

Families and Children Study (FACS) 2002, Wave 4

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1 INTRODUCTION

This is a report on the research methods used in the Families and Children Study (FACS) 2002, Wave 4 (FACS was formerly known as SOLIF¹). The study followed on from the baseline survey conducted in 1999 and the surveys conducted in 2000 and 2001. In 2002, the National Centre for Social Research was the lead organisation for the survey and took responsibility for determining the design of the sample, conducting fieldwork, coding and editing of data and reporting the results. Responsibility for the content of the questionnaire was shared with the Department for Work and Pensions and Inland Revenue. Throughout the process our colleague Stephen McKay at the University of Bristol has provided invaluable advice on many aspects of the study's design and fieldwork.

This research was commissioned by the Department for Work and Pensions (DWP) and the Inland Revenue (IR), with further resources from the Department for Education and Skills (DfES), Office for the Deputy Prime Minister (ODPM), Department for Transport, Sure Start and Children and Young Persons Unit (CYPU).

The intention of the FACS surveys has been to provide information on the following:

- Work Incentives – extent to which families with children are better-off working and receiving in-work support compared with their incomes when they are out-of-work and receiving benefits. How these families see these incentives and respond to them.
- Family welfare – family well-being in terms of accommodation, family health, morale and optimism. How well or badly they manage to avoid hardship and debt when their income is low, especially when receiving benefit.

In the first two years the study focused on lower income families with children², however from 2001, the study expanded to cover **all families with children, irrespective of their income**. Thus in 1999 and 2000, eligibility for interview in the first year of involvement with the study was determined during the course of a short doorstep-screening interview. In some cases a further in-home screening interview was required, where eligibility was not clearly established on the doorstep. From 2001 (Wave 3), in order to broaden the scope of the study by including families at all income levels, no screening exercise was carried out³.

The focus of the study also widened. There are long-term Government targets to eradicate child poverty by 2020 and to reduce child poverty by half by 2010, as well as objectives to increase the proportion of households (particularly lone parents) in paid work. This study provides data which enables us to measure the impact of government policies on reducing childhood poverty and promoting work incentives. In particular, from 2001 onwards, the study focuses more on outcomes for children – such as educational attainment, health and behaviour – and the impact poverty has on children.

¹ Survey of Low-Income Families.

² The survey covered all lone parents and low-income couples in 1999; all lone parents and low / moderate-income couples in 2000.

³ Only those who did not have children were screened out. 1.1% of the rescreen sample and 1.4% of the booster were found to have no dependent children.

The 2002 (Wave 4) study had two main elements:

- the *panel sample*, where families who had entered the study in a previous year – 1999 or 2000 or 2001 - were to be re-interviewed;
- *booster sample*, where a number of new families were added to the sample in order to restore its representativeness of all families at the time the sample for wave 4 was drawn.

In addition, there were a small number of cases which were treated slightly differently before or during fieldwork:

- the *rescreen sample*, made up of families who had been screened out of the study in 1999 or 2000 and who were eligible for the study in 2001, but no interview was achieved;
- *opt-in sample*, where panel and rescreen families who had refused in an earlier wave of the study were allocated to an opt-in procedure, allowing them to re-join the study.

The rescreen sample families were treated in a similar way to booster cases, apart from the fact that they did not receive an opt-out letter (as they had already had the chance to opt out at an earlier wave). Families in the opt-in sample went through an opt-in procedure before becoming eligible for the mainstage of fieldwork (see Section 2.3).

The structure of the interview was as follows:

- CAPI interview with the main respondent
- CAPI interview with main respondent's partner (where present)
- self-completion questionnaire to be completed by the main respondent
- self-completion questionnaire to be completed by the main respondent's partner (where present)

In total, interviews were conducted in approximately 7,800 families. Within these there were approximately 3,000 additional interviews with the respondent's partner.

Plans for analysis of the 2002 (wave 4) FACS data include an Annual Report of findings, which is currently being prepared.

The remainder of this report focuses on the CAPI development process, fieldwork and data processing procedures. Chapter 2 describes the sample design. Developmental work on the survey and the conducting of fieldwork are described in chapters 3 and 4. Attrition analysis and detailed response rates are documented in chapter 5, and chapter 6 describes the derivation of weights. Chapter 7 describes the procedures for editing and coding of data.

2 SAMPLE DESIGN AND SELECTION PROCEDURES

2.1 The 1999 (Wave 1) Sample Design

The dual objectives of the initial sample design were to provide a representative sample of Britain's low-income families, while at the same time generating a sample of sufficient size for a longitudinal study.

Five types of families with dependent⁴ children were of particular interest. Thus the 1999 (Wave 1) sample was designed to generate sufficient numbers of each family type to enable detailed sub-group analyses. These five groups were:

- all lone parents, irrespective of their income;
- out of work couples (defined as those not in paid work or those working fewer than 16 hours per week) with dependent children;
- those in work and receiving Family Credit (FC);
- those in work whose wages were low enough to qualify for Family Credit, but who were not claiming it ('Eligible non-recipients' or ENRs);
- those in work who had wages a little above the qualifying levels for Family Credit, but who might well qualify if they suffered a dip in income, or had another child, for example.

Child Benefit records were used as the sampling frame from which the above groups could be identified. These records were considered to be a reliable source for identifying a representative sample of families with dependent children living in Great Britain. Further details of the 1999 sample design can be found in the FACS 1999 Technical Report (Woodland and Collins, 2001).

2.1.1 Sampling procedures for 2000 and 2001 (Waves 2 and 3)

Sampling procedures for 2000 and 2001 were based on the product of the previous year's outcomes together with sample checking. Generally cases which were productive at the previous wave, and which had given permission to be re-contacted in the next wave of the survey were issued. In addition, a screening procedure was carried out in the first two waves of the survey, in order to screen out families with higher incomes. Where a family was screened out in 1999, the case was generally re-issued in 2000 as eligible for that year's screening exercise. Note that in 2001 (Wave 3) no screening exercise was carried out, as the sample was expanded to include all families with children, regardless of income level. This meant that - unless there was a reason not to issue the case - those families previously screened out were issued.

⁴ A dependent child was defined as any child aged 16 years or under, or aged 17 or 18 and in full time education. The definition of 'in full time education' used on this survey was made with reference to the end of the academic year (ending the first Tuesday in September). Thus a 17 or 18 year old child who had been in full time education during the 'current academic year' was counted as being a dependent child, even if, at the time of interview, they had finished their course of study.

Reasons for not issuing potential sample members in 2000 and 2001 included: refusal to participate at previous wave; moved outside area; refusal for re-contact; partial interview; DWP exclusion code applied (a number of codes were used to exclude sample members in 2000⁵, but this was reduced in 2001); no dependent children in the household; and address not traced and no new address found in sample checking. Full details of the sampling procedures in 2000 and 2001 can be found in the FACS 2000 and FACS 2001 Technical Reports (Woodland and Woodward, 2002 and Woodward *et al.*, 2003).

2.2 Sampling methods and procedures for 2002 (Wave 4)

The 2002 (Wave 4) sample consisted of a number of different sample types, the basis of which were a product of the outcomes of the previous year's survey and a process of sample checking which took place prior to 2002 (Wave 4) fieldwork.

2.2.1 Panel 2002

The panel sample consisted of families who had been interviewed at least once in a previous wave - regardless of the year they first entered the study.

All panel cases whose last contact with the study was productive (i.e. an interview) were eligible for the 2002 (Wave 4) study, with the exception of those:

- where a DWP exclusion code applied (for death of a child in the family⁶);
- who belonged to the 'Family Credit' sample (see Section 2.2.4 below);
- who refused permission to re-contact in their 2001 interview;
- whose 2001 interview was only partially completed;
- who had moved abroad since the last interview.

