICULTURE HORTICULTURE & ANIMAL CARE, K
511 agricultural & horticultural studies (general), K.1  
512 agricultural sciences, K.2  
513 crop production, K.3  
514 gardening floristry & amenity horticulture, K.4  
515 forestry, K.5  
516 animal husbandry, K.6  
517 agricultural engineering & farm machinery, K.7  
518 agricultural & horticultural management & maintenance, K.8  
519 veterinary services & pet care, K.9

SCIENCES & MATHEMATICS, L
521 science & technology (general), L.1  
522 physics, L.2  
523 chemistry, L.3  
524 mathematics, L.4  
525 astronomy, L.5  
526 earth sciences, L.6  
527 surveying & cartography, L.7  
528 life sciences, L.8

HEALTH & PERSONAL CARE, M
531 health (general) & health administration, M.1  
532 medical sciences, M.2  
533 medical technology & pharmacology, M.3  
534 dental ophthalmic & audiology services, M.4  
535 paramedical therapies, M.5  
536 nursing, M.6  
537 psychology, M.7  
538 personal care services, M.8  
539 personal health care & fitness, M.9

41
YCS COHORT 9.1

BAND C SUBJECTS

ARCHITECTURE & CONSTRUCTION, N
541  architecture, N.1
542  planning, N.2
543  building/construction studies, general, N.3
544  construction & property management, N.4
545  building & construction operations, N.5
546  wood & woodworking, N.6
547  construction site practice, N.7
548  civil engineering, N.8
549  structural engineering, N.9

COMPUTERS ELECTRICAL & ELECTRONIC ENGINEERING, P
551  electrical engineering, P.1
552  electronic engineering, P.2
553  control engineering, P.3
554  computer systems & software engineering, P.4
555  information technology & computer applications, P.5
556  electrical & electronic servicing, P.6

ENGINEERING PRODUCTION & INDUSTRIAL DESIGN, R
561  engineering/ technology/ manufacture (general), R.1
562  engineering systems & services, R.2
563  production management/quality & reliability, R.3
564  industrial design, R.4
565  engineering & plant safety, R.5
566  production process work, R.6
567  testing measurement & precision engineering, R.7
568  mechanical engineering, R.8

MINERALS MATERIALS & FABRICS, S
571  mining oil & minerals technology, S.1
572  materials engineering & technology, S.2
573  chemical engineering & technology, S.3
574  textiles fashion & furnishings, S.4
575  leather footwear & fur, S.5
576  furniture manufacture, S.6
577  paper & board, S.7
BAND C SUBJECTS

TRANSPORT SERVICES & VEHICLE ENGINEERING, T

581 transport (general), T.1
582 aviation, T.2
583 marine & waterway transport, T.3
584 rail transport, T.4
585 driving & road safety, T.5
586 freight handling, T.6
587 road transport operation, T.7
588 vehicle maintenance & repair, T.8
589 vehicle manufacture & sales, T.9
YCS COHORT 9.1

RESULTS CODE FRAME

BAND A

01  GCSE  A - G U 8 9
02  GCSE (Short course, specific mention)  A - G U 8 9
03  NCC (National Curriculum Certificate)  A - G U 8 9
04  A Level  A - E U 8 9
05  AS Level  A - E U 8 9
06  S Level  1 - 3 8 9
07  other "academic" qualification (excluding higher education) not in codes 01-06 above.  A - G U 8 9

BAND B

08-11 GNVQ  P - PASS
P - PASS
R - MERIT
Q - DISTINCTION
S - ASSUMED PASS
(NYA + Not yet achieved) =
F - FAIL or NYA
8 - DONT KNOW
9 - NOT ANSWERED

BAND C

PASS P
PASS WITH DISTINCTION  Q
PASS WITH CREDIT/MERIT  R
ASSUMED TO HAVE PASSED  S
FAIL  F
DON'T KNOW  8
NOT ANSWERED  9
OTHER CODE FRAMES

Q9 - Most current activity - ‘other’ category

01 Part-time education
02 Pregnancy/looking after children/family
03 Temporary/casual work
04 Holiday (school, college, university)
05 Holiday - other
06 Abroad (holiday and/or work abroad. Include all references to ‘abroad’, ‘holidays abroad’ takes precedence over codes 4 and 5
07 Voluntary work
08 Illness/accident
09 Waiting to start a new job/government supported training/training course
97 Other - list with serial numbers
98 Don’t know
99 Not stated
Q15a - Current school/college

State school (including grant maintained) includes:
  Grant Maintained Special
  GM Hospital Schools
  County
  Voluntary Aided
  Voluntary Controlled
  Special Agreement
  LEA Maintained Special
  Hospital
  Pupil Referral Unit

Independent private school/college includes:
  City Technology College
  Non-Maintained Special
  Independent School Approved for SEN Pupils
  Other Independent Special School
  Other Independent

College of further education (state system) includes:
  Designated Colleges

Other college includes:
  European Schools
  Colleges maintained by Other Government Department
Q39 - Government supported training - 'other' category

Recode 4 where possible using the following codes and transfer 2-digit codes to columns 1972-1973

05  Advance
06  Asset
10  Career Card
11  Career Credit
12  Career Focus
13  Careerlines
14  Career Plus
15  Careership
16  Career Wise
17  Choice
18  Choices
19  Connections
21  Directions
23  EXTEND
25  Fast Forward
26  Futures
27  FUTURE
29  Get Ahead
30  Going Places
31  Great Opportunities
33  Impact
35  Job Link
36  Job Skills
39  Network
40  New Horizon
41  Next Step
42  NVQ Options
43  NVQ Way Ahead
45  OPEX
47  Pathways
48  Prospects
50  Quest Card
51  Right Trak
52 Routes

54 Skill Development Credits
55 Skills & Youth
56 SkillsCard
57 Skillseekers

60 Target NVQ
61 The Edge Skill Account
62 Think Ahead
63 Training Credits
64 Training Credits for NVQs
65 Tyneskill Choices

68 VIP
69 Visions

70 Young Options
71 Youth Credits
72 Youth Training

98 Don’t know
99 Not stated
Q53 - Not looking for work in the past four weeks- ‘other’ category

(Backcode/recode when possible, in particular recode Q52 if respondents include here (part-time) employment)

In training

Part-time education

Holiday (school, college, university)

Holiday - other

Abroad (including holiday. Include all references to ‘abroad’, ‘holidays abroad’ takes precedence over codes 3 and 4

Voluntary work

Waiting to start a new job/government supported training/training course

Don’t want a job at the moment

Unable to work at the moment (for unspecified reasons or different from codes 01 to 04 in the Q)

Other

Don’t know

Not stated
Q56 - Household composition - 'other' category

Grandparent(s)

Spouse/Partner (including boy/girlfriend, fiancé)

Respondent’s own child(ren)

Other

Don’t know

Not stated
Q58 - Ethnicity- ‘other’ category

(Backcode when possible, for example, Irish, Welsh, Scottish, White European should be coded as 01 ‘White’)

Mixed ethnic origin (use this code when mixed ethnic origin/race or half cast are specifically mentioned or when various combinations of ethnic groups not listed in the Q are mentioned e.g. white/Caribbean, Asian/Indian)

Other

Refused (code as ‘refused’ replies such as ‘Does it matter?’, ‘I’m an individual’)

Not stated
Q60 - Type of housing - ‘other’ category

House/accommodation comes with the job (including police/army married quarters, tied house)

Other

Don’t know

Not stated
PATHWAYS '98

National study of the experiences of 16 to 21 year olds in and out of work, in education and in training.

We hope that the following points answer any questions you may have.

- **How was my name selected?** Your name, along with all the others who are taking part in the study, was chosen at random from a list of people when they were in Year 11 (the 5th form) at school.

- **What is SCPR?** Social and Community Planning Research (SCPR) is an independent, non-profit institute which specialises in social surveys. Its studies are carried out on behalf of government departments, local authorities, grant-funded research councils or academics.

- **What will happen to the answers I give?** They will be used, in the form of statistical tables and reports, by those who make policy for education and training. Your answers will be completely confidential and when the results of the study are published it will not be possible to tell which person gave which answer.

- **Will my name be passed on to anyone else?** Your name and address details will be stored confidentially and will only be used for any follow ups to this study. These will be carried out by SCPR or another independent research organisation appointed by DfEE. If a future study is carried out by another independent research organisation, then SCPR would pass the details to them. Your details will not be passed to DfEE or any other non-research organisation.

- **Why should I take part?** Those who make policies need to know the views and experiences of people who are affected by them. The Pathways studies - which have been taking place since 1985 - provide a direct and important channel between young people and those who create policy on their behalf.

- **Will I see the results?** We believe that if you help us you should know the results of the study. Sometime in 1999, when analysis of the study is completed, we will be sending you news of the survey results so that you can see what other people in your age group are doing nationally.

We hope you enjoy taking part in the Pathways study and are very grateful for your help. If you have any queries about how to complete the booklet or any other matters please do not hesitate to call the Pathways FREE TELEPHONE HELPLINE at SCPR on 0800 435976 (weekdays 9.30am-5.30pm).

Thank you

Rachel Turner
Project Manager

Social and Community Planning Research
35 Northampton Square
London EC1V 0AX
FREE TELEPHONE HELPLINE: 0800 435976 (weekdays 9.30am-5.30pm)

*The letter on the other side of this page tells you more about this study.*
Department for Education and Employment

Moorfoot, Sheffield S1 4PQ

March 1998

Dear 'Pathways' sample member

PATHWAYS '98
A National Study of 16 to 21 Year Olds

Please will you help by filling in this booklet? It will not take you very long and is easy to do. Most of the questions are answered by ticking a box. We hope you will find it interesting, and very much hope that you will take part.

Your answers are very important. Your experiences and opinions help us to make plans for the future education and training of young people.

This is the first of three planned studies for which we may like to contact you between now and the year 2002. It will be carried out by Social and Community Planning Research (SCPR), an independent social research institute.

Of course, all the answers you give will be treated in the strictest confidence. The study results will be provided to us in a form which does not allow your response to be identified. Only SCPR or another independent research organisation appointed by us in the future will see your personal response. SCPR have explained more about the study on the back of this letter.

If you have any questions on how to complete this booklet or you need more information please call the Pathways FREE TELEPHONE HELPLINE at SCPR on 0800 435976. SCPR's staff will be pleased to help you.

When you have completed the booklet please return it to SCPR in the envelope provided. It does not need a stamp.

Thank you very much for helping.

Yours sincerely,

John Elliott
Department for Education and Employment
What are you doing now?

PATHWAYS '98

AN IMPORTANT NATIONAL SURVEY OF THE EXPERIENCES OF 16-21 YEAR OLDS IN AND OUT OF WORK, IN EDUCATION AND IN TRAINING.
Pathways '98

This booklet is about school or college and, if you have left full-time education, about what you have done since then.

It will not take long to fill in since not all the questions will apply to you. Please follow the arrows to see where to go.

Some instructions on how to complete this booklet are given below. If anything is unclear or you need more information please call our FREE TELEPHONE HELPLINE on 0800 435976. Our staff will be pleased to help you.

Everything you say will be treated in complete confidence. We are looking forward to hearing from you.

Thank you for your help.

Yours sincerely

Rachel Turner
SCPR
35 Northampton Square
London EC1V 0AX

How to complete this booklet

Most of the questions have boxes beside them and you will give your answer like this –

✔️

In other cases we ask you to write in a number in the box, like this:

6

Sometimes we ask you to write in a date. For example, you would write August 1997 like this:

Enter month and year: 08 1997

(e.g. Jan = 01, Feb = 02, Mar = 03, Apr = 04, May = 05, Jun = 06, Jul = 07, Aug = 08, Sep = 09, Oct = 10, Nov = 11, Dec = 12)
YEARS 10 AND 11

Here are some things, both good and bad, which people have said about their last two years at secondary school (Years 10 and 11, the 4th and 5th years). We would like to know what you think. Please tick a box for each one to say whether you agree or disagree.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) School has helped give me confidence to make decisions</td>
<td></td>
</tr>
<tr>
<td>b) School has done little to prepare me for life when I leave school</td>
<td></td>
</tr>
<tr>
<td>c) School has taught me things which would be useful in a job</td>
<td></td>
</tr>
<tr>
<td>d) School work was generally worth doing</td>
<td></td>
</tr>
</tbody>
</table>

2) During Years 10 and 11 (the 4th and 5th years) were you offered a period of work experience – that is, an unpaid job arranged through school, for a short time?

Yes ☐  No ☐  Go to 3

Did you actually do a period of work experience?

Yes ☐  No ☐  Go to 3

How much did it teach you about the world of work?

Please tick one box

a great deal ☐  quite a lot ☐  not much ☐  nothing at all ☐

3) Have you been given a National Record of Achievement (NRA) by your school, college, training provider, or anyone else? (This is a binder with a dark red plastic hard cover)

Yes ☐  No ☐  Go to 4

Not sure ☐  Go to 4 on page 2

a) Do you keep it up to date?

Yes ☐  No ☐

b) Have you used it in applying for a job or course?

Yes ☐  No ☐
During Year 11 (5th year), did you have a discussion with someone from the Careers Service about your future?

Yes [ ] No [ ] Go to 5

Did you have an interview on your own with the Careers Service during Year 11?

Yes [ ] No [ ] Go to 5

Was this contact useful in any of the following ways?
Please tick “Yes” or “No” for each one.

- providing information [ ] [ ]
- explaining options available [ ] [ ]
- helping you to make a decision [ ] [ ]

Did you have a group session with the Careers Service during Year 11?

Yes [ ] No [ ] Go to 5

Was this contact useful in any of the following ways?
Please tick “Yes” or “No” for each one.

- providing information [ ] [ ]
- explaining options available [ ] [ ]
- helping you make a decision [ ] [ ]

During Year 11, did you have any classes or tutorial groups led by a teacher which covered careers topics? (For example in P.S.E. or your tutorial programme.)

Yes [ ] No [ ] Go to 7 on page 3

How useful were these sessions to you?
Please tick one box

- Very [ ]
- Fairly [ ]
- Not very [ ]
- Not at all [ ]
7. Looking back over the past year, do you feel that you got a place in education, work or training that you wanted?

Please tick one box

- YES
- TO SOME EXTENT
- NO

8. Thinking about the changes from being at school in Year 11 to doing what you are doing now, how easy or difficult did you find it to make these changes?

Please tick one box

- Very easy
- Fairly easy
- Fairly difficult
- Very difficult

9. We would like to know what you are doing at the moment. Please tick one box to show us what your main activity is.

Tick one box

- out of work / unemployed
- Modern Apprenticeship, National Traineeship or other government supported training [sometimes known as Youth Training (YT)]
- full-time job (over 30 hours a week)
- part-time job (if this is your main activity)
- full-time education at school or a college of further education (or 6th form college / tertiary college)
- doing something else

Please tell us what you are doing.

10. We would also like to know what you have been doing over the past months. Please tick one box for each month to show us what you were doing for all, or most of each month.

Please tick one box for each month

<table>
<thead>
<tr>
<th>1997</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>APR</td>
<td>MAY</td>
</tr>
<tr>
<td>out of work / unemployed</td>
<td></td>
</tr>
<tr>
<td>Modern Apprenticeship, National Traineeship or other government supported training</td>
<td></td>
</tr>
<tr>
<td>[sometimes known as Youth Training (YT)]</td>
<td></td>
</tr>
<tr>
<td>full-time job (over 30 hours a week)</td>
<td></td>
</tr>
<tr>
<td>part-time job (if this was your main activity)</td>
<td></td>
</tr>
<tr>
<td>full-time education at school or a college of further education (or 6th form college / tertiary college)</td>
<td></td>
</tr>
<tr>
<td>doing something else</td>
<td></td>
</tr>
</tbody>
</table>
Please tell us:

a) which GCSE subjects you studied in Years 10 and 11
b) which GCSE subjects you have taken an exam in (do not include short course GCSEs)
c) your GCSE results (do not record any re-sit results obtained since Year 11 – we ask about these on the next page).

We would like to know about all your exams.

### GCSEs

<table>
<thead>
<tr>
<th>Subject</th>
<th>A/A*</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art and design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft, design and technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double award science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other GCSE subjects

Write in subjects below

<table>
<thead>
<tr>
<th>Subject</th>
<th>A/A*</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### OTHER QUALIFICATIONS

Please give details of any other public exams you took at school in Years 10 or 11 (for example GNVQ, NVQ, RSA, BTEC or City & Guilds exams)

<table>
<thead>
<tr>
<th>Qualification Name</th>
<th>Qualification Level</th>
<th>Subject</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a) Have you obtained any qualifications such as GCSEs, A/S exams, A-level, NVQ or GNVQ since the end of Year 11? Please do not tell us about your Year 11 results but include results of any resits taken since then.

Yes [ ]  No [ ]  Go to 13

b) Which qualifications have you obtained since the end of Year 11?

GCSEs

Write in subject below

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>RESULTS</th>
</tr>
</thead>
</table>

OTHER QUALIFICATIONS

QUALIFICATION NAME [e.g. AS exams, A levels, GNVQs, NVQs etc.]
QUALIFICATION LEVEL [if applicable]
SUBJECT write in subject below
RESULTS (pass, fail or grade)

QUALIFICATIONS STOPPED WITHOUT COMPLETING THEM

a) Are there any other qualifications which you started to study for since the end of Year 11 but later stopped without taking an exam? Do not include qualifications you are still studying for – these are covered later.

Yes [ ]  No [ ]  Go to 14 on page 6

b) Which qualifications have you started but stopped?

QUALIFICATION NAME [e.g. AS exams, A levels, GNVQs, NVQs etc.]
QUALIFICATION LEVEL [if applicable]
SUBJECT write in subject below

c) When you stopped, did you also leave the place where you studied?

Yes [ ]  No [ ]  Go to 14 on page 6

What type of institution did you leave?

Please tick one box

<table>
<thead>
<tr>
<th>Institution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>state school (including grant maintained)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>independent / private school</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>sixth form college (state system)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>college of further education</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>(state system)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>independent / other college</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>training centre</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
**FULL-TIME EDUCATION**

14. At present are you enrolled on a full-time education course at school or college?
   - Yes ☐
   - No ☐ Go to 21 on page 7

Are you still attending (including waiting for term to restart)?
   - Yes ☐
   - No ☐

15. Are you still enrolled at the school where you were for Year 11?
   - Yes ☐ Go to 16
   - No ☐

a) Where are you mainly taking your present course, or courses?
   - Please tick one box
     - state school (including grant maintained) ☐ 1
     - independent/private school ☐ 2
     - sixth form college (state system) ☐ 3
     - college of further education (state system) ☐ 4
     - independent/private college ☐ 5
     - other college (please write in type of college below) ☐ 6

b) Please write in the name and full address of your school or college:

16. How many hours in total each week (during term-time) do you usually spend in lessons, tutorials, practical work or other time being supervised by a teacher or trainer?
   
   Write in: [ ] hours per week

17. Does your present course, or courses, include a period of work experience?
   - Yes ☐ 1
   - No ☐ 2
   - Not sure ☐ 3
13. Do you receive a maintenance grant from your Local Education Authority? 
(Do not include a grant covering tuition fees) 
Yes [ ] No [ ] Go to 19

How much do you receive? Write in: £ [ ] [ ] [ ]
- Is this amount for a: term [ ] year [ ] other period (write in below) [ ]

19. When did you start this course, or courses? 
(If you are at school, when did you start Year 12 / the 6th form?)
Enter month and year: [ ] [ ]
(e.g. Jan 01, Feb 02 etc.)

20. When do you expect to finish this course, or courses? 
(If you are at school, when do you expect to leave school?)
Enter month and year: [ ] [ ]
(e.g. Jan 01, Feb 02 etc.)

21. PART-TIME EDUCATION
Apart from any courses you have already mentioned on the last few pages, are you enrolled on a part-time course of education, not counting any course you are taking for leisure purposes only? 
Do not include courses which are part of a full-time job or training course - these will be covered later. 
(Please include correspondence courses and open learning courses).

Yes [ ] No [ ] Go to 22 on page 8

22. a) Where are you mainly taking your present part-time course? 
If more than one part-time course, give details for main one. 
Please tick one only

- college of further education (state system) [ ]
- private college [ ]
- private training centre [ ]
- training centre run by your employer [ ]
- work [ ]
- home [ ]
- somewhere else [ ]

b) Who pays for this part-time course? (if more than one, tick the one who pays most)

Please tick one only

- my employer [ ]
- my parents / family / me [ ]
- it is paid for using a training voucher or plastic card [ ]
- there are no course fees to pay [ ]
- it is paid for some other way [ ]
**QUALIFICATIONS BEING STUDIED FOR NOW**

At present, are you studying for GCSE, A/S or A-level qualifications?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Go to 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE:</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>A/S</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>A-level</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Please tell us which qualifications and subjects you are studying for.

**SUBJECTS (Please write in)**

At present, are you studying for any GNVQs? (Please do not include NVQs here – these are covered on page 9).

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Go to 24 on page 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNVQs:</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Please tell us a) the GNVQ level you are studying b) whether you are studying for a full award or certain units only and c) the subject(s).

<table>
<thead>
<tr>
<th>Level</th>
<th>Study for</th>
<th>Subject (Please write in)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**QUALIFICATIONS BEING STUDIED FOR NOW**

At present, are you studying for an NVQ (National Vocational Qualification) or any other vocational or professional qualification including BTEC, City & Guilds or RSA qualifications? (Do not include GNVQs, GCSEs, A-levels or AS exams).

Yes □ No □ Go to 25 on page 10

Please tell us more about the qualification(s) you are studying for. First tick a box, or boxes, under (a) to show us what you are studying for; then fill in (b) and (c) where necessary.

### NVQ

<table>
<thead>
<tr>
<th>STUDYING FOR (Tick)</th>
<th>MAIN SUBJECT (write in)</th>
<th>NVQ LEVEL (Tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>full award</td>
<td>e.g. Catering and Hospitality (Kitchen Portering)</td>
<td>1 2 3 Not sure</td>
</tr>
<tr>
<td>QR</td>
<td></td>
<td>1010-35.36-38</td>
</tr>
<tr>
<td>QR</td>
<td></td>
<td>1040-65.65-66</td>
</tr>
<tr>
<td>QR</td>
<td></td>
<td>1110-35.36-38</td>
</tr>
</tbody>
</table>

### BTEC – (not included above)

<table>
<thead>
<tr>
<th>STUDYING FOR (Tick)</th>
<th>MAIN SUBJECT (write in)</th>
<th>NQO LEVEL EQUIVALENT (Tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Certificate</td>
<td>e.g. Catering and Hospitality (Kitchen Portering)</td>
<td>1 2 3 Not sure</td>
</tr>
<tr>
<td>First Diploma</td>
<td></td>
<td>1145-65.65-66</td>
</tr>
<tr>
<td>National Certificate/Diploma</td>
<td></td>
<td>1210-35.36-38</td>
</tr>
<tr>
<td>Other BTEC</td>
<td></td>
<td>1240-65.65-66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1310-35.36-36</td>
</tr>
</tbody>
</table>

### CITY & GUILDS – (not included above)

<table>
<thead>
<tr>
<th>Part 1</th>
<th>1 2 3 Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 2/Craft/Intermediate</td>
<td></td>
</tr>
<tr>
<td>Part 3/Final/Advanced Craft</td>
<td></td>
</tr>
<tr>
<td>Other City &amp; Guilds</td>
<td></td>
</tr>
</tbody>
</table>

### RSA – (not included above)

<table>
<thead>
<tr>
<th>Certificate</th>
<th>1 2 3 Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Diploma</td>
<td></td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td></td>
</tr>
<tr>
<td>Other RSA</td>
<td></td>
</tr>
</tbody>
</table>

### Other vocational or professional qualifications

<table>
<thead>
<tr>
<th>Name of qualification:</th>
<th>Main subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 2 3 Not Sure

1740-65.65-59
1810-35.38-38
1840-65.65-68
At any time since the end of Year 11, have you had a full or part-time job or been in training?

Yes ☐ No ☐ Go to 62 on page 14

Are you currently in a full or part-time job or training?

Yes ☐ No ☐ Go to 62 on page 14

Please answer questions below about your current job or training (if you have more than one, answer about the one with most hours).

When did you start this job or training?

Enter month and year: ☐ MONTH ☐ YEAR

What is the name of this job / the work you are being trained to do? Write in: 

What work do you mainly do there? Write in: 

Including yourself, about how many people work at the same place as you?

1 - 9 ☐ 10 - 24 ☐ 25 - 49 ☐ 50 - 99 ☐ 100 or more ☐

What does the firm or organisation, where you work or receive your training, make or do? (If you are self-employed, please tell us what you make or do).

Write in: 

Are you an employee or self-employed?

Employee ☐ Self-employed ☐

Have you been taken on permanently, or is the job temporary?

Permanent ☐ Temporary ☐ Not sure ☐

Is this job or training an apprenticeship of any kind?

Yes ☐ No ☐ Not sure ☐

How much money do you usually take home each week or each month from this job or training, after deductions but including bonuses or overtime? (For training please do not count any travel or lodging allowance received).

Please write in amount: £ ☐ p

How many hours do you usually work each week in this job or training, including overtime?

Write in: ☐ hours per week
37. Do you currently have... 

Tick one box:

- one job or training place [ ]  ➔ Go to 38
- more than one job or training place [ ]

a) How much money do you usually take home each week or each month in total, from all your jobs and training, after deductions but including bonuses or overtime? (For training, please do not count any travel or lodging allowances received).

Please write in amount:  
- each week £ [ ] [ ] [ ] p
- each month £ [ ] [ ] [ ] p

b) How many hours do you usually work each week in total?

Write in: [ ] hours per week

38. Have you, at any time since you started your current job or training, been given a written plan that sets out the training you should receive? (If you currently have more than one job/training place, please answer for the one with most hours.)

Yes [ ]  ➔ No [ ]
Not sure [ ] ➔ Go to 39

Has the training you have received followed the training plan you were given?

Yes [ ]
No [ ]
I have not received any training [ ]
My training has not yet started [ ]

39. Are any of the following part of your job or training: Modern Apprenticeship (MA), National Traineeship (NTr), or other government supported training. Include training sometimes known as Youth Training (YT).

Yes [ ]  ➔ No [ ]
Not sure [ ] ➔ Go to 44 on page 12

Which type of training? (Please tick one box)

Modern Apprenticeship (MA) [ ]
National Traineeship (NTr) [ ]
Youth Training (YT) [ ]
Other training (write in below) [ ]
Does this training involve periods of work or work placement?

Yes ☐  No ☐

Is this training part of –

Tick one box

a full-time job? ☐

a part-time job? ☐

or is it not part of a job? ☐

Go to 43

Is this training a full-time course at college?

Yes ☐ Go to 44

No ☐

Does this training involve periods of study at college?

Yes ☐  No ☐

ON-THE-JOB AND OFF-THE-JOB TRAINING

Since the end of Year 11, have you received any on-the-job training, that is training in the course of your usual work?

Yes ☐  No ☐ Go to 45

And have you received any on-the-job training in the last 4 weeks?

Yes ☐  No ☐

Since the end of Year 11, have you received any off-the-job training, that is training away from your usual work?

Yes ☐ Go to 46 on page 13

No ☐

Have you been offered any off-the-job training since the end of Year 11?

Yes ☐  No ☐ Go to 52 on page 14
46 And have you received any off-the-job training in the last 4 weeks?

Yes [ ] No [ ]

47 Where does, or did, the off-the-job training in your job / training take place?

Please tick all that apply:

- college of further education (state system) [ ]
- private college [ ]
- private training centre [ ]
- employer's premises/employer's training centre [ ]
- somewhere else [ ]

48 Does, or did, the training involve day release?

(By day release we mean when you regularly spend a day, or half-day, in training away from your usual work. For example, you may work from Monday to Thursday each week then spend Fridays at college).

Yes [ ] No [ ] Go to 49

How many days do, or did, you usually spend on day release each month?

Write in number: [ ] days each month

49 Does, or did, the training involve block release?

(By block release we mean when you spend a block of time, for example a week or a month, in training away from your usual work).

Yes [ ] No [ ] Go to 50

How many days did or will you spend on block release?

Please answer in terms of weeks per month or weeks per year. Please give your best estimate.

Write in number: [ ] weeks per month OR:

Write in number: [ ] weeks per year

50 How would you describe the training you received/received?

Excellent [ ] Good [ ] Fair [ ] Poor [ ]

51 And were you given too much training, not enough training, or about the right amount?

Too much [ ] Not enough [ ] About the right amount [ ]
Did you do any paid work last week, that is, in the last 7 days? (Please tick a box, then follow the arrows)

- Yes, full-time work (over 30 hours a week) [ ] ➔ Go to 5.5
- Yes, part-time work [ ] ➔ Go to 5.4
- Yes, an occasional job [ ] ➔ Go to 5.4
- No [ ]

a) Was this because you have a job but were away from it last week?

- Yes [ ]
- No [ ]

b) Did you do any unpaid work last week, for any business that you, or a relative, own?

- Yes [ ]
- No [ ]

c) Are you currently waiting to start a job that you have already obtained?

- Yes [ ]
- No [ ]

Have you been looking for a job or training place in the last 4 weeks?

- Yes [ ]
- No [ ]

If a job, or training place had been offered to you this week, would you have been able to start within 2 weeks?

- Yes [ ]
- No [ ]

Why not?

Tick the main reason:

- I am a full time student [ ]
- I am pregnant/looking after home/children/family [ ]
- I am temporarily sick or disabled [ ]
- I am long term sick or disabled [ ]
- I believe there is nothing available [ ]
- other reason (please specify below) [ ]

If you were to start a full-time job in the next few months, how much weekly take-home pay would you expect to earn?

Please write in: £ [ ] OR (tick) – I am not looking for a full-time job [ ]

What is the lowest weekly take-home pay you would consider for a full-time job?

Please write in: £ [ ] OR (tick) – I am not looking for a full-time job [ ]

Do you get any regular benefits, such as Income Support, Disability Benefits or any other benefits?

- Yes [ ]
- No [ ] ➔ Go to 5.6 on page 15

How much do you usually get?

Please write in amount:
- each week: £ [ ]
- OR each fortnight: £ [ ]
**YOU AND YOUR HOUSEHOLD**

It would be very helpful to know a little more about you and your household.

### 56 Who lives in the same household as you? (Tick)

- [ ] Father (or stepfather)
- [ ] Mother (or stepmother)
- [ ] Brothers or sisters
- [ ] Other persons (please write in their relationship to you e.g. grandmother)

Enter number

How many?

---

OR: I live alone

### 57 Please tell us about your parents (or stepparents).

#### FATHER (STEPFATHER)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Is your father employed full-time at the moment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>His current job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>His most recent job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) What is his current job (or if he is not employed full-time at the moment, what was his most recent job)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) What kind of work does/did he do there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) What sort of firm or organisation does/did he work at?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Is/was he self-employed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Did he obtain one or more A levels?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Did he obtain a degree?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### MOTHER (STEPMOTHER)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Is your mother employed full-time at the moment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Her current job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Her most recent job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) What is her current job (or if she is not employed full-time at the moment, what was her most recent job)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) What kind of work does/did she do there?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) What sort of firm or organisation does/did she work at?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Is/was she self-employed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Did she obtain one or more A levels?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Did she obtain a degree?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 58 Which of the following groups do you belong to? Your answer will help us to know how the equal opportunities policies are working.

- White
- Black: Caribbean
- African
- Other black
- Asian - Indian
- Pakistani
- Bangladeshi
- Chinese
- Other Asian
- Any other ethnic group (specify below)

---
59. Do you have a disability or health problem, which you expect will last for more than a year, and which affects your ability to carry out normal day to day activities?

Yes [ ]  No [ ]

60. What type of housing do you live in?

Tick one box

- owned by your parents or yourself [ ]
- rented from the Council [ ]
- rented from a housing association [ ]
- rented privately [ ]
- in a hostel [ ]
- Other (specify below) [ ]

61. Thinking back to Year 11 (5th year), did you play truant from school?

Tick one box

- for weeks at a time [ ]
- for several days at a time [ ]
- for particular days or lessons [ ]
- for the odd day or lesson [ ]
- never [ ]

62. Were you excluded from school at any point during Years 10 or 11?

Yes, permanent exclusion (expelled) [ ]
Yes, fixed term exclusion (suspended) [ ]
No [ ]

63. Here are some things which people have said. We would like to know what you think. Please tick one box for each.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most employers don't give young people the right kind of training at work</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>In looking for a job, I am more concerned to find one with training than one that pays the best</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>I think that making plans for the future is a waste of time</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>I know how to find out about future work, training or education opportunities</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>I get enough support in planning my future</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
If there is anything else you would like to tell us about what you have done during the past year, or about your future plans, please write below.

If you want us to send you information on the results of this study, please tick the box below:

Thank you for your help.
Now please post this back to us in the envelope provided. It does not need a stamp.
What are you doing now?

PATHWAYS '98
AN IMPORTANT NATIONAL SURVEY OF THE EXPERIENCES OF 16-21 YEAR OLDS IN AND OUT OF WORK, IN EDUCATION AND IN TRAINING

SCPR
Pathways '98

This booklet is about school or college and, if you have left full-time education, about what you have done since then.

It will not take long to fill in since not all the questions will apply to you. Please follow the arrows to see where to go.

Some instructions on how to complete this booklet are given below. If anything is unclear or you need more information please call our FREE TELEPHONE HELPLINE on 0800 435976. Our staff will be pleased to help you.

Everything you say will be treated in complete confidence. We are looking forward to hearing from you.

Thank you for your help.

Yours sincerely

Rachel Turner
SCPR
35 Northampton Square
London EC1V 0AX

How to complete this booklet

Most of the questions have boxes beside them and you will give your answer like this –

![Checkmark]

In other cases we ask you to write in a number in the box, like this:

![Number 6]

Sometimes we ask you to write in a date. For example, you would write August 1997 like this:

![Month 08, Year 1997]
1 Here are some things, both good and bad, which people have said about their last two years at secondary school (Years 10 and 11/the 4th and 5th years). We would like to know what you think. Please tick a box for each one to say whether you agree or disagree.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) School has helped give me confidence to make decisions</td>
<td></td>
</tr>
<tr>
<td>b) School has done little to prepare me for life when I leave school</td>
<td></td>
</tr>
<tr>
<td>c) School has taught me things which would be useful in a job</td>
<td></td>
</tr>
<tr>
<td>d) School work was generally worth doing</td>
<td></td>
</tr>
</tbody>
</table>

2 During Years 10 and 11 (the 4th and 5th years) were you offered a period of work experience – that is, an unpaid job arranged through school, for a short time? a2.1

Yes

No ➔ Go to 3

Did you actually do a period of work experience? a2.2

Yes

No ➔ Go to 3

How much did it teach you about the world of work? a2.3

Please tick one box

a great deal 1

quite a lot 2

not much 3

nothing at all 4

3 Have you been given a National Record of Achievement (NRA) by your school, college, training provider, or anyone else? (This is a binder with a dark red plastic hard cover)

Yes

No ➔ Go to 4

Not sure ➔ on page 2

a) Do you keep it up to date? a3.1a

Yes

No

b) Have you used it in applying for a job or course? a3.1b

Yes

No
**CAREERS ADVICE IN YEAR 11**

4. During Year 11 (5th year), did you have a discussion with someone from the Careers Service about your future?

- a4.1 Yes [ ]
- a4.1 No [ ] - Go to 5

Did you have an interview on your own with the Careers Service during Year 11?

- a4.2 Yes [ ]
- a4.2 No [ ] - Go to 5

Was this contact useful in any of the following ways?

Please tick “Yes” or “No” for each one.

- a4.3a providing information [ ]
- a4.3b explaining options available [ ]
- a4.3c helping you to make a decision [ ]

5. Did you have a group session with the Careers Service during Year 11?

- a5.1 Yes [ ]
- a5.1 No [ ] - Go to 5

Was this contact useful in any of the following ways?

Please tick “Yes” or “No” for each one.

- a5.2a providing information [ ]
- a5.2b explaining options available [ ]
- a5.2c helping you to make a decision [ ]

6. During Year 11, did you have any classes or tutorial groups led by a teacher which covered careers topics? (For example in P.S.E. or your tutorial programme.)

- a6.1a Yes [ ]
- a6.1a No [ ] - Go to 7 on page 3

How useful were these sessions to you?

- a6.1b Please tick one box
  - Very [ ]
  - Fairly [ ]
  - Not very [ ]
  - Not at all [ ]
7 Looking back over the past year, do you feel that you got a place in education, work or training that you wanted?

Please tick one box

<table>
<thead>
<tr>
<th></th>
<th>TO SOME EXTENT</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

8 Thinking about the changes from being at school in Year 11 to doing what you are doing now, how easy or difficult did you find it to make these changes?

Please tick one box

- Very easy
- Fairly easy
- Fairly difficult
- Very difficult

9 We would like to know what you are doing at the moment. Please tick one box to show us what your main activity is.

Tick one box

- out of work / unemployed
- Modern Apprenticeship, National Traineeship or other government supported training
  (sometimes known as Youth Training (YT))
- Full-time job (over 30 hours a week)
- Part-time job (if this is your main activity)
- Full-time education at school or a college of further education (or 6th form college / tertiary college)
- Doing something else

Please tell us what you are doing.

9.21
9.22
9.23

10 We would also like to know what you have been doing over the past months. Please tick one box for each month to show us what you were doing for all, or most of each month.

Please tick one box for each month

<table>
<thead>
<tr>
<th>Month</th>
<th>1997</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>APR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JUN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JUL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEB</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1)
(2)
(3)
(4)
(5)
(6)
**YEARS 10 AND 11 SUBJECTS AND EXAMS**

Please tell us:

a) which GCSE subjects you studied in Years 10 and 11
b) which GCSE subjects you have taken an exam in (do not include short course GCSEs)
c) your GCSE results (do not record any re-sit results obtained since Year 11 – we ask about these on the next page).

We would like to know about all your exams.

<table>
<thead>
<tr>
<th>GCSEs</th>
<th>a) Studied</th>
<th>b) Taken a GCSE exam</th>
<th>c) Your results (Tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>all_1a</td>
<td>English language</td>
<td>all_1b</td>
<td>A/A* B C D E F G U</td>
</tr>
<tr>
<td>all_1b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>all_2a</td>
<td>English literature</td>
<td>all_2b</td>
<td></td>
</tr>
<tr>
<td>all_3a</td>
<td>Maths</td>
<td>all_3b</td>
<td></td>
</tr>
<tr>
<td>all_4b</td>
<td>French</td>
<td>all_4b</td>
<td></td>
</tr>
<tr>
<td>all_5a</td>
<td>Geography</td>
<td>all_5b</td>
<td>A/A* B C D E F G U</td>
</tr>
<tr>
<td>all_6a</td>
<td>History</td>
<td>all_6b</td>
<td></td>
</tr>
<tr>
<td>all_7a</td>
<td>Art and design</td>
<td>all_7b</td>
<td></td>
</tr>
<tr>
<td>all_8a</td>
<td>Craft, design and technology</td>
<td>all_8b</td>
<td></td>
</tr>
<tr>
<td>all_9a</td>
<td>German</td>
<td>all_9b</td>
<td>A/A* B C D E F G U</td>
</tr>
<tr>
<td>all_10a</td>
<td>Business studies</td>
<td>all_10b</td>
<td></td>
</tr>
<tr>
<td>all_11a</td>
<td>Double award science</td>
<td>all_11b</td>
<td></td>
</tr>
</tbody>
</table>

**Other GCSE subjects**

Write in subjects below

<table>
<thead>
<tr>
<th>a) Studied GCSE exam</th>
<th>b) Taken a GCSE exam</th>
<th>c) Your results (Tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write in subjects below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>allogal to allogas9</td>
<td>allogal</td>
<td>A/A* B C D E F G U</td>
</tr>
<tr>
<td></td>
<td>to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>allogas9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OTHER QUALIFICATIONS**

Please give details of any other public exams you took at school in Years 10 or 11 (for example GNVQ, NVQ, RSA, BTEC or City & Guilds exams)

<table>
<thead>
<tr>
<th>QUALIFICATION NAME (e.g. Part one GNVQ, GNVQ, NVQ etc.)</th>
<th>QUALIFICATION LEVEL (e.g. Level 1 Foundation etc.)</th>
<th>SUBJECT write in subject below</th>
<th>RESULTS (e.g. pass, fail, or grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>allog1 to allog9</td>
<td></td>
<td></td>
<td>allog1 to allog9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>allog1 to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>allog9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**QUALIFICATIONS OBTAINED SINCE THE END OF YEAR 11**

12 a) Have you obtained any qualifications such as GCSEs, A/S exams, A-level, NVQ or GNVQ *since the end of Year 11*? Please do not tell us about your Year 11 results but include results of any resits taken since then.

   - **Yes** [ ]
   - **No** [ ] → Go to 13

b) Which qualifications have you obtained since the end of Year 11?

**GCSEs**

Write in subject below

<table>
<thead>
<tr>
<th>QUALIFICATION NAME</th>
<th>QUALIFICATION LEVEL</th>
<th>SUBJECT</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>al2bs1 to al2bs7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your results (Tick)

- [ ] A
- [ ] A*
- [ ] B
- [ ] C
- [ ] D
- [ ] E
- [ ] F
- [ ] G
- [ ] U

**OTHER QUALIFICATIONS**

<table>
<thead>
<tr>
<th>QUALIFICATION NAME</th>
<th>QUALIFICATION LEVEL</th>
<th>SUBJECT</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>al2og1 to al2og6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**QUALIFICATIONS STOPPED WITHOUT COMPLETING THEM**

13 a) Are there any other qualifications which you started to study for since the end of Year 11 but later stopped without taking an exam?

Do not include qualifications you are still studying for – these are covered later.

   - **Yes** [ ]
   - **No** [ ] → Go to 14 on page 6

b) Which qualifications have you started but stopped?

<table>
<thead>
<tr>
<th>QUALIFICATION NAME</th>
<th>QUALIFICATION LEVEL</th>
<th>SUBJECT</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>al3bg1 to al3bg6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) When you stopped, did you also leave the place where you studied?

   - **Yes** [ ]
   - **No** [ ] → Go to 14 on page 6

What type of institution did you leave? Please tick one box

- [ ] state school (including grant maintained) 1
- [ ] college of further education (state system) 4
- [ ] independent / private school 2
- [ ] independent / other college 5
- [ ] sixth form college (state system) 3
- [ ] training centre 6

---
14. At present are you enrolled on a full-time education course at school or college?

- Yes [ ]
- No [ ] — Go to 21 on page 7

Are you still attending (including waiting for term to restart)?

- Yes [ ]
- No [ ]

15. Are you still enrolled at the school where you were for Year 11?

- Yes [ ] — Go to 16
- No [ ]

a) Where are you mainly taking your present course, or courses?  
Please tick one box

- State school (including grant maintained) [ ]
- Independent/private school [ ]
- Sixth form college (state system) [ ]
- College of further education (state system) [ ]
- Independent/private college [ ]
- Other college (please write in type of college below) [ ]

b) Please write in the name and full address of your school or college:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

16. How many hours in total each week (during term-time) do you usually spend in lessons, tutorials, practical work or other time being supervised by a teacher or trainer?

Write in: [ ] hours per week

17. Does your present course, or courses, include a period of work experience?

- Yes [ ]
- No [ ]
- Not sure [ ]
18. Do you receive a maintenance grant from your Local Education Authority? (Do not include a grant covering tuition fees)

Yes [ ]

No [ ] → Go to 19

18.1

18.2a How much do you receive? Write in: £ [ ]

18.2b - Is this amount for a term [ ] year [ ] other period (write in below) [ ]

19. When did you start this course, or courses?

(If you are at school, when did you start Year 12 / the 6th form?)

Enter month and year: [ ] [ ]

(Example: Jan = 01, Feb = 02, etc.)

20. When do you expect to finish this course, or courses?

(If you are at school, when do you expect to leave school?)

Enter month and year: [ ] [ ]

or tick: Don't know [ ]

PART-TIME EDUCATION

21. Apart from any courses you have already mentioned on the last few pages, are you enrolled on a part-time course of education, not counting any course you are taking for leisure purposes only? Do not include courses which are part of a full-time job or training course – these will be covered later.

(Include correspondence courses and open learning courses).

Yes [ ] → Go to 22 on page 8

No [ ]

21.1 a)

Where are you mainly taking your present part-time course?

If more than one part-time course, give details for main one.

Please tick one only:

- college of further education (state system) [ ]
- private college [ ]
- private training centre [ ]
- training centre run by your employer [ ]
- work [ ]
- home [ ]
- somewhere else [ ]

b) Who pays for this part-time course? (if more than one, tick the one who pays most)

Please tick one only:

- my employer [ ]
- my parents / family / me [ ]
- it is paid for using a training voucher or plastic card [ ]
- there are no course fees to pay [ ]
- it is paid for some other way [ ]
**QUALIFICATIONS BEING STUDIED FOR NOW**

2.2 At present, are you studying for GCSE, A/S or A-level qualifications?

- Yes [ ]
- No [ ]

Go to 2.3

Please tell us which qualifications and subjects you are studying for.

<table>
<thead>
<tr>
<th>SUBJECTS (Please write in)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE:</td>
</tr>
<tr>
<td>a22al to a22a6</td>
</tr>
<tr>
<td>A/S</td>
</tr>
<tr>
<td>a22bl to a22b6</td>
</tr>
<tr>
<td>A-level</td>
</tr>
<tr>
<td>a22c1 to a22c6</td>
</tr>
</tbody>
</table>

2.3 At present, are you studying for any GNVQs? (Please do not include NVQs here - these are covered on page 9).

- Yes [ ]
- No [ ]

Go to 2.4 on page 9

Please tell us a) the GNVQ level you are studying b) whether you are studying for a full award or certain units only and c) the subject(s).

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>STUDYING FOR</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tick)</td>
<td>(Tick)</td>
<td>(Please write in)</td>
</tr>
</tbody>
</table>

- Foundation
  - a231a
    - full award [ ]
    - certain units only [ ]
    - a231c1 to a231c6

- Intermediate
  - a232a
    - full award [ ]
    - certain units only [ ]
    - a232c1 to a232c6

- Advanced
  - a233a
    - full award [ ]
    - certain units only [ ]
    - a233c1 to a233c6
At present, are you studying for an NVQ (National Vocational Qualification) or any other vocational or professional qualification including BTEC, City & Guilds or RSA qualifications? (Do not include GNVQs, GCSEs, A-levels or AS exams).

Please tell us more about the qualification(s) you are studying for. First tick a box, or boxes, under (a) to show us what you are studying for; then fill in (b) and (c) where necessary.

**NVQ**

<table>
<thead>
<tr>
<th>(a) studying for</th>
<th>(b) main subject</th>
<th>(c) NVQ level equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>full award only</td>
<td>e.g. Catering and Hospitality (Kitchen Portering) (write in)</td>
<td></td>
</tr>
<tr>
<td>QR</td>
<td>a24n11 to a24n38</td>
<td>1 2 3 Not sure</td>
</tr>
<tr>
<td>QR</td>
<td>not inc.</td>
<td>1 2 3 Not sure</td>
</tr>
</tbody>
</table>

**BTEC** *(not included above)*

<table>
<thead>
<tr>
<th>(a) studying for</th>
<th>(b) main subject</th>
<th>(c) NVQ level equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Certificate</td>
<td>a24h11 to a24h48</td>
<td>1 2 3 Not sure</td>
</tr>
<tr>
<td>First Diploma</td>
<td>not inc.</td>
<td>1 2 3 Not sure</td>
</tr>
</tbody>
</table>

**CITY & GUILDS** *(not included above)*

<table>
<thead>
<tr>
<th>(a) studying for</th>
<th>(b) main subject</th>
<th>(c) NVQ level equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>a24c11 to a24c48</td>
<td>1 2 3 Not sure</td>
</tr>
<tr>
<td>Part 2/Craft/Intermediate</td>
<td>not inc.</td>
<td>1 2 3 Not sure</td>
</tr>
<tr>
<td>Part 3/Final/Advanced Craft</td>
<td>1 2 3 Not sure</td>
<td></td>
</tr>
</tbody>
</table>

**RSA** *(not included above)*

<table>
<thead>
<tr>
<th>(a) studying for</th>
<th>(b) main subject</th>
<th>(c) NVQ level equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>a24r11 to a24r48</td>
<td>1 2 3 Not sure</td>
</tr>
<tr>
<td>First Diploma</td>
<td>not inc.</td>
<td>1 2 3 Not sure</td>
</tr>
</tbody>
</table>

**Other vocational or professional qualifications**

<table>
<thead>
<tr>
<th>Name of qualification</th>
<th>Main subject</th>
<th>1 2 3 Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a24g1 to a24g3</td>
<td>a24o11 to a24o38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>not inc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
JOBS AND TRAINING

25 At any time since the end of Year 11, have you had a full or part-time job or been in training?
   a25 Yes □ No □ Go to 26 on page 14

26 Are you currently in a full or part-time job or training?
   a26 Yes □ No □ Go to 27 on page 14

   Please answer questions below about your current job or training (if you have more than one, answer about the one with most hours).