The issued panel sample for 2002 included those who were:

- *Interviewed in 1999 and/or 2000 and/or 2001 and agreed re-contact*
- *Interviewed 1999 and/or 2000, refusal 2001, productive opt-in 2002*
- *Interviewed 1999 and/or 2000, refused re-contact and not issued 2001, productive opt-in 2002*
- *Interviewed 1999 and/or 2000 – no contact or soft refusal 2001*
- *Interviewed 1999, no contact/soft refusal 2000, no contact 2001, new address found 2002*
- *Mover / moved abroad 2001, new address found 2002*

⁵ Around 30 DWP exclusion codes were applied to the FACS 2000 sample. These are listed in full in Appendix A of the FACS 2000 Technical Report (Woodland and Woodward, 2002). Briefly, they covered such situations as death of a child; child not living in GB (permanently or temporarily); child not living with claimant; child in local authority care.

⁶ In 2002, families were only excluded where there had been a death of a child in the family, whereas in previous years other exclusion codes applied – see previous footnote.

A total of 8,251 panel cases were issued in 2002.

2.2.2 Rescreen

These were cases which had been issued in previous waves of the study, screened out in 1999 or 2000, and no interview had been achieved. Selected cases (where a suitable new address was found after checking with the Department for Work and Pensions) were issued to the field in 2002. They were treated similarly to booster cases, apart from the fact that they did not receive an opt out letter.

The issued rescreen sample for 2002 included those who were:

- *Respondent abroad /moved 2001, new address found 2002*
- *No interview 1999 and 2000, mover/non contact/soft refusal 2001, new address found 2002*

A total of 263 rescreen cases were issued.

2.2.3 Booster sample

Each year the panel sample in FACS is refreshed with the addition of families known as the booster sample (both those who are 'new' families due to the birth of a baby, and 'in-movers' - families new to the sample areas). In 2002 (Wave 4), the selection of the booster sample was very similar to that in 2001, and details can be found in the FACS 2001 Technical Report (Woodward *et al.*, 2002).

In addition to the main booster sample, a small number of cases which had been issued previously were selected as booster cases⁷. Specifically, these cases were:

- *No contact 1999, no new address 2000 and 2001, new address found in original postcode sector in 2002*

A total of 1,404 cases were selected to be in the booster sample.

2.2.4 Not Issued 2002

In each year of the study a proportion of potential sample members are not issued. The reasons for non-issue were varied, and decisions were made on a case by case basis where necessary. In certain situations a case was subject to an address check, and the result of the check determined whether it was issued or not. The following gives a summary of the reasons for non-issue.

⁷ The difference between the rescreen cases and the additional booster cases is that it could not be assumed that the latter group had received an opt out letter due to non contact in 1999. Therefore they were issued as 'booster' cases in order to receive an opt out letter this year.

One of the main reasons for non-issue in 2002 was the removal of the Family Credit sample. These families were included as part of the original sample design in 1999 (see Section 2.1). However, as policy interest and the study changed over time, there was no need to keep these cases in the panel. The Family Credit sample members who were dropped from the sample were sent a thank you letter informing them that we would not be asking for their help again.

Those not issued in 2002 included:

- *Family Credit Sample*
- *Opted out in 1999 or 2000 or 2001*
- *DWP exclusion code in 1999 and/or 2000 and/or 2001*
- *Refusal 2000 or 2001*
- *Refusal 1999, (not issued 2000 and 2001 and 2002)*
- *No interview 1999 and 2000, no dependent children 2001*
- *No interview 1999 and 2000, no contact/refusal 2001*
- *Interviewed 1999, No contact/refusal 2000, no contact 2001, no new address 2002*
- *No previous interview, no new address traced in previous years, no new address 2002*
- *Duplicate case 2001*
- *No permission 2000 /refusal 2001, issued to opt-in 2002, unproductive/no tel number*

2.3 Opt in-Procedure

An opt-in procedure was carried out in order to limit panel attrition by inviting some panel cases – that had taken part previously and then refused to take part again – to opt back in to the study. As this was an opt-in procedure, respondents needed to give a positive agreement to an interviewer contacting them. A total of 513 panel cases were eligible for the opt-in.

In addition, a very small number of rescreen families (25) who had not yet given a productive interview were eligible to opt-in.

The opt-in procedure was carried out on the telephone by interviewers from the *National Centre Telephone Unit*. This took place during mainstage fieldwork and was completed by the end of October 2002. Telephone interviewers were briefed by researchers, and given written instructions about the exercise.

In 2001 (wave 3) a postal opt-in was also carried out alongside the telephone opt-in, for those families for whom we did not have a telephone number. However, this was of limited success compared to the telephone procedure, therefore this year only the telephone procedure was carried out.

There were 538 cases eligible for the telephone opt-in, but only 412 cases had a telephone number and were issued to the telephone unit.

The number of productives from the opt-in process are shown in Table 2-1 below. Productive means the respondent gave agreement for a field interviewer to make contact. Overall, the opt-in was successful in 30.1 per cent of cases. These cases were then issued to field as their original sample type (panel or rescreen).

Table 2-1 Summary of Opt-in Outcomes

Telephone opt-in outcome	Numbers	Column Percentages
Total issued to telephone unit (i.e. had tel number)	412	100
Unproductives	288	69.9
Productives	124	30.1

Finally we can consider the outcomes of those who were issued to field. Of the 124 productive opt-ins, 90 went on to have an interview at the mainstage (73 per cent).

2.4 Respondent selection for interview

The FACS sample is in essence a named respondent sample with the names and addresses selected at random from Child Benefit records. In FACS the intention is for the main respondent to be female, and usually the 'mother' or 'mother figure' in the household. In most cases this is the named recipient of the Child Benefit payment. The main exception to this rule was where there was no 'mother figure' in the household, in which case the interviewer was instructed to interview the 'father figure' as the main respondent.

For details of the procedures which apply in more unusual circumstances, see the FACS 2001 Technical Report, as the procedures remained the same in 2002 (Woodward *et al.*, 2002).

2.5 Incentives for participating

Based on results from other panel surveys, the FACS research team along with the sponsoring departments decided that panel members – families that were interviewed in 1999, 2000 and/or 2001 – would receive a £10 incentive for continued participation in the survey. The reason for making such a payment was basically to attempt to limit panel attrition, that is, the loss of families participating in subsequent waves. It was seen as a reward for the burden placed on the respondent who for the third or fourth year were asked to give around 60 minutes of their time.

The payments were made directly to the main respondent⁸ and were in the form of a gift voucher. They were handed over by the interviewer, usually at the end of the interview, and irrespective of whether they agreed to any further follow-up.

In 2001 (Wave 3) an experiment was carried out to examine the effect of paying an incentive to partners⁹. However, in 2002 (Wave 4) the incentive payment for partners was dropped.

Families in the booster and rescreen samples were not eligible for an incentive payment.

⁸ A voucher was still payable irrespective of whether the main respondent had changed between different waves of the study.

⁹ The overall finding was that the partner incentive payment resulted in a 3.3 per cent increase in the partner response rate. Further analysis using a logistic regression model implied that the payment of an incentive to the non-treatment group would have increased the response rate by 6 percentage points. The report about this incentive experiment is included in the FACS 2001 Technical Report (Woodward *et. al.*, 2002)

3 DEVELOPMENT WORK

3.1 Scope of development work

The pilot and development stages of FACS 4 were conducted over a 5-month period, from April to August 2002. The requirement of this work was twofold: to develop new questions for the survey and to test modifications made to the CAPI program since 2001 (wave 3). Initial development work focused particularly on new questions asking about children – in particular, schooling and use of services. There were also new questions about the respondent's health which were tested.

The programme of development work was based around a cognitive test, a pilot dress rehearsal and subsequent CAPI program testing.

3.2 Cognitive Test

A range of potential new questions was cognitively tested in April 2002. The purpose was to find out how well the new questions worked, in terms of: the respondents' understanding of the terms or concepts used in the questions; questions meaning the same thing to all respondents; questions being clear; and questions being easy for respondents to answer.

The new questions covered a number of different topics:

- Type of school the child attends
- Reasons for not attending school
- Use of local services by children aged 1-5
- Contact with professionals about children's difficulties
- Respondent's smoking and drinking behaviour

3.2.1 Respondents

Interviewers were asked to carry out eight interviews with respondents, asking them questions about children aged 1-15 years. The interviews were carried out with the female mother figure for the selected child. Current FACS panel members were not approached. Instead interviewers used door-knocking and knowledge of their local area to find eligible families, who were then asked if they would be willing to take part. Interviewers were provided with a screening questionnaire to help them choose a range of families to interview.

Interviewers were asked to achieve at least one interview testing questions asking about a child aged 1-3, at least two interviews about children aged 4-10 and at least three interviews about children aged 11-15. This reflected the fact that the main focus of questions were for school aged children.

Regardless of family size, to avoid over-burdening large families, these eight interviews were to be conducted in a minimum of 6 households. The questions were filtered by age of the child.

Respondents were paid £15 and received a thank you letter as a token of appreciation for taking part.

3.2.2 Briefing and debriefing

Interviewers attended a briefing on the 15th April, and returned for a debrief on the 25th April 2002. Both the briefing and debrief were face to face. Interviewers received an instruction sheet, a paper copy of the questionnaire, a quota sample sheet, and probes for selected questions. All documents are included in Appendix A of this report. All interviewers also had tape-recording equipment, tapes and batteries to record each interview. Interviewers were asked to make full notes after they had conducted an interview.

3.2.3 Outcomes

- Three interviewers obtained interviews with 24 respondents.
- This included a mix of lone parents and couples and those working and not working.
- Family size (for children aged 1-15 only) ranged from one child to eight children (while interviewers were able to ask about a maximum of two children in any household, in fact only one child was asked about in each household).
- The children that questions related to ranged from 1 year to 15 years old. There were 5 children aged 1-3; 8 children aged 4-10; and 11 children aged 11-15.
- There was a good split in terms of gender: 11 boys and 13 girls.

3.2.4 Results and Modifications

The cognitive test highlighted a number of issues relating to the new questions. These concerned question text, understanding of key terms, answer codes, and the respondents' ability to answer questions. A more detailed report which covers issues raised by testing and recommendations is included in Appendix A.

A number of modifications were made to the questions on the basis of these results. There were no large-scale cuts – generally amendments were more minor, including:

- amendments to question text (for example, adding the phrase 'for half a day or more' to the question about absence from school);
- revision of a complex classification of schools question to a more straightforward state/private division
- adding in precise recall periods (e.g. referring to the month to think back to);
- adding answer codes where the previous lists had not been adequate (such as 'a few times a year' for infrequent drinkers to code how often they consumed alcohol);
- revising the terms used in questions/answer codes where these were not understood (e.g. 'paediatrician');
- adding interviewer instructions about how to code unusual situations;
- changing questions into 'Showcard' questions where it was felt that this would help make the task easier for respondents.

3.3 Pilot survey

A pilot 'dress-rehearsal' of the survey procedures and instruments took place in June 2002. The pilot survey had two main purposes:

- To act as a dress-rehearsal for the main stage, providing a limited test of the sampling, contacting procedures to be used and the administration of the monetary incentives for participation;
- To test the main CAPI questionnaire, in terms of its length and acceptability to respondents – both those being interviewed for a first time and those participating for a third or fourth time.

Also, the self-completion questionnaire (for main respondent and partner where applicable) was amended before the pilot, so it was important to see how this worked. The key change was a new set of statements about schooling for children. Amendments were as follows:

- The number of statements about self esteem was reduced from 10 to 5
- A new set of statements about child(ren)'s schooling was added, with 9 statements and codes of strongly agree; agree; uncertain; disagree; strongly disagree
- The statements about how families manage these days were changed – most of the statements were retained, five were dropped and two new statements were added

A copy of the pilot self-completion can be found in Appendix A.

3.3.1 Pilot Sample

The panel sample used was the same as for the pilot in all three previous waves (1999-2001). To this sample we added a number of new families replicating the content of the booster sample. This enabled us to test procedures relevant to the panel and booster samples. The total number of cases in each sample type were:

- 146 panel addresses;
- 354 'new' families – booster (of which 70 were in-movers, 60 'new' families, and 224 a fresh booster sample)

The pilot addresses covered ten postcode sectors in the following areas across Great Britain: Merseyside, Leicester, Inner London, Humberside, Southampton, Milton Keynes, Mid Glamorgan, Cumbria, Dumfries and Galloway, Hereford and Worcester. In the 1999 (wave 1) pilot, these areas were purposively selected to reflect a mixture of different areas across Great Britain with different types of families. At the time of their selection there was no information available at postcode sector level on the proportion of families with low-incomes. Thus as a proxy for eligibility for this survey we used 1991 Census data on the proportion of lone parent households. As the pilot fieldwork period was relatively short, it was important to maximise the potential 'strike rate', so that the full questionnaire could be tested on as many eligible families as possible.

Opt-out letters were sent to 354 families in the booster sample, of which 22 opted out (six per cent). During fieldwork there was one further late opt-out.

After the opt-out, a total of 478 addresses were issued to interviewers. The interviewer workload for the pilot was around 50 addresses from which it was anticipated that they would achieve around ten interviews, comprising 4-6 panel families, with the remainder made up of booster cases.

3.3.2 Pilot briefing and debriefing

The pilot briefing took place on 11th June 2002 with an interviewer debriefing on 26th June. Both the briefing and debriefing were conducted face-to-face. Interviewers were provided with background information about the purpose of the survey, and trained in how to administer the main and self-completion questionnaires. All interviewers had a set of project instructions, which provided further information about the survey and key definitions and rules.

For the debriefing, interviewers were asked to complete a Pilot Evaluation Form (refer to Appendix A), which summarised observations and any problems encountered during fieldwork. This formed the basis of discussion at the debriefing.

3.3.3 Pilot outcomes

- A total of 185 addresses were attempted (i.e. 293 were not covered);
- Of those attempted, 124 were contacted;
- Interviews were obtained in 102 cases of which 48 were lone parents.

Table 3-1 Summary of pilot interview outcomes

Type of interview	Panel	Booster	Total
Issued addresses:	146	332	478
Not attempted	38	255	293
No contact ¹⁰	42	19	61
Contact made	66	58	124
Unproductive			
Ineligible (no dependent children)	0	0	0
Refusal to interview	1	3	4
Other reason for unproductive	10	8	18
Total unproductive	11	11	22
Productive			
Lone Parent	20	28	48
Main respondent and partner	21	11	32
Main respondent and proxy partner	11	5	16
Main respondent, no partner interview (full or proxy)	3	3	6
Total productive	55	47	102

¹⁰ 'No-contact' refers to all cases where the interviewer did not make personal contact with the sampled person. These cases may have received an advance / opt out letter.

Table 3-2 summarises the average duration of the main respondent¹¹ pilot interviews.

Table 3-2 Average length of main respondent interview: pilot sample¹

Length of CAPI interview (minutes)						
	All cases	Panel	Booster	Child health section ²		
	Main	Main	Main	All cases	Panel	Booster
Mean	54	52	55	13	12	13
Median	54	52	57	12	11	13
Max	102	102	80	42	42	38
Min	20	20	26	0	2	0
Base	93³	49	44	93	49	44

1 Calculated from CAPI timings

2 The child health section also includes education, use of services, and child maintenance questions.

3 Due to an administrative error, data from four productive interviews were lost. Of the remaining 98 interviews, five were partial interviews and had incomplete timings data. Therefore timings are based on 93 cases.