27 When did you start this job or training?
   a27 Enter month and year: MONTH YEAR

28 What is the name of this job / the work you are being trained to do? Write in:
   a28

29 What work do you mainly do there? Write in:
   a29

30 Including yourself, about how many people work at the same place as you?
   a30
   1-9 □ 10-24 □ 25-49 □ 50-99 □ 100 or more □

31 What does the firm or organisation, where you work or receive your training, make or do?
   (If you are self-employed, please tell us what you make or do).
   Write in:
   a31

32 Are you an employee or self-employed?
   a32 Employee □ Self-employed □

33 Have you been taken on permanently, or is the job temporary?
   a33 Permanent □ Temporary □ Not sure □

34 Is this job or training an apprenticeship of any kind?
   a34 Yes □ No □ Not sure □

35 How much money do you usually take home each week or each month from this job or training, after deductions but including bonuses or overtime? (For training please do not count any travel or lodging allowance received).
   Please write in amount:  
   - each week £ □ □ □ □ □ p a35.1
   - each month £ □ □ □ □ □ p a35.2

36 How many hours do you usually work each week in this job or training, including overtime?
   Write in: □ □ hours per week a36
Do you currently have . . .

Tick one box

one job or training place [ ] → Go to 38
more than one job or training place [ ]

[ ]

a) How much money do you usually take home each week or each month in total, from all your jobs and training, after deductions but including bonuses or overtime?
(For training, please do not count any travel or lodging allowances received).

Please write in amount: – each week £ [ ], p [ ] a37a_1
OR – each month £ [ ], p [ ] a37a_2

b) How many hours do you usually work each week in total?
Write in: [ ] hours per week a37b

Have you, at any time since you started your current job or training, been given a written plan that sets out the training you should receive? (If you currently have more than one job/training place, please answer for the one with most hours.)

Yes [ ]
No [ ]
Not sure [ ] → Go to 39

Has the training you have received followed the training plan you were given?

Yes [ 1 ]
No [ 2 ]

I have not received any training [ 3 ]
My training has not yet started [ 4 ]

Are any of the following part of your job or training:
Modern Apprenticeship (MA), National Traineeship (NTr), or other government supported training. Include training sometimes known as Youth Training (YT).

Yes [ ]
No [ ]
Not sure [ ] → Go to 40 on page 12

Which type of training?
(Please tick one box)

Modern Apprenticeship (MA) [ 1 ] a39b
National Traineeship (NTr) [ 2 ]
Youth Training (YT) [ 3 ]
Other training (write in below) [ 4 ]
40. Does this training involve periods of work or work placement? a40
   Yes ☐    No ☐

41. Is this training part of a full-time job? ☐
   a part-time job? ☐
   or is it not part of a job? ☐
   Go to a43

42. Is this training a full-time course at college? a42
   Yes ☐  → Go to 43
   No ☐
   Go to 44

43. Does this training involve periods of study at college? a43
   Yes ☐    No ☐

**ON-THE-JOB AND OFF-THE-JOB TRAINING**

44. Since the end of Year 11, have you received any on-the-job training, that is training in the course of your usual work?
   Yes ☐    No ☐  → Go to 45
   a44_1

And have you received any on-the-job training in the last 4 weeks?
   Yes ☐    No ☐
   a44_2

45. Since the end of Year 11, have you received any off-the-job training, that is training away from your usual work?
   Yes ☐  → Go to 46 on page 13
   No ☐
   a45_1

Have you been offered any off-the-job training since the end of Year 11?
   Yes ☐    No ☐
   a45_2

   Go to 52 on page 14
And have you received any off-the-job training in the last 4 weeks?

Yes ☐ No ☐ a46

Where does, or did, the off-the-job training in your job/training take place? a47

Please tick all that apply

- college of further education (state system) ☐ a471
- private college ☐ a472
- private training centre ☐ a473
- employer’s premises/employer’s training centre ☐ a474
- somewhere else ☐ a475

Does, or did, the training involve day release? a48

(By day release we mean when you regularly spend a day, or half-day, in training away from your usual work. For example, you may work from Monday to Thursday each week then spend Fridays at college).

Yes ☐ No ☐ → Go to 49

How many days do, or did, you usually spend on day release each month?

a48-2

Write in number: __ days each month

Does, or did, the training involve block release? a49

(By block release we mean when you spend a block of time, for example a week or a month, in training away from your usual work). a49

Yes ☐ No ☐ → Go to 50

How many days did or will you spend on block release?

Please answer in terms of weeks per month or weeks per year. Please give your best estimate.

a49-2a

Write in number: __ weeks per month

OR:

a49-2b

Write in number: __ weeks per year

How would you describe the training you receive/received? a50

Excellent ☐ 1  Good ☐ 2  Fair ☐ 3  Poor ☐ 4

And are/were you given too much training, not enough training, or about the right amount? a51

Too much ☐ 1  Not enough ☐ 2  About the right amount ☐ 3
WORK AND LOOKING FOR WORK

5.2 Did you do any paid work last week, that is, in the last 7 days?
(Please tick a box, then follow the arrows)

Yes, full-time work (over 30 hours a week) ➔ Go to 5.3
Yes, part-time work ➔ Go to 5.4
Yes, an occasional job ➔ Go to 5.4
No

a) Was this because you have a job but were away from it last week?

Yes ☐ No ☐ a52a

b) Did you do any unpaid work last week, for any business that you, or a relative, own?

Yes ☐ No ☐ a52b

c) Are you currently waiting to start a job that you have already obtained?

Yes ☐ No ☐ a52c

5.3 Have you been looking for a job or training place in the last 4 weeks?

Yes ☐ No ☐ a53_1

If a job, or training place had been offered to you this week, would you have been able to start within 2 weeks?

Yes ☐ No ☐ a53_2

Why not?

Tick the main reason

I am a full time student ☐
I am pregnant/looking after home/children/family ☐
I am temporarily sick or disabled ☐
I am long term sick or disabled ☐
I believe there is nothing available ☐
other reason (please specify below) ☐
a53_3

5.4 a) If you were to start a full-time job in the next few months, how much weekly take-home pay would you expect to earn?

Please write in: £ ☐ a54a

OR (tick) - I am not looking for a full-time job

b) What is the lowest weekly take-home pay you would consider for a full-time job?

Please write in: £ ☐ a54b

OR (tick) - I am not looking for a full-time job

5.5 Do you get any regular benefits, such as Income Support, Disability Benefits or any other benefits?

Yes ☐ No ➔ Go to 5.6 on page 15

How much do you usually get? a55_2

Please write in amount: - each week: £ ☐ a55_2a
OR - each fortnight: £ ☐ a55_2b

2015

2016

2017

2018

2019

2020

2021-22

2023-25

2026

2027-29

2030

2031

2032-35

2036-39

2040

2041

NN
It would be very helpful to know a little more about you and your household.

56. Who lives in the same household as you? (Tick)

- Father (or stepfather)
- Mother (or stepmother)
- Brothers or sisters
- Other persons (please write in their relationship to you e.g. grandmother)

OR: I live alone

57. Please tell us about your parents (or stepparents).

<table>
<thead>
<tr>
<th>FATHER (STEPFATHER)</th>
<th>MOTHER (STEEPMOTHER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Is your father employed full-time at the moment?</td>
<td>a) Is your mother employed full-time at the moment?</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>His current job</td>
<td>Her current job</td>
</tr>
<tr>
<td>His most recent job</td>
<td>Her most recent job</td>
</tr>
<tr>
<td>b) What is his current job (or if he is not employed full-time at the moment, what was his most recent job)?</td>
<td>b) What is her current job (or if she is not employed full-time at the moment, what was her most recent job)?</td>
</tr>
<tr>
<td>c) What kind of work does/did he do there?</td>
<td>c) What kind of work does/did she do there?</td>
</tr>
<tr>
<td>d) What sort of firm or organisation does/did he work at?</td>
<td>d) What sort of firm or organisation does/did she work at?</td>
</tr>
<tr>
<td>e) Is/was he self-employed?</td>
<td>e) Is/was she self-employed?</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>f) Did he obtain one or more A levels?</td>
<td>f) Did she obtain one or more A levels?</td>
</tr>
<tr>
<td>Yes ☐ No ☐ Not sure ☐</td>
<td>Yes ☐ No ☐ Not sure ☐</td>
</tr>
<tr>
<td>g) Did he obtain a degree?</td>
<td>g) Did she obtain a degree?</td>
</tr>
<tr>
<td>Yes ☐ No ☐ Not sure ☐</td>
<td>Yes ☐ No ☐ Not sure ☐</td>
</tr>
</tbody>
</table>

58. Which of the following groups do you belong to? Your answer will help us to know how the equal opportunities policies are working.

- White ☐
- Asian - Indian ☐
- Any other ethnic group (specify below) ☐
- Black: Caribbean ☐
- Pakistani ☐
- African ☐
- Bangladeshi ☐
- Other black ☐
- Chinese ☐
- Other Asian ☐
Do you have a disability or health problem, which you expect will last for more than a year, and which affects your ability to carry out normal day to day activities?

Yes ☐ No ☐

What type of housing do you live in?

- Owned by your parents or yourself ☐
- Rented from the Council ☐
- Rented from a housing association ☐
- Rented privately ☐
- In a hostel ☐
- Other (specify below) ☐

Thinking back to Year 11 (5th year), did you play truant from school?

- For weeks at a time ☐
- For several days at a time ☐
- For particular days or lessons ☐
- For the odd day or lesson ☐
- Never ☐

Were you excluded from school at any point during Years 10 or 11?

- Yes, permanent exclusion (expelled) ☐
- Yes, fixed term exclusion (suspended) ☐
- No ☐

Here are some things which people have said. We would like to know what you think. Please tick one box for each.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most employers don't give young people the right kind of training at work</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>In looking for a job, I am more concerned to find one with training than one that pays the best</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I think that making plans for the future is a waste of time</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I know how to find out about future work, training or education opportunities</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I get enough support in planning my future</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
If there is anything else you would like to tell us about what you have done during the past year, or about your future plans, please write below.

ADDRESS DETAILS

Please print your full name, address and telephone number below:

Name ..................................................  
(first name) (last name)
Address .................................................. 
.......................................................... 
.......................................................... 
Postcode ............................................... 
Telephone .............................................

In case we should have difficulty getting post to you if you move, please PRINT the name, address and telephone number of someone (with a different address from your own) who will know where to reach you (such as an uncle or aunt, older brother or sister or a close friend).

Mr/Miss/Ms/Mrs .......................................  
(first name) (last name)
Address .................................................. 
.......................................................... 
Postcode ............................................... 
Telephone .............................................

If you want us to send you information on the results of this study, please tick the box below:

THANK YOU FOR YOUR HELP

Now please post this back to us in the envelope provided.

It does not need a stamp.
YOUTH COHORT STUDY
COHORT 9 SWEEP 2

USER GUIDE

RSGB contacts/E-mail:

Neil.Russell@tnsofres.com
+44 (0) 20 8967 4259

Andrew.Phelps@tnsofres.com
+44 (0) 20 8967 4267

Fax: +44 (0) 20 8967 4330

May 2000
JN 6258

© Copyright 2000 Taylor Nelson Sofres plc.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page no</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>DESCRIPTION OF DATASET</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>INTRODUCTION AND BACKGROUND TO THE STUDY</td>
<td>2</td>
</tr>
<tr>
<td>2.1</td>
<td>Study objectives</td>
<td>2</td>
</tr>
<tr>
<td>2.2</td>
<td>Background and history of YCS</td>
<td>2</td>
</tr>
<tr>
<td>2.3</td>
<td>Position of this study in the YCS series</td>
<td>3</td>
</tr>
<tr>
<td>2.4</td>
<td>Changes since previous study</td>
<td>4</td>
</tr>
<tr>
<td>2.5</td>
<td>Temporal references</td>
<td>5</td>
</tr>
<tr>
<td>2.6</td>
<td>Confidentiality</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>METHODOLOGY</td>
<td>7</td>
</tr>
<tr>
<td>3.1</td>
<td>Sampling</td>
<td>7</td>
</tr>
<tr>
<td>3.2</td>
<td>Data collection</td>
<td>7</td>
</tr>
<tr>
<td>3.3</td>
<td>Survey response</td>
<td>12</td>
</tr>
<tr>
<td>3.4</td>
<td>Data preparation</td>
<td>17</td>
</tr>
<tr>
<td>3.5</td>
<td>Weighting</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>DERIVED VARIABLES</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>COPY OF QUESTIONNAIRE WITH CODING INSTRUCTIONS MARKED</td>
<td>44</td>
</tr>
<tr>
<td>6</td>
<td>CODE FRAMES</td>
<td>45</td>
</tr>
<tr>
<td>Row</td>
<td>Form</td>
<td>Name</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>1</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>2</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>3</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>4</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>5</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>6</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>7</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>8</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>9</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>10</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>11</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>12</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>13</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>14</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>15</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>16</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>17</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>18</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>19</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>20</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>21</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>22</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>23</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>24</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>25</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>26</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>27</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>28</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>29</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>30</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>31</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>32</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>33</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>34</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>35</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>36</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>37</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>38</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>39</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>40</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>41</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>42</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>43</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>44</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>45</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>46</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>47</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>48</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>49</td>
<td>6258_f</td>
<td>O</td>
</tr>
<tr>
<td>50</td>
<td>6258_f</td>
<td>O</td>
</tr>
</tbody>
</table>

**Note:** The above table contains partially visible data due to the nature of the content. The full table is crucial for understanding the full context.
56 6258_01 36 q10_2 0 +"0'N(1-2) 2 472
57 6258_01 37 q10_3 0 +"0'N(1) 1 474
58 6258_01 38 q11 1 +"0'N(1) 1 475
59 6258_01 40 q12_1 0 +"0'N(1-3) 3 476
60 6258_01 41 q12_2 0 +"0'N(1-2) 2 479
61 6258_01 42 q12_3 0 +"0'N(1-3) 3 481
62 6258_01 43 q12_4 0 +"0'N(1-2) 2 484
63 6258_01 44 q13 1 +"0'N(1) 1 486
64 6258_01 46 q14 1 +"0'N(1) 1 487
65 6258_01 50 q15_1 0 +"0'N(1) 1 488
66 6258_01 51 q15_2 0 +"0'N(1) 1 489
67 6258_01 52 q15_3 0 +"0'N(1) 1 490
68 6258_01 53 q15_4 0 +"0'N(1) 1 491
69 6258_01 54 q15_5 0 +"0'N(1) 1 492
70 6258_01 0 #Reference 0 "X(11) 11 493
71 6258_03 0 #Date 0 YYMMD 6 504
72 6258_03 0 #Time 0 hhmmss 6 510
73 6258_03 0 #BatchPrefix 0 "X(6) 6 516
74 6258_03 0 #BatchNo 0 +"0'N(6) 6 522
75 6258_03 0 #Batchldx 0 +"0'N(4) 4 528
76 6258_03 0 #BatchDate 0 YYMMD 6 532
77 6258_03 0 #BatchTime 0 hhmmss 6 538
78 6258_03 0 #Exportfile 0 +"X(12) 12 544
79 6258_03 0 #Exportfile2 0 +"X(12) 12 556
80 6258_03 0 #Importfile 0 +"X(12) 12 566
81 6258_03 0 #Importfile2 0 +"X(12) 12 580
82 6258_03 0 #Fieldfile 0 +"X(12) 12 592
83 6258_03 1 q16_1 0 +"0'N(1) 1 604
84 6258_03 2 q16_2 0 +"0'N(1) 1 605
85 6258_03 3 q16_3 0 +"0'N(1) 1 606
86 6258_03 4 q16_4 0 +"0'N(1) 1 607
87 6258_03 5 q16_5 0 +"0'N(1) 1 608
88 6258_03 6 q16_6 0 +"0'N(1) 1 609
89 6258_03 7 q17_1 1 +"0'N(1) 1 610
90 6258_03 11 q17_2 1 +"0'N(1) 1 611
91 6258_03 15 q17_3 1 +"0'N(1) 1 612
92 6258_03 19 q17_4 1 +"0'N(1) 1 613
93 6258_03 23 q17_5 1 +"0'N(1) 1 614
94 6258_03 27 q17_6 1 +"0'N(1) 1 615
95 6258_03 31 q18_1 0 +"0'N(1) 1 616
96 6258_03 32 q18_2 0 +"0'N(1) 1 617
97 6258_03 33 q18_3 0 +"0'N(1) 1 618
98 6258_03 34 q18_4 0 +"0'N(1) 1 619
99 6258_03 35 q19 1 +"0'N(1) 1 620
100 6258_03 37 q20_1 0 +"0'N(1) 1 621
101 6258_03 38 q20_2 0 +"0'N(1) 1 622
102 6258_03 39 q20_3 0 +"0'N(1) 1 623
103 6258_03 40 q20_4 0 +"0'N(1) 1 624
104 6258_03 41 q20_5 0 +"0'N(1) 1 625
105 6258_03 42 q20_6 0 +"0'N(1) 1 626
106 6258_03 43 q21_1 0 +"0'N(1) 1 627
107 6258_03 44 q21_2 0 +"0'N(1) 1 628
108 6258_03 45 q21_3 0 +"0'N(1) 1 629
109 6258_03 46 q21_4 0 +"0'N(1) 1 630
110 6258_03 47 q21_5 0 +"0'N(1) 1 631
111 6258_03 48 q21_6 0 +"0'N(1) 1 632
<table>
<thead>
<tr>
<th>Row No</th>
<th>Form Name</th>
<th>Field No</th>
<th>Field Name</th>
<th>Index</th>
<th>Format</th>
<th>Length</th>
<th>Position</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>168</td>
<td>6258_05</td>
<td>37</td>
<td>q39</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>978</td>
<td></td>
</tr>
<tr>
<td>169</td>
<td>6258_05</td>
<td>41</td>
<td>q40</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>979</td>
<td></td>
</tr>
<tr>
<td>170</td>
<td>6258_05</td>
<td>44</td>
<td>q41</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>980</td>
<td></td>
</tr>
<tr>
<td>171</td>
<td>6258_05</td>
<td>49</td>
<td>q42</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>981</td>
<td></td>
</tr>
<tr>
<td>172</td>
<td>6258_05</td>
<td>51</td>
<td>q43</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>982</td>
<td></td>
</tr>
<tr>
<td>173</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#Reference</td>
</tr>
<tr>
<td>174</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#Date</td>
</tr>
<tr>
<td>175</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#Time</td>
</tr>
<tr>
<td>176</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#BatchPrefix</td>
</tr>
<tr>
<td>177</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#BatchNo</td>
</tr>
<tr>
<td>178</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#BatchIdx</td>
</tr>
<tr>
<td>179</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#BatchDate</td>
</tr>
<tr>
<td>180</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#BatchTime</td>
</tr>
<tr>
<td>181</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#Exportfile</td>
</tr>
<tr>
<td>182</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#Exportfile20</td>
</tr>
<tr>
<td>183</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#Importfile</td>
</tr>
<tr>
<td>184</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#Importfile20</td>
</tr>
<tr>
<td>185</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#Fieldfile</td>
</tr>
<tr>
<td>186</td>
<td>6258_07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#Fieldfile20</td>
</tr>
<tr>
<td>187</td>
<td>6258_07</td>
<td>7</td>
<td>q45_1</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1094</td>
<td></td>
</tr>
<tr>
<td>188</td>
<td>6258_07</td>
<td>5</td>
<td>q45_2</td>
<td>1</td>
<td>+&quot;O'(N(1-2)</td>
<td>2</td>
<td>1096</td>
<td></td>
</tr>
<tr>
<td>189</td>
<td>6258_07</td>
<td>6</td>
<td>q45_3</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1098</td>
<td></td>
</tr>
<tr>
<td>190</td>
<td>6258_07</td>
<td>8</td>
<td>q45_4</td>
<td>1</td>
<td>+&quot;O'(N(1-2)</td>
<td>2</td>
<td>1099</td>
<td></td>
</tr>
<tr>
<td>191</td>
<td>6258_07</td>
<td>9</td>
<td>q45_6</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1101</td>
<td></td>
</tr>
<tr>
<td>192</td>
<td>6258_07</td>
<td>11</td>
<td>q45_6</td>
<td>1</td>
<td>+&quot;O'(N(1-2)</td>
<td>2</td>
<td>1102</td>
<td></td>
</tr>
<tr>
<td>193</td>
<td>6258_07</td>
<td>12</td>
<td>q45_7</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1104</td>
<td></td>
</tr>
<tr>
<td>194</td>
<td>6258_07</td>
<td>14</td>
<td>q46</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1105</td>
<td></td>
</tr>
<tr>
<td>195</td>
<td>6258_07</td>
<td>18</td>
<td>q47</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1106</td>
<td></td>
</tr>
<tr>
<td>196</td>
<td>6258_07</td>
<td>21</td>
<td>q48</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1107</td>
<td></td>
</tr>
<tr>
<td>197</td>
<td>6258_07</td>
<td>23</td>
<td>q49_1</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1108</td>
<td></td>
</tr>
<tr>
<td>198</td>
<td>6258_07</td>
<td>24</td>
<td>q49_2</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1109</td>
<td></td>
</tr>
<tr>
<td>199</td>
<td>6258_07</td>
<td>25</td>
<td>q49_3</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1110</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>6258_07</td>
<td>26</td>
<td>q49_4</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1111</td>
<td></td>
</tr>
<tr>
<td>201</td>
<td>6258_07</td>
<td>27</td>
<td>q49_5</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1112</td>
<td></td>
</tr>
<tr>
<td>202</td>
<td>6258_07</td>
<td>28</td>
<td>q49_6</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1113</td>
<td></td>
</tr>
<tr>
<td>203</td>
<td>6258_07</td>
<td>29</td>
<td>q50</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1114</td>
<td></td>
</tr>
<tr>
<td>204</td>
<td>6258_07</td>
<td>0</td>
<td>iC08q51X</td>
<td>0</td>
<td>+&quot;X(45)</td>
<td>45</td>
<td>1115</td>
<td></td>
</tr>
<tr>
<td>205</td>
<td>6258_07</td>
<td>32</td>
<td>q52</td>
<td>0</td>
<td>+&quot;O'(N(1-2)</td>
<td>2</td>
<td>1160</td>
<td></td>
</tr>
<tr>
<td>206</td>
<td>6258_07</td>
<td>33</td>
<td>q53_1</td>
<td>0</td>
<td>+&quot;O'(N(1-3)</td>
<td>3</td>
<td>1162</td>
<td></td>
</tr>
<tr>
<td>207</td>
<td>6258_07</td>
<td>34</td>
<td>q53_2</td>
<td>0</td>
<td>+&quot;O'(N(1-2)</td>
<td>2</td>
<td>1165</td>
<td></td>
</tr>
<tr>
<td>208</td>
<td>6258_07</td>
<td>35</td>
<td>q54</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1167</td>
<td></td>
</tr>
<tr>
<td>209</td>
<td>6258_07</td>
<td>37</td>
<td>q55_1</td>
<td>0</td>
<td>+&quot;O'(N(1-4)</td>
<td>4</td>
<td>1168</td>
<td></td>
</tr>
<tr>
<td>210</td>
<td>6258_07</td>
<td>38</td>
<td>q55_2</td>
<td>0</td>
<td>+&quot;O'(N(1-2)</td>
<td>2</td>
<td>1172</td>
<td></td>
</tr>
<tr>
<td>211</td>
<td>6258_07</td>
<td>39</td>
<td>q55_3</td>
<td>0</td>
<td>+&quot;O'(N(1-4)</td>
<td>4</td>
<td>1174</td>
<td></td>
</tr>
<tr>
<td>212</td>
<td>6258_07</td>
<td>40</td>
<td>q55_4</td>
<td>0</td>
<td>+&quot;O'(N(1-2)</td>
<td>2</td>
<td>1178</td>
<td></td>
</tr>
<tr>
<td>213</td>
<td>6258_07</td>
<td>41</td>
<td>q56</td>
<td>0</td>
<td>+&quot;O'(N(1-2)</td>
<td>2</td>
<td>1180</td>
<td></td>
</tr>
<tr>
<td>214</td>
<td>6258_07</td>
<td>42</td>
<td>q57</td>
<td>1</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1182</td>
<td></td>
</tr>
<tr>
<td>215</td>
<td>6258_07</td>
<td>44</td>
<td>q58_1</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1183</td>
<td></td>
</tr>
<tr>
<td>216</td>
<td>6258_07</td>
<td>45</td>
<td>q58_2</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1184</td>
<td></td>
</tr>
<tr>
<td>217</td>
<td>6258_07</td>
<td>46</td>
<td>q58_3</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1185</td>
<td></td>
</tr>
<tr>
<td>218</td>
<td>6258_07</td>
<td>47</td>
<td>q58_4</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1186</td>
<td></td>
</tr>
<tr>
<td>219</td>
<td>6258_07</td>
<td>48</td>
<td>q58_5</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1187</td>
<td></td>
</tr>
<tr>
<td>220</td>
<td>6258_07</td>
<td>49</td>
<td>q58_6</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1188</td>
<td></td>
</tr>
<tr>
<td>221</td>
<td>6258_07</td>
<td>50</td>
<td>q58_7</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1189</td>
<td></td>
</tr>
<tr>
<td>222</td>
<td>6258_07</td>
<td>51</td>
<td>q58_8</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1190</td>
<td></td>
</tr>
<tr>
<td>223</td>
<td>6258_07</td>
<td>52</td>
<td>q58_9</td>
<td>0</td>
<td>+&quot;O'(N(1)</td>
<td>1</td>
<td>1191</td>
<td></td>
</tr>
<tr>
<td>Row No</td>
<td>Form Name</td>
<td>F.No</td>
<td>Field Name</td>
<td>Idx</td>
<td>Format</td>
<td>Length</td>
<td>Pos</td>
<td>Express</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>------</td>
<td>------------</td>
<td>-----</td>
<td>--------</td>
<td>--------</td>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td>224</td>
<td>6258_07</td>
<td>53</td>
<td>q59_1</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1192</td>
<td></td>
<td></td>
</tr>
<tr>
<td>225</td>
<td>6258_07</td>
<td>55</td>
<td>q59_2</td>
<td>0</td>
<td>+&quot;O''N(1-4)</td>
<td>1193</td>
<td></td>
<td></td>
</tr>
<tr>
<td>226</td>
<td>6258_07</td>
<td>56</td>
<td>q59_3</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1197</td>
<td></td>
<td></td>
</tr>
<tr>
<td>227</td>
<td>6258_07</td>
<td>59</td>
<td>q59_4</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1198</td>
<td></td>
<td></td>
</tr>
<tr>
<td>228</td>
<td>6258_07</td>
<td>61</td>
<td>q59_5</td>
<td>0</td>
<td>+&quot;O''N(1-4)</td>
<td>1199</td>
<td></td>
<td></td>
</tr>
<tr>
<td>229</td>
<td>6258_07</td>
<td>62</td>
<td>q59_6</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1203</td>
<td></td>
<td></td>
</tr>
<tr>
<td>230</td>
<td>6258_07</td>
<td>65</td>
<td>q60</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>231</td>
<td>6258_08</td>
<td>0</td>
<td>#Reference</td>
<td>0</td>
<td>-&quot;&quot;X(11)</td>
<td>11</td>
<td>1205</td>
<td></td>
</tr>
<tr>
<td>232</td>
<td>6258_08</td>
<td>0</td>
<td>#Date</td>
<td>0</td>
<td>YYMMDD</td>
<td>6</td>
<td>1216</td>
<td></td>
</tr>
<tr>
<td>233</td>
<td>6258_08</td>
<td>0</td>
<td>#Time</td>
<td>0</td>
<td>hhmmss</td>
<td>6</td>
<td>1222</td>
<td></td>
</tr>
<tr>
<td>234</td>
<td>6258_08</td>
<td>0</td>
<td>#BatchPrefix</td>
<td>0</td>
<td>-&quot;&quot;X(6)</td>
<td>6</td>
<td>1228</td>
<td></td>
</tr>
<tr>
<td>235</td>
<td>6258_08</td>
<td>0</td>
<td>#BatchNo</td>
<td>0</td>
<td>+&quot;O''N(6)</td>
<td>6</td>
<td>1234</td>
<td></td>
</tr>
<tr>
<td>236</td>
<td>6258_08</td>
<td>0</td>
<td>#BatchIdx</td>
<td>0</td>
<td>+&quot;O''N(4)</td>
<td>4</td>
<td>1240</td>
<td></td>
</tr>
<tr>
<td>237</td>
<td>6258_08</td>
<td>0</td>
<td>#BatchDate</td>
<td>0</td>
<td>YYMMDD</td>
<td>6</td>
<td>1244</td>
<td></td>
</tr>
<tr>
<td>238</td>
<td>6258_08</td>
<td>0</td>
<td>#BatchTime</td>
<td>0</td>
<td>hhmmss</td>
<td>6</td>
<td>1250</td>
<td></td>
</tr>
<tr>
<td>239</td>
<td>6258_08</td>
<td>0</td>
<td>#Exportfile</td>
<td>0</td>
<td>+&quot;&quot;X(12)</td>
<td>12</td>
<td>1256</td>
<td></td>
</tr>
<tr>
<td>240</td>
<td>6258_08</td>
<td>0</td>
<td>#Exportfile2</td>
<td>0</td>
<td>+&quot;&quot;X(12)</td>
<td>12</td>
<td>1268</td>
<td></td>
</tr>
<tr>
<td>241</td>
<td>6258_08</td>
<td>0</td>
<td>#Importfile</td>
<td>0</td>
<td>+&quot;&quot;X(12)</td>
<td>12</td>
<td>1280</td>
<td></td>
</tr>
<tr>
<td>242</td>
<td>6258_08</td>
<td>0</td>
<td>#Importfile2</td>
<td>0</td>
<td>+&quot;&quot;X(12)</td>
<td>12</td>
<td>1292</td>
<td></td>
</tr>
<tr>
<td>243</td>
<td>6258_08</td>
<td>0</td>
<td>#Fieldfile</td>
<td>0</td>
<td>+&quot;&quot;X(12)</td>
<td>12</td>
<td>1304</td>
<td></td>
</tr>
<tr>
<td>244</td>
<td>6258_08</td>
<td>1</td>
<td>q51</td>
<td>1</td>
<td>+&quot;O''N(1-2)</td>
<td>2</td>
<td>1316</td>
<td></td>
</tr>
<tr>
<td>245</td>
<td>6258_08</td>
<td>2</td>
<td>q52</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1318</td>
<td></td>
<td></td>
</tr>
<tr>
<td>246</td>
<td>6258_08</td>
<td>4</td>
<td>q53a_1</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1319</td>
<td></td>
<td></td>
</tr>
<tr>
<td>247</td>
<td>6258_08</td>
<td>7</td>
<td>q53c_1</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1323</td>
<td></td>
<td></td>
</tr>
<tr>
<td>248</td>
<td>6258_08</td>
<td>12</td>
<td>q53a_2</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1324</td>
<td></td>
<td></td>
</tr>
<tr>
<td>249</td>
<td>6258_08</td>
<td>15</td>
<td>q53c_2</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1328</td>
<td></td>
<td></td>
</tr>
<tr>
<td>250</td>
<td>6258_08</td>
<td>17</td>
<td>q53a_3</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1329</td>
<td></td>
<td></td>
</tr>
<tr>
<td>251</td>
<td>6258_08</td>
<td>19</td>
<td>q53c_3</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1332</td>
<td></td>
<td></td>
</tr>
<tr>
<td>252</td>
<td>6258_08</td>
<td>23</td>
<td>q53a_4</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1333</td>
<td></td>
<td></td>
</tr>
<tr>
<td>253</td>
<td>6258_08</td>
<td>26</td>
<td>q53a_5</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1337</td>
<td></td>
<td></td>
</tr>
<tr>
<td>254</td>
<td>6258_08</td>
<td>29</td>
<td>q53a_6</td>
<td>0</td>
<td>+&quot;O''N(1)</td>
<td>1341</td>
<td></td>
<td></td>
</tr>
<tr>
<td>255</td>
<td>6258_08</td>
<td>31</td>
<td>q53a_7</td>
<td>0</td>
<td>+&quot;O''N(1)</td>
<td>1345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>256</td>
<td>6258_08</td>
<td>33</td>
<td>q53a_8</td>
<td>0</td>
<td>+&quot;O''N(1)</td>
<td>1349</td>
<td></td>
<td></td>
</tr>
<tr>
<td>257</td>
<td>6258_08</td>
<td>35</td>
<td>q53a_9</td>
<td>0</td>
<td>+&quot;O''N(1)</td>
<td>1353</td>
<td></td>
<td></td>
</tr>
<tr>
<td>258</td>
<td>6258_08</td>
<td>37</td>
<td>q53a_10</td>
<td>0</td>
<td>+&quot;O''N(1)</td>
<td>1357</td>
<td></td>
<td></td>
</tr>
<tr>
<td>259</td>
<td>6258_08</td>
<td>39</td>
<td>q53c_3</td>
<td>1</td>
<td>+&quot;O''N(1)</td>
<td>1361</td>
<td></td>
<td></td>
</tr>
<tr>
<td>260</td>
<td>6258_08</td>
<td>44</td>
<td>q53a_11</td>
<td>0</td>
<td>+&quot;O''N(1)</td>
<td>1362</td>
<td></td>
<td></td>
</tr>
<tr>
<td>261</td>
<td>6258_08</td>
<td>46</td>
<td>q53a_12</td>
<td>0</td>
<td>+&quot;O''N(1)</td>
<td>1366</td>
<td></td>
<td></td>
</tr>
<tr>
<td>262</td>
<td>6258_08</td>
<td>48</td>
<td>q53a_13</td>
<td>0</td>
<td>+&quot;O''N(1)</td>
<td>1370</td>
<td></td>
<td></td>
</tr>
<tr>
<td>263</td>
<td>6258_08</td>
<td>50</td>
<td>q53a_14</td>
<td>0</td>
<td>+&quot;O''N(1)</td>
<td>1374</td>
<td></td>
<td></td>
</tr>
<tr>
<td>264</td>
<td>6258_08</td>
<td>52</td>
<td>q53a_15</td>
<td>0</td>
<td>+&quot;O''N(1)</td>
<td>1378</td>
<td></td>
<td></td>
</tr>
<tr>
<td>265</td>
<td>6258_08</td>
<td>54</td>
<td>q53a_16</td>
<td>0</td>
<td>+&quot;O''N(1)</td>
<td>1382</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row No</td>
<td>Form Name</td>
<td>F.No</td>
<td>Field Name</td>
<td>Idx</td>
<td>Format</td>
<td>Length</td>
<td>Pos</td>
<td>Express</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>------</td>
<td>------------</td>
<td>-----</td>
<td>--------</td>
<td>--------</td>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td>280</td>
<td>6258_09</td>
<td>59</td>
<td>q63a_16</td>
<td>0</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1383</td>
<td></td>
</tr>
<tr>
<td>281</td>
<td>6258_09</td>
<td>61</td>
<td>q63a_17</td>
<td>0</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1387</td>
<td></td>
</tr>
<tr>
<td>282</td>
<td>6258_09</td>
<td>63</td>
<td>q63a_18</td>
<td>0</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1391</td>
<td></td>
</tr>
<tr>
<td>283</td>
<td>6258_09</td>
<td>65</td>
<td>q63a_19</td>
<td>0</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1395</td>
<td></td>
</tr>
<tr>
<td>284</td>
<td>6258_09</td>
<td>67</td>
<td>q63a_20</td>
<td>0</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1399</td>
<td></td>
</tr>
<tr>
<td>285</td>
<td>6258_09</td>
<td>76</td>
<td>q65c_6</td>
<td>1</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1410</td>
<td></td>
</tr>
<tr>
<td>286</td>
<td>6258_09</td>
<td>95</td>
<td>q64</td>
<td>1</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1425</td>
<td></td>
</tr>
<tr>
<td>287</td>
<td>6258_09</td>
<td>97</td>
<td>q65_1</td>
<td>0</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1426</td>
<td></td>
</tr>
<tr>
<td>288</td>
<td>6258_09</td>
<td>99</td>
<td>q65_2</td>
<td>0</td>
<td>+0''N(1-2) 2</td>
<td>1</td>
<td>1427</td>
<td></td>
</tr>
<tr>
<td>289</td>
<td>6258_09</td>
<td>101</td>
<td>q65_3</td>
<td>1</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1456</td>
<td></td>
</tr>
<tr>
<td>290</td>
<td>6258_09</td>
<td>103</td>
<td>q65_4</td>
<td>1</td>
<td>+0''N(1-2) 2</td>
<td>1</td>
<td>1457</td>
<td></td>
</tr>
<tr>
<td>291</td>
<td>6258_09</td>
<td>105</td>
<td>q65_5</td>
<td>1</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1477</td>
<td></td>
</tr>
<tr>
<td>292</td>
<td>6258_09</td>
<td>107</td>
<td>q65_6</td>
<td>0</td>
<td>+0''N(1-2) 2</td>
<td>1</td>
<td>1478</td>
<td></td>
</tr>
<tr>
<td>293</td>
<td>6258_09</td>
<td>109</td>
<td>q65_7</td>
<td>1</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1486</td>
<td></td>
</tr>
<tr>
<td>294</td>
<td>6258_09</td>
<td>112</td>
<td>q65_8</td>
<td>1</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1505</td>
<td></td>
</tr>
<tr>
<td>295</td>
<td>6258_09</td>
<td>116</td>
<td>q66</td>
<td>1</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1536</td>
<td></td>
</tr>
<tr>
<td>296</td>
<td>6258_09</td>
<td>117</td>
<td>q67</td>
<td>0</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1537</td>
<td></td>
</tr>
<tr>
<td>297</td>
<td>6258_09</td>
<td>118</td>
<td>q68_1</td>
<td>0</td>
<td>+0''N(1) 1</td>
<td>1</td>
<td>1666</td>
<td></td>
</tr>
<tr>
<td>Row No</td>
<td>Form Name</td>
<td>F.No</td>
<td>Field Name</td>
<td>Idx</td>
<td>Format</td>
<td>Length</td>
<td>Pos</td>
<td>Express</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>------</td>
<td>------------</td>
<td>-----</td>
<td>--------</td>
<td>--------</td>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td>336</td>
<td>6258_11</td>
<td>2</td>
<td>q68_2</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1667</td>
<td></td>
<td></td>
</tr>
<tr>
<td>337</td>
<td>6258_11</td>
<td>3</td>
<td>q68_3</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1668</td>
<td></td>
<td></td>
</tr>
<tr>
<td>338</td>
<td>6258_11</td>
<td>4</td>
<td>q68_4</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1669</td>
<td></td>
<td></td>
</tr>
<tr>
<td>339</td>
<td>6258_11</td>
<td>5</td>
<td>q68_5</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1670</td>
<td></td>
<td></td>
</tr>
<tr>
<td>340</td>
<td>6258_11</td>
<td>0</td>
<td>IC47q68X</td>
<td>0</td>
<td>&quot;(X(100) 100</td>
<td>1671</td>
<td></td>
<td></td>
</tr>
<tr>
<td>341</td>
<td>6258_11</td>
<td>0</td>
<td>IC48q69X</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1771</td>
<td></td>
<td></td>
</tr>
<tr>
<td>342</td>
<td>6258_11</td>
<td>0</td>
<td>IC49q69X</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1774</td>
<td></td>
<td></td>
</tr>
<tr>
<td>343</td>
<td>6258_11</td>
<td>0</td>
<td>IC50q69X</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1777</td>
<td></td>
<td></td>
</tr>
<tr>
<td>344</td>
<td>6258_11</td>
<td>0</td>
<td>IC51q69X</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1780</td>
<td></td>
<td></td>
</tr>
<tr>
<td>345</td>
<td>6258_11</td>
<td>0</td>
<td>IC52q69X</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1783</td>
<td></td>
<td></td>
</tr>
<tr>
<td>346</td>
<td>6258_11</td>
<td>0</td>
<td>IC53q69X</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1786</td>
<td></td>
<td></td>
</tr>
<tr>
<td>347</td>
<td>6258_11</td>
<td>13</td>
<td>q70</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1789</td>
<td></td>
<td></td>
</tr>
<tr>
<td>348</td>
<td>6258_11</td>
<td>15</td>
<td>q71</td>
<td>1</td>
<td>+&quot;0'N(2) 2</td>
<td>1790</td>
<td></td>
<td></td>
</tr>
<tr>
<td>349</td>
<td>6258_11</td>
<td>26</td>
<td>q72</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1792</td>
<td></td>
<td></td>
</tr>
<tr>
<td>350</td>
<td>6258_11</td>
<td>30</td>
<td>q73</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1793</td>
<td></td>
<td></td>
</tr>
<tr>
<td>351</td>
<td>6258_11</td>
<td>31</td>
<td>q73_2</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1794</td>
<td></td>
<td></td>
</tr>
<tr>
<td>352</td>
<td>6258_11</td>
<td>32</td>
<td>q73_3</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1795</td>
<td></td>
<td></td>
</tr>
<tr>
<td>353</td>
<td>6258_11</td>
<td>33</td>
<td>q73_4</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1796</td>
<td></td>
<td></td>
</tr>
<tr>
<td>354</td>
<td>6258_11</td>
<td>34</td>
<td>q73_5</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1797</td>
<td></td>
<td></td>
</tr>
<tr>
<td>355</td>
<td>6258_11</td>
<td>0</td>
<td>IC54q73X</td>
<td>0</td>
<td>&quot;(X(100) 100</td>
<td>1798</td>
<td></td>
<td></td>
</tr>
<tr>
<td>356</td>
<td>6258_11</td>
<td>36</td>
<td>q74</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1898</td>
<td></td>
<td></td>
</tr>
<tr>
<td>357</td>
<td>6258_11</td>
<td>38</td>
<td>q75a_1</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1899</td>
<td></td>
<td></td>
</tr>
<tr>
<td>358</td>
<td>6258_11</td>
<td>0</td>
<td>IC55q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>359</td>
<td>6258_11</td>
<td>41</td>
<td>q75c_1</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1903</td>
<td></td>
<td></td>
</tr>
<tr>
<td>360</td>
<td>6258_11</td>
<td>45</td>
<td>q75a_2</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1904</td>
<td></td>
<td></td>
</tr>
<tr>
<td>361</td>
<td>6258_11</td>
<td>0</td>
<td>IC56q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1905</td>
<td></td>
<td></td>
</tr>
<tr>
<td>362</td>
<td>6258_11</td>
<td>48</td>
<td>q75c_2</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1908</td>
<td></td>
<td></td>
</tr>
<tr>
<td>363</td>
<td>6258_11</td>
<td>52</td>
<td>q75a_3</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1908</td>
<td></td>
<td></td>
</tr>
<tr>
<td>364</td>
<td>6258_11</td>
<td>0</td>
<td>IC57q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1910</td>
<td></td>
<td></td>
</tr>
<tr>
<td>365</td>
<td>6258_11</td>
<td>55</td>
<td>q75c_3</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1913</td>
<td></td>
<td></td>
</tr>
<tr>
<td>366</td>
<td>6258_11</td>
<td>59</td>
<td>q75a_4</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1914</td>
<td></td>
<td></td>
</tr>
<tr>
<td>367</td>
<td>6258_11</td>
<td>0</td>
<td>IC58q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1915</td>
<td></td>
<td></td>
</tr>
<tr>
<td>368</td>
<td>6258_11</td>
<td>62</td>
<td>q75a_5</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1918</td>
<td></td>
<td></td>
</tr>
<tr>
<td>369</td>
<td>6258_11</td>
<td>0</td>
<td>IC59q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1919</td>
<td></td>
<td></td>
</tr>
<tr>
<td>370</td>
<td>6258_11</td>
<td>66</td>
<td>q75a_6</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1922</td>
<td></td>
<td></td>
</tr>
<tr>
<td>371</td>
<td>6258_11</td>
<td>0</td>
<td>IC60q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1923</td>
<td></td>
<td></td>
</tr>
<tr>
<td>372</td>
<td>6258_11</td>
<td>68</td>
<td>q75a_7</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1926</td>
<td></td>
<td></td>
</tr>
<tr>
<td>373</td>
<td>6258_11</td>
<td>0</td>
<td>IC61q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1927</td>
<td></td>
<td></td>
</tr>
<tr>
<td>374</td>
<td>6258_11</td>
<td>70</td>
<td>q75a_8</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1930</td>
<td></td>
<td></td>
</tr>
<tr>
<td>375</td>
<td>6258_11</td>
<td>0</td>
<td>IC62q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1931</td>
<td></td>
<td></td>
</tr>
<tr>
<td>376</td>
<td>6258_11</td>
<td>72</td>
<td>q75a_9</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1934</td>
<td></td>
<td></td>
</tr>
<tr>
<td>377</td>
<td>6258_11</td>
<td>0</td>
<td>IC63q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1935</td>
<td></td>
<td></td>
</tr>
<tr>
<td>378</td>
<td>6258_11</td>
<td>74</td>
<td>q75a_10</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1938</td>
<td></td>
<td></td>
</tr>
<tr>
<td>379</td>
<td>6258_11</td>
<td>0</td>
<td>IC64q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1939</td>
<td></td>
<td></td>
</tr>
<tr>
<td>380</td>
<td>6258_11</td>
<td>76</td>
<td>q75c_4</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1942</td>
<td></td>
<td></td>
</tr>
<tr>
<td>381</td>
<td>6258_11</td>
<td>80</td>
<td>q75a_11</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1943</td>
<td></td>
<td></td>
</tr>
<tr>
<td>382</td>
<td>6258_11</td>
<td>0</td>
<td>IC65q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1944</td>
<td></td>
<td></td>
</tr>
<tr>
<td>383</td>
<td>6258_11</td>
<td>82</td>
<td>q75a_12</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1947</td>
<td></td>
<td></td>
</tr>
<tr>
<td>384</td>
<td>6258_11</td>
<td>0</td>
<td>IC66q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1948</td>
<td></td>
<td></td>
</tr>
<tr>
<td>385</td>
<td>6258_11</td>
<td>84</td>
<td>q75a_13</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1951</td>
<td></td>
<td></td>
</tr>
<tr>
<td>386</td>
<td>6258_11</td>
<td>0</td>
<td>IC67q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1952</td>
<td></td>
<td></td>
</tr>
<tr>
<td>387</td>
<td>6258_11</td>
<td>86</td>
<td>q75a_14</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1955</td>
<td></td>
<td></td>
</tr>
<tr>
<td>388</td>
<td>6258_11</td>
<td>0</td>
<td>IC68q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1956</td>
<td></td>
<td></td>
</tr>
<tr>
<td>389</td>
<td>6258_11</td>
<td>88</td>
<td>q75c_5</td>
<td>1</td>
<td>+&quot;0'N(1) 1</td>
<td>1959</td>
<td></td>
<td></td>
</tr>
<tr>
<td>390</td>
<td>6258_11</td>
<td>92</td>
<td>q75a_15</td>
<td>0</td>
<td>+&quot;0'N(1) 1</td>
<td>1960</td>
<td></td>
<td></td>
</tr>
<tr>
<td>391</td>
<td>6258_11</td>
<td>0</td>
<td>IC69q75bX</td>
<td>0</td>
<td>&quot;(X(3) 3</td>
<td>1961</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Form Name</td>
<td>F.No</td>
<td>Field Name</td>
<td>Idx</td>
<td>Format</td>
<td>Length</td>
<td>Pos</td>
<td>Expression</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>------</td>
<td>------------</td>
<td>-----</td>
<td>--------</td>
<td>--------</td>
<td>-----</td>
<td>------------</td>
</tr>
<tr>
<td>392</td>
<td>6258_11</td>
<td>94</td>
<td>q75a_16</td>
<td>0</td>
<td>+&quot;0&quot;N(1)</td>
<td>1</td>
<td>1964</td>
<td></td>
</tr>
<tr>
<td>393</td>
<td>6258_11</td>
<td>0</td>
<td>C70q75bX</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>1965</td>
<td></td>
</tr>
<tr>
<td>394</td>
<td>6258_11</td>
<td>96</td>
<td>q75a_17</td>
<td>0</td>
<td>+&quot;0&quot;N(1)</td>
<td>1</td>
<td>1968</td>
<td></td>
</tr>
<tr>
<td>395</td>
<td>6258_11</td>
<td>0</td>
<td>C71q75bX</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>1969</td>
<td></td>
</tr>
<tr>
<td>396</td>
<td>6258_11</td>
<td>98</td>
<td>q75a_18</td>
<td>0</td>
<td>+&quot;0&quot;N(1)</td>
<td>1</td>
<td>1972</td>
<td></td>
</tr>
<tr>
<td>397</td>
<td>6258_11</td>
<td>0</td>
<td>C72q75bX</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>1973</td>
<td></td>
</tr>
<tr>
<td>398</td>
<td>6258_11</td>
<td>100</td>
<td>q75c_6</td>
<td>0</td>
<td>+&quot;0&quot;N(1)</td>
<td>1</td>
<td>1976</td>
<td></td>
</tr>
<tr>
<td>399</td>
<td>6258_11</td>
<td>0</td>
<td>C73q75bX</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>1977</td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>6258_11</td>
<td>0</td>
<td>C74q75bX</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>1980</td>
<td></td>
</tr>
<tr>
<td>401</td>
<td>6258_11</td>
<td>106</td>
<td>q75c_7</td>
<td>0</td>
<td>+&quot;0&quot;N(1)</td>
<td>1</td>
<td>1983</td>
<td></td>
</tr>
<tr>
<td>402</td>
<td>6258_11</td>
<td>0</td>
<td>C75q75bX</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>1984</td>
<td></td>
</tr>
<tr>
<td>403</td>
<td>6258_11</td>
<td>0</td>
<td>C76q75bX</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>1987</td>
<td></td>
</tr>
<tr>
<td>404</td>
<td>6258_11</td>
<td>112</td>
<td>q75c_8</td>
<td>0</td>
<td>+&quot;0&quot;N(1)</td>
<td>1</td>
<td>1990</td>
<td></td>
</tr>
<tr>
<td>405</td>
<td>6258_11</td>
<td>0</td>
<td>C77q75bX</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>1991</td>
<td></td>
</tr>
<tr>
<td>406</td>
<td>6258_11</td>
<td>0</td>
<td>C78q75bX</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>1994</td>
<td></td>
</tr>
<tr>
<td>407</td>
<td>6258_11</td>
<td>118</td>
<td>q75c_9</td>
<td>0</td>
<td>+&quot;0&quot;N(1)</td>
<td>1</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>408</td>
<td>6258_13</td>
<td>0</td>
<td>#Reference</td>
<td>0</td>
<td>-&quot;X(11)</td>
<td>11</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>409</td>
<td>6258_13</td>
<td>0</td>
<td>#Date</td>
<td>0</td>
<td>YYMMDD</td>
<td>6</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>410</td>
<td>6258_13</td>
<td>0</td>
<td>#Time</td>
<td>0</td>
<td>hhmmss</td>
<td>6</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>411</td>
<td>6258_13</td>
<td>0</td>
<td>#BatchPrefix</td>
<td>0</td>
<td>-&quot;X(6)</td>
<td>6</td>
<td>2021</td>
<td></td>
</tr>
<tr>
<td>412</td>
<td>6258_13</td>
<td>0</td>
<td>#BatchNo</td>
<td>0</td>
<td>+&quot;0&quot;N(6)</td>
<td>6</td>
<td>2027</td>
<td></td>
</tr>
<tr>
<td>413</td>
<td>6258_13</td>
<td>0</td>
<td>#BatchIdx</td>
<td>0</td>
<td>+&quot;0&quot;N(4)</td>
<td>4</td>
<td>2033</td>
<td></td>
</tr>
<tr>
<td>414</td>
<td>6258_13</td>
<td>0</td>
<td>#BatchDate</td>
<td>0</td>
<td>YYMMDD</td>
<td>6</td>
<td>2037</td>
<td></td>
</tr>
<tr>
<td>415</td>
<td>6258_13</td>
<td>0</td>
<td>#BatchTime</td>
<td>0</td>
<td>hhmmss</td>
<td>6</td>
<td>2043</td>
<td></td>
</tr>
<tr>
<td>416</td>
<td>6258_13</td>
<td>0</td>
<td>#Exportfile</td>
<td>0</td>
<td>+&quot;&quot;X(12)</td>
<td>12</td>
<td>2049</td>
<td></td>
</tr>
<tr>
<td>417</td>
<td>6258_13</td>
<td>0</td>
<td>#Exportfile2</td>
<td>0</td>
<td>+&quot;&quot;X(12)</td>
<td>12</td>
<td>2061</td>
<td></td>
</tr>
<tr>
<td>418</td>
<td>6258_13</td>
<td>0</td>
<td>#Importfile</td>
<td>0</td>
<td>+&quot;&quot;X(12)</td>
<td>12</td>
<td>2073</td>
<td></td>
</tr>
<tr>
<td>419</td>
<td>6258_13</td>
<td>0</td>
<td>#Importfile2</td>
<td>0</td>
<td>+&quot;&quot;X(12)</td>
<td>12</td>
<td>2085</td>
<td></td>
</tr>
<tr>
<td>420</td>
<td>6258_13</td>
<td>0</td>
<td>#Fieldfile</td>
<td>0</td>
<td>+&quot;&quot;X(12)</td>
<td>12</td>
<td>2097</td>
<td></td>
</tr>
<tr>
<td>421</td>
<td>6258_13</td>
<td>1</td>
<td>q76</td>
<td>1</td>
<td>+&quot;0&quot;N(1)</td>
<td>1</td>
<td>2109</td>
<td></td>
</tr>
<tr>
<td>422</td>
<td>6258_13</td>
<td>0</td>
<td>C79q77X</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>2110</td>
<td></td>
</tr>
<tr>
<td>423</td>
<td>6258_13</td>
<td>4</td>
<td>q77_1</td>
<td>0</td>
<td>-&quot;X(1-2)</td>
<td>2</td>
<td>2113</td>
<td></td>
</tr>
<tr>
<td>424</td>
<td>6258_13</td>
<td>5</td>
<td>q77_2</td>
<td>0</td>
<td>-&quot;X(1)</td>
<td>1</td>
<td>2115</td>
<td></td>
</tr>
<tr>
<td>425</td>
<td>6258_13</td>
<td>6</td>
<td>q77_3</td>
<td>0</td>
<td>-&quot;X(1)</td>
<td>1</td>
<td>2116</td>
<td></td>
</tr>
<tr>
<td>426</td>
<td>6258_13</td>
<td>0</td>
<td>C80q77X</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>2117</td>
<td></td>
</tr>
<tr>
<td>427</td>
<td>6258_13</td>
<td>8</td>
<td>q77_4</td>
<td>0</td>
<td>-&quot;X(1-2)</td>
<td>2</td>
<td>2120</td>
<td></td>
</tr>
<tr>
<td>428</td>
<td>6258_13</td>
<td>9</td>
<td>q77_5</td>
<td>0</td>
<td>-&quot;X(1)</td>
<td>1</td>
<td>2122</td>
<td></td>
</tr>
<tr>
<td>429</td>
<td>6258_13</td>
<td>10</td>
<td>q77_6</td>
<td>0</td>
<td>-&quot;X(1)</td>
<td>1</td>
<td>2123</td>
<td></td>
</tr>
<tr>
<td>430</td>
<td>6258_13</td>
<td>0</td>
<td>C81q77X</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>2124</td>
<td></td>
</tr>
<tr>
<td>431</td>
<td>6258_13</td>
<td>12</td>
<td>q77_7</td>
<td>0</td>
<td>-&quot;X(1-2)</td>
<td>2</td>
<td>2127</td>
<td></td>
</tr>
<tr>
<td>432</td>
<td>6258_13</td>
<td>13</td>
<td>q77_8</td>
<td>0</td>
<td>-&quot;X(1)</td>
<td>1</td>
<td>2129</td>
<td></td>
</tr>
<tr>
<td>433</td>
<td>6258_13</td>
<td>14</td>
<td>q77_9</td>
<td>0</td>
<td>-&quot;X(1)</td>
<td>1</td>
<td>2130</td>
<td></td>
</tr>
<tr>
<td>434</td>
<td>6258_13</td>
<td>0</td>
<td>C82q77X</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>2131</td>
<td></td>
</tr>
<tr>
<td>435</td>
<td>6258_13</td>
<td>16</td>
<td>q77_10</td>
<td>0</td>
<td>-&quot;X(1-2)</td>
<td>2</td>
<td>2134</td>
<td></td>
</tr>
<tr>
<td>436</td>
<td>6258_13</td>
<td>17</td>
<td>q77_11</td>
<td>0</td>
<td>-&quot;X(1)</td>
<td>1</td>
<td>2136</td>
<td></td>
</tr>
<tr>
<td>437</td>
<td>6258_13</td>
<td>18</td>
<td>q77_12</td>
<td>0</td>
<td>-&quot;X(1)</td>
<td>1</td>
<td>2137</td>
<td></td>
</tr>
<tr>
<td>438</td>
<td>6258_13</td>
<td>0</td>
<td>C83q77X</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>2138</td>
<td></td>
</tr>
<tr>
<td>439</td>
<td>6258_13</td>
<td>20</td>
<td>q77_13</td>
<td>0</td>
<td>-&quot;X(1-2)</td>
<td>2</td>
<td>2141</td>
<td></td>
</tr>
<tr>
<td>440</td>
<td>6258_13</td>
<td>21</td>
<td>q77_14</td>
<td>0</td>
<td>-&quot;X(1)</td>
<td>1</td>
<td>2143</td>
<td></td>
</tr>
<tr>
<td>441</td>
<td>6258_13</td>
<td>22</td>
<td>q77_15</td>
<td>0</td>
<td>-&quot;X(1)</td>
<td>1</td>
<td>2144</td>
<td></td>
</tr>
<tr>
<td>442</td>
<td>6258_13</td>
<td>0</td>
<td>C84q77X</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>2145</td>
<td></td>
</tr>
<tr>
<td>443</td>
<td>6258_13</td>
<td>24</td>
<td>q77_16</td>
<td>0</td>
<td>-&quot;X(1-2)</td>
<td>2</td>
<td>2148</td>
<td></td>
</tr>
<tr>
<td>444</td>
<td>6258_13</td>
<td>25</td>
<td>q77_17</td>
<td>0</td>
<td>-&quot;X(1)</td>
<td>1</td>
<td>2150</td>
<td></td>
</tr>
<tr>
<td>445</td>
<td>6258_13</td>
<td>26</td>
<td>q77_18</td>
<td>0</td>
<td>-&quot;X(1)</td>
<td>1</td>
<td>2151</td>
<td></td>
</tr>
<tr>
<td>446</td>
<td>6258_13</td>
<td>0</td>
<td>C85q77X</td>
<td>0</td>
<td>-&quot;X(3)</td>
<td>3</td>
<td>2152</td>
<td></td>
</tr>
<tr>
<td>447</td>
<td>6258_13</td>
<td>28</td>
<td>q77_19</td>
<td>0</td>
<td>-&quot;X(1-2)</td>
<td>2</td>
<td>2155</td>
<td></td>
</tr>
<tr>
<td>Row No</td>
<td>Form Name</td>
<td>F.No</td>
<td>Field Name</td>
<td>Idx</td>
<td>Format</td>
<td>Length</td>
<td>Pos</td>
<td>Express</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>------</td>
<td>------------</td>
<td>-----</td>
<td>--------</td>
<td>--------</td>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td>448</td>
<td>6258_13</td>
<td>29</td>
<td>q77_20</td>
<td>0</td>
<td>&quot;&quot;X&quot;(1)</td>
<td>1</td>
<td></td>
<td>2157</td>
</tr>
<tr>
<td>449</td>
<td>6258_13</td>
<td>30</td>
<td>q77_21</td>
<td>0</td>
<td>&quot;&quot;X&quot;(1)</td>
<td>1</td>
<td></td>
<td>2158</td>
</tr>
<tr>
<td>450</td>
<td>6258_13</td>
<td>32</td>
<td>q77_22</td>
<td>0</td>
<td>&quot;&quot;X&quot;(1-2)</td>
<td>2</td>
<td></td>
<td>2162</td>
</tr>
<tr>
<td>451</td>
<td>6258_13</td>
<td>33</td>
<td>q77_23</td>
<td>0</td>
<td>&quot;&quot;X&quot;(1)</td>
<td>1</td>
<td></td>
<td>2164</td>
</tr>
<tr>
<td>452</td>
<td>6258_13</td>
<td>34</td>
<td>q77_24</td>
<td>0</td>
<td>&quot;&quot;X&quot;(1)</td>
<td>1</td>
<td></td>
<td>2165</td>
</tr>
<tr>
<td>453</td>
<td>6258_13</td>
<td>36</td>
<td>q77_26</td>
<td>0</td>
<td>&quot;&quot;X&quot;(1)</td>
<td>1</td>
<td></td>
<td>2169</td>
</tr>
<tr>
<td>454</td>
<td>6258_13</td>
<td>37</td>
<td>q77_27</td>
<td>0</td>
<td>&quot;&quot;X&quot;(1)</td>
<td>1</td>
<td></td>
<td>2171</td>
</tr>
<tr>
<td>455</td>
<td>6258_13</td>
<td>38</td>
<td>q77_28</td>
<td>0</td>
<td>&quot;&quot;X&quot;(1-2)</td>
<td>2</td>
<td></td>
<td>2172</td>
</tr>
<tr>
<td>456</td>
<td>6258_13</td>
<td>39</td>
<td>q77_29</td>
<td>0</td>
<td>&quot;&quot;X&quot;(1)</td>
<td>1</td>
<td></td>
<td>2178</td>
</tr>
<tr>
<td>457</td>
<td>6258_13</td>
<td>40</td>
<td>q78_1</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2192</td>
</tr>
<tr>
<td>458</td>
<td>6258_13</td>
<td>41</td>
<td>q78_2</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2193</td>
</tr>
<tr>
<td>459</td>
<td>6258_13</td>
<td>42</td>
<td>q78_3</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2194</td>
</tr>
<tr>
<td>460</td>
<td>6258_13</td>
<td>43</td>
<td>q78_4</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2195</td>
</tr>
<tr>
<td>461</td>
<td>6258_13</td>
<td>44</td>
<td>q78_5</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2196</td>
</tr>
<tr>
<td>462</td>
<td>6258_13</td>
<td>45</td>
<td>q78_6</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2197</td>
</tr>
<tr>
<td>463</td>
<td>6258_13</td>
<td>46</td>
<td>q78_7</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2198</td>
</tr>
<tr>
<td>464</td>
<td>6258_13</td>
<td>47</td>
<td>q78_8</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2199</td>
</tr>
<tr>
<td>465</td>
<td>6258_13</td>
<td>48</td>
<td>q78_9</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2200</td>
</tr>
<tr>
<td>466</td>
<td>6258_13</td>
<td>49</td>
<td>q78_10</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2201</td>
</tr>
<tr>
<td>467</td>
<td>6258_13</td>
<td>50</td>
<td>q78_11</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2202</td>
</tr>
<tr>
<td>468</td>
<td>6258_13</td>
<td>51</td>
<td>q78_12</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2203</td>
</tr>
<tr>
<td>469</td>
<td>6258_13</td>
<td>52</td>
<td>q78_13</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2204</td>
</tr>
<tr>
<td>470</td>
<td>6258_13</td>
<td>53</td>
<td>q78_14</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2205</td>
</tr>
<tr>
<td>471</td>
<td>6258_13</td>
<td>54</td>
<td>q78_15</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2206</td>
</tr>
<tr>
<td>472</td>
<td>6258_13</td>
<td>55</td>
<td>q78_16</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2207</td>
</tr>
<tr>
<td>473</td>
<td>6258_13</td>
<td>56</td>
<td>q78_17</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2208</td>
</tr>
<tr>
<td>474</td>
<td>6258_13</td>
<td>57</td>
<td>q78_18</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2209</td>
</tr>
<tr>
<td>475</td>
<td>6258_13</td>
<td>58</td>
<td>q78_19</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2210</td>
</tr>
<tr>
<td>476</td>
<td>6258_13</td>
<td>59</td>
<td>q78_20</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2211</td>
</tr>
<tr>
<td>477</td>
<td>6258_13</td>
<td>60</td>
<td>q78_21</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2212</td>
</tr>
<tr>
<td>478</td>
<td>6258_13</td>
<td>61</td>
<td>q78_22</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2213</td>
</tr>
<tr>
<td>479</td>
<td>6258_13</td>
<td>62</td>
<td>q78_23</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2214</td>
</tr>
<tr>
<td>480</td>
<td>6258_13</td>
<td>63</td>
<td>q78_24</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2215</td>
</tr>
<tr>
<td>481</td>
<td>6258_13</td>
<td>64</td>
<td>q78_25</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2216</td>
</tr>
<tr>
<td>482</td>
<td>6258_13</td>
<td>65</td>
<td>q78_26</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2217</td>
</tr>
<tr>
<td>483</td>
<td>6258_13</td>
<td>66</td>
<td>q78_27</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2218</td>
</tr>
<tr>
<td>484</td>
<td>6258_13</td>
<td>67</td>
<td>q80_1</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2219</td>
</tr>
<tr>
<td>485</td>
<td>6258_13</td>
<td>68</td>
<td>q80_2</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2220</td>
</tr>
<tr>
<td>486</td>
<td>6258_13</td>
<td>69</td>
<td>q80_3</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2221</td>
</tr>
<tr>
<td>487</td>
<td>6258_13</td>
<td>70</td>
<td>q80_4</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2222</td>
</tr>
<tr>
<td>488</td>
<td>6258_13</td>
<td>71</td>
<td>q80_5</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2223</td>
</tr>
<tr>
<td>489</td>
<td>6258_13</td>
<td>72</td>
<td>q80_6</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2224</td>
</tr>
<tr>
<td>490</td>
<td>6258_13</td>
<td>73</td>
<td>q80_7</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2225</td>
</tr>
<tr>
<td>491</td>
<td>6258_13</td>
<td>74</td>
<td>q80_8</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2226</td>
</tr>
<tr>
<td>492</td>
<td>6258_13</td>
<td>75</td>
<td>q80_9</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2227</td>
</tr>
<tr>
<td>493</td>
<td>6258_13</td>
<td>76</td>
<td>q80_10</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2228</td>
</tr>
<tr>
<td>494</td>
<td>6258_13</td>
<td>77</td>
<td>q80_11</td>
<td>0</td>
<td>&quot;&quot;N&quot;(1)</td>
<td>1</td>
<td></td>
<td>2229</td>
</tr>
<tr>
<td>Row No</td>
<td>Form Name</td>
<td>F.No</td>
<td>Field Name</td>
<td>Idx</td>
<td>Format</td>
<td>Length</td>
<td>Pos</td>
<td>Express</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>------</td>
<td>------------</td>
<td>-----</td>
<td>--------</td>
<td>--------</td>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td>504</td>
<td>6258_13</td>
<td>102</td>
<td>q82_5</td>
<td>1</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2330</td>
<td></td>
</tr>
<tr>
<td>505</td>
<td>6258_13</td>
<td>105</td>
<td>q82_6</td>
<td>1</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2331</td>
<td></td>
</tr>
<tr>
<td>506</td>
<td>6258_15</td>
<td>0</td>
<td>#Reference</td>
<td>0</td>
<td>-&quot;X(11)</td>
<td>11</td>
<td>2332</td>
<td></td>
</tr>
<tr>
<td>507</td>
<td>6258_15</td>
<td>0</td>
<td>#Date</td>
<td>0</td>
<td>YYMMD</td>
<td>6</td>
<td>2343</td>
<td></td>
</tr>
<tr>
<td>508</td>
<td>6258_15</td>
<td>0</td>
<td>#Time</td>
<td>0</td>
<td>hhmmss</td>
<td>6</td>
<td>2349</td>
<td></td>
</tr>
<tr>
<td>509</td>
<td>6258_15</td>
<td>0</td>
<td>#BatchPrefix</td>
<td>0</td>
<td>-&quot;X(6)</td>
<td>6</td>
<td>2355</td>
<td></td>
</tr>
<tr>
<td>510</td>
<td>6258_15</td>
<td>0</td>
<td>#BatchNo</td>
<td>0</td>
<td>+&quot;ON(6)</td>
<td>6</td>
<td>2361</td>
<td></td>
</tr>
<tr>
<td>511</td>
<td>6258_15</td>
<td>0</td>
<td>#BatchIdx</td>
<td>0</td>
<td>+&quot;ON(4)</td>
<td>4</td>
<td>2367</td>
<td></td>
</tr>
<tr>
<td>512</td>
<td>6258_15</td>
<td>0</td>
<td>#BatchDate</td>
<td>0</td>
<td>YYMMD</td>
<td>6</td>
<td>2371</td>
<td></td>
</tr>
<tr>
<td>513</td>
<td>6258_15</td>
<td>0</td>
<td>#BatchTime</td>
<td>0</td>
<td>hhmmss</td>
<td>6</td>
<td>2377</td>
<td></td>
</tr>
<tr>
<td>514</td>
<td>6258_15</td>
<td>0</td>
<td>#Exportfile</td>
<td>0</td>
<td>+&quot;X(12)</td>
<td>12</td>
<td>2383</td>
<td></td>
</tr>
<tr>
<td>515</td>
<td>6258_15</td>
<td>0</td>
<td>#Exportfile2</td>
<td>0</td>
<td>+&quot;X(12)</td>
<td>12</td>
<td>2395</td>
<td></td>
</tr>
<tr>
<td>516</td>
<td>6258_15</td>
<td>0</td>
<td>#Importfile</td>
<td>0</td>
<td>+&quot;X(12)</td>
<td>12</td>
<td>2407</td>
<td></td>
</tr>
<tr>
<td>517</td>
<td>6258_15</td>
<td>0</td>
<td>#Importfile2</td>
<td>0</td>
<td>+&quot;X(12)</td>
<td>12</td>
<td>2419</td>
<td></td>
</tr>
<tr>
<td>518</td>
<td>6258_15</td>
<td>0</td>
<td>#Fieldfile</td>
<td>0</td>
<td>+&quot;X(12)</td>
<td>12</td>
<td>2431</td>
<td></td>
</tr>
<tr>
<td>519</td>
<td>6258_15</td>
<td>1</td>
<td>q83_1</td>
<td>0</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2443</td>
<td></td>
</tr>
<tr>
<td>520</td>
<td>6258_15</td>
<td>2</td>
<td>q83_2</td>
<td>0</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2444</td>
<td></td>
</tr>
<tr>
<td>521</td>
<td>6258_15</td>
<td>3</td>
<td>q83_3</td>
<td>0</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2445</td>
<td></td>
</tr>
<tr>
<td>522</td>
<td>6258_15</td>
<td>4</td>
<td>q83_4</td>
<td>0</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2446</td>
<td></td>
</tr>
<tr>
<td>523</td>
<td>6258_15</td>
<td>5</td>
<td>q84_1</td>
<td>0</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2447</td>
<td></td>
</tr>
<tr>
<td>524</td>
<td>6258_15</td>
<td>6</td>
<td>q84_2</td>
<td>0</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2448</td>
<td></td>
</tr>
<tr>
<td>525</td>
<td>6258_15</td>
<td>7</td>
<td>q84_3</td>
<td>0</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2449</td>
<td></td>
</tr>
<tr>
<td>526</td>
<td>6258_15</td>
<td>8</td>
<td>q84_4</td>
<td>0</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2450</td>
<td></td>
</tr>
<tr>
<td>527</td>
<td>6258_15</td>
<td>0</td>
<td>#Fieldfile</td>
<td>0</td>
<td>+&quot;X(100)</td>
<td>100</td>
<td>2451</td>
<td></td>
</tr>
<tr>
<td>528</td>
<td>6258_15</td>
<td>10</td>
<td>q85</td>
<td>1</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2551</td>
<td></td>
</tr>
<tr>
<td>529</td>
<td>6258_15</td>
<td>12</td>
<td>q86</td>
<td>1</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2552</td>
<td></td>
</tr>
<tr>
<td>530</td>
<td>6258_15</td>
<td>15</td>
<td>q87</td>
<td>1</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2553</td>
<td></td>
</tr>
<tr>
<td>531</td>
<td>6258_15</td>
<td>18</td>
<td>q91</td>
<td>0</td>
<td>+&quot;ON(1)</td>
<td>1</td>
<td>2569</td>
<td></td>
</tr>
<tr>
<td>532</td>
<td>6258_15</td>
<td>0</td>
<td>#Reference</td>
<td>0</td>
<td>-&quot;X(11)</td>
<td>11</td>
<td>2570</td>
<td></td>
</tr>
<tr>
<td>533</td>
<td>6258_15</td>
<td>0</td>
<td>#Date</td>
<td>0</td>
<td>YYMMD</td>
<td>6</td>
<td>2581</td>
<td></td>
</tr>
<tr>
<td>534</td>
<td>6258_15</td>
<td>0</td>
<td>#Time</td>
<td>0</td>
<td>hhmmss</td>
<td>6</td>
<td>2587</td>
<td></td>
</tr>
<tr>
<td>535</td>
<td>6258_15</td>
<td>0</td>
<td>#BatchPrefix</td>
<td>0</td>
<td>-&quot;X(6)</td>
<td>6</td>
<td>2593</td>
<td></td>
</tr>
<tr>
<td>536</td>
<td>6258_15</td>
<td>0</td>
<td>#BatchNo</td>
<td>0</td>
<td>+&quot;ON(6)</td>
<td>6</td>
<td>2599</td>
<td></td>
</tr>
<tr>
<td>537</td>
<td>6258_15</td>
<td>0</td>
<td>#BatchIdx</td>
<td>0</td>
<td>+&quot;ON(4)</td>
<td>4</td>
<td>2605</td>
<td></td>
</tr>
<tr>
<td>538</td>
<td>6258_15</td>
<td>0</td>
<td>#BatchDate</td>
<td>0</td>
<td>YYMMD</td>
<td>6</td>
<td>2609</td>
<td></td>
</tr>
<tr>
<td>539</td>
<td>6258_15</td>
<td>0</td>
<td>#BatchTime</td>
<td>0</td>
<td>hhmmss</td>
<td>6</td>
<td>2615</td>
<td></td>
</tr>
<tr>
<td>540</td>
<td>6258_15</td>
<td>0</td>
<td>#Exportfile</td>
<td>0</td>
<td>+&quot;X(12)</td>
<td>12</td>
<td>2621</td>
<td></td>
</tr>
<tr>
<td>541</td>
<td>6258_15</td>
<td>0</td>
<td>#Exportfile2</td>
<td>0</td>
<td>+&quot;X(12)</td>
<td>12</td>
<td>2633</td>
<td></td>
</tr>
<tr>
<td>542</td>
<td>6258_15</td>
<td>0</td>
<td>#Importfile</td>
<td>0</td>
<td>+&quot;X(12)</td>
<td>12</td>
<td>2645</td>
<td></td>
</tr>
<tr>
<td>543</td>
<td>6258_15</td>
<td>0</td>
<td>#Importfile2</td>
<td>0</td>
<td>+&quot;X(12)</td>
<td>12</td>
<td>2657</td>
<td></td>
</tr>
<tr>
<td>544</td>
<td>6258_15</td>
<td>0</td>
<td>#Fieldfile</td>
<td>0</td>
<td>+&quot;X(12)</td>
<td>12</td>
<td>2669</td>
<td></td>
</tr>
</tbody>
</table>
1 DESCRIPTION OF DATASET