3.3.4 Post pilot modifications

Following the main pilot survey, the research team made a number of changes to several parts of the survey.

There were no major changes to the CAPI questionnaire. However, a small number of modifications were made to the wording, ordering and routing of questions. These included:

- Clarifying that the new marital status question was about 'legal' marital status (which explains why 'cohabiting' is not available as an answer code)
- Addressing problems with textfills in Child Health section
- Reducing the number of iterations of the new questions relating to services for older children (UseP – SatP) as this section was lengthy and repetitive
- Changing the end of the interview to end on a more positive note

A full listing of issues arising from the pilot can be found in the pilot report (in Appendix A).

3.4 Design of self-completion questionnaires

As mentioned earlier, the self-completion questionnaire (for main respondent and partner where applicable) was amended this year (see section 3.3). Following the pilot, minor changes were made. These were:

- Addition of FACS logo (see Section 3.6)
- Addition of 'Does not apply to me' code for schooling statements (due to respondents with no children at school being unable to answer these at the pilot stage)

A copy can be found in Appendix B.

¹¹ Timings data for partner interviews were incomplete and are therefore not presented here.

3.5 CAPI testing

Pre and post-pilot changes were tested in Blaise, the programming language used for computer assisted interviewing, to ensure that the questionnaire performed well. This process was iterative and went on throughout the development stage, intensifying after the pilot when a number of changes and refinements were made to the program. In particular, the following aspects of the questionnaire were tested:

- The accuracy and sense of questionnaire wording and response options;
- The accuracy of the show card references;
- Appropriate instructions to interviewers were included, where required, in the standard format (i.e. in block capitals) or in help screens
- The accuracy of existing range and consistency checks and the identification of additional checks to be programmed;
- That the questionnaire coped with different scenarios correctly, that is to say that any routing, range or consistency checks were appropriate for all foreseeable circumstances.

3.6 Encouraging and Maintaining Participation in FACS

A qualitative research project was carried out in-between waves 3 and 4 of FACS investigating the reasons why people participate in the study (Phillips *et al.*, 2002). One of the aims of this research was to suggest ways of encouraging and maintaining participation. As a result of these recommendations FACS 4 had a number of new innovations which were independent of the CAPI development process.

The key measures were:

- Introduction of a FACS logo and colour scheme (see Figure 3-1 below)
- Development of a study leaflet to be used by interviewers on the doorstep (copy in Appendix B)
- Development of a FACS respondent website: www.natcen.ac.uk/facs

The logo and colour scheme were added to all key documents already in use for FACS.

Figure 3-1 FACS logo (black & white version)



4 CONDUCT OF FIELDWORK

4.1 Sample for 2002 (Wave 4)

The selected sample for 2002 was made up of the following cases:

- 8,251 panel cases;
- 263 rescreen cases; and
- 1,404 booster cases of which 723 were 'new' families and 587 were 'in movers'¹².

4.2 Opt-out letter from the DWP

All cases in the booster sample were sent a letter giving them an opportunity to opt out of the survey. A copy of the opt-out letter is included in Appendix B. Please refer to the FACS 2001 Technical Report (Woodward *et al.*, 2002) for further details.

National Centre staff in the Brentwood office carried out this exercise in 2002 (wave 4). A total of 144 cases (10.3 per cent of the total booster sample) contacted the *National Centre* within the specified time period, by telephone or letter to opt-out of the survey. This compares with a rate of 11.8 per cent in 1999 (wave 1), 10.1 per cent in 2000 (wave 2) and 8.8 per cent in 2001 (wave 3).

The proportion of cases that opted-out was found to be slightly higher for the 'in-movers' compared with the 'new' families (see Table 4-1). This differs to the opt-out rates in 2001 (wave 3) where a higher proportion of 'new' families opted out compared to 'in-movers'.

Table 4-1 Early opt-out rates for Booster sample

	Booster re-entries ¹³	New families	'In-mover' families	All
% opting out	8.5	9.4	11.6	10.3
Total number of early opt outs	8	68	68	144
Total number of cases	94	723	587	1,404

After removing those cases that opted-out during the specified time period from the in-scope sample, 9,774 cases were issued to interviewers¹⁴. These were split between the different sample types as follows:

¹² The booster sample includes 94 cases where no contact was made at either wave 1 or 2 and therefore not issued in wave 3. The address details were then re-checked with DWP and where a new address was found these cases were issued in wave 4 as booster cases.

¹³ Booster re-entry cases were first issued in either wave 1 or 2, however no contact was made in these waves. As a result these cases were not issued in wave 3. Following a re-check of the address details with DWP and where a new address was found, these cases were issued again in wave 4. These cases are therefore shown separately to the 'new' and 'in-mover' families, which were first issued in wave 4.

- 84.4 per cent panel sample;
- 2.7 per cent rescreen sample;
- 12.9 per cent booster sample.

4.3 Advance letter from the National Centre

An advance letter was sent to all panel, rescreen and booster cases notifying them that they were about to be contacted by an interviewer from the National Centre. Different letters were sent according to the sample type. Copies of these letters appear in Appendix B. Further details can be found in the FACS 2001 Technical Report (Woodward *et al.*, 2002).

Interviewers were also given a 'mover letter' for panel and re-screen sample types. This letter is designed to collect new address details of the named respondent, if the interviewer finds that they have moved and the new occupant is unwilling to pass on a forwarding address. The letter is given to the new occupant to post to the named respondent on behalf of the National Centre. The letter asks the named respondent to provide details of their new address either by calling a freephone number or by using the form provided with the letter. Copies of these letters also appear in Appendix B.

4.4 Briefing and interviewer numbers

A series of 20 one-day briefing sessions were held between the 9th and the 25th September 2002. The briefings were conducted by *National Centre* researchers in conjunction with officials from DWP.

Eight of the briefings were held in London with the remainder taking place in Bath (2), Birmingham (1), Derby (3), Edinburgh (1), Glasgow (1), Leeds (1), Liverpool (1), Manchester (1) and Newcastle (1). In total, 297 interviewers were briefed and worked on the survey. Of these 64 per cent, or 189, had worked on the study in 2001 (wave 3). All were trained members of the *National Centre's* interviewing panel.¹⁵

4.5 Allocation of cases to interviewers

The mean number of cases issued to each interviewer was 33 with the most taken by an interviewer being 98¹⁶. The split between panel and rescreen cases varied according to the sector in which they were interviewing.

Due to the nature of the panel sample, which requires that movers are traced and followed, the 2002 sample extended beyond the original 150 postcode sectors. The sectors were re-clustered for ease of allocation and interviewer travelling between cases. In total, there were 445 postal sectors. For the same reason, some allocations of cases spanned more than a single postcode sector.

¹⁴ During fieldwork the *National Centre* received notification from a further 2 families who did not want to participate in the survey. These cases are referred to as 'late opt-outs' and further details on response are contained in Section 5.2.

¹⁵ The majority of interviewers were grade B or above (88 per cent); grade A indicates new interviewers, and grades B and above indicate experienced interviewers.

¹⁶ The minimum number of addresses taken was one.