File cohort9.dat is a rectangular file containing data from sweep two of YCS IX. At present, three sweeps have been commissioned, extra sweeps will be archived later. The dataset and information pertaining to sweep 1 has already been deposited at the Data Archive.

The data is in ASCII (codes 0-9, A-Z, full stop and blank only), and is stored in a continuous format with the following layout:

Cols 1-6 serial number
Cols 7-240 internal reference information
Cols 241-2569 Questionnaire data
Cols 2570-2689 internal reference information
Cols 2690-2851 Derived variables
Cols 810-818 Sweep 2 weights, scaled to sample size 9,710.

The weight has the format nnn.nnnnnn.

Refer to copy of questionnaire and associated documentation (e.g. Open code frames) Column numbers are generally found above the question answer boxes, the questionnaire is also marked with the fieldnames from the transaction description file at the end of this section.

Standard Occupational Classification involved taking the answer from Q.30 and Q.31 and creating one SOC code for that respondent. A maximum of 3 3-digit codes were allowed at this question as indicated on the marked up questionnaire.

Subject (3 digits) and qualifications (2-digits) have been coded to the columns indicated on the marked up questionnaire.
2 INTRODUCTION AND BACKGROUND TO THE STUDY

2.1 Study objectives

The Youth Cohort Study (YCS) is a programme of research among young people aged 16 and upwards in England and Wales, designed to monitor their decisions and behaviour as they make the transition from compulsory education to further or higher education, or to the labour market. It tries to identify and explain the factors that influence post-16 transitions, for example, educational attainment, training opportunities, and experiences at school.

This user guide relates to the YCS survey among young people who were aged 17 or 18 when they completed their questionnaires in the spring of 1999. These young people would all have completed a YCS survey in the early part of 1998. The survey was designed to collect wide-ranging information on qualifications gained and sought, full and part time work, on and off the job training and careers advice.

2.2 Background and history of YCS

The YCS spans 14 years. The first survey in the series was carried out in 1985 (Cohort 1 Sweep 1) and the most recent (Cohort 9 Sweep 2) was carried out in 1999.

The research is commissioned by the Department for Education and Employment (DfEE) and the research for Cohort 9 Sweep 2 and Cohort 8 Sweep 2 has been carried out by RSGB (Research Surveys of Great Britain). Research on previous cohorts was carried out by SCPR (now the National Centre for Social Research).

To date, the YCS covers nine cohorts (samples of young people) and over twenty surveys, with a considerably larger number of reports on a wide range of topics. The questionnaires have been designed, over the 14 years of the YCS, to be broadly comparable, but external changes and shifts in policy interest, have brought about changes - some minor, others fundamental.
2.3 Position of this study in the YCS series

Table 1 below shows the YCS surveys to date. The separate cohorts are listed across the page and the ‘sweeps’ (postal contacts with respondents) are shown against the years in which they took place. The three sweeps are referred to by the academic age of the respondents at the time, that is 16, 17 and 18 (the actual ages in each case were 16 or 17, 17 or 18 and 18 or 19 respectively). In summary, there have been nine separate cohorts, the first six made up of three sweeps. In addition, Cohort 3 respondents were contacted for a fourth time when they were aged 23 or 24. Cohort 9, the subject of this guide, has been contacted twice to date (2000).

Table 1

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1986</td>
<td>17</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>18</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td></td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>17</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>18</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>23</td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>1998</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

© Copyright. 2000 Taylor Nelson Sofres plc.
2.4 Changes since previous study

The design of two previous cohorts, 7 and 8, differ from those of preceding cohorts in the series in that the sweeps were carried out at two yearly intervals instead of annually. Thus Cohort 7 Sweep 2 and Cohort 8 Sweep 2 took place with respondents aged 18 or 19 whereas previous second sweeps of cohorts have taken place when respondents were 17 or 18. Cohort 9 has reverted to an annual contact.

The questionnaire for Cohort 9 Sweep 2 differed to that of Cohort 8 Sweep 2. Some of these changes were because the questionnaire was being sent to 17 year olds rather than 18 year olds.

- Changes were made in the form of new questions and modifications to existing ones, to take account of changes in the worlds of education, work and training, new research needs and difficulties with the questions which had been identified during past surveys and pilot work. Some of the principle changes are listed below:

  - more comprehensive coverage of careers advice (Q.13-20), including new questions on other people who respondents rely on for advice about education, work or other matters which concern them.
  - a further question on ‘On the job training’ (Q.41)
  - Collecting the number of academic qualifications currently being studied (Q.65)
  - new questions about qualifications stopped without completing them (Q.66-73)
  - a new social exclusion question (Q.81)

- The question about maintenance grants or regular money received whilst studying was limited to Local Education Authority and parents/relatives sources (Q.59).
- Questions about National Records of Achievement and qualifications/ government supported training undertaken a year ago were dropped.

- The appearance of the questionnaire was different to that of previous cohorts with the exception of Cohort 8 Sweep 2 in that the questionnaire was prepared as a scanning document and was given a distinctive red cover aimed to make the questionnaire more appealing.

- The document was printed in four colours to give it greater impact and to make routing easier to follow. Routing instructions were in red, question codes in black and questions in blue or green depending on routing, once again making it different to that of previous cohorts with the exception of Cohort 8 Sweep 2.

2.5 Temporal references

Some questions related to specific points in time. For example, respondents were asked 'Did you do any paid work last week, that is, in the last 7 days?' (Q.2).

The first questionnaire mail-out was on 28 April 1999 and the cut-off date for receiving questionnaires was 23 July 1999. The temporal references in the questionnaire might, therefore, refer to any date or period from early May to the end of July. The date on which the questionnaire was scanned at RSGB (a few days after being received at RSGB), is recorded as part of the datafile. The date on which the questionnaire was filled in is likely to be around four days prior to this date (all postage was second class). However, it is possible that some respondents left a time gap between completing their questionnaire booklet and posting it to RSGB.
2.6 Confidentiality

Respondents were given an undertaking in the introductory letter that their responses would be treated in confidence and that the form of the study results would not allow their responses to be identified as belonging to them.

Confidentiality is also maintained at school level as well. The schools from which the sample was taken for Sweep 1 were assured that the data wouldn’t be used to identify individual schools.

No one outside the research organisation conducting the research has access to the answers given by respondents. Files carrying names and addresses are kept separate from survey datafiles. Datafiles passed to the Archive and to other bona fide researchers authorised by the DfEE have had key identifiers (typically Local Education Authority and school identifier) ‘scrambled’ to prevent possible identification of individuals.
3 METHODOLOGY

3.1 Sampling

The population being studied consisted of males and females in England and Wales who had reached minimum school leaving age in the 1996/1997 school year. To be eligible for inclusion they had to be aged 16 on 31 August 1997 (the reference date). Some would just have reached 16, others would have reached it almost a year earlier. On average they would have been 16½ on the reference date. By the time of completing the questionnaire booklet in the Spring of 1999 they would have been, on average, about 18 years and one or two months.

To select a sample, DfEE and the Welsh Office wrote to all schools excluding special schools and any institution with less than 20 people, asking them to provide the names of a 10% sample of eligible pupils. The sample selection involved taking those born on the 5th, 15th and 25th of the month. Head teachers were asked to consult with their pupils and to pass on the names and addresses only of those willing to take part in the survey.

The resulting file of names and addresses was trimmed by DfEE by a systematic random selection process in order to produce a file of 22,500 which was sent to SCPR (now the National Centre for Social Research). From this total, 2 names and addresses were withdrawn prior to the start of Sweep 1 due to the address being outside the UK or inadequate for mailing purposes. This left a total of 22,498 names and addresses for the start of Sweep 1.

14,761 responded to the Sweep 1, and this total was used for the first mailing of Sweep 2.

3.2 Data collection

The main stage survey consisted of an initial mailing plus three postal reminders and lastly, a telephone interview. This followed the established YCS design with the exception of the telephone interview which in previous years had been a simple telephone reminder.
The mailing dates were as follows (all dates are in 1999):

<table>
<thead>
<tr>
<th>Mailing Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial mailing</td>
<td>28 April</td>
</tr>
<tr>
<td>Postcard mailing</td>
<td>12 May</td>
</tr>
<tr>
<td>First questionnaire reminder</td>
<td>26 May</td>
</tr>
<tr>
<td>Second questionnaire reminder</td>
<td>9 June</td>
</tr>
<tr>
<td>Telephone interviewing start</td>
<td>22 June</td>
</tr>
</tbody>
</table>

Telephone interviewing was completed by 14 July.

The cut off date for inclusion of returned postal questionnaires in the analysis was 23 July.

The initial mailing consisted of a copy of the questionnaire booklet, a pre paid reply envelope and an introductory letter. The covering letter was printed with DfEE logo and signed by the Head of Youth and Further Education Division of Analytical Services at DfEE. The back of the letter presented further information similar to that provided on a leaflet in previous surveys and was signed by the RSGB Research Director.

Those who did not return their booklet within ten working days were sent a postcard reminder. If no booklet had been received after a further ten working days, another booklet, pre paid envelope, and a second (and different) letter was sent. A final postal reminder was sent, again with a booklet, envelope and a further letter, 10 working days later.

Sample members in Wales were sent a Welsh language version of the questionnaire and letter with the English questionnaire and letter with all despatches. The reminder postcard was twice the size of the English version (A5 size), with the Welsh text on one half of one side, and the English text on the other half of the same side. These despatches occurred at the same time that English packs were despatched. All mailings, both outward and return, were sent by second class post.
Telephone interviews, carried out by RSGB’s Telephone Unit, were made to all who had not responded by the final mailing and for whom telephone numbers could be located. Records were sent to two telephone number search agencies to obtain telephone numbers. Two agencies were chosen to give reasonable chance of identifying all those that can be traced.

From a total of 6,199 names and addresses, a total of 3,320 telephone numbers were found (54%). From the database of name, addresses and telephone numbers from Sweep 1 a further 2,204 telephone numbers were found, meaning that of the non-responders to any of the mailings, 5,524 (89%) had telephone numbers that could be passed to RSGB’s Telephone Unit.

The project executive briefed interviewers using briefing notes that were agreed with DfEE prior to briefing. Interviewing took place between 5 p.m. and 9 p.m. on weekdays, and all day at weekends and Bank Holidays.

Questionnaires were marked with a code to indicate at what stage they had been despatched, as follows:

- 1 - initial mailing,
- 3 - first questionnaire reminder,
- 4 - second questionnaire reminder,
- 5 - first questionnaire reminder for those in the sub-sample (See section 3.2.1)
- 9 - telephone interview

It was therefore possible to classify productive questionnaires according to when they were despatched.

### 3.2.1 Sub-sample

In order to boost response amongst low response groups, this sweep investigated whether it was more effective to launch the telephone reminder at an earlier stage.
Groups were identified from Cohort 8 Sweep 2 that achieved a lower response rate than 45%. These characteristics were then applied to the Cohort 9 Sweep 1 sample to identify those who were likely to be poor responders at Sweep 2. Those records were then subject to a telephone number search. Those for whom telephone numbers could be found were treated as a separate sub-group. The sub-group members who had not responded to the postcard reminder were not sent another postal reminder, instead they were telephoned to ask whether they required help to complete the document and were given the option of taking part in an interview.

The telephone unit was issued with a sample of 1136 names, addresses and telephone numbers of individuals who fulfilled the agreed definition of those who were least likely to complete the questionnaire, and had not replied by 24th May.

The telephone interviewing started on 26th May and finished on Friday 4th June. 118 interviews were achieved (10.4%).

The rest of the sub-sample fell into the following categories:
Table 2

<table>
<thead>
<tr>
<th>SUB-SAMPLE RESPONSE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents who claimed to have already returned the questionnaire</td>
<td>19</td>
</tr>
<tr>
<td>Contact made with household but target respondent never present</td>
<td>18</td>
</tr>
<tr>
<td>Engaged/ no reply/ answer phone (after several attempts)</td>
<td>15</td>
</tr>
<tr>
<td>Wrong number/ number not obtainable</td>
<td>12</td>
</tr>
<tr>
<td>Respondents who claimed not to have received a questionnaire originally and were sent another questionnaire</td>
<td>9</td>
</tr>
<tr>
<td>Refusals</td>
<td>5</td>
</tr>
<tr>
<td>Not available during the fieldwork period</td>
<td>5</td>
</tr>
<tr>
<td>Respondents who said that they would return the questionnaire very shortly</td>
<td>4</td>
</tr>
<tr>
<td>Respondent who had moved away</td>
<td>2</td>
</tr>
<tr>
<td>Others (respondent died, etc.)</td>
<td>*</td>
</tr>
</tbody>
</table>

Reminder questionnaire packs (containing questionnaire, covering letter and pre paid reply envelope) were sent to those in the sub-sample who had not refused, died, completed a telephone interview or subsequently had sent their questionnaire back.

3.2.2 Telephone helpline

For the first time on the YCS, Cohort 8 Sweep 1 respondents were offered a freephone telephone helpline to provide answers to queries either about specific questions or about the survey in general. This service was also provided for Cohort 9 Sweep 2 respondents. Calls were answered by the project executive or, in busy periods, by other RSGB Research Executives. An answer machine service was provided for calls made outside office hours.

A facility was provided for callers’ queries to be dealt with in Welsh if they wished to do so. No one requested this service during the period that the helpline was in operation.
3.3 Survey response

3.3.1 General Response

The number of completed questionnaires received through the post by 23 July, the cut off date for returns to be included in the analysis was 8,175, 56% of the issued sample. A further 63 late returns were received by 1 November and were not included in the analysis.

The total received after 58 days was 9,990, which included 1,815 telephone interviews. During editing it was discovered that 280 questionnaires were duplicates, that is, instances where respondents had filled in two questionnaires (192 cases) or completed a questionnaire and taken part in a telephone interview (88 cases). In these instances the first questionnaire completed by the respondent was kept. This meant that the total base for analysis was 9,710.

Table 3 shows the breakdown of all categories of response. Productive figures refer to those used in analysis, rather than figures of questionnaires received.
### Table 3  
**RESPONSE**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total sample</strong></td>
<td>14,662</td>
<td>100</td>
</tr>
<tr>
<td><strong>Productive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial mailing and postcard</td>
<td>5,658</td>
<td>39</td>
</tr>
<tr>
<td>First questionnaire reminder</td>
<td>1,444</td>
<td>10</td>
</tr>
<tr>
<td>Second questionnaire reminder</td>
<td>793</td>
<td>5</td>
</tr>
<tr>
<td>Sub-sample reminder questionnaire</td>
<td>88</td>
<td>1</td>
</tr>
<tr>
<td>Telephone interviewing (including sub-sample)</td>
<td>1,727</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total productive</strong></td>
<td>9,710</td>
<td>66</td>
</tr>
<tr>
<td><strong>Unproductive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Postal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gone away/ no longer at address</td>
<td>415</td>
<td>3</td>
</tr>
<tr>
<td>Address unknown</td>
<td>116</td>
<td>1</td>
</tr>
<tr>
<td>Addressee inaccessible</td>
<td>23</td>
<td>*</td>
</tr>
<tr>
<td>Addressee incomplete</td>
<td>6</td>
<td>*</td>
</tr>
<tr>
<td>Other unproductive returns</td>
<td>38</td>
<td>*</td>
</tr>
<tr>
<td><strong>Total unproductive returns</strong></td>
<td>598</td>
<td>4</td>
</tr>
<tr>
<td><strong>Telephone help line</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refusal (respondent)</td>
<td>44</td>
<td>*</td>
</tr>
<tr>
<td>Living elsewhere</td>
<td>9</td>
<td>*</td>
</tr>
<tr>
<td>Dead</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No contact made with respondent</td>
<td>1,309</td>
<td>9</td>
</tr>
<tr>
<td>Respondent not available during fieldwork period</td>
<td>1,409</td>
<td>10</td>
</tr>
<tr>
<td>Refused</td>
<td>336</td>
<td>2</td>
</tr>
<tr>
<td>Living Elsewhere</td>
<td>110</td>
<td>1</td>
</tr>
<tr>
<td>Wrong number</td>
<td>134</td>
<td>1</td>
</tr>
<tr>
<td>Dead</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td>Questionnaire claimed already sent back</td>
<td>497</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total telephone unproductive</strong></td>
<td>3,797</td>
<td>26</td>
</tr>
<tr>
<td>Late returns</td>
<td>63</td>
<td>*</td>
</tr>
<tr>
<td>No information</td>
<td>439</td>
<td>3</td>
</tr>
</tbody>
</table>

* Represents a percentage below 0.5 but greater than zero.

1 This figure is as of 1 November, 14 weeks after the cut off date for returns.
There were several reasons for a questionnaire not being completed and these are set out in Table 3. These can be divided into:

- **postal invalid** - where the person had moved, the address was not recognised by Royal Mail or was incomplete, instances where the pack could not be delivered to the address, or where the respondent had died;

- **telephone invalid** - where the person had moved, the telephone number was wrong or not recognised, a parent called the telephone helpline to say that the respondent was living elsewhere, or where the respondent had died;

- **postal non-response** - no reply received and no telephone number accessible for a follow up call;

- **telephone non-contact** - where the number appeared to be correct but the respondent could not be contacted within the fieldwork period or was not available for interview after six calls had been made;

- **refusals** - either by post, via the telephone helpline, or via the attempted telephone interview

There were 855 postal or telephone invalid cases. If these are removed from the base (leaving 13,807 valid cases), the response rate achieved by the cut off date among those (presumably) receiving a questionnaire was 70%.

Of the 13,807 valid cases, 28% did not respond to the postal survey and could be contacted by telephone. 2% refused to take part in the telephone interview.

Productive interviews are broken out on the table according to the source of the questionnaire.

- 5,658 returns (58% of the total, 9,710) were the first copy of the questionnaire,
- 1,444 (10%) were the second copy,
- 793 (5%) were the third copy,
- 88 (1%) were the reminder questionnaire sent to those in the sub sample who were not interviewed by telephone,
- 1,727 (12%) were questionnaires completed as a result of a telephone interview.

Of course, these figures are likely to understate the response due to the stages following the postcard reminders as in some cases these later contacts will have prompted respondents to return a questionnaire from an earlier mailing.

The response rate of 66% for this survey compares with that of 74% which was achieved for Cohort 6 Sweep 2 (the last cohort to have a 17 year old sweep) and response rates of 74% or above for earlier surveys in the series, peaking at 80% for Cohort 2 Sweep 2.

The response rates from Cohort 1-6 Sweep 1 & 2 (16 & 17 year olds) are shown below:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial issued sample</td>
<td>12180</td>
<td>19565</td>
<td>21032</td>
<td>20000</td>
<td>20060</td>
<td>36292</td>
<td>22498</td>
</tr>
<tr>
<td>Response rate at 16 (%)</td>
<td>69</td>
<td>74</td>
<td>77</td>
<td>71</td>
<td>72</td>
<td>69</td>
<td>66</td>
</tr>
<tr>
<td>Response rate at 17 (%)</td>
<td>75</td>
<td>80</td>
<td>76</td>
<td>74</td>
<td>75</td>
<td>74</td>
<td>66</td>
</tr>
</tbody>
</table>

Table 5 looks at the pattern of response for Sweep 2 of Cohorts 8 and 9 by the number of days following the initial despatch. It should be noted that this comparison is limited because Cohort 8 Sweep 2 was a sweep of 18 year olds, rather than 17 year olds. This shows a relatively low response in Cohort 9 Sweep 2 by day 25 but by day 60 the response rates were at a comparable level.
Table 5

<table>
<thead>
<tr>
<th>No. of working days after initial despatch</th>
<th>% response</th>
<th>No. of working days after initial despatch</th>
<th>% response</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>9</td>
<td>05</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>21</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>27</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>20</td>
<td>33</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>25</td>
<td>41</td>
<td>25</td>
<td>38</td>
</tr>
<tr>
<td>30</td>
<td>45</td>
<td>30</td>
<td>46</td>
</tr>
<tr>
<td>35</td>
<td>49</td>
<td>35</td>
<td>51</td>
</tr>
<tr>
<td>40</td>
<td>57</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>45</td>
<td>61</td>
<td>45</td>
<td>58</td>
</tr>
<tr>
<td>50</td>
<td>67</td>
<td>50</td>
<td>59</td>
</tr>
<tr>
<td>55</td>
<td>68</td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>60</td>
<td>68</td>
<td>60</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td></td>
<td>65</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>67</td>
<td>66</td>
</tr>
</tbody>
</table>

Both sets of figures for Sweep 2 include instances where respondents returned two or more copies of the questionnaire, and questionnaires that were deleted at the analysis stage because they were blank. Therefore, the true response rate for Cohort 9 Sweep 2 after 60 days was 66%, after deleting duplicates and blanks.
3.4 Data preparation

This section looks at all elements of data preparation, the booking in, scanning editing and data validation which took place during the survey.

3.4.1 Booking in

The questionnaire booklets received were ‘booked in’ on a daily basis. After envelopes were opened, blank questionnaires and items indicating refusal were passed directly to the project executive.

The serial numbers on the front of the questionnaire were then logged into the RSGB survey management system. This information and refusal information from the Research Executive allowed the level of response and reasons for non response, where known, to be monitored throughout the data collection period, and minimising the chances of people receiving a reminder after already responding or refusing.

3.4.2 Scanning

After extracting blank questionnaires, data were extracted from the questionnaires using a scanning process. The scanning system was tested during the pilot survey prior to it being accepted as a suitable data entry medium for the main stage of the survey.

The scanning system used a Fujitsu 3090 scanner and Eyes and Hands software. The system first collected the images: an electronic picture of each page of the questionnaire. After entry, the images were interpreted automatically.

All hand-written information was subsequently checked visually by operators to ensure that information had been interpreted correctly. The computer also presented for verification any elements falling below an acceptable threshold of confidence in interpretation.
All text was verified by eye. Where handwriting was seen to be too poor for interpretation by the scanning system, items were entered manually.

### 3.4.3 Post entry verification and editing

Once questionnaires were clear after scanning, the data were sent to RSGB's Data Processing department where two pre-set edit programmes had been written for the survey: a check-digit edit and the main edit. The same team of individuals worked on both the edits.

Editing took place to ensure that questionnaires had been completed accurately and in full. Errors occurred through:

- provision of inconsistent information by respondents;
- incorrect form completion by respondents
- mis-recording of information by telephone interviewers;
- mis-reading of information during the data entry process.

The procedures below describe the methods used to detect and systematically correct these errors.

Editing instructions and validation checks were agreed with the Department for Education and Employment prior to the receipt of questionnaires. However, revisions to the checks were made throughout the survey, as evidence of new errors arose.

The Research Executive at RSGB corrected the first 100 records to assess where the problems were occurring and what amendments should be made to the edit.

One editor and one research executive briefed by and reporting to the Research Director then conducted the main part of the editing work. The editor had five years experience of editing complex questionnaires.
(i) **Check-Digit Edit**

The main purpose of this first edit was to

- verify that the correct respondent serial number had been entered so that the Survey Management System was updated correctly.

Each respondent number on the questionnaire had a check-digit - a number between 0 and 9. This check-digit was the result of a formula applied to the respondent number. The formula was applied again during this edit to the *scanned* respondent number and if the two figures did not match, the questionnaire was flagged. In the case of telephone interviews, a check digit was not applied to the questionnaire, as the respondent number was being written onto the questionnaire immediately prior to the interview commencing.

(ii) **Main edit**

The main computer edit checked for consistencies in peoples’ answers, that the answers were realistic (in terms of the qualifications achieved, for example), and that the questionnaire had been fully completed.

Overall, 33% failed the detailed computer edit on at least one of the edit checks.

The main errors that this edit flagged (more than 5% of returns failing a particular check) were:

- Q.22 Respondents multi-coding boxes at Q.22 (17%) (previously, this has been dealt with by the verifier, with this survey the inconsistency was corrected in the edit by forcing). One answer was taken using the following order of priority:
  - 1) Modern Apprenticeship, National Traineeship, Youth Training or other government supported training
  - 2) In full-time education at school or college

© Copyright. 2000 Taylor Nelson Sofres plc.
3) In a full-time job
4) In a part-time job
5) Out of work/unemployed
6) Looking after home or family
7) On holiday
8) Doing something else

For example, if someone said they were in a full-time job and looking after home or family, the full-time job answer would be taken.

- Q.77 GCSE grade. Respondents giving invalid grades (7%). These questionnaires were checked and correct grades entered if identifiable. Common errors were D grades being picked up by the scanner as ‘0’, B grades being picked by as ‘8’.

- Q77 Respondents giving a subject but not a grade (6%). Questionnaires were checked to see whether the grade was written outside the boxes picked up by the scanner.

- Q80 Respondents answering code 4 (On a full-time education course and working in my spare time) as a summary of their situation, this being inconsistent with answers given to previous questions (6%). The editor looked at the questionnaires as a whole and came to a judgement as to which code at Q.80 was suitable based on their previous answers.

3.4.4 Coding and code frames

The coding was carried out by staff of RSGB’s coding department, working to written instructions prepared by the coding supervisor and agreed with the Research Director.

A set of code frames agreed with DfEE was used during data preparation to allocate numeric codes to open questions (that is, when the respondent wrote in the answer rather than ticked a box).
Qualification code frames

Qualifications obtained and sought by respondents were coded by reference to a comprehensive list of qualifications in the following categories:

- academic qualifications, excluding higher education
- vocational qualifications including GNVQs
- higher education qualifications
- other qualifications (e.g. foreign)

Subject code frames

Separate subject lists were provided for each group of qualifications. Extensive guidance notes backed these up for the coders.

Other code frames

Code frames were also prepared for the following questions:

- Other general situation (Q.1)
- Other reasons for not looking for job/ training (Q.8)
- Other main activity at the moment (Q.21)
- Names of government supported training programmes (Q.24)
- Qualifications registered for, but not started (Q.67)
- Activity when not starting qualifications registered for (Q.68)
- Qualifications started which were stopped without taking an exam or formal qualification (Q.69)
• Activity when stopping qualification without taking an exam or formal qualification (Q.73)

• Other key skills (Q.79)

• Anything else that respondents wanted to tell us (Q.88)

Copies of the code frames and instructions are presented in Section 6.

3.4.5 Occupation and industry coding

The Employment Department Group (EDG) and the Office of Population and Surveys (OPCS) devised the Standard Occupational Classification (SOC). It was designed as a classification applicable to all paid jobs currently done by economically active persons in Great Britain. Occupations (by reference to job titles) are grouped, while taking into account two criteria: the level of skill/experience/qualification and the nature of the work activities. Occupations are divided into 9 Major groups, 22 Sub-major groups and 77 constituent groups. For purposes of the analyses for this sweep, the nine major groups have been used.

A SOC code was allocated to the respondent by considering Q.30 and Q.31 which asked “What is the name of your job/ the work you are being trained to do?” and “What work/ training do you mainly do there?” SOC has also been applied to jobs that respondents have which they did not describe as their main activity.

The Standard Industrial Classification (SIC) is based on industries and not on occupations. All persons employed in a ‘unit’ of industry are included, irrespective of their occupations.

SIC has also been applied to each full-time job (using the 1992 classification incorporating changes since the 1992 edition). Here the relevant textual data from the questionnaire were viewed on screen and coders then applied the appropriate SIC code.
3.5 Weighting

The sample prepared for Sweep 1 of Cohort 9 was designed to be a representative sample of males and females in England and Wales who had reached minimum school leaving age in the 1996/1997 school year.

However, due to differences in response rates by key sub-groups, it is likely that the survey estimates would have been biased had there not been a corrective stage of data weighting: bringing the sample profile into line with the universe for those key variables.

The same is true for Sweep 2. Experience has shown that response is often comparatively slow and low for men in general and men and women less qualified both academically and vocationally at Sweep 1 and men and women who were not in full time education at Sweep 1.

Given that the one of the main aims of the survey is to provide information on the destinations of young people and that the variables noted as having different levels of response are likely to affect these estimates, then failing to correct for this bias in response would have been likely to result in over estimates of those in full time work and those continuing in full time education at the age of 17.

Consequently, at Sweep 2, there was a need to understand those factors and combination of factors that had the greatest impact on whether someone who had responded to Sweep 1 was likely to respond to Sweep 2.

A hierarchical response prediction model was developed using SPSS CHAID (Chi-squared Automatic Interaction Detector) for Windows. This

- identified the variable from Sweep 1 which discriminated most effectively in terms of response to Sweep 2,
- combined the categories of that variable between which response rates did not differ significantly,
- went on to identify the next variable for the resulting category that discriminated in response.
The alpha level was set at 0.05. If there were no predictors within the class with a p-value of less than or equal to 0.05, the class was not split any further. The model was also constrained not to split any classes containing fewer than 100 cases and not to create any classes containing fewer than 50 respondents.

Five runs of the model were attempted. At each stage the Research Director at RSGB and the DfEE examined the splits that had been developed to ensure that they were meaningful and that the resultant groups were of a reasonable size.

- Run 1 was based on 9,678 of the sample (the number of clean records at this point) and was used to confirm that the variables included were reasonable. 47 groups were identified.

- Run 2 combined groups together so that the base sizes were not less than 150, the effect of this was to reduce the number of groups to 22.

- Run 3 aimed to reduce the base sizes of groups that were more than 1000, the effect of this was to increase the number of groups to 27.

- Run 4 aimed to make the weighted profile of main activity and other key variables match the weighted profile of sweep 1, by using main activity as the variable at the second level of the tree. The effect of this was to increase the number of groups to 31.

- Run 5 aimed to make the weighted profile of gender within academic attainment match the weighted profile of sweep 1, by splitting the branches of the CHAID tree which had 1-4 GCSEs D-G and no GCSEs combined. The effect of this was to increase the number of groups to 36.
The most important variable for respondents to Sweep 1 was Gender.

Other variables that occurred in several parts of the tree were:

- seeking 2 or more A levels
- highest qualification gained at the end of Year 11
- truancy
- economic activity
- s.e.g. of parents at Sweep 1
- housing tenure at Sweep 1
- Government Office Region

After Run 5, 36 weighting cells were used.

The highest sweep 2 weight was 6.09, the lowest was 0.42406. 90% of the respondents' weights fell between 2.44 and 0.53.
4 DERIVED VARIABLES

Derived variables are listed on the following pages in the order in which they appear on the dataset with columns and code positions shown. If respondents do not fit into any of the categories, then the dataset columns for that variable are blank. Derived variables exist for Q.12, 35 and 55 where monetary values have been created for questions where respondents may have given values for each week and each month.

These are followed by definitions of the variables in alphabetical order of variable name, giving questionnaire references.
DERIVATION OF VARIABLES

S2q12
How much benefit received per week: Cols 2690 - 2695

Derived values from both parts of Q.12, in dataset in nnn.nn format. Fortnightly data converted into weeks by dividing by two.

S2q35
Average weekly take home pay: Cols 2696 - 2702

Derived values from both parts of Q.35, in dataset in nnnn.nn format. Monthly data converted into weeks by multiplying by 12, and then dividing by 52.

S2q55
Total take home pay per week: Cols 2703 - 2709

Derived values from both parts of Q.55, in dataset in nnnn.nn format. Monthly data converted into weeks by multiplying by 12, and then dividing by 52.

S2ACQU
Highest academic qualification by end of sweep (excl. GNVQs) - from S1ACQU (previous sweep) and question 77 (page 13). This is priority coded.
Col 2710

2+ A-levels 1
1+ A-levels  2
5+ GCSEs A*-C 3
1-4 GCSEs A*-C 4
5+ GCSEs D-G 5
1-4 GCSEs D-G 6
None reported 7

S2A_C
Number of GCSEs at grades A*-C cumulative to sweep 2: Cols 2711-12

Coded 01 up to maximum number
**S2D_G**
Number of GCSEs at grades D-G cumulative to sweep 2: Cols 2713 - 14
Coded 01 up to maximum number

**S2ALNUM**
Number of A-Levels cumulative to sweep 2 (counting an A/S level as 0.5 A-Levels). Col 2717

**S2 PAYH**
Hourly pay - base: GST or job at question 23. Cols 2718 - 2722
Derived value given in nn.nn format

**S2PAYH2**
Hourly pay (for PT job not main activity) - base: Yes at question 50 (page 7)
Cols 2723 - 2727
Derived value given in nn.nn format

**S2HIVQ**
Highest vocational qualification by end of sweep (incl. GNVQs): Col 2728

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>1</td>
</tr>
<tr>
<td>Level 3</td>
<td>2</td>
</tr>
<tr>
<td>Level 2</td>
<td>3</td>
</tr>
<tr>
<td>Level 1</td>
<td>4</td>
</tr>
<tr>
<td>Below level 1</td>
<td>8</td>
</tr>
<tr>
<td>Level unknown</td>
<td>9</td>
</tr>
</tbody>
</table>
**S2ACQNO**

Highest academic qualification sought (excl GNVQs) - from question 65 (page 10): Col 2730

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>1</td>
</tr>
<tr>
<td>2+ A-levels</td>
<td>2</td>
</tr>
<tr>
<td>1-1.5 A-levels</td>
<td>3</td>
</tr>
<tr>
<td>0.5 A-Level</td>
<td>4</td>
</tr>
<tr>
<td>Any GCSEs</td>
<td>5</td>
</tr>
<tr>
<td>Other academic qualifications</td>
<td>6</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
</tr>
</tbody>
</table>

**S2VQQNO**

Highest vocational qualification sought (incl. GNVQs) from Q.63: Col 2731

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>1</td>
</tr>
<tr>
<td>Level 3</td>
<td>2</td>
</tr>
<tr>
<td>Level 2</td>
<td>3</td>
</tr>
<tr>
<td>Level 1</td>
<td>4</td>
</tr>
<tr>
<td>Below level 1</td>
<td>5</td>
</tr>
<tr>
<td>Level unknown</td>
<td>8</td>
</tr>
<tr>
<td>not answered</td>
<td>9</td>
</tr>
</tbody>
</table>

**S2MRET**

Month of response: Col 2732

<table>
<thead>
<tr>
<th>Month</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>5</td>
</tr>
<tr>
<td>June</td>
<td>6</td>
</tr>
<tr>
<td>July</td>
<td>7</td>
</tr>
</tbody>
</table>

**S2RESP**

Response type: Col 2733

<table>
<thead>
<tr>
<th>Type</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial postal</td>
<td>1</td>
</tr>
<tr>
<td>1st reminder</td>
<td>3</td>
</tr>
<tr>
<td>2nd reminder</td>
<td>4</td>
</tr>
<tr>
<td>Sub sample questionnaire</td>
<td>5</td>
</tr>
<tr>
<td>Sub sample telephone interview</td>
<td>6</td>
</tr>
<tr>
<td>Other Telephone</td>
<td>9</td>
</tr>
</tbody>
</table>
### S2JAN98
Activity in Jan 1998: Col 2734

- Out of work/ unemployed: 1
- GST: 2
- In a full time job (over 30 hrs a week): 3
- In a part time job (if main activity): 4
- In full time education at school, college, or university: 5
- Looking after home or family: 6
- On holiday: 7
- Doing something else: 8
- Not answered: 9

### S2FEB98
Activity in Feb 1998: Col 2735

- Out of work/ unemployed: 1
- GST: 2
- In a full time job (over 30 hrs a week): 3
- In a part time job (if main activity): 4
- In full time education at school, college, or university: 5
- Looking after home or family: 6
- On holiday: 7
- Doing something else: 8
- Not answered: 9

### S2MAR98, etc., as above in cols 2736 - 2759

### S2ACT1
Activity at the moment. Col 2760

- Out of work/ unemployed: 1
- GST: 2
- In a full time job (over 30 hrs a week): 3
- In a part time job (if main activity): 4
- In full time education at school, college, or university: 5
- Looking after home or family: 6
- On holiday: 7
- Doing something else: 7
**S2ECACT**
Economic activity - Col 2761

ILO employed: 1
ILO unemployed: 2
Econ. inactive 3
Others 4

**S2ME**
GCSE Maths and English cumulative to sweep 2: Col 2763

Maths A*-C with English A*-C, 1
Maths A*-C with English D-G, 2
Maths A*-C with no English; 3

Maths D-G with English A*-C, 4
Maths D-G with English D-G, 5
Maths D-G with no English; 6

No Maths with English A*-C, 7
No Maths with English D-G, 8
No Maths with no English 9
**S2MCE**
GCSE Maths, English and Computer studies cumulative to sweep 2: Col 2765-67

- Maths, English, and Computing at A*-C 2765
- Maths, English, and Computing at A*-G 2766
- Did not obtain all three 2767

**S2EMPLO**
In employment - GST, FT job, PT job (main activity) - Col 2768

- GST: 1
- FT job: 2
- PT job: 3

**S2WSTAT**
Work status Col 2769

- All employees
  - FT employees 1
  - PT employees 2
- All self-employed
  - FT self-employed 3
  - PT self-employed 4

**S2HIQUA**
Highest qualification achieved by end of sweep - Cols 2771 - 2772

- Level 4
  - Academic route 01
  - Vocational route 02
  - Vocational and academic 03

- Level 3
  - Academic route 04
  - Vocational route 05
  - Vocational and academic 06
<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>Academic route</td>
<td>07</td>
</tr>
<tr>
<td>Vocational route</td>
<td>08</td>
</tr>
<tr>
<td>Vocational and academic</td>
<td>09</td>
</tr>
<tr>
<td>Level 1</td>
<td></td>
</tr>
<tr>
<td>Academic route</td>
<td>10</td>
</tr>
<tr>
<td>Vocational route</td>
<td>11</td>
</tr>
<tr>
<td>Vocational and academic</td>
<td>12</td>
</tr>
<tr>
<td>Any other qualifications</td>
<td>13</td>
</tr>
<tr>
<td>No qualifications/not stated</td>
<td>14</td>
</tr>
</tbody>
</table>

**S2 EDTR**

Education and training participation - Cols 2773 - 2777

- FT Education: 2773
- GST: 2774
- Other EFT: 2775
- Other ed: 2776
- Total education and training: 2777

**S2QWRKT**

Training in employment - Cols 2778 - 2788

- GST: 2778
- Other recognised apprenticeship: 2779
- On-the-job training (past 4wks): 2880
- On-the-job training (more than 4wks): 2881
- Off-the-job training (past 4wks): 2882
- Off-the-job training (more than 4wks): 2883
- Day release: 2884
- Block release: 2885
- Evening classes: 2886
- No training: 2887
- Not applicable: 2888
**S2GNVQA**

GNVQs achieved by end of sweep: Cols 2789 - 2792

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>2791</td>
</tr>
<tr>
<td>Intermediate</td>
<td>2790</td>
</tr>
<tr>
<td>Foundation</td>
<td>2789</td>
</tr>
<tr>
<td>None</td>
<td>2792</td>
</tr>
</tbody>
</table>

**S2GNVQ**

Studying for GNVQ (this can be multi-coded): Cols 2793 - 2799

<table>
<thead>
<tr>
<th>Full Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>2793</td>
</tr>
<tr>
<td>Intermediate</td>
<td>2794</td>
</tr>
<tr>
<td>Advanced</td>
<td>2795</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>2796</td>
</tr>
<tr>
<td>Intermediate</td>
<td>2797</td>
</tr>
<tr>
<td>Advanced</td>
<td>2798</td>
</tr>
<tr>
<td>Not studying for GNVQ</td>
<td>2799</td>
</tr>
</tbody>
</table>

**S2NVQ**

Studying for an NVQ (excluding NVQ level equivalents) (this can be multi-coded) From Q.63. Cols 2800 - 2810

<table>
<thead>
<tr>
<th>Full Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>2800</td>
</tr>
<tr>
<td>Level 2</td>
<td>2801</td>
</tr>
<tr>
<td>Level 3</td>
<td>2802</td>
</tr>
<tr>
<td>Level 4/5</td>
<td>2803</td>
</tr>
<tr>
<td>Not sure</td>
<td>2804</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>2805</td>
</tr>
<tr>
<td>Level 2</td>
<td>2806</td>
</tr>
<tr>
<td>Level 3</td>
<td>2807</td>
</tr>
<tr>
<td>Level 4/5</td>
<td>2808</td>
</tr>
<tr>
<td>Not sure</td>
<td>2809</td>
</tr>
<tr>
<td>Not studying for NVQ</td>
<td>2810</td>
</tr>
</tbody>
</table>
S2SAIM
Base: All those studying for a qualification. Cols 2811 - 12

Higher education - any courses at level 4 from Q.63 (Vocational qualifications sought) and Q.65 (Academic qualifications sought) 01

NVQ 3 - excluding equivalents (from Q.63) 02
Advanced GNVQ - full awards only (from Q.63) 03
GCE A/AS level - any number (from Q.65) 04
Other courses at level 3 or equivalent (from Q.63) 05

NVQ 2 - excluding equivalents (from Q.63) 06
Intermediate GNVQ - full awards only (from Q.63) 07
Other courses at level 2 or equivalent (from Q.63) 08

GCSE - any number (from Q.65) 09

NVQ 1 (from Q.63) 10
Foundation GNVQ (from Q.63) 11
Other courses at level 1 or equivalent (from Q.63) 12
Other courses/ level unclear (from Q.63) 13
Not stated (not any qualifications from Q.63 or Q.65) 14

S2ACVOC
Studying for academic/ vocational qualifications in sweep 2
-from Q62-65: Cols 2813 - 2851

Studying academic qualifications - 2813
Degree 2814
A level 2815
AS level 2816
GCSE 2817
<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other academic</td>
<td>2818</td>
</tr>
<tr>
<td>Studying vocational qualifications</td>
<td>2819</td>
</tr>
<tr>
<td>NVQ full award level 1</td>
<td>2820</td>
</tr>
<tr>
<td>level 2</td>
<td>2821</td>
</tr>
<tr>
<td>level 3</td>
<td>2822</td>
</tr>
<tr>
<td>level 4</td>
<td>2823</td>
</tr>
<tr>
<td>NVQ certain units only level 1</td>
<td>2824</td>
</tr>
<tr>
<td>level 2</td>
<td>2825</td>
</tr>
<tr>
<td>level 3</td>
<td>2826</td>
</tr>
<tr>
<td>level 4</td>
<td>2827</td>
</tr>
<tr>
<td>level unknown</td>
<td>2828</td>
</tr>
<tr>
<td>GNVQ (full award) foundation</td>
<td>2829</td>
</tr>
<tr>
<td>Intermediate</td>
<td>2830</td>
</tr>
<tr>
<td>Advanced</td>
<td>2831</td>
</tr>
<tr>
<td>BTEC level 1</td>
<td>2832</td>
</tr>
<tr>
<td>level 2</td>
<td>2833</td>
</tr>
<tr>
<td>level 3</td>
<td>2834</td>
</tr>
<tr>
<td>level 4</td>
<td>2835</td>
</tr>
<tr>
<td>level unknown</td>
<td>2836</td>
</tr>
<tr>
<td>C&amp;G level 1</td>
<td>2837</td>
</tr>
<tr>
<td>level 2</td>
<td>2838</td>
</tr>
<tr>
<td>level 3</td>
<td>2839</td>
</tr>
<tr>
<td>level 4</td>
<td>2840</td>
</tr>
<tr>
<td>level unknown</td>
<td>2841</td>
</tr>
<tr>
<td>RSA level 1</td>
<td>2842</td>
</tr>
<tr>
<td>level 2</td>
<td>2843</td>
</tr>
<tr>
<td>level 3</td>
<td>2844</td>
</tr>
<tr>
<td>level 4</td>
<td>2845</td>
</tr>
<tr>
<td>level unknown</td>
<td>2846</td>
</tr>
<tr>
<td>Other level 1</td>
<td>2847</td>
</tr>
<tr>
<td>level 2</td>
<td>2848</td>
</tr>
<tr>
<td>level 3</td>
<td>2849</td>
</tr>
<tr>
<td>level 4</td>
<td>2850</td>
</tr>
<tr>
<td>level unknown</td>
<td>2851</td>
</tr>
</tbody>
</table>
DERIVATION OF VARIABLES

**S2A_C**
Number of GCSEs at grades A*-C cumulative to sweep 2

**S2ACQNO**
Highest academic qualification sought (excl GNVQs) - from question 65 (page 10)

- Degree
- 2+ A-levels
- 1-1.5 A-levels
- 0.5 A-Levels
- Any GCSEs
- Other academic qualifications
- None

(count an A/S level as 0.5 A-levels)

**S2ACQU**
Highest academic qualification by end of sweep (excl. GNVQs) - from S1ACQU (previous sweep) and question 77 (page 13). This is priority coded.

- 2+ A-levels
- 1+ A-levels
- 5+ GCSEs A*-C
- 1-4 GCSEs A*-C
- 5+ GCSEs D-G
- 1-4 GCSEs D-G
- None reported

**S2ACT1**
Activity at the moment (GST reallocated) - from question 21 apart from:

- GST: from question 21 - GST, or (question 21 - FT job and question 28, first four groups - in GST)
- FT job: from question 21 - FT job, and not in GST - question 28
**S2ACVOC**

Studying for academic/vocational qualifications in sweep 2
-from Q62-65

Studying academic qualifications - Q62 - Yes
- Degree; - A level; - AS level; - GCSE; - Other academic

Studying vocational qualifications - Q64 - Yes
- NVQ level 1; level 2; level 3; level 4; level unknown
- GNVQ (full award) foundation; intermediate; advanced; not stated
- BTEC level 1; level 2; level 3; level 4; level unknown
- C&G level 1; level 2; level 3; level 4; level unknown
- RSA level 1; level 2; level 3; level 4; level unknown
- Other level 1; level 2; level 3; level 4; level unknown

Qualification not stated

[note: vocational qual's include equivalents e.g. BTEC level 3 would be those who crossed level 3 or who wrote in the OND/ONC category]

**S2D_G**

Number of GCSEs at grades D-G cumulative to sweep 2

**S2ECACT**

Economic activity -

ILO employed: (Q2 - Yes, or Q3 - Yes, or Q4 - Yes)

ILO unemployed: (Q2 - No and Q3 - Not yes and Q4 - Not yes)

and ((Q5 - Yes) or (Q6 - Yes and Q7 - Yes))

Econ. inactive Q2 - No and Q3 - Not yes and Q4 - Not yes and
Q5 - Not yes and (Q6 - No or Q7 - No)

**S2EMPL0**

In employment - GST, FT job, PT job (main activity) -

GST: from question 21 - GST, or (question 21 - FT job and question 28 - in GST)

FT job: from question 21 - FT job, and not question 28 - in GST

PT job: from question 21 - PT job
S2GNVQ
Studying for GNVQ (this can be multi-coded) - from Q.63

Full
  Foundation
  Intermediate
  Advanced

Units
  Foundation
  Intermediate
  Advanced

S2GNVQA
GNVQs achieved by end of sweep: Advanced, Intermediate, Foundation (this can be multi-coded) - from question 75 and equivalent in previous sweep.

S2HIQUA
Highest qualification achieved by end of sweep - combination of S1ACQU (highest Year 11 academic qualification), S1VOCQU (highest Year 11 vocational qualification), question 75 and question 77. The levels are priority coded and everyone within each level allocated to one of three groups:

All Level 4 plus the following separately:-
  • academic route: those whose highest qualification is academic Level 4 and include those with vocational at lower level [NOTE: throughout all qualifications variables, GNVQs to be classified as vocational].
  • vocational route: those whose highest qualification is vocational Level 4 and include those with academic qualifications at lower level.
  • academic and vocational: both at Level 4.

All Level 3 plus -
  • academic route only
  • vocational route only
  • academic and vocational
All Level 2 plus -
  • academic route only
  • vocational route only
  • academic and vocational
All Level 1 plus -
  • academic route only
  • vocational route only
  • academic and vocational
Any other qualifications
No qualifications/not stated

**S2HIVQ**
Highest vocational qualification by end of sweep (incl. GNVQs) - Level 4, Level 3, Level 2, Level 1, Level unknown, not answered - from question 75 (page 12) and equivalent in previous sweep

**S2JAN98, S2FEB98...S2APR99**
Activity for each month - from question 22

**S2MCE**
GCSE Maths, English and Computer studies cumulative to sweep 2 (All three A*-C; all three A*-G; not obtained all three)

**S2ME**
GCSE Maths and English cumulative to sweep 2

Maths A*-C with English A*-C,
Maths A*-C with English D-G,
Maths A*-C with no English;

Maths D-G with English A*-C,
Maths D-G with English D-G,
Maths D-G with no English;

No Maths with English A*-C,
No Maths with English D-G,
No Maths with no English
**S2MRET**
Month of response

**S2NVQ**
Studying for an NVQ (excluding NVQ level equivalents) (this can be multi-coded) From Q.63.
  - Full
    - Level 1
    - Level 2
    - Level 3
    - Level 4/5
    - Not sure
  - Units
    - Level 1
    - Level 2
    - Level 3
    - Level 4/5
    - Not sure

**S2PAYH**
Hourly pay - base: GST or job at question 23.
From question 34 and question 35. Calculated by money taken home each week (Q35) divided by hours worked in week (Q34).

**S2PAYH2**
Hourly pay (for PT job not main activity) - base: Yes at question 50 (page 7) from question 52 and question 53. Calculated by money taken home each week (Q53) divided by hours worked in week (Q52).

**S2QWRKT**
Training in employment -
  - GST: from question 28
  - Other recognised apprenticeship: from question 28
  - On-the-job training (past 4wks): from question 38
  - On-the-job training (more than 4wks): from question 38
  - Off-the-job training (past 4wks): from question 43
Off-the-job training (more than 4wks): from question 43
Day release: from question 45
Block release: from question 45
Evening classes: from question 45
No training: none of the above
Not applicable: not in employment-question 23

S2RESP
Response type: Postal / telephone

S2SAIM
Base: All those studying for a qualification.

Higher education - any courses at level 4 from Q.63 (Vocational qualifications sought) and Q.65 (Academic qualifications sought)

NVQ 3 - excluding equivalents (from Q.63)
Advanced GNVQ - full awards only (from Q.63)
GCE A/AS level - any number (from Q.65)
Other courses at level 3 or equivalent (from Q.63)

NVQ 2 - excluding equivalents (from Q.63)
Intermediate GNVQ - full awards only (from Q.63)
Other courses at level 2 or equivalent (from Q.63)

GCSE - any number (from Q.65)

NVQ 1 (from Q.63)
Foundation GNVQ (from Q.63)
Other courses at level 1 or equivalent (from Q.63)
Other courses/ level unclear (from Q.63)
Not stated (not any qualifications from Q.63 or Q.65)
S2VQNO
Highest vocational qualification sought (incl. GNVQs) from Q.63

- Level 4 (BTEC Higher Certificate/ Diploma, City & Guild Part 4, RSA Higher Diploma, HNC/HND, Nursing, Higher Diploma)
- Level 3 (Advanced GNVQ, BTEC National Certificate/ Diploma, City & Guilds Advanced craft, RSA Advanced Diploma, ONC/ OND)
- Level 2 (Intermediate GNVQ, BTEC First Diploma, City & Guilds Craft, RSA First Diploma)
- Level 1 (Foundation GNVQ, BTEC First certificate, City & Guilds Part 1, RSA certificate)
- Level unknown (not any of the above)
- not answered (no answer at question 63)

S2WSTAT
Work status
All employees
  FT employees
  PT employees
All self-employed
  FT self-employed
  PT self-employed
Not answered (Q26)

coverage: all those routed to Q.26
COPY OF QUESTIONNAIRE WITH CODING INSTRUCTIONS MARKED
Q.1 Which of the answers below, in general terms, best describes your current situation?

PLEASE PUT A CROSS IN ONE BOX ONLY

- In education, training or paid work
- In voluntary work
- Looking after home / children / family
- Developing my own skills (e.g. in music, art, sport)
- Sick or disabled
- Taking a break from study

Q.2 Did you do any paid work last week, that is, in the last 7 days?

PLEASE PUT A CROSS IN ONE BOX ONLY

- Yes - full time paid work
- Yes - part time paid work
- Yes - occasional work
- No - no paid work

Q.3 Was this because you have a job, but were away from it last week?

- Yes
- No

Q.4 Did you do any unpaid work last week, for any business that you, or a relative, own?

- Yes
- No

Q.5 Are you currently waiting to start a job that you have already obtained?

- Yes
- No

Q.6 Have you been looking for a job, or training in the past 4 weeks?

- Yes - looking for a full time job or training
- Yes - looking for a part time job or training
- No

Q.7 If a job or training had been offered to you this week, would you have been able to start within 2 weeks?

- Yes
- No

Q.8 Why are you not looking for a job or training? I am:

PLEASE PUT A CROSS AGAINST THE MAIN REASON THAT APPLIES

- a full-time student
- looking after home/children/family
- temporarily sick or disabled
- long term sick or disabled
- I believe there is nothing available that suits me
- I do not want a job or training as I am doing something else at the moment
- other reason (Please specify)
Q.9 If you were to start a full-time job in the next few months, how much weekly take-home pay would you expect to earn?

Please write in:

£ \[\text{461 - 464}\] OR - I am not looking for a full-time job

Q.10 What is the lowest weekly take-home pay you would consider for a full-time job?

Please write in:

£ \[\text{461 - 471}\] OR - I am not looking for a full-time job

Q.11 Do you get any regular benefits, such as Income Support, Disability Benefits, or any other regular benefits?

Yes \[\text{475}\] Go to Q.12

No \[\text{484}\] Go to Q.13

Q.12 How much do you usually get?

Please write in amount:

Each week: £ \[\text{476 - 478}\]

£ \[\text{479 - 480}\] OR each fortnight: £ \[\text{481 - 483}\]

£ \[\text{484 - 485}\]

Q.13 Since the end of Year 11 have you had contact with the Careers Service?

Yes \[\text{486}\] Go to Q.14

No \[\text{487}\] Miss out the green questions and go to Q.19

Q.14 How many times have you had contact with the Careers Service (since the end of Year 11)?

\[1 - 2\] \[\text{488}\]

\[3 - 5\] \[\text{489}\]

\[6 or more\] \[\text{490}\]

Don't know \[\text{491}\]

Q.15 What did you do when you had contact with the Careers Service (since the end of Year 11)?

Please put a cross against all that apply

Had a discussion about your future career plans \[\text{492}\]

Looked for information about jobs, courses or training \[\text{493}\]

Looked for vacancies for jobs or training \[\text{494}\]

Took part in a discussion group (e.g. Careers Club) \[\text{495}\]

Other activity \[\text{496}\]

If you put a cross against "Had a discussion about your future career plans" at Q.15 continue with Q.16, if you did not put a cross against this one go to Q.19.
Q.16 Thinking of your last discussion with the Careers Service, what was it about?

Please put a cross against all that apply.

- Advice on suitable education or training
- Advice about leaving education or training early
- Wanting help at the end of education or training about what to do next
- Wanting to change job
- Wanting to get back into work or training after a break
- Something else

Q.17 How satisfied were you with this discussion?

Please put a cross against each statement that applies.

- Very satisfied
- Quite satisfied
- Not very satisfied
- Not at all satisfied

Q.18 When you had this discussion, what was your main activity?

- Full-time education
- Modern Apprenticeship/Youth Training/Other government supported training
- Job
- Other

Q.19 Are there people (besides your immediate family or the Careers Service) who you rely on for advice about education, work or other matters which concern you?

- Yes
- No

Q.20 Which of these best describe this person / these people?

Please put a cross against all that apply.

- Friend
- Teacher / trainer
- Health worker / doctor
- Probation Officer
- Someone working in a career you are considering
- Other (e.g. Youth worker, counsellor, social worker)

**WHAT YOU HAVE BEEN DOING**

Q.21 Please put a cross against one box to tell us your main activity at the moment.

Please put a cross against one box only.

- Out of work/unemployed
- Modern Apprenticeship, National Traineeship, Youth Training or other government supported training
- In a full-time job (over 30 hours a week)
- In a part-time job (if this is your main activity)
- In full-time education at school or college
- Looking after home or family
- Doing something else (please specify)

X 634-733
We would like to know what you have done since we sent you the last 'Pathways' booklet, in 1998. Please put a cross against ONE box for each month shown below to tell us what you were doing for ALL, OR MOST, OF EACH MONTH.

**ONE CROSS FOR EACH MONTH IN 1998**

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of work/unemployed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Apprenticeship, National Traineeship, Youth Training or other government supported training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a full-time job (over 30 hrs a week)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a part-time job (if this was your main activity)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In full-time education at school or college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking after home or family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On holiday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing something else</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ONE CROSS FOR EACH MONTH IN 1999**

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of work/unemployed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Apprenticeship, National Traineeship, Youth Training or other government supported training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a full-time job (over 30 hrs a week)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a part-time job (if this was your main activity)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In full-time education at school or college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking after home or family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On holiday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing something else</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**JOBS AND GOVERNMENT SUPPORTED TRAINING**

Q.23 Please put a cross against one box to tell you which question to go to next: my main activity now is:

- Modern Apprenticeship, National Traineeship, Youth Training or other government supported training
- A job, full/part-time
- Other (e.g. Full-time student, unemployed)

Q.24 What government supported training are you doing?

Bitte put a cross in one box only:

- Modern Apprenticeship (MA)
- National Traineeship (NT)
- Youth Training (YT)
- Other (Please write name)

Q.25 Is your training part of:

- A full-time job
- A part-time job
- Or is it NOT part of a job

---

NOTE: For Q.26 - Q.35 please think about your main job or training place. There will be space to mention any other jobs or training at Q.50. Now continue at Q.26
Q.26 Are you an employee, or self-employed?

Employee [ ]
Self-employed [ ]

Q.27 Have you been taken on permanently, or is your job temporary?

Permanent [ ]
Temporary [ ]
Not sure [ ]

Q.28 Which of the following, if any, is part of your job?

Modern Apprenticeship (MA) [ ]
National Traineeship (NTn) [ ]
Youth Training (YT) [ ]
Other recognised apprenticeship [ ]
None of these [ ]

Q.29 When did you start your present job or training?

PLEASE WRITE IN

Month: [ ]
Year: [ ]

Q.30 What is the name of your job/the work you are being trained to do?

PLEASE WRITE IN

Q.31 What work/training do you mainly do there?

PLEASE WRITE IN

Q.32 Including yourself, about how many people work at the same place as you?

1 - 9 [ ]
10 - 24 [ ]
25 - 49 [ ]
50 - 99 [ ]
100 or more [ ]

Q.33 What does the firm or organisation where you work, or receive your training, make or do? (If you are self-employed, please tell us what you make or do)

PLEASE WRITE IN

Q.34 How many hours in total do you usually work each week?

PLEASE WRITE IN

Q.35 On average how much money do you take home each week, or each month, after stoppages but including bonuses or overtime? (For training, please do not count any travel or lodging allowance you may receive)

PLEASE WRITE IN AMOUNT:

Each week:

£ [ ]

OR each month:

£ [ ]
Q.36 Have you, at any time since you started there, been given a written plan that sets out the training you should receive?

Yes □ Go to Q.37
No □ Go to Q.38
Not sure □ Go to Q.38

Q.37 Has the training you received followed the plan you were given?

Yes □ (Q.37)
No □
Training has not yet started □
I have not received any training □

WE WOULD LIKE TO KNOW ABOUT ANY TRAINING YOU RECEIVE AS PART OF YOUR CURRENT JOB OR GOVERNMENT SUPPORTED TRAINING.

ON-THE-JOB TRAINING

Q.38 Have you received any on-the-job training, that is, training in the course of your usual work?

Yes - in the past 4 weeks □ Go to Q.39
Yes - more than 4 weeks ago □ Go to Q.39
No - offered by employer but not taken up □ Go to Q.43
No - not offered by employer □ Go to Q.43

Q.39 How would you describe the on-the-job training you receive/received?

Excellent □
Good □
Fair □
Poor □

Q.40 And were you given too much training, not enough training, or about the right amount?

Too much □
Not enough □
About right □

Q.41 To what extent would you say that the training has been helpful for you in your work?

Very helpful □
Fairly helpful □
Not very helpful □
Not at all helpful □
Too early to say □

Q.42 Does, or did, the training lead to a qualification?

Yes □
No □

OFF-THE-JOB TRAINING

Q.43 And have you received any off-the-job training, that is, training away from your usual work?

Yes - in the past 4 weeks □ Go to Q.44
Yes - more than 4 weeks ago □ Go to Q.44
No - offered by employer but not taken up □ Go to Q.50
No - not offered by employer □ Go to Q.50

Q.44 How would you describe the off-the-job training you receive/received?

Excellent □
Good □
Fair □
Poor □

Q.45 And were you given too much training, not enough training, or about the right amount?

Too much □
Not enough □
About right □

Q.46 To what extent would you say that the training has been helpful for you in your work?

Very helpful □
Fairly helpful □
Not very helpful □
Not at all helpful □
Too early to say □

Q.47 Does, or did, the training lead to a qualification?

Yes □
No □
Q.44 Does, or did, the training regularly involve time spent at a college?

Yes 1 Go to Q.45
No 2 Go to Q.46

Q.45 Does, or did, this training regularly involve time spent on...

Day release? Yes 1, No 2

Q.45 - 2 How many days do/did you spend in each month?

Q.45 - 3 Block release? Yes 1, No 2

Q.45 - 4 How many weeks do/did you spend in each block?

Q.45 - 5 Evening classes? Yes 1, No 2

Q.45 - 6 How many evenings each week do/did you spend?

Q.45 - 7 Other? Yes 1, No 2

Q.46 How would you describe the off-the-job training you receive/received?

Excellent 1, Good 2, Fair 3, Poor 4

Q.47 And are/were you given too much training, not enough training, or about the right amount?

Too much 1, Not enough 2, About right 3

Q.48 Does, or did, the training lead to a qualification?

Yes 1, No 2

Q.49 Where does/did the training take place?

College of Further Education (state system) 1, College of Higher Education 2, Private college 3, Private training centre 4, Employer's premises/Employer's training centre 5, Somewhere else 6

Q.50 Do you have a job at the moment that you would not describe as your main activity?

Yes 1, No 2

Q.51 What work do you mainly do in this job? (If you have more than one such job, please tell us about the one that pays the most)

PLEASE WRITE IN BOX

$8051X \times 3316-75(45)\text{115-1159}$
Q.52 How many hours in total do you usually work each week in that job?  

PLEASE WRITE IN  

hours per week  

Q.53 On average how much money do you usually earn each week for that job?  

PLEASE WRITE IN AMOUNT:  

£  

Q.54 Apart from any you have already mentioned, do you have any other jobs?  

Yes  

No  

Q.55 On average how much money do you take home each week or each month in total, from all your jobs and training, after stoppages but including bonuses or overtime? (For training, please do not count any travel or lodging allowances received).  

YOU WILL NEED TO ADD YOUR ANSWER AT Q.35 [IF YOU HAVE ANSWERED IT] TO Q.53 AND ADD THE MONEY FOR ANY OTHER JOBS YOU MAY HAVE:  

Each week: £  

OR each month: £  

Q.56 How many hours do you usually work each week in total, including all your jobs and training?  

YOU WILL NEED TO ADD YOUR ANSWER AT Q.34 [IF YOU HAVE ANSWERED IT] TO Q.52 AND ADD THE HOURS FOR ANY OTHER JOBS YOU MAY HAVE:  

hours per week  

Q.57 At present, are you studying for any qualifications, either vocational (work related) or academic?  

Yes  

No  

Q.58 Where are you studying?  

PLEASE PUT A CROSS AGAINST WHICHEVER APPLY  

School  

Sixth form college  

Further Education/Tertiary college  

Higher Education college  

Independent/other college  

Private training centre  

Training centre run by your employer/training provider  

Your place of work  

Other  

Q.59 Do you receive a maintenance grant, or regular money, while you are studying for your qualifications?  

How much?  

How often?  

Term  

Year  

Other  

Q.60 Are you studying or training full-time or part-time, or are you on a sandwich course?  

Full-time  

Part-time  

Sandwich course
Q.61 And how many hours in total, each week (during term-time) do you spend studying or training, including both the time studying on your own and with a teacher, instructor or trainer?

| NUMBER OF HOURS: | 1316-1317 |

Q.62 At present, are you studying or training for an NVQ, GNVQ or other vocational or professional qualification?

(Do NOT include degrees, A-levels etc here. We ask about them at Q.64).

Yes ☐ Go to Q.63

No ☐ Go to Q.64

Q.63 Please tell us more about the vocational qualification(s) you are studying for. First put a cross in a box, or boxes, under (a) to show us what you are studying for; then fill in (b) and (c), if appropriate, to tell us more about it.

<table>
<thead>
<tr>
<th>(a) STUDYING FOR</th>
<th>(b) MAIN SUBJECT WRITE IN</th>
<th>(c) NVQ LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERTAIN UNITS FULL AWARD</td>
<td>NVQ LEVEL</td>
<td>1</td>
</tr>
</tbody>
</table>

**NVQ**

| Q63a | 1 | ☐ | 1319 | ☐ | 2 | ☐ | 1320-1322 | ☐ | 1343 | ☐ | ☐ | ☐ | ☒ | ☐ | 1341 |

| Q63b | ☐ | ☐ | 1324 | ☐ | ☐ | ☐ | 1325-1327 | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | 1328 |

**GNVQ**

| Foundation | ☐ | ☐ | 1329 | ☐ | ☐ | ☐ | 1330-1332 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Intermediate | ☐ | ☐ | 1333 | ☐ | ☐ | ☐ | 1334-1336 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Advanced | ☐ | ☐ | 1337 | ☐ | ☐ | ☐ | 1338-1340 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**BTEC**

| First Certificate | 1341 | ☐ | ☐ | 1342-1344 | ☒ | ☐ | ☐ | 1345 |

| First Diploma | 1345 | ☐ | ☐ | 1346-1348 | ☒ | ☐ | ☐ | 1349 |

| National Certificate/Diploma | 1349 | ☐ | ☐ | 1350-1352 | ☒ | ☐ | ☐ | 1353 |

| Higher National Certificate/Diploma | 1353 | ☐ | ☐ | 1354-1356 | ☒ | ☐ | ☐ | 1357 |

| Other BTEC (note column c) | 1357 | ☐ | ☐ | 1358-1360 | ☒ | ☐ | ☐ | 1360 |

**CITY & GUILDS**

| Part 1 | ☐ | ☐ | 1362 | ☐ | ☐ | ☐ | 1363-1365 | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | 1361 |

| Part 2/Craft/Intermediate | ☐ | ☐ | 1366 | ☐ | ☐ | ☐ | 1367-1369 | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Part 3/Final/Advanced Craft | ☐ | ☐ | 1370 | ☐ | ☐ | ☐ | 1371-1373 | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Part 4/Career Extension/FTC | ☐ | ☐ | 1374 | ☐ | ☐ | ☐ | 1375-1377 | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Other City & Guilds (note column c) | 1379 | ☐ | ☐ | 1379-1381 | ☒ | ☐ | ☐ | 1381 |

**RSA**

| Certificate | ☐ | ☐ | 1383 | ☐ | ☐ | ☐ | 1384-1386 | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | 1382 |

| First Diploma | ☐ | ☐ | 1392 | ☐ | ☐ | ☐ | 1393-1395 | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Advanced Diploma | ☐ | ☐ | 1391 | ☐ | ☐ | ☐ | 1392-1394 | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Higher Diploma | ☐ | ☐ | 1395 | ☐ | ☐ | ☐ | 1396-1398 | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| Other RSA (note column c) | 1397 | ☐ | ☐ | 1400-1402 | ☒ | ☐ | ☐ | 1399 |

**OTHER VOCATIONAL OR PROFESSIONAL QUALIFICATIONS**

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>SUBJECTS</th>
<th>NVQ LEVEL EQUIVALENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 29 1404-1426</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

| C 31 1411-1413 | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | 1411 |

| C 33 1418-1420 | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | 1418 |

| C 30 1407-1409 | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | 1407 |

| C 32 1414-1416 | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | 1414 |

| C 34 1421-1423 | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | 1421 |
Q.64 At present, are you studying for a degree, A/S, A-levels, GCSEs or other academic qualifications? (We asked about GNVQs at Question 63)

Q.65 Please tell us which qualifications, the number of qualifications and subjects you are studying for:

SUBJECTS (Please write in)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>How many? (write in)</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE</td>
<td></td>
<td>C36</td>
</tr>
<tr>
<td>A/S</td>
<td></td>
<td>C36</td>
</tr>
<tr>
<td>A-Level</td>
<td></td>
<td>C37</td>
</tr>
<tr>
<td>Degree</td>
<td></td>
<td>C38</td>
</tr>
<tr>
<td>Other academic qualification</td>
<td>Name (write in)</td>
<td>C39</td>
</tr>
</tbody>
</table>

Q.66 Since the end of Year 11, are there any other qualifications which you registered for but did not start, or started to study but later stopped without taking an exam or having a formal assessment?

Q.67 For which qualifications did you register but not start?
Q.68 What did you do instead of starting this / these qualifications?

- I started a different qualification at the same place
- I started a different qualification somewhere else
- I started a training course
- I started employment
- Other (please write in)

Leave c.1671-1685 blank. Write out 5x3 digit codes to c.1686-1700

Q.69 Which qualifications did you start to study but later stopped without taking an exam or having a formal assessment?

<table>
<thead>
<tr>
<th>QUALIFICATION NAME (e.g. GCSEs, A/AS levels, GNVQs, NVQs)</th>
<th>QUALIFICATION LEVEL (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C48 Q69 X 1771-1773</td>
<td>C49 1774-1776</td>
</tr>
<tr>
<td>C50 1777-1779</td>
<td>C51 1780-1782</td>
</tr>
<tr>
<td>C52 1783-1785</td>
<td>C53 1786-1788</td>
</tr>
</tbody>
</table>

Q.70 When you stopped did you also leave the place where you studied?