Interviewers were able to identify which sample the case was drawn from according to the colour of the Address Record Form (ARF):

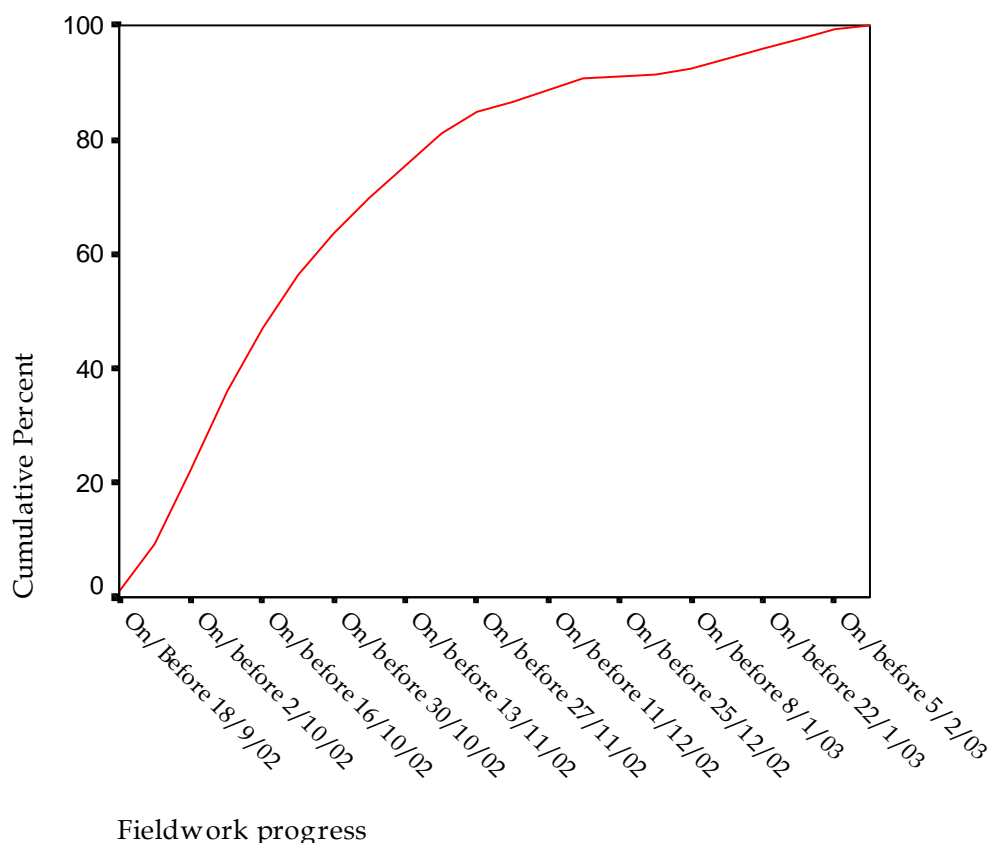
- Panel – pink ARF
- Rescreen – white ARF
- Booster – blue ARF.

The ARF contains the name and address details of the sample member and is used by interviewers to record details of attempts to make contact with the main respondent. Copies of the ARF are shown in Appendix B.

4.6 Fieldwork progress

As noted, a series of one day interviewer briefings were held from the 9th to the 25th of September 2002. After attending one of the briefings, interviewers immediately commenced work. Fieldwork lasted for a total of 22 weeks, which was the same as fieldwork in 2001 (wave 3). Figure 4-1 plots the progress made by interviewers across this period. The majority of the interviewer workload was completed in a three-month period with 86 per cent being returned to the office before the end of November.

Figure 4-1 Summary of fieldwork progress



After an early start on work on the panel and booster samples, there was very little difference in fieldwork progress across the three sample types. However, there was a slight increase in the amount of work completed in December and January for the re-screen sample compared to the panel and booster samples. This is illustrated in Table 4-2.

Table 4-2 Date of last visit by interviewer to household

Work completed by the end of ...	Panel %	Rescreen %	Booster %	All
September	17	7	16	16
October	47	41	42	46
November	21	25	23	22
December	6	10	8	6
January	7	13	7	7
February	2	4	3	2
Date of return missing ¹⁷	1	2	1	1
Base: All issued addresses	8251	263	1260	9774

Once contact with a household had been made, the final output relating to that case was transmitted to the *National Centre's* Brentwood office by the interviewers via telephone modem. The outcome code¹⁸ for each case was integrated into a database that was essentially the sample file for the survey. With this information, fieldwork progress could be updated on a daily basis.

This information, broken down by sample type, was reported on a weekly basis to DWP officials. An example of this output is included in Appendix B.

Using this information the researchers were able to identify potential problems with fieldwork. This data influenced decisions about re-issuing unproductive cases and was used to inform the quality control exercise.

4.7 Interviewer workload

The mean number of productive interviews carried out per interviewer was 27 with 87 being the maximum. Table 4-3 shows how achieved interviews were distributed across the field force.

¹⁷ There were 88 cases with dates of return missing.

¹⁸ An outcome code is a three-digit number that classifies the result of contact with each case. The code summarises information about the case, such as its eligibility to the study and the outcome of interview. The outcome code is recorded on the ARF.

Table 4-3 Distribution of productive interviews among the interviewer panel

Interviews at ...	Number of interviewers
Fewer than 10 households	15 (5.1%)
Between 10 and 19 households	69 (23.2%)
Between 20 and 29 households	109 (36.7%)
Between 30 and 39 households	65 (21.9%)
40 or more households	39 (13.1%)

The average **duration** of each interview is shown in Table 4-4¹⁹.

Table 4-4 Average duration of interview, by type of interview

	Panel		Rescreen & Booster		All	
	<i>Mean</i>	<i>Median</i>	<i>Mean</i>	<i>Median</i>	<i>Mean</i>	<i>Median</i>
Lone Parent	51.4	48.0	56.5	52.5	51.9	48.0
Couple (main and full partner)	52.7	49.0	58.1	54.0	53.4	50.0
Couple (proxy or no partner interview)	50.0	47.0	53.4	50.0	50.4	47.0
Total	51.4	48.0	56.2	52.0	52.0	49.0

The mean interview length was 52 minutes and the median was 49 minutes. Of all productive interviews, just below 5 per cent lasted 90 minutes or more, an increase of two per cent on 2001 (wave 3).

Data relating to the number of calls²⁰ required by an interviewer to complete a productive interview were collected. In 90 per cent of cases more than one call was required to complete a productive interview, an increase of six per cent on 2001 (wave 3), with the average number of calls being 3.9 and the median 3.0. Compared to 2001 (wave 3), the average number of calls made to achieve a productive interview was slightly higher across each of the sample types (3.8 vs 3.7, 4.0 vs 3.9, and 4.2 vs 4.0 for panel, rescreen and booster respectively). Furthermore, as shown in Table 4-5 the average number of calls is greater for unproductive interviews compared to productive. These results show that interviewers work consistently hard year on year to achieve the maximum number of productive interviews.

¹⁹ Separate figures were not available for both the main and partner interviews. Outliers at the top and bottom of the distribution have been recoded to fall within the range of 20 to 130 minutes. This affected 166 cases. In a further 119 cases length of interview data was incomplete and these cases have been excluded from the calculation of mean interview length.

²⁰ This covers personal visits made by interviewers to the household.

Table 4-5 Average number of calls made by interviewers, by productive and unproductive interviews

	Panel	Rescreen	Booster	All
	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Productive interviews	3.8	4.0	4.2	3.9
Unproductive interviews	4.1	3.8	4.4	4.2

4.8 Thank you letter from the National Centre

For the first time in 2002 (wave 4) a letter was sent to all respondents who completed a productive interview, thanking them for taking part in the study. This measure was one of the recommendations of the qualitative study (Phillips *et al.*, 2002) to help secure and show appreciation for participation. A copy of the thank you letter appears in Appendix B.

4.9 Re-issuing of cases

During the course of fieldwork a small number of “returned” cases were re-issued to interviewers. This is standard practice on *National Centre* projects.

In total, 573 cases were sent back to interviewers. From the 573 cases re-issued, productive interviews were achieved in 42.2 per cent, or 242 households.

4.10 Fieldwork quality control procedures

As with all surveys conducted by the *National Centre*, a programme of back checking interviewer work was undertaken. In addition to checking the quality of the interviews, there was also a desire to validate the screening exercise.

4.10.1 Interview conduct

Periodically throughout fieldwork, random subsets of respondents were telephoned to check that the interviews were conducted correctly. If they could not be contacted by telephone, they were sent a postal questionnaire. The total number selected amounted to 20 per cent of those interviewed. Each ‘main’ respondent selected was thanked for their co-operation and invited to comment on the survey and the way it was carried out.

In total, 1519 respondents were selected for telephone contact and of these, 762 were contacted. A further 77 respondents were sent a postal questionnaire with 30 returning this. In total 10 per cent of those interviewed were successfully checked and in all cases respondents confirmed that the interview had been conducted correctly.

5 SUMMARY OF OVERALL RESPONSE

5.1 Response 1999 - 2002

In this chapter we describe the outcomes of the 2002 fieldwork. However, before doing so, we present a summary of the year on year performance.

Figure 5-1 summarises all productive interviews in waves 1-4. This illustrates the range of different patterns of involvement respondents have with the study: some are interviewed year on year; others have a gap of one or two years and then have a further productive interview. At one end of the spectrum this shows that 2,666 families have been interviewed in all four years from 1999 to 2002 while at the other end 964 families were interviewed for the first time in 2002.

Figure 5-1 Productive interviews 1999-2002 (excluding Family Credit sample²¹)

	1999	2000	2001	2002	Number
Interview in four waves	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2666
Interview in three waves	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	358
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	160
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	187
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	771
Interview in two waves	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	378
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	19
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	150
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	38
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3078
Interview in one wave	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	841
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	186
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	789
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	964
Total interviews	4659	4707	8049	7883	

²¹ The 1999 (Wave 1) FACS sample consisted of a representative sample of families on Child Benefit and an additional booster sample of families receiving Family Credit (for more detail see Woodland and Collins, 2001). Families belonging to the Family Credit sample in 1999 - 2001 were excluded from the study in 2002 (wave 4) due to a change in the FACS sample design (see Section 2.2.4). In order to focus on attrition (e.g. non response and non contact) from 1999 - 2002 the Family Credit sample has been excluded from this analysis.

In a similar way, Figure 5-2 summarises productive interviews across waves 1-4 but only for those who had productive interviews in 2002. It is clear that these respondents have followed a range of different patterns of involvement over the four waves. Of the 7,883 families who took part in 2002 (wave 4), 3,032 or 38 per cent were also interviewed in 1999 (wave 1).

Figure 5-2 Productive interviews 1999-2002 for those interviewed in 2002 (excluding Family Credit sample)

	1999	2000	2001	2002	Number
Interview in four waves	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2666
Interview in three waves	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	160
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	187
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	771
Interview in two waves	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	19
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	38
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3078
Interview in one wave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	964
Total interviews	3032	3635	6702	7883	

Each wave of FACS contains a new set of families who are found to be eligible for a main interview. Taking each year in turn we consider each set of “new sampled cases” and outline:

- The proportion of new sampled cases that gave productive interviews in each relevant year;
- The proportion of productive new sampled families who gave productive interviews in each subsequent wave.

For example, Table 5-1 shows that of the 5,480 new sampled cases in 1999 (excluding the Family Credit sample), 4,659 or 85% gave productive interviews in 1999. Of the 5,480 new sampled families in 1999, 3,562 or 65% gave a productive interview in 2000. Alternatively, of the 4,659 productive new sampled cases in 1999, 3,562 or 76% also gave a productive interview in 2000.

It is important to note that this table only features a subset of all productive interviews as a family identified as a new sampled case in any particular year may not take part in that year but instead participate at subsequent waves. For example, of the 241 new sampled families in 2000 who did not give a productive interview 97 families were successfully interviewed in 2001 and 55 cases were productive in 2002.

Table 5-1 Productive interviews 1999 – 2002 for families eligible for interview

	1999			2000			2001			2002		
	N	% of new sampled cases ¹	% of productive interviews ¹	N	% of new sampled cases ²	% of productive interviews ²	N	% of new sampled cases ³	% of productive interviews ³	N	% of new sampled cases	% of productive interviews
New sampled cases (families found to be eligible)	5480	N/A	N/A	1386	N/A	N/A	4577	N/A	N/A	1174	N/A	N/A
Productive interview	4659	85%	N/A	1145	83%	N/A	3770	82%	N/A	962	82%	N/A
Outcomes												
2000 Productive interview	3562	65%	76%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2001 Productive interview	3261	60%	70%	921	66%	80%	N/A	N/A	N/A	N/A	N/A	N/A
2002 Productive interview	3032	55%	65%	809	58%	71%	3024	66%	80%	N/A	N/A	N/A
Note:												
¹ This is the proportion of sampled cases and productive interviews in 1999 that remain eligible at subsequent waves												
² This is the proportion of sampled cases and productive interviews in 2000 that remain eligible at subsequent waves												
³ This is the proportion of sampled cases and productive interviews in 2001 that remain eligible at subsequent waves												

5.1.1 Attrition analysis

From Wave 4 onwards the Family Credit sample were excluded from the study and so an analysis of attrition from Wave 3 to Wave 4 must remove this group from consideration as otherwise attrition would be confused with a change in the study design.

Table 5-2 shows that of the 8,049 productive interviews conducted in 2001 (excluding the Family Credit sample), an interview was conducted in 6,702 or 83.3 per cent of cases in 2002. A small proportion – 2.7 per cent (216 cases) were not issued to field mainly because of an absence of permission to recontact these addresses.

Refusals to the interviewer were the largest contributor to panel attrition this year, representing 8.9 per cent of those who were interviewed in 2001.

Table 5-2 Panel Attrition 2001 – 2002 for those interviewed in 2001

	Count	Percent
Productive interviews in 2001	8,049	100.0%
Of which: ²²		
Productive interview in 2002	6,702	83.3%
Not issued to field in 2002	216	2.7%
No permission given for recall in 2002	179	2.2%
Moved out of sample areas	17	0.2%
Other	20	0.2%
Refusal/ non-contact/ unable to take part in 2002	1,131	14.1%
Respondent deceased	7	0.1%
Non-contact	281	3.5%
Refusal	718	8.9%
Unable to take part	36	0.4%
Other	89	1.1%

Table 5-3 shows that of the 9,397 eligible sample members at wave 3 an interview was conducted in 6,787 or 72.2 per cent of cases in 2002. Of the 2,610 families that were not interviewed in 2002, just over a half (54.7 per cent or 1,427 cases) were not issued to field because of an absence of permission to recontact these addresses, no contact or a refusal to participate at wave 3, or for some other reason.

Amongst those families who were issued to field, 749 families refused to take part in the study representing 8 per cent of those cases eligible for interview in 2001.

²² The breakdown excludes 15 cases for whom this data is incomplete

Table 5-3 Panel Attrition 2001-2002 for families eligible for interview in 2001

	Count	Percent
Eligible for interview in 2001	9,397	100.0%
Of which:		
Productive interview in 2002	6,787	72.2%
Not issued to field in 2002	1,427	15.2%
No permission given for recall in 2002	179	1.9%
Advised of refusal prior to W4 fieldwork, not issued W4	17	0.2%
Moved out of sample areas	17	0.2%
No contact or refusal to participate in W3 not issued w4	862	9.2%
Other	352	3.7%
Refusal / non-contact / unable to take part in 2002	1,183	12.6%
Respondent deceased	8	0.1%
Non-contact	293	3.1%
Refusal	749	8.0%
Unable to take part	39	0.4%
Other	94	1.0%

Table 5-4 shows that of the 4,658 productive interviews conducted in 1999, an interview was conducted in 3,031 or 65 per cent of cases in 2002. A natural question to ask is whether the reduced sample of cases in 2002 looks different from the original sample of 1999. That is, is the attrition of the sample from 1999 to 2002 spread evenly amongst different social groups or are some groups more likely to drop-out than others? The following analysis looks at a range of socio-demographic characteristics and compares those families who gave productive interviews in the first wave (1999) with those families who were still involved in 2002. Please note that this analysis compares the two groups in terms of their characteristics in 1999.