- Yes
- No

Q.71 What type of institution did you leave?

- State school (including grant maintained)
- Independent / private school
- Sixth form college
- Further Education/Tertiary college
- Higher Education college
- Independent/other college
- Private training centre
- Training centre run by your employer/training provider
- Your place of work
- Other

Q.72 How long did you attend before you left?

- less than 1 month
- 1 to less than 2 months
- 2 to less than 3 months
- 3 to less than 6 months
- 6 or more months

Q.73 What did you do instead of starting this / these qualifications?

- I started a different qualification at the same place
- I started a different qualification somewhere else
- I started a training course
- I started employment
- Other (please write in)

Leave c.1795-1812 blank. Write out 5x3 digit codes to c.1813-1827

C54 Q73 X 1798-1899
Q.74 Since the end of Year 11, have you achieved any vocational or professional qualifications including any units you have been awarded? (Do NOT include academic qualifications on this page. We ask about them in 0.76)

Yes 1998 [ ] Go to Q.75
No [ ] Go to Q.76

Q.75 Please tell us about the qualifications you have achieved. First put a cross in a box under (a) to tell us the name of the qualification, then complete (b) and (c) to tell us more about it.

(a) ACHIEVED

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>CERTAIN UNITS</th>
<th>FULL AWARD</th>
<th>NVQ LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVQ</td>
<td></td>
<td>1990-1992</td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>1 1989</td>
<td>2</td>
<td>1 2 3</td>
</tr>
<tr>
<td>GNVQ Foundation</td>
<td>4 1914</td>
<td>1915-1917</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Intermediate</td>
<td>5 1919</td>
<td>1919-1921</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Advanced</td>
<td>6 1922</td>
<td>1923-1925</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

(b) MAIN SUBJECT WRITE IN

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>SUBJECT</th>
<th>UNITS AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(c) NVQ LEVEL

- 1
- 2
- 3

Other BTEC (note column c)

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>CERTAIN UNITS</th>
<th>FULL AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Certificate</td>
<td>1926</td>
<td>1927-1929</td>
</tr>
<tr>
<td>First Diploma</td>
<td>1930</td>
<td>1931-1933</td>
</tr>
<tr>
<td>National Certificate/Diploma</td>
<td>1934</td>
<td>1935-1937</td>
</tr>
<tr>
<td>Other BTEC (note column c)</td>
<td>1938</td>
<td>1939-1941</td>
</tr>
</tbody>
</table>

Other RSA (note column c)

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>SUBJECT</th>
<th>UNITS AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OTHER VOCATIONAL OR PROFESSIONAL QUALIFICATIONS

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>SUBJECT</th>
<th>NVQ LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>C73 1977-1979</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C75 1984-1986</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C77 1991-1992</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Record NVQ level equivalent

1 2 3 NOT SURE
Q.76 Have you obtained any GCSEs, A/S, A-levels, or other academic qualifications since the end of Year 11?
(Please do not tell us about your Year 11 results here, but we would like to know about any results you have obtained since then.)

☐ Q.76 Yes ☐ Q.77 No ☐ Q.78

Q.77 Please record below the details of the GCSEs, A/S, A-levels, or other academic qualifications you have obtained since the end of Year 11. Do not include the results of examinations sat during Year 11 or before.

QUALIFICATIONS - GRADE

GCSE, A/S, A-LEVEL SUBJECTS SINCE YEAR 11 (WRITE IN BELOW)

(Please enter grade in relevant qualification column)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td>6</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
</tr>
<tr>
<td>RS</td>
<td>6</td>
</tr>
<tr>
<td>Business Studies</td>
<td>7</td>
</tr>
<tr>
<td>Modern Foreign Language</td>
<td>6</td>
</tr>
<tr>
<td>English Language</td>
<td>7</td>
</tr>
</tbody>
</table>

OTHER ACADEMIC QUALIFICATIONS (WRITE IN BELOW)

NAME OF QUALIFICATIONS

<table>
<thead>
<tr>
<th>QUALIFICATIONS</th>
<th>SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C90</td>
<td>1</td>
</tr>
<tr>
<td>C91</td>
<td>2</td>
</tr>
</tbody>
</table>

Q.78 Since the end of Year 11, have you had opportunities to develop any of the following key skills as part of your education and training?

PLEASE PUT A CROSS AGAINST ALL THAT APPLY

☐ Application of number skills
☐ Communication
☐ Information Technology
☐ Working with others
☐ Improving own learning and performance
☐ Problem solving
☐ None of these

Q.79 Have you obtained a qualification in any of the following key skills?

☐ Yes, as part of GNVQ ☐ Yes, other ☐ No

Application of number skills
Communication
Information Technology
Other (please specify)
MORE ABOUT YOU

Q.80  To summarise, which one of the following best describes your situation?

1. I am not in a paid job and not in education but looking for a job, training or education
2. I am not in a paid job and not in education but looking after home, children, family
3. I am not in a paid job and not in education but doing something else
4. On a full-time education course and working in my spare time
5. On a full-time education course
6. In a paid full-time job as an apprentice or trainee
7. In a paid full-time job without regular training
8. In one or more part-time jobs and doing a part-time education course
9. In one or more paid part-time jobs
10. On one or more part-time education courses

If you are in education, training or work at the moment (or for much of the time) skip to Q.82

Q.81  If you are not in education, training or work at the moment (or for much of the time), please tell us what you think the main reasons for that are?

TICK AS MANY AS APPLY

1. Need more qualifications or skills
2. Looking after home/children/family
3. Poor health or disability
4. Housing situation
5. Family situation
6. Transport problems
7. Would be worse off in work/on a course
8. Drugs/alcohol problems
9. Criminal record
10. There are no decent jobs or courses available
11. Have not decided what sort of job or course to do
12. Having a break from study
13. Other reason

Q.82  Please put a cross in one box for each statement below to show whether you agree or disagree with each of the following statements.

Agree Disagree Not Sure

1. Since Year 11, the courses, jobs or training I have done have generally worked out well for me
2. I know how to find out about future work, education or training opportunities
3. I think that making plans for the future is a waste of time
4. I want to do more education/training in the future
5. I have got all the qualifications I need for the job or course I want to do
6. I have a clear idea about what I want to do in the future
Q.83 Do you live at home with one, or both, of your parents or step-parents?

Yes - with both parents or step-parents

Yes - with mother or step-mother

Yes - with father or step-father

No

Q.84 Who do you live with?

Other relatives

Friends

On my own

Leave c2451-2462 blank

Write out 5 x 3 digit codes to c2463-2477

Q.85 Are you:

Single

Living with your husband/wife/partner

Q.86 Do you have any children (aged under 15) living in your household?

Yes - my own children

Yes - other children e.g. brother/sister

No

Q.87 Do you have any health problems or disabilities, that you might expect will last for more than a year, which affect your ability to carry out normal day to day activities?

Yes

No

Q.88 If there is anything else you would like to tell us, about what you have done since we last sent you a 'Pathways' booklet, or about your future plans, please write below (and use additional paper if you need to)

PLEASE WRITE IN

PLEASE TURN OVER
ADDRESS DETAILS

Q.A1  Please write in the telephone number of your usual address (incl STD code)

Q.A2  Do we have your correct name and address? If the envelope we sent you was correctly addressed, please mark □

If we have made a mistake in your name and address please PRINT your full name and address below

First name:  •  Last name:

Address  Postcode

Q.A3  It is possible that there will be a second follow up survey. In case we should have difficulty getting post to you if you move, please PRINT the name of and address of someone (with a different address from your own) who will know where to reach you (such as an uncle or aunt, older brother or sister or a close friend).

Mr/Miss/Ms/Mrs  First name:  •  Last name:

Address  Postcode

Please write in the telephone number of this address (incl STD code)

THANK YOU FOR YOUR HELP.
PLEASE RETURN THE QUESTIONNAIRE IN THE ENVELOPE PROVIDED
6 CODE FRAMES

Other description of current situation (Q.1)

001 IN EDUCATION, TRAINING OR PAID WORK
002 IN VOLUNTARY WORK
003 LOOKING AFTER HOME/ CHILDREN/ FAMILY
004 DEVELOPING MY OWN SKILLS (E.G. IN MUSIC, ART, SPORT)
005 SICK OR DISABLED
006 TAKING A BREAK FROM STUDY
007 UNEMPLOYED/ LOOKING FOR WORK
098 DELETE
099 OTHERS

Other reasons for not looking for a job or training (Q.8)

001 A FULL TIME STUDENT
002 LOOKING AFTER HOME/CHILDREN/FAMILY
003 TEMPORARILY SICK OR DISABLED
004 LONG TERM SICK OR DISABLED
005 I BELIEVE THERE IS NOTHING AVAILABLE
006 I DO NOT WANT A JOB OR TRAINING
007 I DO NOT WANT A JOB OR TRAINING AS I AM DOING SOMETHING ELSE AT THE MOMENT
008 PREGNANT
009 ALREADY/I AM WORKING
010 ALREADY/I AM DOING TRAINING
011 TAKING A GAP YEAR
012 TRAVELLING ABROAD
013 LOOKING FOR A JOB
014 DOING VOLUNTARY WORK
015 PART-TIME STUDENT
016 STUDYING/ REVISING FOR EXAMS
098 DELETE
099 OTHERS
Main activity - doing something else (Q.21)

001 PT EDUCATION/STUDENT
002 PT JOB IF NOT MAIN ACTIVITY
003 TEMPORARY/CASUAL WORK
004 HOLIDAY (SCHOOL/COLLEGE/UNIVERSITY)
005 HOLIDAY - OTHER
006 ABROAD (HOLIDAY AND/OR WORK ABROAD)
007 VOLUNTARY WORK
008 ILLNESS/ACCIDENT
009 WAITING TO START JOB/GOVERNMENT SUPPORTED TRAINING/TRAINING COURSE
010 FULL TIME JOB
011 FULL TIME EDUCATION/STUDENT
012 TAKING A GAP YEAR
013 PREGNANT/JUST HAD BABY
014 LOOKING AFTER HOME OR FAMILY
015 TRAINING FOR JOB/TRAINEE
016 JOINED ARMED FORCES/WAITING TO GO INTO ARMED FORCES
017 BEEN ILL/SICK/IN HOSPITAL
018 LOOKING FOR EMPLOYMENT
097 NOT STATED
098 DON'T KNOW
099 OTHERS

Other government supported training (Q.24)

001 ADVANCE
002 ASSET
003 CAREER CARD
004 CAREER CREDIT
005 CAREER FOCUS
006 CAREER PLUS
007 CAREER WISE
008 CAREERLINES
009 CAREERSHIP
010 CHOICE
048 GET AHEAD
049 NEW DEAL
050 GATEWAY
051 NVQ (UNSPECIFIED)
096 DELETE
097 NOTHING
098 DON'T KNOW
099 OTHERS

Standard Occupational Classification Codeframe (Q.30/31/51)

010-019 MANAGERS AND ADMINISTRATORS
020-029 PROFESSIONAL OCCUPATIONS
030-039 ASSOCIATED PROFESSIONAL & TECHNICAL
040-049 CLERICAL AND SECRETARIAL
050-059 CRAFT AND RELATED
060-069 PERSONAL & PROTECTIVE SERVICE OCCS.
070-079 SALES
080-089 PLANT & MACHINERY OPERATIVES
090-099 OTHER OCCUPATIONS
100 INSUFFICIENT INFO/ NOT ANSWERED

Standard Industrial classification Codeframe (Q.33)

001 AGRICULTURE, HUNTING & RELATED SERVICE ACTIVITIES
002 FORESTRY, LOGGING & RELATED SERVICE ACTIVITIES
005 FISHING/OPERATION OF FISH HATCHERIES & FISH FARMS; SERVICE ACTIVITIES INCIDENTAL TO FISHING
010 MINING OF COAL & LIGNITE; EXTRACTION OF PEAT
011 EXTRACTION OF CRUDE PETROLEUM & NATURAL GAS; SERVICE ACTIVITIES INCIDENTAL TO OIL & GAS EXTRACTION EXCLUDING SURVEYING
012 MINING OF URANIUM & THORIUM ORES
013 MINING OF METAL ORES
014 OTHER MINING & QUARRYING
015 MANUFACTURE OF FOOD PRODUCTS & BEVERAGES
016 MANUFACTURE OF TOBACCO PRODUCTS
017 MANUFACTURE OF TEXTILES
018 MANUFACTURE OF WEARING APPAREL; DRESSING & DYEING OF FUR
019 TANNING & DRESSING OF LEATHER; MANUFACTURE OF LUGGAGE, HANDBAG, SADDLERY, HARNESS & FOOTWEAR
020 MANUFACTURE OF WOOD & PRODUCTS OF WOOD & CORK, EXCEPT FURNITURE; MANUFACTURE OF ARTICLES OF STRAW & PLAINTING MATERIALS
021 MANUFACTURE OF PULP, PAPER & PAPER PRODUCTS
022 PUBLISHING/PRINTING & REPRODUCTION OF RECORDED MEDIA
023 MANUFACTURE OF COKE, Refined Petroleum Products & Nuclear Fuel
024 MANUFACTURE OF CHEMICALS & CHEMICAL PRODUCTS
025 MANUFACTURE OF RUBBER & PLASTIC PRODUCTS
026 MANUFACTURE OF OTHER NON-METALLIC MINERAL PRODUCTS
027 MANUFACTURE OF BASIC METALS
028 MANUFACTURE OF FABRICATED METAL PRODUCTS, EXCEPT MACHINERY & EQUIPMENT
029 MANUFACTURE OF MACHINERY & EQUIPMENT NOT ELSEWHERE CLASSIFIED
030 MANUFACTURE OF OFFICE MACHINERY & COMPUTERS
031 MANUFACTURE OF ELECTRICAL MACHINERY & APPARATUS NOT ELSEWHERE CLASSIFIED
032 MANUFACTURE OF RADIO, TELEVISION & COMMUNICATION EQUIPMENT & APPARATUS
033 MANUFACTURE OF MEDICAL, PRECISION & OPTICAL INSTRUMENTS, WATCHES & CLOCKS
034 MANUFACTURE OF MOTOR VEHICLES, TRAILERS & SEMI-TRAILERS
035 MANUFACTURE OF OTHER TRANSPORT EQUIPMENT
036 MANUFACTURE OF FURNITURE; MANUFACTURING NOT ELSEWHERE CLASSIFIED
037 RECYCLING
040 ELECTRICITY, GAS, STEAM & HOT WATER SUPPLY
041 COLLECTION, PURIFICATION & DISTRIBUTION OF WATER
045 CONSTRUCTION
050 SALE, MAINTENANCE & REPAIR OF MOTOR VEHICLES & MOTORCYCLES; RETAIL SALE OF AUTOMOTIVE FUEL
051 WHOLESALE TRADE & COMMISSION TRADE, EXCEPT OF MOTOR VEHICLES & MOTORCYCLES
052 RETAIL TRADE, EXCEPT OF MOTOR VEHICLES & MOTORCYCLES; REPAIR OF PERSONAL & HOUSEHOLD GOODS
055 HOTELS & RESTAURANTS
060 LAND TRANSPORT; TRANSPORT VIA PIPELINES
061 WATER TRANSPORT
062 AIR TRANSPORT
063 SUPPORTING & AUXILIARY TRANSPORT ACTIVITIES; ACTIVITIES OF TRAVEL AGENCIES
064 POST & TELECOMMUNICATIONS
065 FINANCIAL INTERMEDIATION, EXCEPT INSURANCE & PENSION FUNDING
066 INSURANCE & PENSION FUNDING, EXCEPT COMPULSORY SOCIAL SECURITY
067 ACTIVITIES AUXILIARY TO FINANCIAL INTERMEDIATION
070 REAL ESTATE ACTIVITIES
071 RENTING OF MACHINERY & EQUIPMENT WITHOUT OPERATOR & OF PERSONAL & HOUSEHOLD GOODS
072 COMPUTER & RELATED ACTIVITIES
073 RESEARCH & DEVELOPMENT
074 OTHER BUSINESS ACTIVITIES
075 PUBLIC ADMINISTRATION & DEFENCE; COMPULSORY SOCIAL SECURITY
080 EDUCATION
085 HEALTH & SOCIAL WORK
090 SEWAGE & REFUSE DISPOSAL, SANITATION & SIMILAR ACTIVITIES
091 ACTIVITIES OF MEMBERSHIP ORGANISATIONS NOT ELSEWHERE CLASSIFIED
092 RECREATIONAL, CULTURAL & SPORTING ACTIVITIES
093 OTHER SERVICE ACTIVITIES
095 PRIVATE HOUSEHOLDS WITH EMPLOYED PERSONS
097 delete
098 EXTRA TERRITORIAL ORGANISATIONS & BODIES
099 OTHERS
100 RECEPTIONIST
101 CLERK/CLERICAL
102 SECRETARIAL
103 ADMIN ASSISTANT
104 ACCOUNTS CLERK/ASSISTANT
105 CUSTOMER CARE ADVISOR/ASSISTANT

Vocational Qualifications (Superclass II) (Q.63/75)

001: BUSINESS/ FINANCE (GENERAL)
002: MANAGEMENT (GENERAL)
003: PUBLIC ADMINISTRATION
004: INTERNATIONAL BUSINESS STUDIES/ BRIEFINGS
005: ENTERPRISES
006: MANAGEMENT SKILLS
007: MANAGEMENT PLANNING & CONTROL SYSTEMS
008: HUMAN RESOURCES MANAGEMENT
009: FINANCIAL MANAGEMENT/ ACCOUNTING
010: FINANCIAL SERVICES
011: OFFICE SKILLS
012: TYPING/ SHORTHAND/ SECRETARIAL SKILLS
013: MARKETING/ PR
014: EXPORT/ IMPORT/ EUROPEAN SALES
015: RETAILING/ WHOLESALING/ DISTRIBUTIVE TRADES
016: RETAILING/ DISTRIBUTION SPECIFIC TYPES
017: SALES WORK
018: PHYSICAL DISTRIBUTION
019: COMPUTER TECHNOLOGY
020: IT: COMPUTER SCIENCE/ PROGRAMMING/ SYSTEMS
021: IT: COMPUTER USE
022: USING SOFTWARE & OPERATING SYSTEMS
023: TEXT/ GRAPHICS/ MULTIMEDIA PRESENTATION SOFTWARE
024: SOFTWARE FOR SPECIFIC APPLICATIONS/ INDUSTRIES
025: INFORMATION WORK/ INFORMATION USE
026: INFORMATION SYSTEMS/ MANAGEMENT

© Copyright. 2000 Taylor Nelson Sofres plc.
027: LIBRARIES/ LIBRARIANSHIP
028: HUMANITIES/ GENERAL STUDIES/ COMBINED STUDIES
029: HISTORY
030: ARCHAEOLOGY
031: RELIGIOUS STUDIES
032: PHILOSOPHY
033: GOVERNMENT/ POLITICS
034: ECONOMICS
035: LAW
036: SOCIAL SCIENCES
037: SOCIAL STUDIES
038: CULTURAL/ GENDER/ FOLKLORE
039: LITERATURE
040: LINGUISTIC STUDIES
041: LANGUAGES
042: CULTURAL/ AREA/ SOCIAL/ DIASPORA STUDIES
043: EDUCATION THEORY/ LEARNING ISSUES
044: TEACHER TRAINING
045: TEACHING/ TRAINING: SPECIFIC SUBJECTS
046: EDUCATION/ SCHOOL ORGANISATION
047: TRAINING/ VOCATIONAL QUALIFICATIONS
048: CAREERS/ EDUCATION GUIDANCE WORK
049: SELF DEVELOPMENT
050: CAREER CHANGE/ ACCESS
051: CONTINUING EDUCATION (BASIC SKILLS)
052: PERSONAL FINANCE/ CONSUMERISM/ RIGHTS
053: PARENTING/ CARERS
054: DISABLED PEOPLE: SKILLS/ FACILITIES
055: CRISIS/ ILLNESS/ SELF HELP
056: PERSONAL HEALTH/ FITNESS/ APPEARANCE
057: THERAPEUTIC PERSONAL CARE
058: HAIR/ PERSONAL CARE SERVICES
059: ART STUDIES/ FINE ARTS
060: ART TECHNIQUES/ PRACTICE
061: MUSEUM/ GALLERY/ CONSERVATION SKILLS
062: COLLECTING/ ANTIQUES
063: CRAFTS: LEISURE/ GENERAL

© Copyright 2000 Taylor Nelson Sofres plc.
064: DECORATIVE LEISURE CRAFTS
065: DECORATIVE METAL CRAFTS/ JEWELLERY
066: FASHION/ TEXTILES/ CLOTHING (CRAFT)
067: FABRIC CRAFTS/ SOFT FURNISHINGS
068: WOOD CANE & FURNITURE CRAFTS
069: GLASS/ CERIMICS/ STONE CRAFTS
070: COMMUNICATION/ MEDIA (GENERAL)
071: COMMUNICATION SKILLS
072: WRITING (AUTHORSHIP)
073: JOURNALISM
074: PHOTOGRAPHY
075: FILM/ VIDEO PRODUCTION
076: AUDIO & VISUAL MEDIA
077: PRINT & PUBLISHING
078: PERFORMING ARTS
079: DANCE
080: THEATRE & DRAMATIC ARTS
081: VARIETY CIRCUS & MODELLING
082: THEATRE PRODUCTION
083: MUSIC HISTORY/ THEORY
084: MUSIC OF SPECIFIC KINDS/ CULTURES
085: MUSIC PERFORMANCE
086: MUSIC INSTRUMENT TECHNOLOGY
087: SPORTS STUDIES/ COMBINED SPORTS
088: AIR SPORTS
089: WATER SPORTS
090: ATHLETIC GYMNASTICS & COMBINED SPORTS
091: WHEELED SPORTS
092: WINTER SPORTS
093: BALL & RELATED GAMES
094: COUNTRY/ ANIMAL SPORTS
095: INDOOR GAMES
096: HOTEL/ CATERING (GENERAL)
097: FOOD/ DRINK SERVICES
098: CATERING SERVICES
099: HOSPITALITY SERVICES
100: BAKING/ DAIRY/ FOOD & DRINK PROCESSING
101: COOKERY
102: HOME ECONOMICS
103: FOOD SCIENCE/ TECHNOLOGY
104: TOURISM & TRAVEL
105: LEISURE/ SPORTS FACILITIES WORK
106: COUNTRY LEISURE FACILITIES WORK
107: ARTS/ CULTURAL/ HERITAGE ADMINISTRATION
108: HEALTH CARE MANAGEMENT/ HEALTH STUDIES
109: MEDICAL SCIENCES
110: COMPLEMENTARY MEDICINE
111: PARAMEDICAL SERVICES/ SUPPLEMENTARY MEDICINE
112: MEDICAL TECHNOLOGY/ PHARMACOLOGY/ DENTAL SERVICES
113: OPHTHALMIC SERVICES
114: NURSING
115: SEMI-MEDICAL/ PHYSICAL/ PSYCHO/ THERAPIES
116: PSYCHOLOGY
117: OCCUPATIONAL HEALTH & SAFETY
118: SOCIAL CARE/ SOCIAL WORK SKILLS
119: FAMILY/ COMMUNITY WORK
120: CRISIS SUPPORT/ COUNSELLING
121: CHILD CARE SERVICES
122: ENVIRONMENTAL PROTECTION/ CONSERVATION
123: ENERGY ECONOMICS/ MANAGEMENT/ CONSERVATION
124: POLLUTION/ POLLUTION CONTROL
125: ENVIRONMENTAL HEALTH/ SAFETY
126: CLEANSING
127: FUNERAL SERVICES
128: SECURITY
129: FIRE PREVENTION/ FIRE FIGHTING
130: SCIENCE & TECHNOLOGY
131: MATHEMATICS
132: PHYSICS
133: CHEMISTRY
134: ASTRONOMY
135: EARTH SCIENCES
136: LAND & SEA SURVEYING/ CARTOGRAPHY
137: LIFE SCIENCES
138: AGRICULTURE/ HORTICULTURE (GENERAL)
139: AGRICULTURAL SCIENCES
140: CROP PROTECTION/ FERTILISERS/ BY-PRODUCTS
141: CROP PRODUCTION
142: GARDENING/ FLORISTRY/ PLANT SALES
143: AMENITY HORTICULTURE/ SPORTS GROUNDS
144: FORESTRY/ TIMBER PRODUCTION
145: ANIMAL HUSBANDRY
146: FISH PRODUCTION/ FISHERIES
147: AGRICULTURAL ENGINEERING/ FARM MACHINERY
148: AGRICULTURAL/ HORTICULTURAL MAINTENANCE
149: RURAL/ AGRICULTURAL BUSINESS ORGANISATION
150: VETERINARY SERVICES
151: PETS/ DOMESTIC ANIMAL CARE
152: BUILT ENVIRONMENT (GENERAL)
153: PROPERTY: SURVEYING/ PLANNING/ DEVELOPMENT
154: BUILDING DESIGN/ ARCHITECTURE
155: CONSTRUCTION (GENERAL)
156: CONSTRUCTION MANAGEMENT
157: BUILDING/ CONSTRUCTION OPERATIONS
158: BUILDING SERVICES
159: INTERIOR DESIGN/ FITTING/ DECORATION
160: CONSTRUCTION SITE WORK
161: CIVIL ENGINEERING
162: STRUCTURAL ENGINEERING
163: PRODUCTION/ OPERATIONS MANAGEMENT
164: PURCHASING/ PROCUREMENT & SOURCING
165: QUALITY & RELIABILITY MANAGEMENT
166: INDUSTRIAL CONTROL/ MONITORING
167: INDUSTRIAL DESIGN/ RESEARCH & DEVELOPMENT
168: ENGINEERING SERVICES
169: MANUFACTURING (GENERAL)
170: MANUFACTURING/ ASSEMBLY
171: INSTRUMENT MAKING/ REPAIR
172: TESTING MEASUREMENT & INSPECTION
173: CHEMICAL PRODUCTS
174: GLASS/ CERAMICS/ CONCRETES MANUFACTURE
175: POLYMER PROCESSING
176: TEXTILES/ FABRICS (INDUSTRIAL)
177: LEATHER FOOTWARE & FUR
178: WOODWORKING/ FURNITURE MANUFACTURING
179: PAPER MANUFACTURE
180: FOOD/ DRINK/ TOBACCO (INDUSTRIAL)
181: ENGINEERING/ TECHNOLOGY (GENERAL)
182: METALS WORKING/ FINISHING
183: WELDING/ JOINING
184: TOOLS/ MACHINING
185: MECHANICAL ENGINEERING
186: ELECTRICAL ENGINEERING
187: POWER/ ENERGY ENGINEERING
188: ELECTRONIC ENGINEERING
189: TELECOMMUNICATIONS
190: ELECTRICAL/ ELECTRONIC SERVICING
191: AEROSPACE/ DEFENCE ENGINEERING
192: SHIP & BOAT BUILDING/ MARINE/ OFFSHORE ENGINEERING
193: ROAD VEHICLE ENGINEERING
194: VEHICLE MAINTENANCE/ REPAIR
195: RAIL VEHICLE ENGINEERING
196: MINING/ QUARRYING/ EXTRACTION
197: OIL & GAS OPERATIONS
198: CHEMICALS/ MATERIALS ENGINEERING
199: METALLURGY/ METAL PRODUCTION
200: POLYMER SCIENCE/ TECHNOLOGY
201: TRANSPORT (GENERAL)
202: FREIGHT HANDLING
203: AVIATION
204: MARINE TECHNOLOGY
205: RAIL TRANSPORT
206: DRIVING/ ROAD SAFETY
207: ROAD TRANSPORT OPERATION
208: MOTOR TRADE OPERATIONS
998: DELETE
999: OTHERS
GNVQ & AGNVQS (q.63/75)

001: ART & DESIGN
002: BUSINESS
003: HEALTH & SOCIAL CARE
004: LEISURE & TOURISM
005: MANUFACTURING
006: CONSTRUCTION
007: HOSPITALITY & CATERING
008: SCIENCE
009: ENGINEERING
010: INFORMATION TECHNOLOGY
011: MANAGEMENT STUDIES
012: MEDIA: COMMUNICATION & PRODUCTION
013: RETAIL & DISTRIBUTION
014: LAND & ENVIRONMENT
015: PERFORMING ARTS
016: FRENCH
017: GERMAN
018: SPANISH
098: DELETE
099: OTHERS

Other academic qualification name (Q65 - Other. Q.67, Q.69)

001 GCSE
002 GCSE SHORT COURSE (SPECIFIC MENTIONS)
003 NCC (NATIONAL CURRICULUM CERTIFICATE)
004 GCE A-LEVEL
005 GCE A/S EXAM
006 S LEVEL
007 OTHER ACADEMIC QUALIFICATIONS (EXCLUDING HIGHER EDUCATION) NOT CODES 01-06 ABOVE OXFORD & CAMBRIDGE & SCOTTISH HIGHERS
008 GNVQ FOUNDATION
009 GNVQ INTERMEDIATE
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>010</td>
<td>GNVQ ADVANCED</td>
</tr>
<tr>
<td>011</td>
<td>OTHER GNVQ (NOT CODES 08-10)</td>
</tr>
<tr>
<td>012</td>
<td>RSA NVQ LEVEL 1/CERTIFICATE</td>
</tr>
<tr>
<td>013</td>
<td>RSA NVQ LEVEL 2/DIPLOMA</td>
</tr>
<tr>
<td>014</td>
<td>RSA NVQ LEVEL 3/ADVANCED DIPLOMA/TEACHING</td>
</tr>
<tr>
<td></td>
<td>CERTIFICATE</td>
</tr>
<tr>
<td>015</td>
<td>RSA NVQ LEVEL 4/HIGHER DIPLOMA/TEACHING DIPLOMA</td>
</tr>
<tr>
<td>016</td>
<td>RSA DON'T KNOW NVQ LEVEL/OTHER RSA</td>
</tr>
<tr>
<td>017</td>
<td>BTEC NVQ LEVEL 1/FIRST/GENERAL CERTIFICATE</td>
</tr>
<tr>
<td>018</td>
<td>BTEC NVQ LEVEL 2/FIRST/GENERAL DIPLOMA</td>
</tr>
<tr>
<td>019</td>
<td>BTEC NVQ LEVEL 3/NATIONAL CERTIFICATE/DIPLOMA</td>
</tr>
<tr>
<td>020</td>
<td>BTEC NVQ LEVEL 4/HIGHER CERTIFICATE/DIPLOMA</td>
</tr>
<tr>
<td>021</td>
<td>BTEC DON'T KNOW NVQ LEVEL/OTHER BTEC</td>
</tr>
<tr>
<td>022</td>
<td>CITY &amp; GUILDS NVQ LEVEL 1/PART 1</td>
</tr>
<tr>
<td>023</td>
<td>CITY &amp; GUILDS NVQ LEVEL 2/PART2/CRAFT/INTERMEDIATE</td>
</tr>
<tr>
<td>024</td>
<td>CITY &amp; GUILDS NVQ LEVEL 3/PART 3/FINAL/ADVANCED</td>
</tr>
<tr>
<td></td>
<td>CRAFT</td>
</tr>
<tr>
<td>025</td>
<td>CITY &amp; GUILDS NVQ LEVEL 4/CAREER EXTENSION/FTC</td>
</tr>
<tr>
<td>026</td>
<td>CITY &amp; GUILDS DON'T KNOW NVQ LEVEL/OTHER C &amp; G</td>
</tr>
<tr>
<td>027</td>
<td>CITY &amp; GUILDS DIPLOMA OR VOCATIONAL EDUCATION (DVE)</td>
</tr>
<tr>
<td></td>
<td>NATIONAL</td>
</tr>
<tr>
<td>028</td>
<td>CITY &amp; GUILDS DIPLOMA OF VOCATIONAL EDUCATION (DVE)</td>
</tr>
<tr>
<td></td>
<td>INTERMEDIATE</td>
</tr>
<tr>
<td>029</td>
<td>CITY &amp; GUILDS DIPLOMA OF VOCATIONAL EDUCATION (DVE)</td>
</tr>
<tr>
<td></td>
<td>NOT KNOWN WHETHER NATIONAL OR INTERMEDIATE</td>
</tr>
<tr>
<td>030</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) LEVEL 1</td>
</tr>
<tr>
<td>031</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) LEVEL 2</td>
</tr>
<tr>
<td>032</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) LEVEL 3</td>
</tr>
<tr>
<td>033</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) LEVEL 4</td>
</tr>
<tr>
<td>034</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) DON'T KNOW LEVEL/OTHER</td>
</tr>
<tr>
<td></td>
<td>NVQ</td>
</tr>
<tr>
<td>035</td>
<td>CPVE</td>
</tr>
<tr>
<td>036</td>
<td>INTERNATIONAL BACCALAUREATE</td>
</tr>
<tr>
<td>037</td>
<td>OND/ONC RECODE AS BTEC LEVEL 3</td>
</tr>
<tr>
<td>038</td>
<td>HND/HNC RECODE AS BTEC LEVEL 4</td>
</tr>
<tr>
<td>039</td>
<td>REGIONAL EXAMINING BODIES</td>
</tr>
<tr>
<td>040</td>
<td>PROFESSIONAL QUALIFICATIONS</td>
</tr>
</tbody>
</table>
042 OTHER BAND C NEC AT NVQ LEVEL 1
043 OTHER BAND C NEC AT NVQ LEVEL 2
044 OTHER BAND C NEC AT NVQ LEVEL 3
045 OTHER BAND C NEC AT NVQ LEVEL 4
046 OTHER BAND C NEC NVQ LEVEL NOT STATED (INCLUDE LCCI)
& DUKE OF EDINBURGH PITMANS LIFE SAVING AWARDS
050 HIGH DEGREE OF POSTGRADUATE AWARDS
051 TEACHER TRAINING
052 FIRST DEGREE
053 DIPLOMA OF HIGHER EDUCATION (DIP HE)
054 OTHER HIGHER EDUCATION DIPLOMA OR CERTIFICATE
055 PROFESSIONAL QUALIFICATIONS - HIGHER EDUCATION
056 OTHER HIGHER EDUCATION
057 OTHER QUALIFICATION BAND NOT KNOWN
096 DELETE
097 NO QUALIFICATION
098 UNCLEAR/UNCODEABLE
099 QUALIFICATION NOT STATED

GCSES, A/S and A-Level codeframe

101 BIOLOGY
103 BIOLOGY: HUMAN
105 BIOLOGY: SOCIAL
106 BIOLOGY: HUMAN & SOCIAL
111 CHEMISTRY
121 PHYSICS
131 SCIENCE: SINGLE AWARD
133 SCIENCE: DUAL AWARD (1st GRADE)
135 SCIENCE: DUAL AWARD (2nd GRADE)
137 SCIENCE: DOUBLE AWARD (1st GRADE)
139 SCIENCE: DOUBLE AWARD (2nd GRADE)
141 SCIENCE: BIOLOGY & CHEMISTRY
145 SCIENCE: BIOLOGY & PHYSICS
147 SCIENCE: CHEMISTRY & PHYSICS
283 CDT: DESIGN
285 CDT: DESIGN & COMMUNICATION
287 CDT: DESIGN & REALISATION
289 CDT: DESIGN & TECHNOLOGY
291 CDT: BUILDING STUDIES
293 OTHER TECHNOLOGY SYLLABUSES
294 DESIGN (BUT NOT ART & DESIGN)
295 CONTROL TECHNOLOGY
297 ENGINEERING
299 ENGINEERING WORKSHOP THEORY & PRACTICE
301 GEOMETRICAL & TECHNICAL DRAWING
303 GRAPHICS
305 METALWORK
307 MOTOR VEHICLE STUDIES
309 SOUND RECORDING
311 WOODWORK
313 TECHNICAL STUDIES
321 BUSINESS STUDIES
323 BUSINESS STUDIES & ECONOMICS
325 BUSINESS & INFORMATION STUDIES (1st GRADE)
327 BUSINESS & INFORMATION STUDIES (2nd GRADE
331 HOME ECONOMICS
333 HOME ECONOMICS: CHILD DEVELOPMENT
335 HOME ECONOMICS: FOOD
337 HOME ECONOMICS: TEXTILES
339 HOME ECONOMICS: HOME & FAMILY
351 ART & DESIGN
353 ART & DESIGN (DRAWING & PAINTING)
355 ART & DESIGN (GRAPHICS)
357 ART & DESIGN (PHOTOGRAPHY)
361 ART & DESIGN (POTTERY)
363 ART & DESIGN (PRINTING)
365 ART & DESIGN (TEXTILES)
367 ART & DESIGN (3-D STUDIES)
368 ART & DESIGN (CRITICAL STUDIES)
369 FINE ART
370 CRAFT
381 ART (WITHOUT 'DESIGN' ELEMENT)
382 ART WITH HISTORY
383 HISTORY OF ART
391 GEOGRAPHY
393 ENVIRONMENTAL STUDIES
395 ENVIRONMENTAL STUDIES DUAL AWARD (1st GRADE)
397 ENVIRONMENTAL STUDIES DUAL AWARD (2nd AWARD)
401 HISTORY
411 AMERICAN STUDIES
413 ASIAN STUDIES
415 EUROPEAN STUDIES
417 FRENCH STUDIES
419 MUSEUM STUDIES
421 RUSSIAN STUDIES
423 SPANISH STUDIES
425 WELSH STUDIES
427 GERMAN STUDIES
441 ECONOMICS
443 ECONOMICS & BUSINESS STUDIES
451 HUMANITIES SINGLE
452 INTEGRATED HUMANITIES SINGLE
453 INTEGRATED HUMANITIES DUAL AWARD (1st GRADE)
455 INTEGRATED HUMANITIES DUAL AWARD (2nd GRADE)
461 RELIGIOUS STUDIES
471 SOCIAL SCIENCE
473 ARCHAEOLOGY
475 COMMUNITY STUDIES
477 LAW
479 LOGIC/PHILOSOPHY
480 PERSONAL/SOCIAL EDUCATION
481 PERSONAL & SOCIAL EDUCATION (1st GRADE)
482 PERSONAL & SOCIAL EDUCATION (2nd GRADE)
483 POLITICS
485 PSYCHOLOGY
487 PUBLIC AFFAIRS
489 SOCIOLOGY
491 CITIZENSHIP
501 ENGLISH
511 ENGLISH LITERATURE
515 ENGLISH GRADE IN DUAL AWARD SYLLABUS
516 ENGLISH LITERATURE GRADE IN DUAL AWARD SYLLABUS
521 DRAMA
522 DRAMA COMM THEATRE
523 CREATIVE WRITING
531 COMMUNICATION STUDIES
533 EXPRESSIVE ARTS
534 STAGE & PERFORMING ARTS DUAL AWARD (1st GRADE)
535 STAGE & PERFORMING ARTS DUAL AWARD (2nd GRADE)
536 MEDIA/FILM/TELEVISION STUDIES
537 FILM STUDIES
538 THEATRE STUDIES
551 WELSH FIRST LANGUAGE
552 WELSH SECOND LANGUAGE
553 WELSH LITERATURE
555 IRISH
561 DANISH
563 DUTCH
565 FRENCH
567 GERMAN
569 ITALIAN
571 MODERN GREEK
573 PORTUGUESE
575 SPANISH
591 ARABIC
593 BENGALI
595 CHINESE
597 GUJARATI
599 HINDI
601 JAPANESE
603 MODERN HEBREW
605 PANJABI
607 POLISH
609 RUSSIAN
611 TURKISH
771 FARM STUDIES
781 GENERAL STUDIES
800 DESIGN & TECHNOLOGY
801 DESIGN/TECHNOLOGY & ART
802 DESIGN/TECHNOLOGY & AUTOMATION
803 DESIGN/TECH AUTOMOTIVE ENGINEERING
804 DESIGN/TECH & THE BUILT ENVIRONMENT
805 DESIGN/TECH & BUSINESS STUDIES
806 DESIGN/TECH & CATERING
807 DESIGN/TECH & CONSTRUCTION
808 DESIGN/TECH & DRAMA
809 DESIGN/TECH & ECONOMICS
810 DESIGN/TECH & ELECTRONICS
811 DESIGN/TECH & FASHION
812 DESIGN/TECH & FOOD INDUSTRY
813 DESIGN/TECH & HEALTH
814 DESIGN/TECH & INDUSTRY
815 DESIGN/TECH & MUSIC
816 DESIGN/TECH & PRODUCT DESIGN
817 DESIGN/TECH & TRANSPORT
818 DESIGN/TECH & CHILD DEVELOPMENT
820 INFORMATION SYSTEMS
821 IT & ART
822 IT & AUTOMOTIVE ENGINEERING
823 IT & BUILDING STUDIES
824 IT & BUSINESS STUDIES
825 IT & CATERING
826 IT & DRAMA
827 IT & ECONOMICS
828 IT & ELECTRONICS
829 IT & FASHION
830 IT & FOOD INDUSTRIES
831 IT & HEALTH
832 IT & INDUSTRY
833 IT & MUSIC
834 IT & TRANSPORT
840 TECHNOLOGY
841 TECHNOLOGY & ART
842 TECH & AUTOMOTIVE ENGINEERING
843 TECH & BUILDING STUDIES
844 TECH & BUSINESS STUDIES
845 TECH & CATERING
846 TECH & CONSTRUCTION
847 TECH & DRAMA
848 TECH & ECONOMICS
849 TECH & ELECTRONICS
850 TECH & FASHION
851 TECH & FOOD INDUSTRY
852 TECH & INDUSTRY
853 TECH & MUSIC
854 TECH & TRANSPORT
860 WELSH & ART
861 WELSH & BUSINESS STUDIES
862 WELSH & DRAMA
863 WELSH & INFORMATION TECHNOLOGY
864 WELSH & RELIGIOUS STUDIES
901 DESIGN/TECH & ELECTRONIC PRODS
902 DESIGN/TECH & FOOD TECHNOLOGY
903 DESIGN/TECH & GRAPHIC PRODS
904 DESIGN/TECH & RESIST MATERIALS
905 DESIGN/TECH & TEXTILES TECH
999 OTHERS

What done instead of starting qualifications (Q.68/73)

01: I STARTED A DIFFERENT QUALIFICATION AT THE SAME PLACE
02: I STARTED A DIFFERENT QUALIFICATION SOMEWHERE ELSE
03: I STARTED A TRAINING COURSE
04: I STARTED EMPLOYMENT
05: STUDIED FOR A-LEVELS
06: CONTINUED WITH OTHER QUALIFICATIONS
07: STUDIED FOR OTHER QUALIFICATIONS
08: CARRIED ON WITH MY OTHER QUALIFICATIONS
09: UNEMPLOYED

© Copyright. 2000 Taylor Nelson Sofres plc.
10: HAD A CHILD
97: NOTHING
98: DON'T KNOW
99: OTHERS

Other key skills in which respondent has gained qualifications (Q.79)

01: APPLICATION OF NUMBER SKILLS
02: COMMUNICATION
03: INFORMATION TECHNOLOGY
04: WORKING WITH OTHERS
05: IMPROVING OWN LEARNING & PERFORMANCE
06: PROBLEM SOLVING
98: DELETE
99: OTHERS

Other person lived with (Q.84)

01: OTHER RELATIVES
02: FRIENDS
03: ON MY OWN
04: PARTNER/ BOYFRIEND/ GIRLFRIEND/ FIANCEÉ
05: ARMED FORCES
98: DELETE
99: OTHERS

Other comments (Q.88)

01: IN FULL TIME EMPLOYMENT
02: LOOKING FOR FULL TIME EMPLOYMENT
03: IN PART TIME EMPLOYMENT
04: LOOKING FOR PART TIME WORK
05: IN FULL TIME EDUCATION
06: INTENDING TO GO INTO FULL TIME EDUCATION
07: IN PART TIME EDUCATION
08: INTENDING TO GO INTO PART TIME EDUCATION
09: HAVE A TEMPORARY/ HOLIDAY JOB
10: VOLUNTARY WORK
11: ABROAD/ HOLIDAY OR WORK ABROAD/ TRAVEL
12: ILLNESS/ ACCIDENT
13: HAD A TEMPORARY/ HOLIDAY JOB
14: COMMENTS ABOUT THE QUESTIONNAIRE ITSELF
15: QUESTIONNAIRE NOT RELEVANT TO ME
16: COMMENTS ABOUT QUALIFICATIONS/ SCHOOLS/ COLLEGES
17: COMPLAINTS ABOUT JOB/ JOB RELATED ISSUES/ PAY
18: FAMILY RELATED ISSUES/ PREGNANCY
19: COMMENTS ABOUT BENEFITS E.G. NOT HAVING ENOUGH
20: FAILED COURSES
21: DROPPED OUT OF COURSES
22: DON'T WANT TO TAKE PART IN ANY MORE RESEARCH
23: ANY COMMENTS RELATED TO CAREERS ADVICE
24: TAKING FURTHER COURSES/ STUDIES
25: PROMOTIONS GAINED WITHIN THE JOB
26: HAVE APPLIED/ BEEN ACCEPTED FOR THE ARMED FORCES/ POLICE/ FIRE SERVICE
27: OTHER ACHIEVEMENTS/ QUALIFICATIONS
97: NOTHING
98: DELETE
99: OTHERS
YOUTH COHORT STUDY
COHORT 9 SWEEP 3
USER GUIDE

RSGB contacts/E-mail:
Neil.Russell@tnsofres.com
+44 (0) 20 8967 4259

Fax: +44 (0) 20 8967 4330

August 2001
JN 6832

© Copyright. 2000 Taylor Nelson Sofres plc.
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DESCRIPTION OF DATASET</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>INTRODUCTION AND BACKGROUND TO THE STUDY</td>
<td>2</td>
</tr>
<tr>
<td>2.1</td>
<td>Study objectives</td>
<td>2</td>
</tr>
<tr>
<td>2.2</td>
<td>Background and history of YCS</td>
<td>2</td>
</tr>
<tr>
<td>2.3</td>
<td>Position of this study in the YCS series</td>
<td>3</td>
</tr>
<tr>
<td>2.4</td>
<td>Changes since previous study</td>
<td>4</td>
</tr>
<tr>
<td>2.5</td>
<td>Temporal references</td>
<td>5</td>
</tr>
<tr>
<td>2.6</td>
<td>Confidentiality</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>METHODOLOGY</td>
<td>7</td>
</tr>
<tr>
<td>3.1</td>
<td>Sampling</td>
<td>7</td>
</tr>
<tr>
<td>3.2</td>
<td>Data collection</td>
<td>8</td>
</tr>
<tr>
<td>3.3</td>
<td>Survey response</td>
<td>11</td>
</tr>
<tr>
<td>3.4</td>
<td>Data preparation</td>
<td>16</td>
</tr>
<tr>
<td>3.5</td>
<td>Weighting</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>DERIVED VARIABLES</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>COPY OF QUESTIONNAIRE WITH CODING</td>
<td>55</td>
</tr>
<tr>
<td>6</td>
<td>CODE FRAMES</td>
<td>56</td>
</tr>
</tbody>
</table>
1 DESCRIPTION OF DATASET

File cohort9.dat is a rectangular file containing data from sweep three of YCS IX. At present, four sweeps have been commissioned, later sweeps will be archived later. The dataset and information pertaining to sweep 1 and sweep 2 has already been deposited at the Data Archive.

The data is in ASCII (codes 0-9, A-Z, full stop and blank only), and is stored in a continuous format with the following layout:

Cols 1-122 internal reference information
Cols 123-28 serial number
Cols 129-240 internal reference information
Cols 241-2996 Questionnaire data
Cols 3001-3213 Derived variables
Cols 6980-6988 Sweep 3 weights, scaled to sample size 6,304.

The weight has the format nnn.nnnnnn.

Refer to copy of questionnaire and associated documentation (e.g. Open code frames) Column numbers are generally found above the question answer boxes, the questionnaire is also marked with the fieldnames from the transaction description file at the end of this section.

Standard Occupational Classification involved taking the answer from Q.30 and Q.31 and creating one SOC code for that respondent. A maximum of 3 3-digit codes were allowed at this question as indicated on the marked up questionnaire.

Subject (3 digits) and qualifications (2-digits) have been coded to the columns indicated on the marked up questionnaire.
2 INTRODUCTION AND BACKGROUND TO THE STUDY

2.1 Study objectives

The Youth Cohort Study (YCS) is a programme of research among young people aged 16 and upwards in England and Wales, designed to monitor their decisions and behaviour as they make the transition from compulsory education to further or higher education, or to the labour market. It tries to identify and explain the factors that influence post-16 transitions, for example, educational attainment, training opportunities, and experiences at school.

This user guide relates to the YCS survey among young people who were aged 18 or 19 when they completed their questionnaires in the spring of 2000. These young people would all have completed a YCS survey in the early part of 1998 and the early part of 1999. The survey was designed to collect wide-ranging information on qualifications gained and sought, full and part time work, on and off the job training and careers advice.

2.2 Background and history of YCS

The YCS spans 16 years. The first survey in the series was carried out in 1985 (Cohort 1 Sweep 1) and this survey (Cohort 9 Sweep 3) was carried out in 2000.

The research is commissioned by the Department for Education and Employment (DfEE) and the research for recent sweeps of cohorts has been carried out by RSGB (Research Surveys of Great Britain). Research on previous cohorts was carried out by SCPR (now the National Centre for Social Research).

To date, the YCS covers ten cohorts (samples of young people) and over twenty surveys, with a considerably larger number of reports on a wide range of topics. The questionnaires have been designed, over the 16 years of the YCS, to be broadly comparable, but external changes and shifts in policy interest, have brought about changes - some minor, others fundamental.
2.3 Position of this study in the YCS series

Table 1 below shows the YCS surveys to date. The separate cohorts are listed across the page and the ‘sweeps’ (postal contacts with respondents) are shown against the years in which they took place. The three sweeps are referred to by the academic age of the respondents at the time, that is 16, 17 and 18 (the actual ages in each case were 16 or 17, 17 or 18 and 18 or 19 respectively). In summary, there have been ten separate cohorts, the first six made up of three sweeps. In addition, Cohort 3 respondents were contacted for a fourth time when they were aged 23 or 24. Being a longitudinal survey, Cohort 9, the subject of this user guide, has been contacted three times to date (2000).

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohorts:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td></td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1986</td>
<td></td>
<td>17</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td></td>
<td>18</td>
<td>17</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td></td>
<td>18</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td></td>
<td></td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td></td>
<td>17</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td></td>
<td>18</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td></td>
<td>23</td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td></td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td>18</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.4 Changes since previous study

The questionnaire for Cohort 9 Sweep 3 (18 year olds) differed to that of Cohort 8 Sweep 2 (18 year olds).

Changes were made in the form of new questions and modifications to existing ones, to take account of changes in the worlds of education, work and training, new research needs and difficulties with the questions which had been identified during past surveys and pilot work. Some of the principal changes are listed below:

- Questions about National Record of Achievements (NRAs) were dropped (Q.7a-c at 8 (18)) as NRAs are not used nationally.
- A new question asking about manager/supervisor responsibilities (Q.26) and the addition of the code 'employer' to Q.25 to enable respondents to be coded to the new Standard Occupational Classification (SOC2000).

Other questions were introduced to find out more about respondents education/training activities after leaving compulsory education:

- The careers section was changed to be the first section in the questionnaire (Q.1-8).
- The summary of situation question was moved towards the front of the questionnaire (Q.9). This question was combined with Q.11 from 8 (18) to create one summary of situation question in an attempt to reduce the number of questions that seem repetitive.
- Two new questions on who (besides immediate family or the Careers Service) respondents rely on for advice about education, work or other matters that concern them (Q.7-8).
- The inclusion of 'evening classes' in the training question 45.
- Extending the question on academic qualifications studied (Q.65) to include how many of each qualification respondents are studying.
- A new section on qualifications stopped without completing them (Q.66-73)
- A new question on social exclusion to reflect new policy interests (Q.80)
- A substantial number of questions added to the 'more about you' section to reflect new policy interests. These were in the areas of special educational needs, residential/ foster care and parental involvement/ support in their child's education.
- Some questions on Higher Education were dropped (Q.33a-34c at 8 (18))
- Address details section moved to the back of the questionnaire where it was felt respondents may feel more comfortable giving the information after completing the rest of the questionnaire. A further question asking for telephone number was added.

2.5 Temporal references

Some questions related to specific points in time. For example, respondents were asked 'Did you do any paid work last week, that is, in the last 7 days?' (Q.10).

The first questionnaire mail-out was on 28 February 2000 and the cut-off date for receiving questionnaires was 26 July 2000. The temporal references in the questionnaire might, therefore, refer to any date or period from early March to the end of July. The date on which the questionnaire was scanned at RSGB (a few days after being received at RSGB), is recorded as part of the datafile. The date on which the questionnaire was filled in is likely to be around two to three days prior to this date (all postage was first class). However, it is possible that some respondents left a time gap between completing their questionnaire booklet and posting it to RSGB.
2.6 Confidentiality

Respondents were given an undertaking in the introductory letter that their responses would be treated in confidence and that the form of the study results would not allow their responses to be identified as belonging to them.

No one outside the research organisation conducting the research has access to the answers given by respondents. Files carrying names and addresses are kept separate from survey datafiles. Datafiles passed to the Archive and to other bona fide researchers authorised by the DfEE have had key identifiers (typically Local Education Authority and school identifier) 'scrambled' to prevent possible identification of individuals.
3 METHODOLOGY

3.1 Sampling

The population being studied in Cohort 9 consisted of males and females in England and Wales who had reached minimum school leaving age in the 1996/1997 school year. To be eligible for inclusion at sweep 1 they had to be aged 16 on 31 August 1997 (the reference date). Some would just have reached 16, others would have reached it almost a year earlier. On average they would have been 16½ on the reference date. By the time of completing the questionnaire booklet in the Spring of 2000 at sweep 3 they would have been, on average, about 19 years old.

To select a sample, DfEE and the Welsh Office wrote to all schools excluding special schools and any institution with less than 20 people, asking them to provide the names of a 10% sample of eligible pupils. The sample selection involved taking those born on the 5th, 15th and 25th of the month.

The resulting file of names and addresses was trimmed by DfEE by a systematic random selection process in order to produce a file of 22,500 which was sent to SCPR (now the National Centre for Social Research). From this total, 2 names and addresses were withdrawn prior to the start of Sweep 1 due to the address being outside the UK or inadequate for mailing purposes. This left a total of 22,498 names and addresses for the start of Sweep 1.

Sampled respondents were sent an initial pack containing a covering letter, covering notes, questionnaire and business reply envelope through the post. If they did not reply within two weeks they were sent a reminder postcard. If they did not reply two weeks after this they were sent another reminder with a questionnaire in case they had misplaced the original. If they did not reply after a further two weeks then they were sent another reminder pack with a questionnaire. If they still had not replied after this, the contractor attempted to contact the sampled respondent to conduct the interview by telephone.

14,761 responded to Sweep 1, 9,710 responded to Sweep 2, and this total was used for the first mailing of Sweep 3.
3.2 Data collection

The main stage survey consisted of an initial mailing plus three postal reminders and lastly, a telephone interview. This followed the established YCS design with the exception of the telephone interview which in previous years had been a simple telephone reminder.

The mailing dates were as follows (all dates are in 2000):

- Initial mailing: 28 February
- Postcard mailing: 13 March
- First questionnaire reminder: 27 March
- Second questionnaire reminder: 10 April
- Telephone interviewing start: 19 April

Telephone interviewing was completed by 25 July.

The cut off date for inclusion of returned postal questionnaires in the analysis was 26 July.

The initial mailing consisted of a copy of the questionnaire booklet, a pre paid reply envelope and an introductory letter. The covering letter was printed with DfEE logo and signed by the Head of Youth and Further Education Division of Analytical Services at DfEE. The back of the letter presented further information similar to that provided on a leaflet in previous surveys and was signed by the RSGB Research Director.

Those who did not return their booklet within ten working days were sent a postcard reminder. If no booklet had been received after a further ten working days, another booklet, pre paid envelope, and a second (and different) letter was sent. A final postal reminder was sent, again with a booklet, envelope and a further letter, 10 working days later.
Sample members in Wales were sent a Welsh language version of the questionnaire and letter with the English questionnaire and letter with all despatches. The reminder postcard was twice the size of the English version (A5 size), with the Welsh text on one half of one side, and the English text on the other half of the same side. These despatches occurred at the same time that English packs were despatched. All mailings, both outward and return, were sent by first class post.

Telephone interviews, carried out by RSGB’s Telephone Unit, were made to all who had not responded by the final mailing and for whom telephone numbers could be located. Records were sent to two telephone number search agencies to obtain telephone numbers. Two agencies were chosen to give reasonable chance of identifying all those that can be traced.

From a total of 5,243 names and addresses, a total of 2,585 telephone numbers were found (49%). From the database of name, addresses and telephone numbers from Sweep 1 and 2 a further 1,510 telephone numbers were found, meaning that of the non-responders to any of the mailings, 4,095 (78%) had telephone numbers that could be passed to RSGB’s Telephone Unit.

The project executive briefed interviewers using briefing notes that were agreed with DfEE prior to briefing. Interviewing took place between 5 p.m. and 9 p.m. on weekdays, and all day at weekends and Bank Holidays.

Questionnaires were marked with a code to indicate at what stage they had been despatched, as follows:

- 1 - initial mailing,
- 3 - first questionnaire reminder,
- 4 - second questionnaire reminder,
- 9 - telephone interview

It was therefore possible to classify productive questionnaires according to when they were despatched.
3.2.1 Telephone helpline

For the first time on the YCS, Cohort 8 Sweep 1 respondents were offered a freephone telephone helpline to provide answers to queries either about specific questions or about the survey in general. This service was also provided for Cohort 9 Sweep 3 respondents. Calls were answered by the project executive or, in busy periods, by other RSGB Research Executives. An answer machine service was provided for calls made outside office hours.

A facility was provided for callers' queries to be dealt with in Welsh if they wished to do so. No one requested this service during the period that the helpline was in operation.
3.3 Survey response

3.3.1 General Response

The number of completed questionnaires received through the post by 26 July, the cut off date for returns to be included in the analysis was 5,619, 58% of the issued sample. A further 42 late returns were received by 1 November and were not included in the analysis.

The total received after 98 days was 6,499, which included 880 telephone interviews. During editing it was discovered that 195 questionnaires were duplicates, that is, instances where respondents had filled in two questionnaires (137 cases) or completed a questionnaire and taken part in a telephone interview (58 cases). In these instances the first questionnaire completed by the respondent was kept. This meant that the total base for analysis was 6,304 representing a response rate of 65%.

Table 3 shows the breakdown of all categories of response. Productive figures refer to those used in analysis, rather than figures of questionnaires received.
<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sample</td>
<td>9,710</td>
<td>100</td>
</tr>
<tr>
<td><strong>Productive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial mailing and postcard</td>
<td>3,947</td>
<td>41</td>
</tr>
<tr>
<td>First questionnaire reminder</td>
<td>976</td>
<td>10</td>
</tr>
<tr>
<td>Second questionnaire reminder</td>
<td>557</td>
<td>6</td>
</tr>
<tr>
<td>Telephone interviewing</td>
<td>824</td>
<td>8</td>
</tr>
<tr>
<td>Total productive</td>
<td>6,304</td>
<td>65</td>
</tr>
<tr>
<td><strong>Unproductive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Postal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gone away/ no longer at address</td>
<td>288</td>
<td>3</td>
</tr>
<tr>
<td>Address unknown</td>
<td>80</td>
<td>1</td>
</tr>
<tr>
<td>Address inaccessible</td>
<td>16</td>
<td>*</td>
</tr>
<tr>
<td>Address incomplete</td>
<td>4</td>
<td>*</td>
</tr>
<tr>
<td>Other unproductive returns</td>
<td>26</td>
<td>*</td>
</tr>
<tr>
<td>Total unproductive returns</td>
<td>414</td>
<td>4</td>
</tr>
<tr>
<td><strong>Telephone help line</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refusal (respondent)</td>
<td>30</td>
<td>*</td>
</tr>
<tr>
<td>Living elsewhere</td>
<td>7</td>
<td>*</td>
</tr>
<tr>
<td>Dead</td>
<td>1</td>
<td>*</td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No contact made with respondent</td>
<td>803</td>
<td>8</td>
</tr>
<tr>
<td>Respondent not available during fieldwork period</td>
<td>799</td>
<td>8</td>
</tr>
<tr>
<td>Refused</td>
<td>287</td>
<td>3</td>
</tr>
<tr>
<td>Living Elsewhere</td>
<td>169</td>
<td>2</td>
</tr>
<tr>
<td>Wrong number</td>
<td>489</td>
<td>5</td>
</tr>
<tr>
<td>Dead</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td>Questionnaire claimed already sent back</td>
<td>666</td>
<td>7</td>
</tr>
<tr>
<td>Total telephone unproductive</td>
<td>3,215</td>
<td>33</td>
</tr>
<tr>
<td>Late returns</td>
<td>42(^1)</td>
<td>*</td>
</tr>
<tr>
<td>No information</td>
<td>149</td>
<td>2</td>
</tr>
</tbody>
</table>

\(^1\) This figure is as of 1 November, 14 weeks after the cut off date for returns.

* Represents a percentage below 0.5 but greater than zero.

There were several reasons for a questionnaire not being completed and these are set out in Table 2. These can be divided into:
• postal invalid - where the person had moved, the address was not recognised by Royal Mail or was incomplete, instances where the pack could not be delivered to the address, or where the respondent had died;

• telephone invalid - where the person had moved, the telephone number was wrong or not recognised, a parent called the telephone helpline to say that the respondent was living elsewhere, or where the respondent had died;

• postal non-response - no reply received and no telephone number accessible for a follow up call;

• telephone non-contact - where the number appeared to be correct but the respondent could not be contacted within the fieldwork period or was not available for interview after six calls had been made;

• refusals - either by post, via the telephone helpline, or via the attempted telephone interview

There were 1082 postal or telephone invalid cases. These are defined as total unproductive returns; those 'living elsewhere' or 'dead' from the telephone helpline; and those 'living elsewhere', 'wrong number' or 'dead' from the telephone part of the research. If these are removed from the base (leaving 8,628 valid cases), the response rate achieved by the cut off date among those (presumably) receiving a questionnaire was 73%.

Of the 8,628 valid cases, 28% did not respond to the postal survey and could be contacted by telephone. 3% refused to take part in the telephone interview.

Productive interviews are broken out on the table according to the source of the questionnaire.

• 3,947 returns (63% of the total, 6,304) were the first copy of the questionnaire,
- 976 (15%) were the second copy,
- 557 (9%) were the third copy,
- 824 (13%) were questionnaires completed as a result of a telephone interview.

Of course, these figures are likely to understate the response due to the stages following the postcard reminders as in some cases these later contacts will have prompted respondents to return a questionnaire from an earlier mailing.

Sweep 1 of Cohort 9 had a response rate of 65%, sweep 2 of Cohort 9 had a response rate of 66%, sweep 3 of Cohort 9 had a response rate of 65%; which meant that by sweep 3 the cumulative response rate was 28%, i.e. 28% of those initially sampled at sweep 1 responded at sweep 3.

The response rate at sweep 3 varied considerably by different demographic groups/ previous academic attainment. For example 62% of males responded and 67% of females responded. The highest regional response was Eastern with 67% and the lowest regional response was Wales with 59%.

Subsequently there is a need to weight the data to bring it into line with national proportions. Weighting is discussed in Section 3.5.

The response rate of 65% for this survey compares with that of 64% which was achieved for Cohort 8 Sweep 2 and response rates of 70% or above for earlier surveys in the series.

Table 3 below shows the response rates by sweep with the last column showing the response rate at sweep 3 as a percentage of the initial issued sample.
Table 3

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Initial sample</th>
<th>S1 response rate</th>
<th>S2 response rate</th>
<th>S3 response rate</th>
<th>S3 response as a % of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12180</td>
<td>69</td>
<td>75</td>
<td>84</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td>19565(1)</td>
<td>74</td>
<td>80</td>
<td>83</td>
<td>49</td>
</tr>
<tr>
<td>3</td>
<td>21032(2)</td>
<td>77</td>
<td>76</td>
<td>76</td>
<td>44</td>
</tr>
<tr>
<td>4</td>
<td>20000</td>
<td>71</td>
<td>74</td>
<td>78</td>
<td>41</td>
</tr>
<tr>
<td>5</td>
<td>20060</td>
<td>72</td>
<td>75</td>
<td>77</td>
<td>42</td>
</tr>
<tr>
<td>6</td>
<td>36292(3)</td>
<td>69</td>
<td>74</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>27139(4)</td>
<td>66</td>
<td>-</td>
<td>62</td>
<td>41</td>
</tr>
<tr>
<td>8</td>
<td>24485</td>
<td>65</td>
<td>-</td>
<td>64</td>
<td>41</td>
</tr>
<tr>
<td>9</td>
<td>25000</td>
<td>65</td>
<td>66</td>
<td>65</td>
<td>28</td>
</tr>
</tbody>
</table>

(1) includes a supplementary sample of 1000 pupils from independent schools at sweeps 2 & 3.

(2) includes a supplementary sample of 1456 pupils who had been on a TVEI course.

(3) includes a supplementary sample of 3 353 pupils who were in Training Credits Areas and 12 956 pupils who were in selected TEC areas.

(4) includes a supplementary sample of 7 139 pupils who were in selected TEC areas at sweep 1.
3.4 Data preparation

This section looks at all elements of data preparation, the booking in, scanning editing and data validation which took place during the survey.

3.4.1 Booking in

The questionnaire booklets received were ‘booked in’ on a daily basis. After envelopes were opened, blank questionnaires and items indicating refusal were passed directly to the project executive.

The serial numbers on the front of the questionnaire were then logged into the RSGB survey management system. This information and refusal information from the Research Executive allowed the level of response and reasons for non response, where known, to be monitored throughout the data collection period, and minimising the chances of people receiving a reminder after already responding or refusing.

3.4.2 Scanning

After extracting blank questionnaires, data were extracted from the questionnaires using a scanning process. The scanning system was tested during the pilot survey prior to it being accepted as a suitable data entry medium for the main stage of the survey.

The scanning system used a Fujitsu 3090 scanner and Eyes and Hands software. The system first collected the images: an electronic picture of each page of the questionnaire. After entry, the images were interpreted automatically.

All hand-written information was subsequently checked visually by operators to ensure that information had been interpreted correctly. The computer also presented for verification any elements falling below an acceptable threshold of confidence in interpretation.
All text was verified by eye. Where handwriting was seen to be too poor for interpretation by the scanning system, items were entered manually.

3.4.3 Post entry verification and editing

Once questionnaires were clear after scanning, the data were sent to RSGB’s Data Processing department where two pre-set edit programmes had been written for the survey: a check-digit edit and the main edit. The same team of individuals worked on both the edits.

Editing took place to ensure that questionnaires had been completed accurately and in full. Errors occurred through:

- provision of inconsistent information by respondents;
- incorrect form completion by respondents
- mis-recording of information by telephone interviewers;
- mis-reading of information during the data entry process.

The procedures below describe the methods used to detect and systematically correct these errors.

Editing instructions and validation checks were agreed with the Department for Education and Employment prior to the receipt of questionnaires. However, revisions to the checks were made throughout the survey, as evidence of new errors arose.

The Research Executive at RSGB corrected the first 100 records to assess where the problems were occurring and what amendments should be made to the edit.

One editor and one research executive briefed by and reporting to the Research Director then conducted the main part of the editing work. The editor had six years experience of editing complex questionnaires.
(i) Check-Digit Edit

The main purpose of this first edit was to

- verify that the correct respondent serial number had been entered so that the Survey Management System was updated correctly.

Each respondent number on the questionnaire had a check-digit - a number between 0 and 9. This check-digit was the result of a formula applied to the respondent number. The formula was applied again during this edit to the scanned respondent number and if the two figures did not match, the questionnaire was flagged. In the case of telephone interviews, a check digit was not applied to the questionnaire, as the respondent number was being written onto the questionnaire immediately prior to the interview commencing.

(ii) Main edit

The main computer edit checked for consistencies in peoples’ answers, that the answers were realistic (in terms of the qualifications achieved, for example), and that the questionnaire had been fully completed.

Overall, 25% failed the detailed computer edit on at least one of the edit checks.

The main errors that this edit flagged (4% or more of returns failing a particular check) were:

- Q.22 Respondents multi-coding boxes at Q.22 (15%) (previously, this has been dealt with by the verifier, with this survey the inconsistency was corrected in the edit by forcing). One answer was taken using the following order of priority:
  - 1) Modern Apprenticeship, National Traineeship, Youth Training or other government supported training
  - 2) In full-time education at school or college
  - 3) In a full-time job
  - 4) In a part-time job
  - 5) Out of work/ unemployed
- 6) Looking after home or family
- 7) On holiday
- 8) Doing something else

For example if someone said that they were in a full-time job and looking after home or family, the full-time job answer would be taken.

- Q77 Respondents giving a subject but not a grade (8%). Questionnaires were checked to see whether the grade was written outside the boxes picked up by the scanner.

- Q.77 A-Level grade. Respondents giving invalid grades (7%). These questionnaires were checked and correct grades entered if identifiable. Common errors were D grades being picked up by the scanner as ‘0’, B grades being picked by as ‘8’.

- Q.9 Respondents answering code 8 (On a full-time education course and working in my spare time) as a summary of their situation, this being inconsistent with answers given to previous questions. (4%). The editor looked at the questionnaires as a whole and came to a judgement as to which code at Q.9 was suitable based on their answers to other questions.

3.4.4 Coding and code frames

The coding was carried out by staff of RSGB’s coding department, working to written instructions prepared by the coding supervisor and agreed with the Research Director.

A set of code frames agreed with DfEE was used during data preparation to allocate numeric codes to open questions (that is, when the respondent wrote in the answer rather than ticked a box).

Qualification code frames
Qualifications obtained and sought by respondents were coded by reference to a comprehensive list of qualifications in the following categories:

- academic qualifications, excluding higher education
- vocational qualifications including GNVQs
- higher education qualifications
- other qualifications (e.g. foreign)

Subject code frames

Separate subject lists were provided for each group of qualifications. Extensive guidance notes backed these up for the coders.

Other code frames

Code frames were also prepared for the following questions:

- Other person respondent relies on for advice about education, work or other matters that concern them (Q.8)
- Other general situation (Q.9)
- Other reasons for not looking for job/ training (Q.16)
- Other main activity at the moment (Q.21)
- Names of government supported training programmes (Q.23)
- Qualifications registered for, but not started (Q.67)
- Activity when not starting qualifications registered for (Q.68)
- Qualifications started which were stopped without taking an exam or formal qualification (Q.69)
• Activity when stopping qualification without taking an exam or formal qualification (Q.73)

• Other key skills (Q.79)

• Other reasons for not being in education, training or work (Q.80)

• Other people the respondent lives with (Q.83)

• Anything else that respondents wanted to tell us (Q.93)

Copies of the code frames and instructions are presented in Appendix 11.

3.4.5 Occupation and industry coding

The Employment Department Group (EDG) and the Office of Population and Surveys (OPCS) devised the Standard Occupational Classification (SOC). It was designed as a classification applicable to all paid jobs currently done by economically active persons in Great Britain. Occupations (by reference to job titles) are grouped, while taking into account two criteria: the level of skill/experience/qualification and the nature of the work activities. Occupations are divided into 9 Major groups, 22 Sub-major groups and 77 constituent groups. For purposes of the analyses for this sweep, the nine major groups have been used.

A SOC code was allocated to the respondent by considering Q.30 and Q.31 which asked “What is the name of your job/ the work you are being trained to do?” and “What work/ training do you mainly do there?” SOC has also been applied to jobs that respondents have which they did not describe as their main activity.

The Standard Industrial Classification (SIC) is based on industries and not on occupations. All persons employed in a ‘unit’ of industry are included, irrespective of their occupations.
SIC has also been applied to each full-time job (using the 1992 classification incorporating changes since the 1992 edition). Here the relevant textual data from the questionnaire were viewed on screen and coders then applied the appropriate SIC code.
3.5 Weighting

The sample prepared for Sweep 1 of Cohort 9 was designed to be a representative sample of males and females in England and Wales who had reached minimum school leaving age in the 1996/1997 school year.

However, due to differences in response rates by key sub-groups, it is likely that the survey estimates would have been biased had there not been a corrective stage of data weighting: bringing the sample profile into line with the universe for those key variables.

Sweep 1 response rates were higher for females, those with higher academic qualifications and varied with different school types and in different regions of the country. Therefore the weighting matrix was constructed using gender, school type, academic attainment and region variables.

The same is true for Sweep 2. Experience has shown that response is often comparatively slow and low for men in general and men and women less qualified both academically and vocationally at Sweep 1 and men and women who were not in full time education at Sweep 1.

Given that the one of the main aims of the survey is to provide information on the destinations of young people and that the variables noted as having different levels of response are likely to affect these estimates, then failing to correct for this bias in response would have been likely to result in over estimates of those in full time work and those continuing in full time education at the age of 17, and this bias would continue at Sweep 3.

Consequently, at Sweep 2, there was a need to understand those factors and combination of factors that had the greatest impact on whether someone who had responded to Sweep 1 was likely to respond to Sweep 2.

A hierarchical response prediction model was developed using SPSS CHAID (Chi-squared Automatic Interaction Detector) for Windows. This

- identified the variable from Sweep 1 which discriminated most effectively in terms of response to Sweep 2,
• combined the categories of that variable between which response rates did not differ significantly,

• went on to identify the next variable for the resulting category that discriminated in response.

The alpha level was set at 0.05. If there were no predictors within the class with a p-value of less than or equal to 0.05, the class was not split any further. The model was also constrained not to split any classes containing fewer than 100 cases and not to create any classes containing fewer than 50 respondents.

Five runs of the model were attempted at Sweep 2. The final run was thought to bring the sample profile for Sweep 2 most into line with the achieved sample profile for Sweep 1.

Variables that were found to be most important for respondents to sweep 1 were:

• gender
• seeking 2 or more A levels
• highest qualification gained at the end of Year 11
• truancy
• economic activity
• s.e.g. of parents at Sweep 1
• housing tenure at Sweep 1
• Government Office Region

The same principles were applied to Sweep 3, CHAID analysis was used to identify the variables from Sweep 2 which discriminated most effectively in terms of response to Sweep 3. Three runs of the model were attempted. At each stage the project executive at RSGB and the DfEE examined the splits that had been developed to ensure that they were meaningful and that the resultant groups were of a reasonable size.

• Run 1 was based on all respondents. 15 groups were identified.
• Run 2 combined groups together so that the base sizes were not less than 50, and introduced a new derived variable into the CHAID analysis: Whether or not in Education, employment or training (s2neet). The effect of this was to increase the number of groups to 19.

• Run 3 was an alternative run which forced s2act1 into the CHAID run in the place of s2neet. The effect of this was to increase the number of groups to 21.

The most important variable for respondents to Sweep 3 was employment status.

Other variables that occurred in several parts of the tree were:

• highest academic qualification by the end of Sweep 2
• highest academic qualification sought
• highest vocational qualification sought
• gender
• truancy
• whether excluded from school
• main activity at Sweep 2
• s.e.g. of parents at Sweep 1
• ethnic group

After Run 3, 21 weighting cells were used.
4 DERIVED VARIABLES

Derived variables are listed on the following pages in the order in which they appear on the dataset with columns and code positions shown. If respondents do not fit into any of the categories, then the dataset columns for that variable are blank. Derived variables exist for Q.20, 35 and 55 where monetary values have been created for questions where respondents may have given values for each week and each month.

These are followed by definitions of the variables in alphabetical order of variable name, giving questionnaire references.
DERIVATION OF VARIABLES

S3MRET
Month of response: Col 9001

March 3
April 4
May 5
June 6

S3RESP
Response type: Col 9002

Initial postal 1
1st reminder 2
2nd reminder 3
Telephone 4

S3ACTI
Activity at the moment. Col 9006

GST 1
In full time education 2
In a full time job 3
In a part time job 4
Looking after home or family 5
Out of work/ unemployed 6
Doing something else 7
Not stated 8

S3ECACT
Economic activity - Col 9007

ILO employed: 1
ILO unemployed: 2
Econ. inactive 3
Others 4
Col 9008-9009 – blank

**S3 EDTR**
Education and training participation - Cols 9010-11

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Education</td>
<td>10</td>
</tr>
<tr>
<td>GST</td>
<td>20</td>
</tr>
<tr>
<td>Other EFT</td>
<td>30</td>
</tr>
<tr>
<td>Other ed and training</td>
<td>40</td>
</tr>
<tr>
<td>Total education and training</td>
<td>05</td>
</tr>
<tr>
<td>No education or training</td>
<td>06</td>
</tr>
</tbody>
</table>

**S3 EDTR2**
Education and training participation - Cols 9012-18

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Education</td>
<td>9012</td>
</tr>
<tr>
<td>GST</td>
<td>9013</td>
</tr>
<tr>
<td>Employed in ed/training</td>
<td>9014</td>
</tr>
<tr>
<td>Unemployed/other in ed/training</td>
<td>9015</td>
</tr>
<tr>
<td>Total education and training</td>
<td>9016</td>
</tr>
<tr>
<td>Employed without training</td>
<td>9017</td>
</tr>
<tr>
<td>NEET</td>
<td>9018</td>
</tr>
</tbody>
</table>

**S3NEET**
Not in education, employment or training – Cols 9019

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>In education/employment/training:</td>
<td>1</td>
</tr>
<tr>
<td>Not in ed/employment/training:</td>
<td>2</td>
</tr>
</tbody>
</table>

**S3ETW**
In education, training or work – Cols 9020-23

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total education or training</td>
<td>9020</td>
</tr>
<tr>
<td>No education or training</td>
<td>9021</td>
</tr>
<tr>
<td>Total ed, training or work</td>
<td>9022</td>
</tr>
<tr>
<td>NEET</td>
<td>9023</td>
</tr>
</tbody>
</table>
### S3GST
Government Supported Training (type) - Col 9024

<table>
<thead>
<tr>
<th>Type</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Apprenticeship</td>
<td>1</td>
</tr>
<tr>
<td>National Traineeship</td>
<td>2</td>
</tr>
<tr>
<td>Youth Training</td>
<td>3</td>
</tr>
<tr>
<td>Unknown GST</td>
<td>4</td>
</tr>
<tr>
<td>Not answered</td>
<td>5</td>
</tr>
</tbody>
</table>

### S3JOB
Main activity in employment – Col 9025

<table>
<thead>
<tr>
<th>Status</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a job</td>
<td>1</td>
</tr>
<tr>
<td>Not in a job</td>
<td>2</td>
</tr>
</tbody>
</table>

### S3EMPL0
In employment - GST, FT job, PT job (main activity) - Col 9026-31

<table>
<thead>
<tr>
<th>Type</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>GST</td>
<td>9026</td>
</tr>
<tr>
<td>GST in employment</td>
<td>9027</td>
</tr>
<tr>
<td>GST not in employment</td>
<td>9028</td>
</tr>
<tr>
<td>FT job</td>
<td>9029</td>
</tr>
<tr>
<td>PT job</td>
<td>9030</td>
</tr>
<tr>
<td>Not in employment</td>
<td>9031</td>
</tr>
</tbody>
</table>

### S3LIVE
Living arrangements – Col 9032

<table>
<thead>
<tr>
<th>Arrangement</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father only</td>
<td>1</td>
</tr>
<tr>
<td>Mother only</td>
<td>2</td>
</tr>
<tr>
<td>Neither parent</td>
<td>3</td>
</tr>
<tr>
<td>Both parents</td>
<td>4</td>
</tr>
<tr>
<td>Not answer</td>
<td>5</td>
</tr>
</tbody>
</table>

### S3LIVEA
Living with own children – Col 9033
| Yes | 1 |
| No  | 2 |
| Not answer | 3 |

**S3LIVEB**
Living with partners – Col 9034

| Yes | 1 |
| No  | 2 |
| Not answer | 3 |

**S3LONEP**
Lone parent – Col 9035

| Yes | 1 |
| No  | 2 |
| Not answer | 3 |

**S3DISAB**
Do you have a disability or health problem? – Col 9036

| Yes | 1 |
| No  | 2 |
| Not answer | 3 |

Cols 9037-39 – blank

**S3 PAYH**
Hourly pay - base: GST or job at question 35. Cols 9040-45

Derived value given in nn.nn format

**S3PAYH2**
Hourly pay (for PT job not main activity) - base: Yes at question 50 (page 8)
Cols 9046-51

Derived value given in nn.nn format
**S3WSTAT**

Work status Col 9052-54

- All employees
  - FT employees
  - PT employees
- All self-employed
  - FT self-employed
  - PT self-employed
- All employers
- Not answered

**S3QWRKT**

Training in employment - Cols 9055-63

- GST:
- On-the-job training (past 4wks):
- On-the-job training (more than 4wks):
- Off-the-job training (past 4wks):
- Off-the-job training (more than 4wks):
- Day release:
- Block release:
- No training:
- Not applicable:

Col 9064-69 – blank

**S3A_C**

Number of GCSEs at grades A*-C cumulative to sweep 3: Cols 9070-71

Coded 01 up to maximum number

**S3D_G**

Number of GCSEs at grades D-G cumulative to sweep 3: Cols 9072-73

Coded 01 up to maximum number

© Copyright. 2000 Taylor Nelson Sofres plc.
Col 9074 - blank

**S3ME**  
GCSE Maths and English cumulative to sweep 3: Col 9075

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths A*-C with English A*-C,</td>
<td>1</td>
</tr>
<tr>
<td>Maths A*-C with English D-G,</td>
<td>2</td>
</tr>
<tr>
<td>Maths A*-C with no English;</td>
<td>3</td>
</tr>
<tr>
<td>Maths D-G with English A*-C,</td>
<td>4</td>
</tr>
<tr>
<td>Maths D-G with English D-G,</td>
<td>5</td>
</tr>
<tr>
<td>Maths D-G with no English;</td>
<td>6</td>
</tr>
<tr>
<td>No Maths with English A*-C,</td>
<td>7</td>
</tr>
<tr>
<td>No Maths with English D-G,</td>
<td>8</td>
</tr>
<tr>
<td>No Maths with no English</td>
<td>9</td>
</tr>
</tbody>
</table>

**S3ALNUM**  
Number of A-Levels cumulative to sweep 3 (counting an A/S level as 0.5 A-Levels). Col 9076-9079

Value given in n.nn format

**S3ACQU**  
Highest academic qualification by end of sweep (excl. GNVQs) - from S1ACQU (sweep 1), question 77 (page 13 sweep 2) and question 77 (page 14 sweep 3). This is priority coded. Col 9080

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>1</td>
</tr>
<tr>
<td>2+ A-levels</td>
<td>2</td>
</tr>
<tr>
<td>1+ A-levels</td>
<td>3</td>
</tr>
<tr>
<td>5+ GCSEs A*-C</td>
<td>4</td>
</tr>
<tr>
<td>1-4 GCSEs A*-C</td>
<td>5</td>
</tr>
<tr>
<td>5+ GCSEs D-G</td>
<td>6</td>
</tr>
<tr>
<td>1-4 GCSEs D-G</td>
<td>7</td>
</tr>
<tr>
<td>None reported</td>
<td>8</td>
</tr>
</tbody>
</table>
Col 9081 – blank

**S3ACQUI**

Highest academic qualification by end of sweep (excl. GNVQs) - from S1ACQU (sweep 1), question 77 (page 13 sweep 2) and question 77 (page 14 sweep 3). This is priority coded. Col 9082

<table>
<thead>
<tr>
<th>Degree</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2+ A-levels</td>
<td>2</td>
</tr>
<tr>
<td>1+ A-levels</td>
<td>3</td>
</tr>
<tr>
<td>0.5 A-levels</td>
<td>4</td>
</tr>
<tr>
<td>5+ GCSEs A*-C</td>
<td>5</td>
</tr>
<tr>
<td>1-4 GCSEs A*-C</td>
<td>6</td>
</tr>
<tr>
<td>5+ GCSEs D-G</td>
<td>7</td>
</tr>
<tr>
<td>1-4 GCSEs D-G</td>
<td>8</td>
</tr>
<tr>
<td>None reported</td>
<td>9</td>
</tr>
</tbody>
</table>

Cols – 9083-84 blank

**S3VOQU**

Highest NVQ vocational qualification by end of sweep (incl. GNVQs): Col 9085

| Full award Level 4                  | 1 |
| Full award Level 3                  | 2 |
| Full award Level 2                  | 3 |
| Full award Level 1                  | 4 |
| Units level 4                       | 5 |
| Units level 3                       | 6 |
| Units level 2                       | 7 |
| Units level 1                       | 8 |
| Level unknown                       | 9 |
| None                                | 0 |

**S3GNVQA**

GNVQs achieved by end of sweep: Cols 9086-92
Full Award:

- Advanced: 9086
- Intermediate: 9087
- Foundation: 9088

Certain units:

- Advanced: 9089
- Intermediate: 9090
- Foundation: 9091
- None: 9092

**S3NVQA**

NVQs achieved by end of sweep. Cols 9093-9102

Full:
- Level 4: 9093
- Level 3: 9094
- Level 2: 9095
- Level 1: 9096
- Level unknown: 9097

Units:
- Level 4: 9098
- Level 3: 9099
- Level 2: 9100
- Level 1: 9101
- None: 9102

Col 9103-04 – blank

**S3HIQUA**

Highest qualification achieved by end of sweep - Cols 9105-08

- Level 4: 9105/4
- Academic route: 9106/1
<table>
<thead>
<tr>
<th>Level</th>
<th>Vocational route</th>
<th>Vocational and academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>9106/2</td>
<td>9106/3</td>
</tr>
<tr>
<td>Academic route</td>
<td>9105/3</td>
<td></td>
</tr>
<tr>
<td>Vocational route</td>
<td>9107/1</td>
<td></td>
</tr>
<tr>
<td>Vocational and academic</td>
<td>9107/2</td>
<td></td>
</tr>
<tr>
<td>Below level 2</td>
<td>9107/3</td>
<td></td>
</tr>
</tbody>
</table>

**S3ACQNO**
Highest academic qualification sought (excl GNVQs) - from question 65 (page 11): Col 9110

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>1</td>
</tr>
<tr>
<td>2+ A-levels</td>
<td>2</td>
</tr>
<tr>
<td>0.5-1.5 A-levels</td>
<td>3</td>
</tr>
<tr>
<td>5+ GCSEs</td>
<td>4</td>
</tr>
<tr>
<td>1-4 GCSEs</td>
<td>5</td>
</tr>
<tr>
<td>Other academic qualifications</td>
<td>6</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
</tr>
</tbody>
</table>

**S3ACAD**
Academic qualification studied – Col 9111-16

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>9111</td>
</tr>
<tr>
<td>A-level</td>
<td>9112</td>
</tr>
<tr>
<td>AS level</td>
<td>9113</td>
</tr>
<tr>
<td>GCSE</td>
<td>9114</td>
</tr>
<tr>
<td>Other academic qualification</td>
<td>9115</td>
</tr>
<tr>
<td>Not studying academic qualifications</td>
<td>9116</td>
</tr>
</tbody>
</table>

Col 9117-19 – blank
### S3VOQNO

Highest vocational qualification sought (incl. GNVQs) from Q.63: Col 9120

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full award - Level 4</td>
<td>1</td>
</tr>
<tr>
<td>Level 3</td>
<td>2</td>
</tr>
<tr>
<td>Level 2</td>
<td>3</td>
</tr>
<tr>
<td>Level 1</td>
<td>4</td>
</tr>
<tr>
<td>Units only - Level 4</td>
<td>5</td>
</tr>
<tr>
<td>Level 3</td>
<td>6</td>
</tr>
<tr>
<td>Level 2</td>
<td>7</td>
</tr>
<tr>
<td>Level 1</td>
<td>8</td>
</tr>
<tr>
<td>Level unknown</td>
<td>9</td>
</tr>
<tr>
<td>Not answered</td>
<td>0</td>
</tr>
</tbody>
</table>

### S3VOC

Vocational qualifications studied Cols 9121-9157

#### GNVQ

- Advanced full award: 9121
- Intermediate full award: 9122
- Foundation full award: 9123
- Advanced certain units: 9124
- Intermediate certain units: 9125
- Foundation certain units: 9126

#### Full award NVQ

- Level 1: 9127
- Level 2: 9128
- Level 3: 9129
- Level 4: 9130
- Level unknown: 9131

#### Certain Units NVQ

- Level 1: 9132
- Level 2: 9133
- Level 3: 9134
- Level 4: 9135
- Level unknown: 9136

### BTEC
<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>9137</td>
</tr>
<tr>
<td>Level 2</td>
<td>9138</td>
</tr>
<tr>
<td>Level 3</td>
<td>9139</td>
</tr>
<tr>
<td>Level 4</td>
<td>9140</td>
</tr>
<tr>
<td>Level unknown</td>
<td>9141</td>
</tr>
</tbody>
</table>

City and Guilds

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>9142</td>
</tr>
<tr>
<td>Level 2</td>
<td>9143</td>
</tr>
<tr>
<td>Level 3</td>
<td>9144</td>
</tr>
<tr>
<td>Level 4</td>
<td>9145</td>
</tr>
<tr>
<td>Level unknown</td>
<td>9146</td>
</tr>
</tbody>
</table>

RSA

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>9147</td>
</tr>
<tr>
<td>Level 2</td>
<td>9148</td>
</tr>
<tr>
<td>Level 3</td>
<td>9149</td>
</tr>
<tr>
<td>Level 4</td>
<td>9150</td>
</tr>
<tr>
<td>Level unknown</td>
<td>9151</td>
</tr>
</tbody>
</table>

Other

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>9152</td>
</tr>
<tr>
<td>Level 2</td>
<td>9153</td>
</tr>
<tr>
<td>Level 3</td>
<td>9154</td>
</tr>
<tr>
<td>Level 4</td>
<td>9155</td>
</tr>
<tr>
<td>Level unknown</td>
<td>9156</td>
</tr>
</tbody>
</table>

Col 9158-59 - blank

**S3GNVQ**

Studying for GNVQ (this can be multi-coded): Cols 9160-66

**Full**

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>9160</td>
</tr>
<tr>
<td>Advanced</td>
<td>9161</td>
</tr>
</tbody>
</table>

**Units**

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>9162</td>
</tr>
</tbody>
</table>
S3NVQ
Studying for an NVQ (excluding NVQ level equivalents) (this can be multi-coded) From Q.63. Cols 9167-76

Full
Level 1 9167
Level 2 9168
Level 3 9169
Level 4 9170
Not sure 9171

Units
Level 1 9172
Level 2 9173
Level 3 9174
Level 4 9175
Not sure 9176

S3SAIM
Base: All those studying for a qualification. Cols 9177-78

NVQ 4 01
BTEC Higher National 02
Degree 03
Other courses at level 3 or equivalent 04

NVQ 3 - 05
Advanced GNVQ 06
GCE A/AS level 07
Other courses at level 3 or equivalent 08

NVQ 2 09
Intermediate GNVQ 10
Other courses at level 2 or equivalent 11

GCSE 12
NVQ 1 13
Foundation GNVQ 14
Other courses at level 1 or equivalent 15
Other courses/ level unclear 16
Not stated 17

Col 9179 – blank

S3ALEVP

A Level point scores, question 77. (Cumulative to sweep 3) Cols 9180-82
(Where A=10,B=8,C=6,D=4,E=2)

Bands : 0..................maximum

S3ASLEV

AS Level point scores, question 77. (Cumulative to sweep 3) Cols 9183-84
(Where A=5,B=4,C=3,D=2,E=1)

Bands : 0..................maximum

S3AASP

A/AS Level point scores, question 77. (Cumulative to sweep 3) Cols 9185-86

Bands : 0..................maximum

Col 9187 - blank

S3ALEVA

A Level average point scores, question 77. (Cumulative to sweep 3) Cols 9188-91
(Where A=10,B=8,C=6,D=4,E=2)

Bands : 0..................10

Value in the format nn.n
S3ASLVA
AS Level average point scores, question 77. (Cumulative to sweep 3) Col 9192-94
(Where A=5, B=4, C=3, D=2, E=1)

Bands: 0..................5

Value in the format n.n

S3AALEV
Number of grade A 'A' Levels achieved, question 77. (Cumulative to sweep 3) Col 9203

Bands: 0.............maximum

S3TARGS
Highest qualifications attained Cols 9204-9213

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>9204</td>
</tr>
<tr>
<td>Level 3+</td>
<td>9205</td>
</tr>
<tr>
<td>A/AS Level</td>
<td>9206</td>
</tr>
<tr>
<td>GNVQ Advanced</td>
<td>9207</td>
</tr>
<tr>
<td>NVQ Level 3+</td>
<td>9208</td>
</tr>
<tr>
<td>Level 2+</td>
<td>9209</td>
</tr>
<tr>
<td>A/AS Level/GCSE</td>
<td>9210</td>
</tr>
<tr>
<td>GNVQ Advanced/intermediate</td>
<td>9211</td>
</tr>
<tr>
<td>NVQ Level 2+</td>
<td>9212</td>
</tr>
<tr>
<td>Below NVQ Level 2/ None</td>
<td>9213</td>
</tr>
</tbody>
</table>
DERIVATION OF VARIABLES

S3AALEV  Number of grade A ‘A’ Levels achieved, question 77. (Cumulative to sweep 3)

Bands : 0...........maximum

S3AASP  A/AS Level point scores, question 77. (Cumulative to sweep 3)

Bands : 0..........................maximum

S3AASAP  A/AS Level average point scores, question 77 (Cumulative to sweep 3)

Bands : 0.............................10

S3A_C  Number of GCSEs at grades A*-C cumulative to sweep 3

S3ACAD  Academic qualifications studied from question 64 and question 65.

Studying academic qualifications-
  Degree
  A Level
  AS Level
  GCSE
  Other academic
  Not studying academic qualifications

S3ACT1  Activity at the moment - from question 21 and 28.

  GST : (Question 21 Modern Apprenticeship, Traineeship, Youth Training or
  National other GST) OR ((Question 21 Ft/Pt Job) AND (Question 28 MA or NTr
  or YT))
Ft Ed :(Question 21 Ft ed at school or college)
FT job :(Question 21 Ft Job) AND not (Question 28
MA or NTr or
YT)
PT job :(Question 21 Pt Job) AND not (Question 28
MA or NTr or
YT)
Looking after home family :(Question 21 Looking after home or family)
Out of work/unemployed :(Question 21 Out of work/unemployed)
Something else :(Question 21 Doing something else)
Not stated :Not answered

Note re GST – YFE 5, DfEE, have decided that those reporting to be working part-time can be included in the GST definition. The supplementary question on training schemes (Q 28 in this case) does not refer to GST and only those specifically mentioning MA, NTr or YT should be included.

S3ACQNO  Highest academic qualification sought (excl GNVQs) - from question 65
Degree
2+ A-levels
0.5-1.5 A-levels
5+ GCSEs
1-4 GCSEs
Other academic qualifications
None
(count an A/S level as 0.5 A-levels)

S3ACQU  Highest academic qualification by end of sweep (excl. GNVQs) - from sweep 1 and sweep 2 (s1acqu and s2acqu) and question 77. This should be priority coded.
Degree
2+ A-levels (Counting AS Levels as 0.5)
1+ A-levels (Counting AS Levels as 0.5)
5+ GCSEs A-C
1-4 GCSEs A-C
5+ GCSEs D-G
1-4 GCSEs D-G
None reported

S3ACQU1 Highest academic qualification by end of sweep (excl. GNVQs) - from sweep 1 and sweep 2 (s1acqu and s2acqu) and question 77. This should be priority coded.

Degree
2+ A-levels (Counting AS Levels as 0.5)
1+ A-levels (Counting AS Levels as 0.5)
0.5 A levels
5+ GCSEs A-C
1-4 GCSEs A-C
5+ GCSEs D-G
1-4 GCSEs D-G
None reported

S3ALEVP A Level average point scores, question 77. (Cumulative to sweep 3)
(Where A=10,B=8,C=6,D=4,E=2)
Bands: 0.................10

S3ALEVP A Level point scores, question 77. (Cumulative to sweep 3)
(Where A=10,B=8,C=6,D=4,E=2)
Bands: 0.................maximum

S3ALNUM Number of A/AS Levels cumulative to sweep 3
From question 77
Count an A/S level as 0.5 A levels
0.5,1,1.5,2,2.5,3,3.5,4+

S3ASLEVP AS Level point scores, question 77. (Cumulative to sweep 3)
(Where A=5,B=4,C=3,D=2,E=1)
Bands : 0................................maximum

S3ASLVAP AS Level average point scores, question 77. (Cumulative to sweep 3)
(Where A=5,B=4,C=3,D=2,E=1)

Bands : 0.......................5

S3D_G Number of GCSEs at grades D-G cumulative to sweep 3

S3GCSE Average GCSE point score (Cumulative to sweep 3)
(Where A*=8,A=7,B=6,C=5,D=4,E=3,F=2,G=1)

Bands : Less than 4, 4-4.4,4.5-4.9,5-5.4,5.5-5.9,6-6.4,6.5-6.9,7-7.4,7.5-7.9,8

S3DISAB Do you have a disability or health problem? Question 86.