Table 5-4 shows a clear similarity in terms of socio-demographic characteristics between the original sample of 4,658 families in 1999 and the 3,031 families who also participated in 2002. The two largest differences occur in the ethnic and region categories. First, there is some evidence to suggest that non-whites are more likely to drop-out than whites. Whilst 89 per cent of those taking part in 1999 were from the white group, 93 per cent of those also taking part in 2002 belonged to this category. Second, those living in the London area are more likely to drop-out than families in other regions. Whilst 12 per cent of those taking part in 1999 were living in the London area in 1999, only 9 per cent of those also participating in 2002 lived there in 1999.

Table 5-4 Profile of respondents in 1999 and 2002 (excluding Family Credit sample)

Socio-demographic characteristics in 1999	Productive interview 1999 ¹ Column % per category	Productive interview 2002 ¹ Column % per category	No.
Ethnic group			
White	89	93	2,805
Black	4	3	78
Asian	5	3	99
Other	2	2	49
Missing	<1	-	0
Receipt of Income Support			
Not on Income Support	66	67	2,025
Receiving Income Support	34	33	1,006
Receipt of state benefit (not Income Support)			
Not on state benefit	59	60	1,808
Receiving state benefit	41	40	1,221
Missing	<1	<1	2
Employment status			
Non working	56	55	1,662
Working	44	45	1,369
Tenure			
Not home owners	59	58	1,759
Home owners	41	42	1,272
Partnership status			
Couple	47	46	1,387
Lone parent	54	54	1,644
Government Office Region			
North East	7	7	219
North West	11	10	301
Merseyside	1	1	36
Yorkshire & Humberside	9	10	300
East Midlands	9	9	282
West Midlands	10	10	297
South West	8	8	249
Eastern	6	7	209
London	12	9	258
South East	10	10	288
Wales	7	8	236
Scotland	9	10	302
Missing	2	2	54
Age of main respondent			
16-24 years	10	9	285
25-29 years	15	15	464
30-34 years	24	25	748
35-39 years	21	23	681
40-44 years	17	16	469
45+ years	14	13	384

Socio-demographic characteristics in 1999	Productive interview 1999 ¹ Column % per category	Productive interview 2002 ¹ Column % per category	No.
Number of dependent children			
No dependent children	<1	<1	8
One dependent child	40	39	1,181
Two dependent children	36	37	1,131
More than two	24	24	711
Age of youngest child			
0-4 years	41	43	1,302
5-9 years	28	28	848
10-15 years	25	24	714
16+ years	6	5	138
Missing	1	1	29
<i>Base</i>	<i>4,658</i>	<i>3,031</i>	

¹ Percentages may not sum to 100 due to rounding.

It is also helpful to conduct the same analysis for the 2001 panel. The reason for interest in this group is that the sample design changed in 2001 when the study expanded to include families of all income levels (previously only low to moderate income levels were included). Table 5-5 shows that of the 8,049 productive interviews conducted in 2001, an interview was conducted in 6,702 or 83 per cent of cases in 2002. Again it is of interest to ask whether the attrition of the sample from 2001 to 2002 is spread evenly amongst different social groups or whether some groups are more likely to drop-out than others.

Table 5-5 shows a clear similarity in terms of socio-demographic characteristics between the sample of 8,049 families in 2001 and the 6,702 families who also participated in 2002. As in the earlier analysis of attrition between 1999 and 2002, the two largest differences occur in the ethnic and region categories. First, there is some evidence to suggest that non-whites are more likely to drop-out than whites. Whilst 92 per cent of those taking part in 2001 were from the white group, 94 per cent of those also taking part in 2002 belonged to this category. Second, those living in the London area are more likely to drop-out than families in other regions. Whilst 10 per cent of those taking part in 2001 were living in the London area in 2001, only 8 per cent of those also participating in 2002 lived in the London area in 2001.

Table 5-5 Profile of respondents in 2001 and 2002 (excluding Family Credit sample)

Socio-demographic characteristics in 2001	Productive interview 2001 ¹ Column % per category	Productive interview 2002 ¹ Column % per category	No.
Ethnic group			
White	92	94	6,292
Black	2	2	123
Asian	4	3	187
Other	2	2	99
Missing	<1	<1	1
Receipt of Income Support			
Not on Income Support	84	83	5,580
Receiving Income Support	16	17	1,122
Receipt of state benefit (not Income Support)			
Not on state benefit	12	12	821
Receiving state benefit	88	88	5,880
Missing	<1	<1	1
Employment status			
Non working	35	35	2,343
Working	65	65	4,359
Tenure			
Not home owners	33	33	2,221
Home owners	67	67	4,481
Partnership status			
Couple	71	70	4,699
Lone parent	29	30	2,003
Government Office Region			
North East	6	6	419
North West	11	10	684
Merseyside	1	1	76
Yorkshire & Humberside	9	10	645
East Midlands	8	9	575
West Midlands	10	11	706
South West	9	9	578
Eastern	7	7	487
London	10	8	560
South East	14	13	867
Wales	6	6	424
Scotland	9	9	605
Missing	1	1	76
Age of main respondent			
16-24 years	6	6	419
25-29 years	10	10	671
30-34 years	20	20	1,331
35-39 years	25	25	1,645
40-44 years	21	21	1,418
45+ years	18	18	1,190
Missing	<1	<1	28

Socio-demographic characteristics in 2001	Productive interview 2001 ¹ Column % per category	Productive interview 2002 ¹ Column % per category	No.
Number of dependent children			
No dependent children	4	4	277
One dependent child	39	38	2,576
Two dependent children	39	40	2,676
More than two	18	18	1,173
Age of youngest child			
0-4 years	38	38	2,572
5-9 years	25	26	1,755
10-15 years	25	25	1,670
16+ years	11	10	698
Missing	<1	<1	7
<i>Base</i>	<i>8,049</i>	<i>6,702</i>	

¹ Percentages may not sum to 100 due to rounding.

The rest of this chapter presents a detailed analysis of the 2002 fieldwork outcomes and therefore excludes cases which were not issued to the field for interviewing.

5.2 Details of response in 2002 (wave 4)

The yield for the total sample, together with a breakdown of the yield from each sample type (panel, booster and rescreen) is shown below in Table 5-6. This table refers to key outcome categories; the same categories together with fuller response details appear in later tables.

Table 5-6 Summary of Yield by sample type

	Panel (Col %)	Rescreen (Col %)	Booster (Col %)	All (Col %)
Initial sample	8251 (100%)	263 (100%)	1404 (100%)	9918 (100%)
Non contact with sample member	387 (4.7%)	50 (19.0%)	208 (14.8%)	645 (6.5%)
Contact made at address	7864 (95.3%)	213 (81.0%)	1196 (85.2%)	9273 (93.5%)
Refusal to participate in the survey ¹	121 (1.5%)	7 (2.7%)	199 (14.2%)	327 (3.3%)
Families screened for dependent children ²	N/A	206 (78.3%)	997 (71.0%)	1203 (12.1%)
Not eligible ³	1 (0.0%)	3 (1.1%)	20 (1.4%)	24 (0.2%)
Families eligible for main interview	7742 (93.8%)	203 (77.2%)	977 (69.6%)	8922 (90.0%)
Total refusal of eligible respondents	685 (8.3%)	45 (17.1%)	135 (9.6%)	865 (8.7%)
Total other reasons for no interview with eligible respondent	138 (1.7%)	5 (1.9%)	31 (2.2%)	174 (1.8%)
Main interview achieved	6919 (83.9%)	153 (58.2%)	811 (57.8%)	7883 (79.5%)

1 Includes opt outs, late opt outs, refusals to National Centre head office and refusal of information about occupants.

2 Only applies to booster and rescreen cases.

3 For booster and rescreen cases this means not eligible - no dependent children. The one panel case who was not eligible was a National Centre interviewer.