Yes : (Yes)
No : (No)
Not answer : (Not answer)

S3ECACT Economic activity
ILO employed : (Q10 - Yes, or Q11 - Yes, or Q12 - Yes)
ILO unemployed : (Q10 - No and Q11 - Not yes and Q12 - Not yes)

and

((13 - Yes) or (Q14 - Yes and Q15 - Yes))

Econ. Inactive : (Q10 - No and Q11 - Not yes and Q12 - Not yes and Q13 - Not yes) and

Not answered : None of the above

S3ED_TR Education and Employed Funded Training (categories are mutually exclusive)

Ft education : (Question 21 Ft ed at school or college)
GST National other GST) OR
(Question 28 MA or NTr or YT))
Other EFT
(Question 21 Ft/Pt job) AND
(Question 28 Other recognised apprenticeship) OR (Question 38 yes received on the job training in the past 4 weeks) OR (Question 43 yes received off the job training in the past 4 weeks)) AND not (Ft Ed or GST as defined above)
Other education or training
(Question 57 yes) OR (question 62 yes) OR (Question 64 yes) AND not (Ft ed,
GST, EFT as defined above)
Total education/training
Sum of the above
Not in education/training
Not (Ft ed/GST/EFT/Other ed/tr as defined above)
S3ED_TR2 Education and training (categories are mutually exclusive)
Ft education
(Question 21 Ft ed at school)
GST
(Question 21 Modern Apprenticeship, National Traineeship,
Youth Training or other GST) OR
(Question 28 MA or NTr or YT))
Employed in ed/training
(s3act1 Ft/Pt Job) AND (s3ed_tr total in ed/tr)
Unemployed/other in ed/training
(s3ed_tr total in ed/tr) AND (Q21 not GST, Ft/Pt job, Ft ed)
Total education/training
Total of above
Employed without training : (s3ed_tr not total in ed/tr) AND (s3act1 in Ft/Pt job) NEET : (s3neet Neet)

S3EMPLOY In employment – GST (by whether part of a job), FT job, PT job (main activity) –

All GST : (Question 21 Modern Apprenticeship, National Traineeship, Youth Training or other GST ) OR ((Question 21 Ft/Pt Job) AND (Question 28 MA or NTr or YT))

GST in employment :
(Question 21 Modern Apprenticeship, National Traineeship, Youth Training or other GST AND Q24 FT/PT job) OR ((Question 21 Ft/Pt Job) AND (Question 28 MA or NTr or YT))

GST not in employment
(GST (as defined above) excluding GST in employment (as defined above)

FT job : (Question 21 Ft Job) AND not (Question 28 MA or NTr or YT)
PT job : (Question 21 Pt Job) AND not (Question 28 MA or NTr or YT)

S3ETW In education, training or work

Total education or training : (s3ed_tr total in ed/training)
No education or training : (s3ed_tr not in ed/training)
Total ed, training or work : (s3ed_tr total in ed/training) OR (s3job In a Job)
NEET : (s3ed_tr not in ed/training) AND (s3job not in a job)

S3GNVQ Studying for GNVQ (this can be multi-coded)
Full
S3GNVQA GNVQs achieved by end of sweep: Advanced, Intermediate, Foundation (this can be multi-coded)

S3GST Government Supported Training (type)

Modern Apprenticeship :((Question 21 Modern Apprenticeship, NationalTraineeship, Youth Training or other GST AND Q23 MA) OR ((Q21 FT or PT job) AND Q28 MA AND (Q23 NOT NTr OR YT)))

National Traineeship :(( Question 21 Modern Apprenticeship, NationalTraineeship, Youth Training or other GST AND Q23 NTr) OR ((Q21 FT or PT job) AND Q28 NTr) AND (Q23 NOT YT AND S3GST not MA (as defined above)))

Youth Training : ((Question 21 Modern Apprenticeship, NationalTraineeship, Youth Training or other GST AND Q23 YT) OR ((Q21 FT or PT job) AND Q28 YT) AND (S3GST not MA OR NTr (as defined above)))

Unknown GST :GST (as defined in S3ACT1) AND NOT S3GST MA, NTr, YT as defined above)
S3HIQUA

Highest qualification achieved by end of sweep - combination of s2acqu and s1acqu (highest academic qualification previous sweeps), slvocqu and s2vocqu (highest vocational qualification previous sweeps), question 75 and question 77. The levels should be priority coded and everyone within each level allocated to one of three groups:

All Level 4 plus the following separately:-
  - **academic route**: those whose highest qualification is academic Level 4 and include those with vocational at lower level [NOTE: throughout all qualifications variables, GNVQs to be classified as vocational].
  - **vocational route**: those whose highest qualification is vocational Level 4 and include those with academic qualifications at lower level.
  - **academic and vocational**: both at Level 4.

All Level 3 plus -
  - academic route only
  - vocational route only
  - academic and vocational

All Level 2 plus -
  - academic route only
  - vocational route only
  - academic and vocational

All Level 1 plus -
  - academic route only
  - vocational route only
  - academic and vocational

Any other qualifications
No qualifications/not stated

S3JAN96, S3FEB96 etc. Activity for each month - from question 22

S3JOB

Main activity in employment

In a job : (s3act1 in Ft/Pt employment)
Not in a job : (s3act1 not in Ft/Pt employment)
S3LIVE Living arrangements, from question 82.

Father (step-father) only : (Yes father/step-father) AND (NOT Yes mother/step-mother)

Mother (step-mother) only : (Yes mother/step-mother) AND (NOT Yes father/step-father)

Neither parent : (NOT Yes mother/step-mother/father/step-father/not answer)

Both parents : (Yes mother/step-mother) AND (Yes father/step-father)

Not answer : (Not answer)

S3LIVEA Living with own children, question 85.

Yes : (Yes, my own children)

No : NOT (Yes my own children/not answer)

Not answer : (Not answer)

S3LIVEB Living with partners, question 84.

Yes, live with partner/spouse : (Yes, live with partner/spouse)

No, single : (Not, partner/not answer)

Not answer : (Not answer)

S3LONEP Lone parent (Single and living with own child), questions 84 & 85.

Yes (a lone parent) : Q84 any (single) AND Q85 any (Live with own children)

No (not a lone parent) : NOT (Q84 any (not answer)) AND NOT (Q85 any (Yes my own children) AND Q84 any (single))
Not answer : Q84 (Not answer) OR Q85 (Not answer)

S3ME GCSE Maths and English cumulative to sweep 3

- Obtained maths A-C
  - Obtained English A-C
  - Obtained English D-G
  - Did not obtain English
- Obtained Maths D-G
  - Obtained English A-C
  - Obtained English D-G
  - Did not obtain English
- Did not obtain Maths
  - Obtained English A-C
  - Obtained English D-G
  - Did not obtain English

S3MRET Month of response

S3NEET Not in education, employment or training

In education/employment/training: (s3ed_tr in total in ed/training) OR
(s3act1 in Ft/Pt job)
Not in ed/employment/training: (s3ed_tr no ed/training) AND (s3act1
not Ft/Pt job)

S3NRESP Non-response

Responded sweeps 1&2&3
Responded sweeps 1&2
Responded sweep 1
Non-response to sweep 1

S3NVQ Studying for an NVQ (exclude NVQ level equivalents)(this can be multi-coded)
Full
Level 1
Level 2
Level 3
Level 4/5
Not sure

Units
Level 1
Level 2
Level 3
Level 4/5
Not sure

S3NVQA NVQs achieved by end of sweep: Level 4, Level 3, Level 2, Level 1 (this can be multi-coded)

S3 PAYH Hourly pay in your main job - base: GST or job at question 21. from question 34 and question 35. Calculated by money taken home each week (Q35) divided by hours worked in week (Q34).

S3PAYH2 Hourly pay (for PT job not main activity) - base: Yes at question 50 from question 52 and question 53. Calculated by money taken home each week (Q53) divided by hours worked in week (Q52).

S3RESP Response type: Postal (split by questionnaire 1-3/ telephone

S3SAIM Main study aim (priority coded)
Derived from S1ACAD and S1VOC

Studying for a qual
-NVQ Level 4
-Btec Higher National
-Degree
-Other Level 4 Equivalent
-NVQ Level 3
-Advanced GNVQ
S3TARGS Highest qualifications attained.

All
Level 3+
A/AS Level
GNVQ Advanced
NVQ Level 3+
Level 2+
A/AS Level/GCSE
GNVQ Advanced/intermediate
NVQ Level 2+
Below NVQ Level 2/ None

S3VOC Vocational qualifications studied, from question 62 and question 63.

Studying a GNVQ
-Advanced full award
-Intermediate full award
-Foundation full award
-Advanced certain units
-Intermediate certain units
-Foundation certain units

Studying for NVQ
-NVQ Level 1
-NVQ Level 2
-NVQ Level 3
S3VOQNO  Highest vocational qualification sought (incl. GNVQs), from question 63

Full Award
- Level 4
- Level 3
- Level 2
- Level 1

Units only
- Level 4
- Level 3
- Level 2
- Level 1

Level unknown
Not answer

S3VOQU  Highest vocational qualification by end of sweep (incl. GNVQs)
GNVQ/NVQ full award: Level 4, Level 3, Level 2, Level 1
GNVQ/NVQ units only: Level 4, Level 3, Level 2 (includes Part 1 intermediate), Level 1 (includes Part 1 foundation)
Level unknown, None, Not stated

S3WSTAT Work status

All employees
  FT employees
  PT employees
All self-employed
  FT self-employed
  PT self-employed
Not answered (Q25)

coverage: all those routed to question 25.
COPY OF QUESTIONNAIRE WITH CODING INSTRUCTIONS MARKED
What are you doing now . . .

PATHWAYS 2000

NATIONAL SURVEY OF THE EXPERIENCES OF 16-21 YEAR OLDS IN AND OUT OF WORK, EDUCATION AND TRAINING
Pathways 2000

This booklet is about school or college and, if you have left full-time education, about what you have done since then.

It will not take long to fill in since not all the questions will apply to you. Please follow the red instructions to see where to go.

Some instructions on how to complete this booklet are given below. If anything is unclear or you need more information please call our FREE TELEPHONE HELPLINE on 0800 018 7012.

Everything you say will be treated in complete confidence. We are looking forward to hearing from you.

Thank you for your help.

Yours sincerely

Neil Russell
RSGB

How to complete this booklet

PLEASE NOTE, Not all the questions will apply to you. Please follow the red instructions to see where to go.

Most of the questions have boxes beside them and you should answer like this:

In other cases we ask you to write in a number in the box, like this:

Note: please make sure the number is contained within the box

Sometimes we ask you to write in an amount. For example, you would write £22.50 like this:

Sometimes we ask you to write in a month and a year. For example, you would write November 1999 like this:

Sometimes we ask you to write in an answer, please keep your answer within the box and not touching the edge of the box.

The " shapes throughout the questionnaire are to help the processing of the form.

Some questions are in green to help you see which question to go to next.
SECTION 1: Career advice

Q.1 Since the end of Year 11 have you had any contact with the Careers Service?

- Yes ☐ Go to Q.2
- No ☐ Miss out the green questions and go to Q.7

Q.2 How many times have you had contact with the Careers Service (since the end of Year 11)?

- 1 - 2 ☐
- 3 - 5 ☐
- 6 or more ☐
- Don't know ☐

Q.3 What did you do when you had contact with the Careers Service (since the end of Year 11)?

PLEASE PUT A CROSS AGAINST ALL THAT APPLY

- Had a discussion about your future career plans ☐ 243
- Looked for information about jobs, courses or training ☐ 244
- Looked for vacancies for jobs or training ☐ 245
- Took part in a discussion group (e.g. Careers Club) ☐ 246
- Other activity ☐ 247

If you put a cross against “Had a discussion about your future career plans” at Q.3 continue with Q.4, if you did not put a cross against this one go to Q.7

Q.4 Thinking of your last discussion with the Careers Service, what was it about?

PLEASE PUT A CROSS AGAINST ALL THAT APPLY

- Advice on suitable education or training ☐ 248
- Advice about leaving education or training early ☐ 249
- Wanting help at the end of education or training about what to do next ☐ 250
- Wanting to change job ☐ 251
- Wanting to get back into work or training after a break ☐ 252
- Something else ☐ 253

Q.5 How satisfied were you with this discussion?

PUT A CROSS AGAINST EACH STATEMENT THAT APPLIES

- Advice on suitable education or training ☐
- Advice about leaving education or training early ☐
- Wanting help at the end of education or training about what to do next ☐
- Wanting to change job ☐
- Wanting to get back into work or training after a break ☐
- Something else ☐

Q.6 When you had this discussion, what was your main activity?

- Full-time education ☐ 260
- Modern Apprenticeship/Youth Training/Other government supported training ☐ 261
- Job ☐ 262
- Other ☐ 263

Q.7 Are there people (besides your immediate family or the Careers Service) who you rely on for advice about education, work or other matters which concern you?

- Yes ☐ Continue with Q.8
- No ☐ Go to Q.9
0.8 Which of these best describe this person / these people?

**PLEASE PUT A CROSS AGAINST ALL THAT APPLY**

- Friend □ 265
- Teacher / trainer □ 266
- Health worker / doctor □ 267
- Probation Officer □ 268
- Someone working in a career you are considering □ 269
- Other (e.g. Youth worker, counsellor, social worker - please specify) □ 270

0.9 Which of the answers below, in general terms, best describes your current situation?

**PLEASE PUT A CROSS IN ONE BOX ONLY**

- I am not in a paid job and not in education BUT looking for a job, training or education □ 371
- I am not in a paid job and not in education BUT looking after home, children, family □ 372
- I am not in a paid job and not in education BUT doing voluntary work
  - I am not in a paid job and not in education BUT I'm developing my own skills (e.g. music, art, sport) □
  - I am not in a paid job and not in education, as I am currently sick or disabled □
  - I am not in a paid job and not in education, as I am taking a break from study/work □
  - I am not in a paid job and not in education BUT doing something else □
- I am on a full-time education course and working in my spare time
  - I am on a full-time education course □
- I am in a paid full-time job as an apprentice or trainee □
- I am in a paid full-time job without regular training □
- I am in one or more part-time jobs and doing a part-time education course
  - I am in one or more paid part-time jobs □
  - I am on one or more part-time education courses □
  - I am doing something else (Please specify) □

0.10 Did you do any paid work last week, that is, in the last 7 days?

**PLEASE PUT A CROSS IN ONE BOX ONLY**

- Yes - full time paid work □
- Yes - part time paid work □
- Yes - occasional work □
- No - no paid work □

0.11 Was this because you have a job, but were away from it last week?

Yes □

No □

0.12 Did you do any unpaid work last week, for any business that you, or a relative, own?

Yes □

No □

0.13 Are you currently waiting to start a job that you have already obtained?

Yes □

No □
Q.14 Have you been looking for a job, or training in the past 4 weeks?

- Yes - looking for a full-time job or training
- Yes - looking for a part-time job or training
- No

☐ Go to Q.15
☐ Go to Q.15
☐ Go to Q.16

Q.15 If a job or training had been offered to you this week, would you have been able to start within 2 weeks?

- Yes
- No

☐ Go to Q.17
☐ Go to Q.17

Q.16 Why are you not looking for a job or training? I am:

- waiting for the results of an application for a job/being assessed by a training agent
- a student
- looking after family/home
- temporarily sick or injured
- long term sick or disabled
- I believe there are no jobs available
- I have not yet started looking
- other reason (Please specify)

☐ 588
☐ 589
☐ 590
☐ 591
☐ 592
☐ 593
☐ 594
☐ 595
☐ 596
☐ 597

Q.17 If you were to start a full-time job in the next few months, how much weekly take-home pay would you expect to earn?

PLEASE WRITE IN: £

☐ 598

Q.18 What is the lowest weekly take-home pay you would consider for a full-time job?

PLEASE WRITE IN: £

☐ 599

Q.19 Do you get any regular benefits, such as Income Support, Disability Benefits, or any other regular benefits?

- Yes
- No

☐ 600

Q.20 How much do you usually get?

PLEASE WRITE IN AMOUNT: Each week: £

☐ 601

Q.21 Please put a cross against one box to tell us your main activity at the moment.

PLEASE PUT A CROSS AGAINST ONE BOX ONLY

- Out of work/unemployed
- Modern Apprenticeship, National Traineeship, Youth Training or other government supported training
- In a full-time job (over 30 hours a week)
- In a part-time job (if this is your main activity)
- In full-time education at school or college
- Looking after home or family
- Doing something else (please specify)

☐ 602

SECTION 3: What you have been doing

- 603

☐ 730

- 829
Q.22 We would like to know what you have done since we sent you the last 'Pathways' booklet, in 1999. Please put a cross against ONE box for each month shown below to tell us what you were doing for ALL, OR MOST, OR EACH MONTH.

**ONE CROSS FOR EACH MONTH IN 1999**

<table>
<thead>
<tr>
<th>Month</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of work/unemployed</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Modern Apprenticeship, National Traineeship, Youth Training or other government supported training</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>In a full-time job (over 30 hrs a week)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>In a part-time job (if this was your main activity)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>In full-time education at school or college</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Looking after home or family</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>On holiday</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Doing something else</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**ONE CROSS FOR EACH MONTH IN 2000**

<table>
<thead>
<tr>
<th>Month</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of work/unemployed</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Modern Apprenticeship, National Traineeship, Youth Training or other government supported training</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>In a full-time job (over 30 hrs a week)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>In a part-time job (if this was your main activity)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>In full-time education at school or college</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Looking after home or family</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>On holiday</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Doing something else</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**SECTION 4: Jobs and government supported training**

If your main activity at the moment is a Modern Apprenticeship, National Traineeship, Youth Training or other government supported training — Go to Q.23

If your main activity at the moment is a job, full/part-time — See note above Q.25

If your main activity at the moment is doing something else (e.g. Full-time student, unemployed) — Go to Q.50 on page 8

Q.23 What government supported training are you doing?

**PLEASE PUT A CROSS IN ONE BOX ONLY**

- Modern Apprenticeship (MA)
- National Traineeship (NTr)
- Youth Training (YT)
- Other (Please write name)

Q.24 Is your training part of:

- A full-time job — Go to Q.25
- A part-time job — Go to Q.25
- Or is it NOT part of a job — Go to Q.29
NOTE: For Q.25 - Q.35 please think about your main job or training place.
There will be space to mention any other jobs or training at Q.50. Now continue at Q.25.

Q.25 Are you an employer, self-employed or an employee?
- Employer (with employees) □ Go to Q.27
- Self-employed (No employees) □ Go to Q.27
- Employee □ Go to Q.26

Q.26 Are you a manager or a supervisor?
- Manager □
- Supervisor □
- Not a manager or supervisor □

Q.27 Have you been taken on permanently, or is your job temporary?
- Permanent □
- Temporary □
- Not sure □

Q.28 Which of the following, if any, is part of your job?
- Modern Apprenticeship (MA) □
- National Traineeship (NT) □
- Youth Training (YT) □
- Other recognised apprenticeship □
- None of these □

Q.29 When did you start your present job or training?
PLEASE WRITE IN
Month: 1077 - 8
Year: 1079 - 0

Q.30 What is the name of your job/the work you are being trained to do?
PLEASE WRITE IN

Q.31 What work/training do you mainly do there?
PLEASE WRITE IN

If you are in government supported training and full-time at college go to Q.35.

Q.32 Including yourself, about how many people work at the same place as you?
- 1 - 9 □
- 10 - 24 □
- 25 - 49 □
- 50 - 99 □
- 100 or more □
Q.33 What does the firm or organisation where you work, or receive your training, make or do? (If you are self-employed, please tell us what you make or do)

PLEASE WRITE IN

C08 1134 - 1157

Q.34 How many hours in total do you usually work each week?

PLEASE WRITE IN

hours

Q.35 On average how much money do you take home each week, or each month, after stoppages but including bonuses or overtime? (For training, please do not count any travel or lodging allowance you may receive)

PLEASE WRITE IN AMOUNT:

Each week:

£ 116.0 - 3 : £ 116.0 - 5 p

OR each month:

£ 116.0 - 9 : £ 1170 - 1 p

Q.36 Have you, at any time since you started there, been given a written plan that sets out the training you should receive?

Yes □ Go to Q.37
No □ Go to Q.38
Not sure □ Go to Q.38

Q.37 Has the training you received followed the plan you were given?

Yes □ 1173
No □ 1174
Training has not yet started □ 1175
I have not received any training □ 1176

IN THE SECTIONS THAT FOLLOW WE WOULD LIKE TO KNOW ABOUT ANY TRAINING YOU RECEIVE AS PART OF YOUR CURRENT JOB OR GOVERNMENT SUPPORTED TRAINING.

SECTION 5: On-the-job training

Q.38 Have you received any on-the-job training, that is, training in the course of your usual work?

Yes - in the past 4 weeks □ Go to Q.39
Yes - more than 4 weeks ago □ Go to Q.39
No - offered by employer but not taken up □ Go to Q.43
No - not offered by employer □ Go to Q.43

Q.39 How would you describe the on-the-job training you receive/received?

Excellent □
Good □
Fair □
Poor □

Q.40 And are/were you given too much training, not enough training, or about the right amount?

Too much □
Not enough □
About right □
To what extent would you say that the training has been helpful for you in your work?

- Very helpful
- Fairly helpful
- Not very helpful
- Not at all helpful
- Too early to say

Q.42 Does, or did, the training lead to a qualification?

- Yes
- No

SECTION 6: Off-the-job training

Q.43 And have you received any off-the-job training, that is, training away from your usual work?

- Yes - in the past 4 weeks
- Yes - more than 4 weeks ago
- No - offered by employer but not taken up
- No - not offered by employer

Q.44 Does, or did, the training regularly involve time spent at a college?

- Yes
- No

Q.45 Does, or did, this training regularly involve time spent on ...

- Day release?
  - Yes
  - No

- Block release?
  - Yes
  - No

- Evening classes?
  - Yes
  - No

- Other?
  - Yes
  - No

Q.46 How would you describe the off-the-job training you receive/received?

- Excellent
- Good
- Fair
- Poor

Q.47 And are/were you given too much training, not enough training, or about the right amount?

- Too much
- Not enough
- About right

Q.48 Does, or did, the training lead to a qualification?

- Yes
- No
Q.49 Where does/did the training take place?

PUT A CROSS AGAINST

ALL THAT APPLY

College of Further Education (state system) ❑ 1398
College of Higher Education ❑ 1399
Private college ❑ 1310
Private training centre ❑ 1311
Employer’s premises/Employer’s training centre ❑ 1312
Somewhere else ❑ 1313

SECTION 7: Other work

Q.50 Do you have a job at the moment that you would not describe as your main activity?

Yes ❑ Continue with Q.51
No ❑ Miss out green questions and go to Q.57

Q.51 What work do you mainly do in this job? (If you have more than one such job, please tell us about the one that pays the most).

PLEASE WRITE IN BOX

Q.52 How many hours in total do you usually work each week in that job?

PLEASE WRITE IN

hours per week

Q.53 On average how much money do you usually earn each week for that job?

PLEASE WRITE IN AMOUNT:

£ 

Q.54 Apart from any you have already mentioned, do you have any other jobs?

Yes ❑ Continue with Q.55
No ❑ Go to Q.57

Q.55 On average how much money do you take home each week or each month in total, from all your jobs and training, after stoppages but including bonuses or overtime? (For training, please do not count any travel or lodging allowances received).

YOU WILL NEED TO ADD YOUR ANSWER AT Q.35 (IF YOU HAVE ANSWERED IT) TO Q.53 AND ADD THE MONEY FOR ANY OTHER JOBS YOU MAY HAVE:

Each week: £

OR each month: £

Q.56 How many hours do you usually work each week in total, including all your jobs and training?

YOU WILL NEED TO ADD YOUR ANSWER AT Q.34 (IF YOU HAVE ANSWERED IT) TO Q.52 AND ADD THE HOURS FOR ANY OTHER JOBS YOU MAY HAVE:

hours per week

◆
Q.57 At present, are you studying for any qualifications, either vocational (work related) or academic?

- Yes  □ Continue with Q.58
- No  □ Miss out the green questions and go to Q.66 on page 11.

Q.58 Where are you studying?

**PLEASE PUT A CROSS AGAINST WHICHEVER APPLY**

- University*  □ 1494
- School*  □ 1495
- Sixth form college*  □ 1496
- Further Education/Tertiary college*  □ 1497
- Higher Education college*  □ 1498
- Independent/other college*  □ 1499
- Private training centre*  □ 1500
- Training centre run by your employer/training provider  □ 1501
- Your place of work  □ 1502
- Other  □ 1503

* If you have put a cross against any answer marked with a '*' go to Q.59, otherwise go to Q.60

Q.59 Do you receive a maintenance grant or regular money, while you are studying for your qualifications:

- from your Local (Education) Authority
  - No  □ 1504
  - Yes  □  £

- from parents or relatives
  - No  □ 1510
  - Yes  □  £

Q.60 Are you studying or training full-time or part-time, or are you on a sandwich course?

- Full-time  □
- Part-time  □
- Sandwich course  □

Q.61 And how many hours in total, each week (during term-time) do you spend studying or training, including both the time studying on your own and with a teacher, instructor or trainer?

- Number of hours:  □ 1517

Q.62 At present, are you studying or training for an NVQ, GNVQ or other vocational or professional qualification?

(Do NOT include degrees, A/S, A-levels, GCSEs or other academic qualifications here. We ask about them at Q.64).

- Yes  □ Go to Q.63
- No  □ Go to Q.64
Please tell us more about the vocational qualification(s) you are studying for. First put a cross in a box, or boxes, under (a) to show us what you are studying for; then fill in (b) and (c), if appropriate, to tell us more about it.

<table>
<thead>
<tr>
<th>(a) STUDYING FOR</th>
<th>(b) MAIN SUBJECT WRITE IN</th>
<th>(c) NVQ LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERTAIN UNITS</td>
<td>ONLY</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>FULL AWARD</td>
<td></td>
<td>NOT SURE</td>
</tr>
</tbody>
</table>

**NVQ**
- ☐ 1520 ☐
- ☐ 1525 ☐

<table>
<thead>
<tr>
<th></th>
<th>(c) NVQ LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NOT SURE</td>
</tr>
</tbody>
</table>

**GNVQ Foundation**
- ☐ 1530 ☐

<table>
<thead>
<tr>
<th>(b) MAIN SUBJECT</th>
<th>(c) NVQ LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITE IN</td>
<td>NOT SURE</td>
</tr>
</tbody>
</table>

**Intermediate**
- ☐ 1534 ☐

**Advanced**
- ☐ 1538 ☐

<table>
<thead>
<tr>
<th>(b) MAIN SUBJECT</th>
<th>(c) NVQ LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITE IN</td>
<td>NOT SURE</td>
</tr>
</tbody>
</table>

**BTEC**
- First Certificate
  - ☐ 1542 ☐
- First Diploma
  - ☐ 1546 ☐
- National Certificate/Diploma
  - ☐ 1550 ☐
- Higher National Certificate/Diploma
  - ☐ 1554 ☐
- Other BTEC (note column c)
  - ☐ 1558 ☐

<table>
<thead>
<tr>
<th>(c) NVQ LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT SURE</td>
</tr>
</tbody>
</table>

**CITY & GUILDS**
- Part 1
  - ☐ 1563 ☐
- Part 2/Craft/Intermediate
  - ☐ 1567 ☐
- Part 3/Final/Advanced Craft
  - ☐ 1571 ☐
- Part 4/Career Extension/FTC
  - ☐ 1575 ☐
- Other City & Guilds (note column c)
  - ☐ 1579 ☐

<table>
<thead>
<tr>
<th>(c) NVQ LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT SURE</td>
</tr>
</tbody>
</table>

**RSA**
- Certificate
  - ☐ 1584 ☐
- First Diploma
  - ☐ 1588 ☐
- Advanced Diploma
  - ☐ 1592 ☐
- Higher Diploma
  - ☐ 1596 ☐
- Other RSA (note column c)
  - ☐ 1600 ☐

<table>
<thead>
<tr>
<th>(c) NVQ LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT SURE</td>
</tr>
</tbody>
</table>

**OTHER VOCATIONAL OR PROFESSIONAL QUALIFICATIONS**

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>SUBJECTS</th>
<th>NVQ LEVEL EQUIVALENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4</td>
<td>NOT SURE</td>
</tr>
<tr>
<td>C30 1605-7</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ 161</td>
</tr>
<tr>
<td>C32 1612-14</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ 161</td>
</tr>
<tr>
<td>C34 1619-21</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ 1625</td>
</tr>
<tr>
<td>C31 1608-10</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ 161</td>
</tr>
<tr>
<td>C33 1615-7</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ 161</td>
</tr>
<tr>
<td>C35 1622-8</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ 1625</td>
</tr>
</tbody>
</table>

Record NVQ level equivalent: 1 2 3 4 NOT SURE.
Please tell us which qualifications, the number of qualifications and subjects you are studying for:

**GCSE**

- Yes
  - How many? (write in)
- No

**A/S**

- Yes
  - How many? (write in)
- No

**A-Level**

- Yes
  - How many? (write in)
- No

**Degree**

- Yes
- No

**Other academic qualification**

- Yes
  - Name (write in)
- No

---

**SECTION 9: Qualifications stopped without completing them**

**Q.66** Since the end of Year 11, are there any other qualifications which you registered for but did not start, or started to study but later stopped without taking an exam or having a formal assessment?

- Yes: Go to Q.67
- No: Go to Q.69

**Q.67** For which qualifications did you register but not start?

**QUALIFICATION NAME** (e.g. GCSE, AS/A-level, GNVQ, NVQ)

- C42
- C44
- C46

**QUALIFICATION LEVEL** (if applicable)

- C43
- C45
- C47
Q.68 What did you do instead of starting this / these qualifications?

I started a different qualification at the same place □ see instruction above Q.69
I started a different qualification somewhere else □ see instruction above Q.69
I started a training course □ see instruction above Q.69
I started employment □ see instruction above Q.69
other (please write in) □ see instruction above Q.69

C48 1872 - 1971

Answer Q.69 if there are any qualifications you said you had started but since stopped at Q.66.
If this does not apply go to Q.74

Q.69 Which qualifications did you start but later stopped without taking an exam or having a formal assessment?

QUALIFICATION NAME (e.g. GCSE, AS/A-level, GNVQ, NVQ) QUALIFICATION LEVEL (if applicable)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>C49 1972-1974</td>
<td></td>
</tr>
<tr>
<td>C51 1978-1980</td>
<td></td>
</tr>
<tr>
<td>C53 1984-1985</td>
<td></td>
</tr>
<tr>
<td>C50 1975-1976</td>
<td></td>
</tr>
<tr>
<td>C52 1981-1987</td>
<td></td>
</tr>
<tr>
<td>C54 1987-1991</td>
<td></td>
</tr>
</tbody>
</table>

Q.70 When you stopped did you also leave the place where you studied?

Yes □ Go to Q.71
No □ Go to Q.72

Q.71 What type of institution did you leave?

University
State school (including grant maintained)
Independent / private school
Sixth form college
Further Education/Tertiary college
Higher Education college
Independent/other college
Private training centre
Training centre run by your employer/training provider
Your place of work
Other

Q.72 How long did you attend before you left?

less than 1 month □ 1992
1 to less than 2 months □
2 to less than 3 months □
3 to less than 6 months □
6 or more months □

Q.73 What did you do instead of starting this / these qualifications?

I started a different qualification at the same place □ 1994
I started a different qualification somewhere else □ 1995
I started a training course □ 1996
I started employment □ 1997
I continued with other qualifications □ 1998
other (please write in) □ 1999

C55 2000-2009
**SECTION 10: Qualifications obtained since the end of year 11**

0.74 Since the end of Year 11, have you achieved any vocational or professional qualifications including any units you have been awarded? (Do NOT include academic qualifications on this page. We ask about them in 0.76)

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Main Subject</th>
<th>NVQ Level</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>221.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>221.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>222.2</td>
<td></td>
</tr>
<tr>
<td>GNVQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>222.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>223.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>223.5</td>
<td></td>
</tr>
<tr>
<td>BTEC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>223.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>224.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>224.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>225.1</td>
<td></td>
</tr>
<tr>
<td>CITY &amp; GUILDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td></td>
<td>225.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>226.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>226.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>226.9</td>
<td></td>
</tr>
<tr>
<td>RSA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>227.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>227.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>228.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>228.5</td>
<td></td>
</tr>
<tr>
<td>OTHER VOCATIONAL OR PROFESSIONAL QUALIFICATIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>229.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>229.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>230.4</td>
<td></td>
</tr>
</tbody>
</table>

**Q.76** Please tell us about the qualifications you have achieved. First put a cross in a box under (a) to tell us the name of the qualification, then complete (b) and (c) to tell us more about it.

- **NVQ**
  - ACHIEVED
    - CERTAIN UNITS ONLY
    - FULL AWARD
    - MAIN SUBJECT
    - WRITE IN
    - NVQ LEVEL
    - NOT SURE
  - OBTAINED
    - BTEC First Certificate
    - BTEC First Diploma
    - BTEC National Certificate/Diploma
    - Other BTEC
  - CITY & GUILDS
    - Part 1
    - Part 2/Craft/Intermediate
    - Part 3/Final/Advanced Craft
    - Other City & Guilds
  - RSA
    - Certificate
    - First Diploma
    - Advanced Diploma
    - Other RSA
  - OTHER VOCATIONAL OR PROFESSIONAL QUALIFICATIONS
    - QUALIFICATION
    - SUBJECTS
    - NVQ LEVEL
    - EQUIVALENT
      - 1
      - 2
      - 3
      - 4
      - NOT SURE

- **Q.77** Record NVQ level equivalent
  - 225.5
  - 227.2
  - 228.9
Q.76 Have you obtained any GCSEs, A/S, A-levels, or other academic qualifications since the end of Year 11 (Please do not tell us about your Year 11 results here, but we would like to know about any resits)

Yes 23 lil □ Go to Q.77
No □ Go to Q.78

Q.77 Please record below the details of the GCSEs, A/S, A-levels, or other academic qualifications you have obtained since the end of Year 11. Do not include the results of examinations sat during Year 11 or before.

**QUALIFICATIONS - GRADE**

<table>
<thead>
<tr>
<th>SUBJECTS SINCE YEAR 11 (write in below)</th>
<th>GCSE</th>
<th>A/S</th>
<th>A LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. C86</td>
<td>2312-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. C81</td>
<td>2319-21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. C82</td>
<td>2326-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. C86</td>
<td>2333-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. C84</td>
<td>2340-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. C85</td>
<td>2347-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. C86</td>
<td>2354-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. C87</td>
<td>2361-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. C88</td>
<td>2368-70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. C89</td>
<td>2375-7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OTHER ACADEMIC QUALIFICATIONS (WRITE IN BELOW)**

<table>
<thead>
<tr>
<th>NAME OF QUALIFICATIONS</th>
<th>SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. C90</td>
<td>2382-4</td>
</tr>
<tr>
<td>2. C92</td>
<td>2388-90</td>
</tr>
</tbody>
</table>

Q.78 Since the end of Year 11, have you had opportunities to develop any of the following key skills as part of your education and training?

**PLEASE PUT A CROSS AGAINST ALL THAT APPLY**

- Application of number skills
- Communication
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving
- None of these

Q.79 Have you obtained a qualification in any of the following key skills?

<table>
<thead>
<tr>
<th>KEY SKILLS</th>
<th>Yes, as part of GNVQ</th>
<th>Yes, other</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of number skills</td>
<td>2401</td>
<td>2402</td>
<td>2403</td>
</tr>
<tr>
<td>Communication</td>
<td>2404</td>
<td>2405</td>
<td>2406</td>
</tr>
<tr>
<td>Information Technology</td>
<td>2407</td>
<td>2408</td>
<td>2409</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>2410</td>
<td>2411</td>
<td>2412</td>
</tr>
</tbody>
</table>
SECTION 11: More about you

If you are in education, training or work at the moment (or for much of the time) skip to Q.81

Q.80 If you are not in education, training or work at the moment (or for much of the time), please tell us what you think the main reasons for that are?

Please put a cross against whichever apply

- Need more qualifications or skills [☐]
- Looking after home/children [☐]
- Looking after other family members [☐]
- Poor health or disability [☐]
- Housing problems [☐]
- Family problems [☐]
- Transport problems e.g. no car, unsuitable public transport [☐]
- Would be worse off in work or on a course [☐]
- Drugs/alcohol problems [☐]
- Criminal record [☐]
- There are no decent jobs or courses available [☐]
- Have not decided what sort of job or course to do [☐]
- Having a break from study [☐]
- Other reason [☐]

Q.81 Please put a cross in one box for each statement below to show whether you agree or disagree with each of the following statements

- Since Year 11, the courses, jobs or training I have done have generally worked out well for me [☐]
- I know how to find out about future work, education or training opportunities [☐]
- I think that making plans for the future is a waste of time [☐]
- I want to do more education/training in the future [☐]
- I have got all the qualifications I need for the job or course I want to do [☐]
- I have a clear idea about what I want to do in the future [☐]

Q.82 Do you live at home with any of your parents or step-parents?

Please put a cross against whichever apply

- Yes - Father [☐] Go to Q.84
- Yes - Stepfather [☐] Go to Q.84
- Yes - Mother [☐] Go to Q.84
- Yes - Stepmother [☐] Go to Q.84
- No [☐] Go to Q.83

Q.83 Who do you live with?

- Other relatives [☐]
- Friends [☐]
- On my own [☐]
- Other (please specify) [☐]

15
Q.84  Are you:  

- Single  
- Living with your husband/wife/partner

Q.85  Do you have any children (aged under 15) living in your household?
- Yes-my own children  
- Yes-other children e.g. brother/sister  
- No

Q.86  Do you have any health problems or disabilities, that you might expect will last for more than a year, which affect your ability to carry out normal day to day activities?
- Yes  
- No

Q.87a  Have you ever been identified as having special educational needs?
- Yes  
- No

Q.87b  Have you ever received a statement of special educational needs?
- Yes - later on in my school career  
- Yes - earlier in my school career  
- No

Q.87c  Has the statement been withdrawn?
- Yes  
- No

Q.88  Are you a student that lives away from home during term-time?
- Yes  
- No

Q.89  Have you previously been in residential or foster care?
- Yes - some time ago  
- Yes - until recently  
- Yes - just about to leave  
- Yes - in care now  
- No

Q.90  Did your parent(s) or other persons responsible for you attend your parents evenings?
- Every time  
- Regularly  
- Not very frequently  
- Not at all

Q.91  When you were younger did your parent(s) or other persons responsible for you read to you at night?
- Every night  
- Often  
- Sometimes  
- Not very often  
- Not at all
Q.92 Did your parent(s) or other persons responsible for you help you with such things as school work, choosing your options, or preparing for examinations?

- Often □
- Sometimes □
- Not very often □
- Not at all □

Q.93 If there is anything else you would like to tell us, about what you have done since we last sent you a ‘Pathways’ booklet, or about your future plans, please write below (and use additional paper if you need to).

PLEASE WRITE IN

ADDRESS DETAILS

Q.A1 Please write in the telephone number of your usual address (incl STD code)

Q.A2 Do we have your correct name and address? If the envelope we sent you was correctly addressed, please mark □

If we have made a mistake in your name and address please PRINT your full name and address below

First name: Last name:

Address

Postcode

Q.A3 It is possible that there will be a follow up survey. In case we should have difficulty getting post to you if you move, please PRINT the name of and address of someone (with a different address from your own) who will know where to reach you (such as an uncle or aunt, older brother or sister or a close friend).

Mr/Miss/Ms/Mrs First name: Last name:

Address

Postcode

Please write in the telephone number of this address (incl STD code)

THANK YOU FOR YOUR HELP.
PLEASE RETURN THE QUESTIONNAIRE IN THE ENVELOPE PROVIDED
6 CODE FRAMES

Other people respondents rely on for advice about education, work or other matters. (Q.8)

000 [NONE]
001 FRIEND
002 TEACHER/TRAINER
003 HEALTH WORKER/DOCTOR
004 PROBATION OFFICER
005 SOMEONE WORKING IN A CAREER YOU ARE CONSIDERING
006 YOUTH WORKER
007 SOCIAL WORKER
008 SCOUT/GUIDE LEADER
009 ANY FAMILY MENTION
010 EMPLOYER/ COLLEAGUES
011 JOB CENTRE
096 BLANKS
99 OTHER

Other description of current situation (Q.9)

000 [NONE]
001 I AM NOT IN A PAID JOB AND NOT IN EDUCATION BUT LOOKING FOR A JOB/TRAINING OR EDUCATION
002 I AM NOT IN A PAID JOB AND NOT IN EDUCATION BUT LOOKING AFTER HOME,CHILDREN,FAMILY
003 I AM NOT IN A PAID JOB AND NOT IN EDUCATION BUT DOING VOLUNTARY WORK
004 I AM NOT IN A PAID JOB AND NOT IN EDUCATION BUT I'M DEVELOPING MY OWN SKILLS (eg.music/art.sport)
005 I AM NOT IN A PAID JOB AND NOT IN EDUCATION, AS I AM CURRENTLY SICK OR DISABLED
006 I AM NOT IN A PAID JOB AND NOT IN EDUCATION, AS I AM TAKING A BREAK FROM STUDY/WORK
007 I AM NOT IN A PAID JOB AND NOT IN EDUCATION BUT DOING SOMETHING ELSE
008 I AM ON A FULL- TIME EDUCATION COURSE AND WORKING IN MY SPARE TIME
009 I AM ON A FULL TIME EDUCATION COURSE
010 I AM IN A PAID FULL-TIME JOB AS AN APPRENTICE OR TRAINEE
011 I AM IN A PAID FULL-TIME JOB WITHOUT REGULAR TRAINING
012 I AM IN ONE OR MORE PART-TIME JOBS AND DOING A PART-TIME EDUCATION COURSE
013 I AM IN ONE OR MORE PAID PART-TIME JOBS
014 I AM ON ONE OR MORE PART-TIME EDUCATION COURSES
015 I AM IN ONE OR MORE PART-TIME JOBS AND DOING A TRAINING COURSE
096 BLANK
099 OTHERS

Other reason for not looking for a job or training (Q.16)

000 [NONE]
001 I AM WAITING FOR THE RESULTS OF AN APPLICATION FOR A JOB/BEING ASSESSED BY A TRAINING AGENT

© Copyright. 2000 Taylor Nelson Sofres plc.
002 I AM A STUDENT
003 I AM LOOKING AFTER THE FAMILY/HOME
004 I AM TEMPORARILY SICK OR INJURED
005 I AM LONG TERM SICK OR DISABLED
006 I BELIEVE THERE ARE NO JOBS AVAILABLE
007 I HAVE NOT STARTED LOOKING YET
008 I AM ON A TRAINING COURSE
096 BLANK
099 OTHER

Main activity - doing something else (Q.21)

001 PT EDUCATION/STUDENT
002 PT JOB IF NOT MAIN ACTIVITY
003 TEMPORARY/CASUAL WORK
004 HOLIDAY (SCHOOL/COLLEGE/UNIVERSITY)
005 HOLIDAY - OTHER
006 ABROAD (HOLIDAY AND/OR WORK ABROAD)
007 VOLUNTARY WORK
008 ILLNESS/ACCIDENT
009 WAITING TO START JOB/GOVERNMENT SUPPORTED TRAINING/TRAINING COURSE
010 FULL TIME JOB
011 FULL TIME EDUCATION/STUDENT
012 TAKING A GAP YEAR
013 PREGNANT/JUST HAD BABY
014 LOOKING AFTER HOME OR FAMILY
015 TRAINING FOR JOB/TRAINEE
016 JOINED ARMED FORCES/WAITING TO GO INTO ARMED FORCES
017 BEEN ILL/SICK/IN HOSPITAL
018 LOOKING FOR EMPLOYMENT
097 NOT STATED
098 DON'T KNOW
099 OTHERS

Other government supported training (Q.23)

001 ADVANCE
002 ASSET
003 CAREER CARD
004 CAREER CREDIT
005 CAREER FOCUS
Standard Occupational Classification Codeframe (Q.30/31/51)

010-019 MANAGERS AND ADMINISTRATORS
020-029 PROFESSIONAL OCCUPATIONS
030-039 ASSOCIATED PROFESSIONAL & TECHNICAL
040-049 CLERICAL AND SECRETARIAL
050-059 CRAFT AND RELATED
060-069 PERSONAL & PROTECTIVE SERVICE OCCS.
070-079 SALES
080-089 PLANT & MACHINERY OPERATIVES
090-099 OTHER OCCUPATIONS
100 INSUFFICIENT INFO/ NOT ANSWERED

Standard Industrial classification Codeframe (Q.33)

001 AGRICULTURE, HUNTING & RELATED SERVICE ACTIVITIES
002 FORESTRY, LOGGING & RELATED SERVICE ACTIVITIES
005 FISHING/OPERATION OF FISH HATCHERIES & FISH FARMS; SERVICE ACTIVITIES INCIDENTAL TO FISHING
010 MINING OF COAL & LIGNITE; EXTRACTION OF PEAT
011 EXTRACTION OF CRUDE PETROLEUM & NATURAL GAS; SERVICE ACTIVITIES INCIDENTAL TO OIL & GAS EXTRACTION EXCLUDING SURVEYING
<table>
<thead>
<tr>
<th>Code</th>
<th>Industry Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>012</td>
<td>Mining of Uranium &amp; Thorium Ores</td>
</tr>
<tr>
<td>013</td>
<td>Mining of Metal Ores</td>
</tr>
<tr>
<td>014</td>
<td>Other Mining &amp; Quarrying</td>
</tr>
<tr>
<td>015</td>
<td>Manufacture of Food Products &amp; Beverages</td>
</tr>
<tr>
<td>016</td>
<td>Manufacture of Tobacco Products</td>
</tr>
<tr>
<td>017</td>
<td>Manufacture of Textiles</td>
</tr>
<tr>
<td>018</td>
<td>Manufacture of Wearing Apparel, Dressing &amp; Dyeing of Fur</td>
</tr>
<tr>
<td>019</td>
<td>Tanning &amp; Dressing of Leather, Manufacture of Luggage, Handbag, Saddlery, Harness &amp; Footwear</td>
</tr>
<tr>
<td>020</td>
<td>Manufacture of Wood &amp; Products of Wood &amp; Cork, Except Furniture; Manufacture of Articles of Straw &amp; Plaiting Materials</td>
</tr>
<tr>
<td>021</td>
<td>Manufacture of Pulp, Paper &amp; Paper Products</td>
</tr>
<tr>
<td>022</td>
<td>Publishing/Printing &amp; Reproduction of Recorded Media</td>
</tr>
<tr>
<td>023</td>
<td>Manufacture of Coke, Refined Petroleum Products &amp; Nuclear Fuel</td>
</tr>
<tr>
<td>024</td>
<td>Manufacture of Chemicals &amp; Chemical Products</td>
</tr>
<tr>
<td>025</td>
<td>Manufacture of Rubber &amp; Plastic Products</td>
</tr>
<tr>
<td>026</td>
<td>Manufacture of Other Non-Metallic Mineral Products</td>
</tr>
<tr>
<td>027</td>
<td>Manufacture of Basic Metals</td>
</tr>
<tr>
<td>028</td>
<td>Manufacture of Fabricated Metal Products, Except Machinery &amp; Equipment</td>
</tr>
<tr>
<td>029</td>
<td>Manufacture of Machinery &amp; Equipment Not Elsewhere Classified</td>
</tr>
<tr>
<td>030</td>
<td>Manufacture of Office Machinery &amp; Computers</td>
</tr>
<tr>
<td>031</td>
<td>Manufacture of Electrical Machinery &amp; Apparatus Not Elsewhere Classified</td>
</tr>
<tr>
<td>032</td>
<td>Manufacture of Radio, Television &amp; Communication Equipment &amp; Apparatus</td>
</tr>
<tr>
<td>033</td>
<td>Manufacture of Medical, Precision &amp; Optical Instruments, Watches &amp; Clocks</td>
</tr>
<tr>
<td>034</td>
<td>Manufacture of Motor Vehicles, Trailers &amp; Semi-Trailers</td>
</tr>
<tr>
<td>035</td>
<td>Manufacture of Other Transport Equipment</td>
</tr>
<tr>
<td>036</td>
<td>Manufacture of Furniture; Manufacturing Not Elsewhere Classified</td>
</tr>
<tr>
<td>037</td>
<td>Recycling</td>
</tr>
<tr>
<td>040</td>
<td>Electricity, Gas, Steam &amp; Hot Water Supply</td>
</tr>
<tr>
<td>041</td>
<td>Collection, Purification &amp; Distribution of Water</td>
</tr>
<tr>
<td>045</td>
<td>Construction</td>
</tr>
<tr>
<td>050</td>
<td>Sale, Maintenance &amp; Repair of Motor Vehicles &amp; Motorcycles; Retail Sale of Automotive Fuel</td>
</tr>
<tr>
<td>Code</td>
<td>Activity Description</td>
</tr>
<tr>
<td>------</td>
<td>----------------------</td>
</tr>
<tr>
<td>051</td>
<td>Wholesale Trade &amp; Commission Trade, Except of Motor Vehicles &amp; Motorcycles</td>
</tr>
<tr>
<td>052</td>
<td>Retail Trade, Except of Motor Vehicles &amp; Motorcycles; Repair of Personal &amp; Household Goods</td>
</tr>
<tr>
<td>055</td>
<td>Hotels &amp; Restaurants</td>
</tr>
<tr>
<td>060</td>
<td>Land Transport; Transport Via Pipelines</td>
</tr>
<tr>
<td>061</td>
<td>Water Transport</td>
</tr>
<tr>
<td>062</td>
<td>Air Transport</td>
</tr>
<tr>
<td>063</td>
<td>Supporting &amp; Auxiliary Transport Activities; Activities of Travel Agencies</td>
</tr>
<tr>
<td>064</td>
<td>Post &amp; Telecommunications</td>
</tr>
<tr>
<td>065</td>
<td>Financial Intermediation, Except Insurance &amp; Pension Funding</td>
</tr>
<tr>
<td>066</td>
<td>Insurance &amp; Pension Funding, Except Compulsory Social Security</td>
</tr>
<tr>
<td>067</td>
<td>Activities Auxiliary to Financial Intermediation</td>
</tr>
<tr>
<td>070</td>
<td>Real Estate Activities</td>
</tr>
<tr>
<td>071</td>
<td>Renting of Machinery &amp; Equipment Without Operator &amp; of Personal &amp; Household Goods</td>
</tr>
<tr>
<td>072</td>
<td>Computer &amp; Related Activities</td>
</tr>
<tr>
<td>073</td>
<td>Research &amp; Development</td>
</tr>
<tr>
<td>074</td>
<td>Other Business Activities</td>
</tr>
<tr>
<td>075</td>
<td>Public Administration &amp; Defence; Compulsory Social Security</td>
</tr>
<tr>
<td>080</td>
<td>Education</td>
</tr>
<tr>
<td>085</td>
<td>Health &amp; Social Work</td>
</tr>
<tr>
<td>090</td>
<td>Sewage &amp; Refuse Disposal, Sanitation &amp; Similar Activities</td>
</tr>
<tr>
<td>091</td>
<td>Activities of Membership Organisations Not Elsewhere Classified</td>
</tr>
<tr>
<td>092</td>
<td>Recreational, Cultural &amp; Sporting Activities</td>
</tr>
<tr>
<td>093</td>
<td>Other Service Activities</td>
</tr>
<tr>
<td>095</td>
<td>Private Households With Employed Persons</td>
</tr>
<tr>
<td>097</td>
<td>Delete</td>
</tr>
<tr>
<td>098</td>
<td>Extra Territorial Organisations &amp; Bodies</td>
</tr>
<tr>
<td>099</td>
<td>Others</td>
</tr>
<tr>
<td>100</td>
<td>Receptionist</td>
</tr>
<tr>
<td>101</td>
<td>Clerk/Clerical</td>
</tr>
<tr>
<td>102</td>
<td>Secretarial</td>
</tr>
<tr>
<td>103</td>
<td>Admin Assistant</td>
</tr>
<tr>
<td>104</td>
<td>Accounts Clerk/Assistant</td>
</tr>
<tr>
<td>105</td>
<td>Customer Care Advisor/Assistant</td>
</tr>
</tbody>
</table>
Vocational Qualifications (Superclass II) (Q.63/75)

001: BUSINESS/ FINANCE (GENERAL)
002: MANAGEMENT (GENERAL)
003: PUBLIC ADMINISTRATION
004: INTERNATIONAL BUSINESS STUDIES/ BRIEFINGS
005: ENTERPRISES
006: MANAGEMENT SKILLS
007: MANAGEMENT PLANNING & CONTROL SYSTEMS
008: HUMAN RESOURCES MANAGEMENT
009: FINANCIAL MANAGEMENT/ ACCOUNTING
010: FINANCIAL SERVICES
011: OFFICE SKILLS
012: TYPING/ SHORTHAND/ SECRETARIAL SKILLS
013: MARKETING/ PR
014: EXPORT/ IMPORT/ EUROPEAN SALES
015: RETAILING/ WHOLESALING/ DISTRIBUTIVE TRADES
016: RETAILING/ DISTRIBUTION SPECIFIC TYPES
017: SALES WORK
018: PHYSICAL DISTRIBUTION
019: COMPUTER TECHNOLOGY
020: IT: COMPUTER SCIENCE/ PROGRAMMING/ SYSTEMS
021: IT: COMPUTER USE
022: USING SOFTWARE & OPERATING SYSTEMS
023: TEXT/ GRAPHICS/ MULTIMEDIA PRESENTATION SOFTWARE
024: SOFTWARE FOR SPECIFIC APPLICATIONS/ INDUSTRIES
025: INFORMATION WORK/ INFORMATION USE
026: INFORMATION SYSTEMS/ MANAGEMENT
027: LIBRARIES/ LIBRARIANSHIP
028: HUMANITIES/ GENERAL STUDIES/ COMBINED STUDIES
029: HISTORY
030: ARCHAEOLOGY
031: RELIGIOUS STUDIES
032: PHILOSOPHY
033: GOVERNMENT/ POLITICS
034: ECONOMICS
<table>
<thead>
<tr>
<th>035: LAW</th>
<th>036: SOCIAL SCIENCES</th>
<th>037: SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>038: CULTURAL/ GENDER/ FOLKLORE</td>
<td>039: LITERATURE</td>
<td>040: LINGUISTIC STUDIES</td>
</tr>
<tr>
<td>041: LANGUAGES</td>
<td>042: CULTURAL/ AREA/ SOCIAL/ DIASPORA STUDIES</td>
<td>043: EDUCATION THEORY/ LEARNING ISSUES</td>
</tr>
<tr>
<td>044: TEACHER TRAINING</td>
<td>045: TEACHING/ TRAINING: SPECIFIC SUBJECTS</td>
<td>046: EDUCATION/ SCHOOL ORGANISATION</td>
</tr>
<tr>
<td>047: TRAINING/ VOCATIONAL QUALIFICATIONS</td>
<td>048: CAREERS/ EDUCATION GUIDANCE WORK</td>
<td>049: SELF DEVELOPMENT</td>
</tr>
<tr>
<td>050: CAREER CHANGE/ ACCESS</td>
<td>051: CONTINUING EDUCATION (BASIC SKILLS)</td>
<td>052: PERSONAL FINANCE/ CONSUMERISM/ RIGHTS</td>
</tr>
<tr>
<td>053: PARENTING/ CARERS</td>
<td>054: DISABLED PEOPLE: SKILLS/ FACILITIES</td>
<td>055: CRISIS/ ILLNESS/ SELF HELP</td>
</tr>
<tr>
<td>056: PERSONAL HEALTH/ FITNESS/ APPEARANCE</td>
<td>057: THERAPUTIC PERSONAL CARE</td>
<td>058: HAIR/ PERSONAL CARE SERVICES</td>
</tr>
<tr>
<td>059: ART STUDIES/ FINE ARTS</td>
<td>060: ART TECHNIQUES/ PRACTICE</td>
<td>061: MUSEUM/ GALLERY/ CONSERVATION SKILLS</td>
</tr>
<tr>
<td>062: COLLECTING/ ANTIQUES</td>
<td>063: CRAFTS: LEISURE/ GENERAL</td>
<td>064: DECORATIVE LEISURE CRAFTS</td>
</tr>
<tr>
<td>065: DECORATIVE METAL CRAFTS/ JEWELLERY</td>
<td>066: FASHION/ TEXTILES/ CLOTHING (CRAFT)</td>
<td>067: FABRIC CRAFTS/ SOFT FURNISHINGS</td>
</tr>
<tr>
<td>068: WOOD CANE &amp; FURNITURE CRAFTS</td>
<td>069: GLASS/ CERAMICS/ STONE CRAFTS</td>
<td>070: COMMUNICATION/ MEDIA (GENERAL)</td>
</tr>
<tr>
<td>071: COMMUNICATION SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Category</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>072</td>
<td>WRITING (AUTHORSHIP)</td>
<td></td>
</tr>
<tr>
<td>073</td>
<td>JOURNALISM</td>
<td></td>
</tr>
<tr>
<td>074</td>
<td>PHOTOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>075</td>
<td>FILM/ VIDEO PRODUCTION</td>
<td></td>
</tr>
<tr>
<td>076</td>
<td>AUDIO &amp; VISUAL MEDIA</td>
<td></td>
</tr>
<tr>
<td>077</td>
<td>PRINT &amp; PUBLISHING</td>
<td></td>
</tr>
<tr>
<td>078</td>
<td>PERFORMING ARTS</td>
<td></td>
</tr>
<tr>
<td>079</td>
<td>DANCE</td>
<td></td>
</tr>
<tr>
<td>080</td>
<td>THEATRE &amp; DRAMATIC ARTS</td>
<td></td>
</tr>
<tr>
<td>081</td>
<td>VARIETY CIRCUS &amp; MODELLING</td>
<td></td>
</tr>
<tr>
<td>082</td>
<td>THEATRE PRODUCTION</td>
<td></td>
</tr>
<tr>
<td>083</td>
<td>MUSIC HISTORY/ THEORY</td>
<td></td>
</tr>
<tr>
<td>084</td>
<td>MUSIC OF SPECIFIC KINDS/ CULTURES</td>
<td></td>
</tr>
<tr>
<td>085</td>
<td>MUSIC PERFORMANCE</td>
<td></td>
</tr>
<tr>
<td>086</td>
<td>MUSIC INSTRUMENT TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>087</td>
<td>SPORTS STUDIES/ COMBINED SPORTS</td>
<td></td>
</tr>
<tr>
<td>088</td>
<td>AIR SPORTS</td>
<td></td>
</tr>
<tr>
<td>089</td>
<td>WATER SPORTS</td>
<td></td>
</tr>
<tr>
<td>090</td>
<td>ATHLETIC GYMNASTICS &amp; COMBINED SPORTS</td>
<td></td>
</tr>
<tr>
<td>091</td>
<td>WHEELED SPORTS</td>
<td></td>
</tr>
<tr>
<td>092</td>
<td>WINTER SPORTS</td>
<td></td>
</tr>
<tr>
<td>093</td>
<td>BALL &amp; RELATED GAMES</td>
<td></td>
</tr>
<tr>
<td>094</td>
<td>COUNTRY/ ANIMAL SPORTS</td>
<td></td>
</tr>
<tr>
<td>095</td>
<td>INDOOR GAMES</td>
<td></td>
</tr>
<tr>
<td>096</td>
<td>HOTEL/ CATERING (GENERAL)</td>
<td></td>
</tr>
<tr>
<td>097</td>
<td>FOOD/ DRINK SERVICES</td>
<td></td>
</tr>
<tr>
<td>098</td>
<td>CATERING SERVICES</td>
<td></td>
</tr>
<tr>
<td>099</td>
<td>HOSPITALITY SERVICES</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>BAKING/ DAIRY/ FOOD &amp; DRINK PROCESSING</td>
<td></td>
</tr>
<tr>
<td>101</td>
<td>COOKERY</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>HOME ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>FOOD SCIENCE/ TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>104</td>
<td>TOURISM &amp; TRAVEL</td>
<td></td>
</tr>
<tr>
<td>105</td>
<td>LEISURE/ SPORTS FACILITIES WORK</td>
<td></td>
</tr>
<tr>
<td>106</td>
<td>COUNTRY LEISURE FACILITIES WORK</td>
<td></td>
</tr>
<tr>
<td>107</td>
<td>ARTS/ CULTURAL/ HERITAGE ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>108</td>
<td>HEALTH CARE MANAGEMENT/ HEALTH STUDIES</td>
<td></td>
</tr>
</tbody>
</table>
109: MEDICAL SCIENCES
110: COMPLEMENTARY MEDICINE
111: PARAMEDICAL SERVICES/ SUPPLEMENTARY MEDICINE
112: MEDICAL TECHNOLOGY/ PHARMACOLOGY/ DENTAL SERVICES
113: OPHTHALMIC SERVICES
114: NURSING
115: SEMI-MEDICAL/ PHYSICAL/ PSYCHO/ THERAPIES
116: PSYCHOLOGY
117: OCCUPATIONAL HEALTH & SAFETY
118: SOCIAL CARE/ SOCIAL WORK SKILLS
119: FAMILY/ COMMUNITY WORK
120: CRISIS SUPPORT/ COUNSELLING
121: CHILD CARE SERVICES
122: ENVIRONMENTAL PROTECTION/ CONSERVATION
123: ENERGY ECONOMICS/ MANAGEMENT/ CONSERVATION
124: POLLUTION/ POLLUTION CONTROL
125: ENVIRONMENTAL HEALTH/ SAFETY
126: CLEANSING
127: FUNERAL SERVICES#
128: SECURITY
129: FIRE PREVENTION/ FIRE FIGHTING
130: SCIENCE & TECHNOLOGY
131: MATHEMATICS
132: PHYSICS
133: CHEMISTRY
134: ASTRONOMY
135: EARTH SCIENCES
136: LAND & SEA SURVEYING/ CARTOGRAPHY
137: LIFE SCIENCES
138: AGRICULTURE/ HORTICULTURE (GENERAL)
139: AGRICULTURAL SCIENCES
140: CROP PROTECTION/ FERTILISERS/ BY-PRODUCTS
141: CROP PRODUCTION
142: GARDENING/ FLORISTRY/ PLANT SALES
143: AMENITY HORTICULTURE/ SPORTS GROUNDS
144: FORESTRY/ TIMBER PRODUCTION
145: ANIMAL HUSBANDRY
146: FISH PRODUCTION/ FISHERIES
147: AGRICULTURAL ENGINEERING/ FARM MACHINERY
148: AGRICULTURA/ HORTICULTURAL MAINTENANCE
149: RURAL/ AGRICULTURAL BUSINESS ORGANISATION
150: VETERINARY SERVICES
151: PETS/ DOMESTIC ANIMAL CARE
152: BUILT ENVIRONMENT (GENERAL)
153: PROPERTY: SURVEYING/ PLANNING/ DEVELOPMENT
154: BUILDING DESIGN/ ARCHITECTURE
155: CONSTRUCTION (GENERAL)
156: CONSTRUCTION MANAGEMENT
157: BUILDING/ CONSTRUCTION OPERATIONS
158: BUILDING SERVICES
159: INTERIOR DESIGN/ FITTING/ DECORATION
160: CONSTRUCTION SITE WORK
161: CIVIL ENGINEERING
162: STRUCTURAL ENGINEERING
163: PRODUCTION/ OPERATIONS MANAGEMENT
164: PURCHASING/ PROCUREMENT & SOURCING
165: QUALITY & RELIABILITY MANAGEMENT
166: INDUSTRIAL CONTROL/ MONITORING
167: INDUSTRIAL DESIGN/ RESEARCH & DEVELOPMENT
168: ENGINEERING SERVICES
169: MANUFACTURING (GENERAL)
170: MANUFACTURING/ ASSEMBLY
171: INSTRUMENT MAKING/ REPAIR
172: TESTING MEASUREMENT & INSPECTION
173: CHEMICAL PRODUCTS
174: GLASS/ CERAMICS/ CONCRETES MANUFACTURE
175: POLYMER PROCESSING
176: TEXTILES/ FABRICS (INDUSTRIAL)
177: LEATHER FOOTWARE & FUR
178: WOODWORKING/ FURNITURE MANUFACTURING
179: PAPER MANUFACTURE
180: FOOD/ DRINK/ TOBACCO (INDUSTRIAL)
181: ENGINEERING/ TECHNOLOGY (GENERAL)
182: METALS WORKING/ FINISHING
183: WELDING/JOINING
184: TOOLS/MACHINING
185: MECHANICAL ENGINEERING
186: ELECTRICAL ENGINEERING
187: POWER/ENERGY ENGINEERING
188: ELECTRONIC ENGINEERING
189: TELECOMMUNICATIONS
190: ELECTRICAL/ELECTRONIC SERVICING
191: AEROSPACE/DEFENCE ENGINEERING
192: SHIP & BOAT BUILDING/MARINE/OFFSHORE ENGINEERING
193: ROAD VEHICLE ENGINEERING
194: VEHICLE MAINTENANCE/REPAIR
195: RAIL VEHICLE ENGINEERING
196: MINING/QUARRYING/EXTRACTION
197: OIL & GAS OPERATIONS
198: CHEMICALS/MATERIALS ENGINEERING
199: METALLURGY/METAL PRODUCTION
200: POLYMER SCIENCE/TECHNOLOGY
201: TRANSPORT (GENERAL)
202: FREIGHT HANDLING
203: AVIATION
204: MARINE TECHNOLOGY
205: RAIL TRANSPORT
206: DRIVING/ROAD SAFETY
207: ROAD TRANSPORT OPERATION
208: MOTOR TRADE OPERATIONS
998: DELETE
999: OTHERS

GNVQ & AGNVQS (Q.63/75)

001: ART & DESIGN
002: BUSINESS
003: HEALTH & SOCIAL CARE
004: LEISURE & TOURISM
005: MANUFACTURING
006: CONSTRUCTION

© Copyright 2000 Taylor Nelson Sofres plc.
<table>
<thead>
<tr>
<th>Code</th>
<th>Other academic qualification name (Q65 - Other, Q.67, Q.69)</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>GCSE</td>
</tr>
<tr>
<td>002</td>
<td>GCSE SHORT COURSE (SPECIFIC MENTIONS)</td>
</tr>
<tr>
<td>003</td>
<td>NCC (NATIONAL CURRICULUM CERTIFICATE)</td>
</tr>
<tr>
<td>004</td>
<td>GCE A-LEVEL</td>
</tr>
<tr>
<td>005</td>
<td>GCE A/S EXAM</td>
</tr>
<tr>
<td>006</td>
<td>S LEVEL</td>
</tr>
<tr>
<td>007</td>
<td>OTHER ACADEMIC QUALIFICATIONS (EXCLUDING HIGHER EDUCATION) NOT CODES 01-06 ABOVE OXFORD &amp; CAMBRIDGE &amp; SCOTTISH HIGHERS</td>
</tr>
<tr>
<td>008</td>
<td>GNVQ FOUNDATION</td>
</tr>
<tr>
<td>009</td>
<td>GNVQ INTERMEDIATE</td>
</tr>
<tr>
<td>010</td>
<td>GNVQ ADVANCED</td>
</tr>
<tr>
<td>011</td>
<td>OTHER GNVQ (NOT CODES 08-10)</td>
</tr>
<tr>
<td>012</td>
<td>RSA NVQ LEVEL 1/CERTIFICATE</td>
</tr>
<tr>
<td>013</td>
<td>RSA NVQ LEVEL 2/DIPLOMA</td>
</tr>
<tr>
<td>014</td>
<td>RSA NVQ LEVEL 3/ADVANCED DIPLOMA/TEACHING CERTIFICATE</td>
</tr>
<tr>
<td>015</td>
<td>RSA NVQ LEVEL 4/HIGHER DIPLOMA/TEACHING DIPLOMA</td>
</tr>
<tr>
<td>016</td>
<td>RSA DON'T KNOW NVQ LEVEL/OTHER RSA</td>
</tr>
<tr>
<td>017</td>
<td>BTEC NVQ LEVEL 1/FIRST/GENERAL CERTIFICATE</td>
</tr>
<tr>
<td>018</td>
<td>BTEC NVQ LEVEL 2/FIRST/GENERAL DIPLOMA</td>
</tr>
</tbody>
</table>

© Copyright 2000 Taylor Nelson Sofres plc.
<table>
<thead>
<tr>
<th>Code</th>
<th>Qualification Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>019</td>
<td>BTEC NVQ LEVEL 3/NATIONAL CERTIFICATE/DIPLOMA</td>
</tr>
<tr>
<td>020</td>
<td>BTEC NVQ LEVEL 4/HIGHER CERTIFICATE/DIPLOMA</td>
</tr>
<tr>
<td>021</td>
<td>BTEC DON'T KNOW NVQ LEVEL/OTHER BTEC</td>
</tr>
<tr>
<td>022</td>
<td>CITY &amp; GUILDS NVQ LEVEL 1/PART 1</td>
</tr>
<tr>
<td>023</td>
<td>CITY &amp; GUILDS NVQ LEVEL 2/PART 2/CRAFT/INTERMEDIATE</td>
</tr>
<tr>
<td>024</td>
<td>CITY &amp; GUILDS NVQ LEVEL 3/PART 3/FINAL/ADVANCED CRAFT</td>
</tr>
<tr>
<td>025</td>
<td>CITY &amp; GUILDS NVQ LEVEL 4/CAREER EXTENSION/FTC</td>
</tr>
<tr>
<td>026</td>
<td>CITY &amp; GUILDS DON'T KNOW NVQ LEVEL/OTHER C &amp; G</td>
</tr>
<tr>
<td>027</td>
<td>CITY &amp; GUILDS DIPLOMA OR VOCATIONAL EDUCATION (DVE) NATIONAL</td>
</tr>
<tr>
<td>028</td>
<td>CITY &amp; GUILDS DIPLOMA OF VOCATIONAL EDUCATION (DVE) INTERMEDIATE</td>
</tr>
<tr>
<td>029</td>
<td>CITY &amp; GUILDS DIPLOMA OF VOCATIONAL EDUCATION (DVE) NOT KNOWN WHETHER NATIONAL OR INTERMEDIATE</td>
</tr>
<tr>
<td>030</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) LEVEL 1</td>
</tr>
<tr>
<td>031</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) LEVEL 2</td>
</tr>
<tr>
<td>032</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) LEVEL 3</td>
</tr>
<tr>
<td>033</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) LEVEL 4</td>
</tr>
<tr>
<td>034</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) DON'T KNOW LEVEL/OTHER NVQ</td>
</tr>
<tr>
<td>035</td>
<td>CPVE</td>
</tr>
<tr>
<td>036</td>
<td>INTERNATIONAL BACCALAUREATE</td>
</tr>
<tr>
<td>037</td>
<td>OND/ONC RECODE AS BTEC LEVEL 3</td>
</tr>
<tr>
<td>038</td>
<td>HND/HNC RECODE AS BTEC LEVEL 4</td>
</tr>
<tr>
<td>039</td>
<td>REGIONAL EXAMINING BODIES</td>
</tr>
<tr>
<td>040</td>
<td>PROFESSIONAL QUALIFICATIONS</td>
</tr>
<tr>
<td>042</td>
<td>OTHER BAND C NEC AT NVQ LEVEL 1</td>
</tr>
<tr>
<td>043</td>
<td>OTHER BAND C NEC AT NVQ LEVEL 2</td>
</tr>
<tr>
<td>044</td>
<td>OTHER BAND C NEC AT NVQ LEVEL 3</td>
</tr>
<tr>
<td>045</td>
<td>OTHER BAND C NEC AT NVQ LEVEL 4</td>
</tr>
<tr>
<td>046</td>
<td>OTHER BAND C NEC NVQ LEVEL NOT STATED (INCLUDE LCCI) &amp; DUKE OF EDINBURGH PITMANS LIFE SAVING AWARDS</td>
</tr>
<tr>
<td>050</td>
<td>HIGH DEGREE OF POSTGRADUATE AWARDS</td>
</tr>
<tr>
<td>051</td>
<td>TEACHER TRAINING</td>
</tr>
<tr>
<td>052</td>
<td>FIRST DEGREE</td>
</tr>
<tr>
<td>053</td>
<td>DIPLOMA OF HIGHER EDUCATION (DIP HE)</td>
</tr>
<tr>
<td>054</td>
<td>OTHER HIGHER EDUCATION DIPLOMA OR CERTIFICATE</td>
</tr>
<tr>
<td>055</td>
<td>PROFESSIONAL QUALIFICATIONS - HIGHER EDUCATION</td>
</tr>
<tr>
<td>056</td>
<td>OTHER HIGHER EDUCATION</td>
</tr>
<tr>
<td>057</td>
<td>OTHER QUALIFICATION BAND NOT KNOWN</td>
</tr>
</tbody>
</table>
GCSES, A/S and A-Level codeframe

101 BIOLOGY
103 BIOLOGY:HUMAN
105 BIOLOGY:SOCIAL
106 BIOLOGY:HUMAN & SOCIAL
111 CHEMISTRY
121 PHYSICS
131 SCIENCE:SINGLE AWARD
133 SCIENCE:DUAL AWARD (1st GRADE)
135 SCIENCE:DUAL AWARD (2nd GRADE)
137 SCIENCE:DOUBLE AWARD (1st GRADE)
139 SCIENCE:DOUBLE AWARD (2nd GRADE)
141 SCIENCE:BIOLOGY & CHEMISTRY
145 SCIENCE:BIOLOGY & PHYSICS
147 SCIENCE:CHEMISTRY & PHYSICS
163 AERONAUTICS
165 SCIENCE:AGRICULTURE
167 SCIENCE:APPLIED
169 SCIENCE:ASTRONOMY
171 BOTANY
173 SCIENCE:ELECTRONICS
175 SCIENCE:ENVIRONMENTAL
177 SCIENCE:GEOLOGY
179 SCIENCE:HORTICULTURE
181 SCIENCE:PHYSICAL
183 PSYCHOLOGY JMB/NEA
185 ROBOTICS
187 SCIENCE:RURAL
191 SCIENCE IN SOCIETY
309 SOUND RECORDING
311 WOODWORK
313 TECHNICAL STUDIES
321 BUSINESS STUDIES
323 BUSINESS STUDIES & ECONOMICS
325 BUSINESS & INFORMATION STUDIES (1st GRADE)
327 BUSINESS & INFORMATION STUDIES (2nd GRADE)
331 HOME ECONOMICS
333 HOME ECONOMICS: CHILD DEVELOPMENT
335 HOME ECONOMICS: FOOD
337 HOME ECONOMICS: TEXTILES
339 HOME ECONOMICS: HOME & FAMILY
351 ART & DESIGN
353 ART & DESIGN (DRAWING & PAINTING)
355 ART & DESIGN (GRAPHICS)
357 ART & DESIGN (PHOTOGRAPHY)
361 ART & DESIGN (POTTERY)
363 ART & DESIGN (PRINTING)
365 ART & DESIGN (TEXTILES)
367 ART & DESIGN (3-D STUDIES)
368 ART & DESIGN (CRITICAL STUDIES)
369 FINE ART
370 CRAFT
381 ART (WITHOUT 'DESIGN' ELEMENT)
382 ART WITH HISTORY
383 HISTORY OF ART
391 GEOGRAPHY
393 ENVIRONMENTAL STUDIES
395 ENVIRONMENTAL STUDIES DUAL AWARD (1st GRADE)
397 ENVIRONMENTAL STUDIES DUAL AWARD (2nd AWARD)
401 HISTORY
411 AMERICAN STUDIES
413 ASIAN STUDIES
415 EUROPEAN STUDIES
417 FRENCH STUDIES
419 MUSEUM STUDIES
421 RUSSIAN STUDIES
702 MUSIC: PRACTICAL
703 HISTORY OF MUSIC
704 MUSIC TECHNOLOGY
721 SPORT/PHYSICAL EDUCATION STUDIES
723 DANCE
725 OUTDOOR PURSUITS
741 ACCOUNTING/FINANCE
743 CATERING STUDIES
745 COMMERCE/OFFICE STUDIES
746 OFFICE TECHNOLOGY
747 INDUSTRIAL STUDIES
749 KEYBOARDING APPLICATIONS
751 LIBRARY STUDIES
753 MONEY MANAGEMENT
755 NAUTICAL STUDIES
756 NAVIGATION/MARINE NAVIGATION
757 PHOTOGRAPHY
759 ROAD SAFETY
761 SURVEYING
763 TEXTILE/FASHION STUDIES
765 TOURISM
767 MARKETING
769 NURSING
771 FARM STUDIES
781 GENERAL STUDIES
800 DESIGN & TECHNOLOGY
801 DESIGN/TECHNOLOGY & ART
802 DESIGN/TECHNOLOGY & AUTOMATION
803 DESIGN/TECH AUTOMOTIVE ENGINEERING
804 DESIGN/TECH & THE BUILT ENVIRONMENT
805 DESIGN/TECH & BUSINESS STUDIES
806 DESIGN/TECH & CATERING
807 DESIGN/TECH & CONSTRUCTION
808 DESIGN/TECH & DRAMA
809 DESIGN/TECH & ECONOMICS
810 DESIGN/TECH & ELECTRONICS
811 DESIGN/TECH & FASHION
### Degree codeframe

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>[NONE]</td>
</tr>
<tr>
<td>201</td>
<td>CLINICAL MEDICINE</td>
</tr>
<tr>
<td>202</td>
<td>CLINICAL DENTISTRY</td>
</tr>
<tr>
<td>203</td>
<td>ANATOMY &amp; PHYSIOLOGY</td>
</tr>
<tr>
<td>204</td>
<td>PHARMACOLOGY</td>
</tr>
<tr>
<td>205</td>
<td>PHARMACY</td>
</tr>
<tr>
<td>206</td>
<td>NUTRITIONS</td>
</tr>
<tr>
<td>207</td>
<td>OPHTHALMICS</td>
</tr>
<tr>
<td>208</td>
<td>AUDIOLOGY</td>
</tr>
<tr>
<td>209</td>
<td>NURSING &amp; NURSERY NURSING</td>
</tr>
<tr>
<td>210</td>
<td>MEDICAL TECHNOLOGY</td>
</tr>
<tr>
<td>211</td>
<td>OTHER MEDICAL SUBJECTS</td>
</tr>
<tr>
<td>212</td>
<td>BIOLOGY</td>
</tr>
<tr>
<td>213</td>
<td>BOTANY</td>
</tr>
<tr>
<td>214</td>
<td>ZOOLOGY</td>
</tr>
<tr>
<td>215</td>
<td>MICROBIOLOGY</td>
</tr>
<tr>
<td>216</td>
<td>MOLECULAR BIOLOGY &amp; BIOPHYSICS</td>
</tr>
<tr>
<td>217</td>
<td>BIOCHEMISTRY</td>
</tr>
<tr>
<td>218</td>
<td>PSYCHOLOGY UNLESS SOLELY AS A SOCIAL SCIENCE</td>
</tr>
<tr>
<td>219</td>
<td>OTHER BIOLOGICAL SCIENCE</td>
</tr>
<tr>
<td>220</td>
<td>VETERINARY SCIENCE</td>
</tr>
<tr>
<td>221</td>
<td>AGRICULTURE</td>
</tr>
<tr>
<td>222</td>
<td>FORESTRY</td>
</tr>
<tr>
<td>223</td>
<td>FOOD SCIENCE</td>
</tr>
<tr>
<td>224</td>
<td>OTHER AGRICULTURE SUBJECTS</td>
</tr>
<tr>
<td>225</td>
<td>CHEMISTRY</td>
</tr>
<tr>
<td>226</td>
<td>MATERIALS SCIENCE</td>
</tr>
<tr>
<td>227</td>
<td>PHYSICS</td>
</tr>
<tr>
<td>228</td>
<td>ASTRONOMY</td>
</tr>
<tr>
<td>229</td>
<td>GEOLOGY</td>
</tr>
<tr>
<td>230</td>
<td>GEOGRAPHY STUDIES AS A SCIENCE</td>
</tr>
<tr>
<td>231</td>
<td>ENVIRONMENTAL SCIENCE &amp; OTHER PHYSICAL STUDIES</td>
</tr>
<tr>
<td>232</td>
<td>MATHEMATICS</td>
</tr>
<tr>
<td>233</td>
<td>STATISTICS</td>
</tr>
<tr>
<td>234</td>
<td>COMPUTER &amp; IT</td>
</tr>
<tr>
<td>235</td>
<td>OTHER MATHEMATICAL SCIENCE</td>
</tr>
</tbody>
</table>
236 GENERAL ENGINEERING
237 CIVIL ENGINEERING
238 MECHANICAL ENGINEERING
239 AERONAUTICAL ENGINEERING
240 ELECTRICAL ENGINEERING
241 ELECTRONIC ENGINEERING
242 PRODUCT ENGINEERING
243 CHEMICAL ENGINEERING & FUEL TECHNOLOGY
244 OTHER ENGINEERING
245 MINERALS TECHNOLOGY
246 METALLURGY
247 CERAMICS & GLASSES
248 POLYMERS & TEXTILES/ FURNITURE PRODUCTION
249 OTHER MATERIALS TECHNOLOGY/ PRINTING
250 MARINE TECHNOLOGY
251 BIOTECHNOLOGY
252 OTHER TECHNOLOGIES
253 ARCHITECTURE
254 BUILDING/ CONSTRUCTION
255 ENVIRONMENTAL TECHNOLOGIES
256 TOWN & COUNTRY PLANNING
257 OTHER ARCHITECTURAL STUDIES
258 ECONOMICS
259 SOCIOLOGY
260 SOCIAL POLICY & ADMINISTRATION
261 APPLIED SOCIAL WORK/ CARING & WELFARE
262 ANTHROPOLOGY
263 PSYCHOLOGY WITHOUT SIGNIFICANT BIOLOGICAL SCIENCE
264 GEOGRAPHY UNLESS SOLELY AS A PHYSICAL SCIENCE
265 POLITICS
266 LAW/ BUSINESS LAW
267 OTHER SOCIAL STUDIES
268 BUSINESS & MANAGEMENT STUDIES/ TYPING/ S' HAND/ WP/ COMP LIT
269 OPERATIONAL RESEARCH
270 FINANCIAL MANAGEMENT
271 ACCOUNTANCY
272 MARKETING & MARKET RESEARCH/ RETAIL
273 INDUSTRIAL RELATIONS
274 HOTEL/ CATERING/ INSTITUTIONAL MANAGEMENT/ TOURISM
275 LAND & PROPERTY MANAGEMENT
276 TRANSPORT & OTHER BUSINESS & ADMIN STUDIES
277 LIBRARIANSHIP
278 INFORMATION SCIENCE
279 COMMUNICATION STUDIES
280 MEDIA STUDIES
281 PUBLISHING
282 JOURNALISM
283 OTHER MASS COMMUNICATION & DOCUMENTATION STUDIES
284 LINGUISTICS
285 COMPARATIVE LITERATURE
286 ENGLISH
287 AMERICAN STUDIES
288 CELTIC LANGUAGES
289 CLASSICS
290 OTHER ANCIENT LANGUAGES

© Copyright. 2000 Taylor Nelson Sofres plc.
291 FRENCH
292 GERMAN
293 ITALIAN
294 SPANISH
295 PORTUGUESE
296 LATIN AMERICAN LANGUAGES
297 SCANDINAVIAN LANGUAGES
298 RUSSIAN
299 SLAVONIC & EAST EUROPEAN LANGUAGES
300 OTHER GENERAL EUROPEAN LANGUAGES
301 CHINESE
302 JAPANESE
303 OTHER ASIAN LANGUAGES
304 MODERN MIDDLE EASTERN LANGUAGES
305 AFRICAN LANGUAGES
306 OTHER LANGUAGE STUDIES
307 OTHER OR UNSPECIFIED OR GENERAL MODERN LANGUAGES
308 HISTORY
309 ECONOMIC & SOCIAL HISTORY
310 HISTORY OF ART
311 ARCHEOLOGY
312 PHILOSOPHY
313 THEOLOGY & RELIGIOUS STUDIES
314 FINE ART
315 DESIGN STUDIES/ PHOTOGRAPHY
316 DRAMA
317 CINEMATICS
318 CRAFTS FLOWER ARRANGING/ UPHOLSTERY
319 BEAUTY & HAIRDRESSING
320 ART & DESIGN, OTHER
321 MUSIC
322 PHYSICAL EDUCATION
323 ACADEMIC STUDIES IN EDUCATION
324 TECHNIQUES IN TEACHING CHILDREN
325 TECHNIQUES IN TEACHING ADULTS
326 EDUCATION FOR THOSE WITH SPECIAL NEEDS
327 TECHNOLOGY IN EDUCATION
328 MANAGEMENT & ORGANISATION IN ORGANISATION
329 OTHER TOPICS IN EDUCATION
330 COMBINED OR GENERAL SCIENCE
331 COMBINED OR GENERAL ARTS
332 OTHER COMBINED OR GENERAL COURSES
333 COMBINED GENERAL & LEISURE STUDIES NOT ELSEWHERE SPECIFIED
334 TRIPLE COMBINATIONS
335 OTHER COURSES NOT ELSEWHERE CLASSIFIED
998 BLANK
999 OTHERS

What done instead of starting qualifications (Q.68/ 73)

000 [NONE]
001 I STARTED A DIFFERENT QUALIFICATION AT THE SAME PLACE
002 I STARTED A DIFFERENT QUALIFICATION SOMEWHERE ELSE
003 I STARTED A TRAINING COURSE
004 I STARTED EMPLOYMENT
005 STUDIED FOR A-LEVELS
006 CONTINUED WITH OTHER QUALIFICATIONS
007 STUDIED FOR OTHER QUALIFICATIONS OTHER THAN A-LEVELS
009 LOOKED FOR WORK/UNEMPLOYED
010 VOLUNTARY WORK
011 LEFT EDUCATION DUE TO ILLNESS
012 LEFT EDUCATION TO HAVE A BABY/FAMILY COMMITMENTS
013 LEFT EDUCATION TOOK A BREAK/GAP YEAR
014 TOO BUSY/DON'T HAVE THE TIME AT THE MOMENT
097 NOTHING
098 DON'T KNOW
99 OTHERS

Other key skills in which respondent has gained qualifications (Q.79)

000 [NONE]
001 APPLICATION OF NUMBER SKILLS
002 COMMUNICATION
003 INFORMATION TECHNOLOGY
004 WORKING WITH OTHERS
005 IMPROVING OWN LEARNING & PERFORMANCE
006 PROBLEM SOLVING
098 DELETE
099 OTHERS

Other reasons for not being in education, training or work (Q.80)

000 [NONE]
001 NEED MORE QUALIFICATIONS OR SKILLS
002 LOOKING AFTER HOME/CHILDREN
003 LOOKING AFTER OTHER FAMILY MEMBERS
004 POOR HEALTH OR DISABILITY
005 HOUSING PROBLEMS
006 FAMILY PROBLEMS
007 TRANSPORT PROBLEMS (NO CAR/UNSUITABLE PUBLIC TRANSPORT)
008 WOULD BE WORSE OFF IN WORK/ON A COURSE
009 DRUGS/ALCOHOL PROBLEMS
010 CRIMINAL RECORD
011 THERE ARE NO DECENT JOBS OR COURSES AVAILABLE
012 HAVE NOT DECIDED WHAT JOB OR COURSE TO DO
013 HAVING A BREAK FROM STUDY
014 JUST FINISHED EXAMS/STUDIES
015 ALREADY HAVE COLLEGE/COURSE/TRAINING ORGANISED TO START SOON
096 BLANK
099 OTHERS

Other person lived with (Q.83)

000 [NONE]
001 OTHER RELATIVES
002 FRIENDS
003 ON MY OWN
004 PARTNER/BOYFRIEND/GIRLFRIEND/FIANCÉE
Other comments (Q.93)

000 [NONE]
001 IN FULL TIME EMPLOYMENT
002 LOOKING FOR FULL TIME EMPLOYMENT
003 IN PART-TIME EMPLOYMENT
004 LOOKING FOR PART-TIME WORK
005 IN FULL TIME EDUCATION
006 INTENDING TO GO INTO FULL TIME EDUCATION
007 IN PART-TIME EDUCATION
008 INTENDING TO GO INTO PART-TIME EDUCATION
009 HAVE A TEMPORARY/HOLIDAY JOB
011 ABROAD/HOLIDAY OR WORK ABROAD
012 ILLNESS/ACCIDENT
013 HAD A TEMPORARY /HOLIDAY JOB
014 COMMENTS ABOUT THE QUESTIONNAIRE ITSELF
015 QUESTIONNAIRE NOT RELEVANT TO ME
016 COMMENTS ABOUT QUALIFICATIONS /SCHOOLS /COLLEGES
017 COMPLAINTS ABOUT JOB /JOB RELATED ISSUES /PAY
018 FAMILY RELATED ISSUES /PREGNANCY
019 COMMENTS ABOUT BENEFITS e.g.NOT HAVING ENOUGH
020 FAILED COURSES
021 DROPPED OUT OF COURSES
022 DON'T WANT TO TAKE PART IN ANY MORE RESEARCH
023 ANY COMMENTS RELATED TO CAREERS ADVICE
024 TAKING FURTHER COURSES /STUDIES
025 PROMOTIONS GAINED WITHIN THE JOB
026 HAVE APPLIED / BEEN ACCEPTED FOR THE ARMED FORCES / POLICE / FIRE SERVICE
097 NOTHING
098 blanks/delete
099 OTHERS
A30 and QS1 Revised Codes

101 General managers, large companies & organisations
102 Local government officers (administrative and executive functions)
110 Production, works and maintenance managers
121 Marketing and sales managers
124 Personnel, training and industrial relations managers
125 Organisation and methods and work study managers
130 Credit controllers
131 Bank, building society and post office managers (except self-employed)
139 Other financial institution and office managers nec
140 Transport managers
141 Stores controllers
142 Managers in warehousing and other materials handling
150 Officers in UK armed services
160 Farm owners and managers, horticulturists
169 Other managers in farming, horticulture, forestry and fishing nec
170 Property and estate managers
173 Hotel and accommodation managers
174 Restaurant and catering managers
176 Entertainment and sports managers
177 Travel agency managers
179 Managers and proprietors in service industries nec
199 Other managers and administrators nec
209 Other natural scientists nec
210 Civil, structural, municipal, mining and quarrying engineers
211 Mechanical engineers
212 Electrical engineers
214 Software engineers
216 Design and development engineers
217 Process and production engineer
219 Other engineers and technologists nec
224 Veterinarians
234 Primary (and middle school deemed primary) and nursery education teaching professionals
235 Special education teaching professionals
239 Other teaching professionals nec
250 Chartered and certified accountants
251 Management accountants
252 Actuaries, economists and statisticians
253 Management consultants, business analysts
260 Architects
262 Building, land, mining and 'general practice surveyors'
300 Laboratory technicians
301 Engineering technicians
309 Other scientific technicians nec
312 Quantity surveyors
320 Computer analyst/programmers
330 Aircraft flight deck officers,331
332 Ship and hovercraft officers
340 Nurses
345 Dispensing opticians
346 Medical technicians, dental auxiliaries
347 Occupational and speech therapists, psychotherapists, therapists nec
349 Other health associate professionals nec
350 Legal service and related occupations
361 Underwriter, claims assessors, brokers, investment analysts
363 Personnel and industrial relations officers
371 Welfare, community and youth workers
380 Authors, writers, journalists
381 Artists, commercial artists, graphic designers
384 Actors, entertainers, stage managers, producers and directors
385 Musicians
386 Photographers, camera, sound and video equipment operators
387 Professional athletes, sports officials
390 Information officers
391 Vocational and industrial trainers
400 Civil service administrative officers and assistants
401 Local government clerical officers and assistants
410 Accounts and wages clerks, book-keepers, other financial clerks
411 Counter clerks and cashiers
420 Filing, computer and other records clerks (including legal conveyancing)
421 Library assistants/clerks
430 Clerks (not otherwise specified)
440 Stores, despatch and production control clerks
441 Storekeepers and warehousemen/women
450 Medical secretaries
451 Legal secretaries
452 typists and word processor operators
459 other secretaries, personal assistants, typists, word processor operators nec
460 Receptionists
461 Receptionist/telephonists
462 Telephone operators
463 Radio and telegraph operators, other office communication system operators
490 Computer operators, data processing operators, other office machine operators
500 Bricklayers, masons
501 Roofers, slaters, tilers, sheeters, cladders
502 Plasterers
504 Builders, building contractors
505 Scaffolders, stagers, steeplejacks, riggers
506 Floorers, floor coverers, carpet fitters and planners, floor and wall tilers
507 Painters and decorators
509 Other construction trades nec
515 Tool makers, tool fitters and markers-out
516 metal working production and maintenance fitters
517 Precision instrument makers and repairers
518 Goldsmiths, silversmiths, precious stone workers
519 Other machine tool setters and setter-operators nec (including cnc setter-operators)
521 Electricians, electrical maintenance fitters
523 Telephone fitters
526 Computer engineers, installation and maintenance
529 Other electrical/electronic trades nec
530 Smiths and forge workers
532 Plumbers, heating and ventilating engineers and related trades
533 Sheet metal workers
537 Welding trades
540 Motor mechanics, auto engineers (inc.road patrol engineers)
541 Coach and vehicle body builders
542 Vehicle body repairers, panel beaters
553 Sewing machinists, menders, darners and embroiderers
555 Shoe repairers, leather cutters and sewers, footwear lasters, makers and finishers, other leather making and repairing
559 Other textiles, garments and related trades nec
561 Printers
569 Other printing and related trades nec
570 Carpenters and joiners
571 Cabinet makers
572 Case and box makers
580 Bakers, flour confectioners
581 Butchers, meat cutters
590 Glass product and ceramics makers
594 Gardeners, groundsmen/groundswomen
595 Horticultural trades
596 Coach painters, other spray painters
600 Ncos and other ranks uk armed forces
611 Fire service officers (leading fire officer and below)
612 Prison service officers (below principal officer)
615 Security guards and related occupations
620 Chefs, cooks
621 Waiters/waitresses
622 Bar staff
640 Assistant nurses, nursing auxiliaries
643 Dental nurses
644 Care assistants and attendants
650 Nursery nurse
651 Playgroup leaders
652 Educational assistants
659 Other childcare and related occupations nec
660 Hairdressers/barbers
661 Beauticians and related occupations
690 Undertakers
699 Other personal and protective service occupations nec
700 Buyers (retail trade)
701 Buyers and purchasing officers (not retail)
702 Importers and exporters
710 Technical and wholesale sales representative
719 Other sales representatives nec
720 Sales assistant
721 Cashier
731 Roundsmen/women and van salespersons
740 Merchandisers
791 Window dressers, floral arrangers
792 Telephone salesperson
800 Bakery and confectionery process operatives
809 Other food, drink and tobacco process operatives nec
814 Other textiles processing operatives
820 Chemical, gas and petroleum process plant operatives
829 Other chemicals, paper, plastics and related process operatives nec
834 Electroplaters, galvanisers, colour coaters
839 Other metal making and treating process operatives nec
841 Press stamping and automatic machine operatives
850 Assemblers/lineworkers (electrical/electronic goods)
851 Assemblers/line workers (vehicle and other metal goods)
859 Other assemblers/lineworkers nec
862 Packers, bottlers, canners, fillers
864 Routine laboratory testers
869 Other routine process operatives nec
872 Drivers of road goods vehicles
887 Fork lift and mechanical truck drivers
889 Other transport and machinery operatives nec
891 Printing machine minders and assistants
896 Construction and related operatives
899 Other plant and machine operatives nec
900 Farm workers
902 All other occupations in farming and related
912 Labourers in engineering and allied trades
913 Mates to metal/electrical and related fitters
919 Other labourers in making and processing industries nec
924 Paviors, kerb layers
929 Other building and civil engineering labourers nec..
931 Goods porters
933 Refuse and salvage collectors
940 Postal workers, mail sorters
941 Messengers, couriers
950 Hospital porters
952 Kitchen porters, hands
953 Catering assistants
954 Shelf fillers
956 Window cleaners
958 Cleaners, domestics
959 Other occupations in sales & services
990 All other labourers and related workers
996 Blank/not answered
997 None/dk/unemployed
998 All others in miscellaneous occupations nec
999 All others in miscellaneous occupations nec