The initial sample selected consisted of 9918 families. This included 8251 panel cases, 263 rescreen cases and 1404 booster cases. The overall yield of interviews from these eligible addresses was 7883 or 79.5 per cent.

5.2.1 Overall response rate

The overall response rate, that is the proportion of (eligible) families who took part in a main interview, can be presented in a number of ways. As reported above, the overall response rate (that is the number of interviews as a proportion of the total initial sample) was 79.5 per cent. Two alternative response rates are discussed below:

- The **contact rate** is calculated by dividing the number of addresses contacted by interviewers by the number of issued addresses. The contact rate is an indicator of the quality of the contact details from the sampling frames. The contact rate was highest amongst the panel sample at 95.3 per cent, and lowest among the booster and rescreen sample at 85.2 per cent and 81.0 per cent.
- The **co-operation rate** describes how many of those respondents who were contacted agreed to take part in a main interview. Those who could not be contacted or were ineligible are excluded from the calculation. The number of families participating in a main interview is divided by the number of addresses contacted by the interviewer (the contact rate). Co-operation to main interview was highest among the panel sample at 88.0 per cent and lowest among the booster sample at 67.8 per cent. The co-operation rate among the rescreen sample was 71.8 per cent.

Tables 5-7, 5-8 and 5-9 provide a more detailed breakdown of response to the survey for the panel, rescreen and booster samples.

Table 5-7 Panel sample – Overall Response

	<i>Yield</i>		<i>% of those contacted</i>
	No.	%	
Initial sample	8251	100.0	
<i>Total addresses eligible for survey</i>	8251	100.0	
Non contact with sample member	387	4.7	
Address inaccessible	5	0.1	
No contact after 4+ calls	134	1.6	
Mover address not known	235	2.8	
Other non contact	13	0.2	
Contact made at address	7864	95.3	100.0
Refusal to participate in the survey	121	1.5	1.5
Opt out	0	0.0	0.0
Late opt out	0	0.0	0.0
Refusal to National Centre Office	109	1.3	1.4
Refusal of info about occupants	12	0.1	0.2
Not eligible	1	0.0	0.0
Families eligible for main interview	7742	93.8	98.4
Total refusal of eligible respondents	685	8.3	8.7
Refusal in person	503	6.1	6.4
Refusal by proxy	44	0.5	0.6
Broken appointment no recontact	138	1.7	1.8
Total other reasons for no interview with eligible respondent	138	1.7	1.8
Ill/ away during fieldwork	31	0.4	0.4
Inadequate English/ senile	10	0.1	0.1
Other non interview	97	1.2	1.2
Main interview achieved	6919	83.9	88.0
In full	6917	83.8	88.0
In part	2	0.0	0.0

Table 5-8 Rescreen Sample – Overall Response

	Yield		% of those contacted	% of those screened	% of those found eligible	% of total yield expected to be eligible
	No.	%				
Initial sample	263	100				
<i>Total addresses eligible for survey</i>	263 (a)	100				
<i>Non contact with sample member</i>	50	19.0				
Address inaccessible	2	0.8				
No contact after 4+ calls	27	10.3				
Mover address not known	21	8.0				
Other non contact	0	0				
<i>Contact made at address</i>	213	81.0	100			
Refusal to participate in the survey	7	2.7	3.3			
Opt out	0	0	0			
Late opt out	0	0	0			
Refusal to National Centre Office	2	0.8	0.9			
Refusal of info about occupants	5	1.9	2.3			
<i>Families screened for dependent children</i>	206 (b)	78.3	96.7	100		
No dependent children in household	3	1.1	1.4	1.5		
<i>Families eligible for main interview</i>	203 (d)	77.2	95.3	98.5 (c)	100	
<i>Total refusal of eligible respondents</i>	45	17.1	21.1	21.8	22.2	
Refusal in person	34	12.9	16.0	16.5	16.7	
Refusal by proxy	2	0.8	0.9	1.0	1.0	
Broken appointment no recontact	9	3.4	4.2	4.4	4.4	
<i>Total other reasons for no interview with eligible respondent</i>	5	1.9	2.3	2.4	2.5	
Ill/ away during fieldwork	1	0.4	0.5	0.5	0.5	
Inadequate English / senile	0	0	0.0	0	0.0	
Other non interview	4	1.5	1.9	1.9	2.0	
<i>Estimated no. of elig families ((a-b)*c)+d)</i>	259.2					100.0
Main interview achieved	153	58.2	71.8	74.3	75.4	59.0
In full	153	58.2	71.8	74.3	75.4	59.0

Table 5-9 Booster Sample – Overall Response

	Yield		% of those contacted	% of those screened	% of those found eligible	% of total yield expected to be eligible
	No.	%				
Initial sample	1404	100				
<i>Total addresses eligible for survey</i>	1404 (a)	100				
<i>Non contact with sample member</i>	208	14.8				
Address inaccessible	4	0.3				
No contact after 4+ calls	91	6.5				
Mover address not known	107	7.6				
Other non contact	6	0.4				
<i>Contact made at address</i>	1196	85.2	100			
Refusal to participate in the survey	199	14.2	16.6			
Opt out	144	10.3	12.0			
Late opt out	2	0.1	0.2			
Refusal to National Centre Office	27	1.9	2.3			
Refusal of info about occupants	26	1.9	2.2			
<i>Families screened for dependent children</i>	997 (b)	71.0	83.4	100		
No dependent children in household	20	1.4	1.7	2.0		
<i>Families eligible for main interview</i>	977 (d)	69.6	81.7	98.0 (c)	100	
Total refusal of eligible respondents	135	9.6	11.3	13.5	13.8	
Refusal in person	87	6.2	7.3	8.7	8.9	
Refusal by proxy	9	0.6	0.8	0.9	0.9	
Broken appointment no recontact	39	2.8	3.3	3.9	4.0	
<i>Total other reasons for no interview with eligible respondent</i>	31	2.2	2.6	3.1	3.2	
Ill/ away during fieldwork	7	0.5	0.6	0.7	0.7	
Inadequate English / senile	7	0.5	0.6	0.7	0.7	
Other non interview	17	1.2	1.4	1.7	1.7	
<i>Estimated no. of elig families ((a-b)*c)+d</i>	1375.8					100.0
Main interview achieved	811	57.8	67.8	81.3	83.0	58.9
In full	810	57.7	67.7	81.2	82.9	58.9
In part	1	0.1	0.1	0.1	0.1	0.1

5.2.2 Non-contact with sample members

In total 645 families could not be contacted, representing 6.5 per cent of the sample. The non-contact rate was highest among the booster and rescreen samples (refer to table 5-6).

The main reason for non-contact was because the named person had moved from the address listed on the benefit record and a forwarding address could not be obtained. This represented 363 cases or 3.7 per cent of the in-scope sample (refer to tables 5-7 to 5-9).

Measures were taken to try to reduce the number of non-contacts prior to issuing the sample. Panel families were sent a Newsletter of findings together with a 'Change of Address' card asking them to let us know if they moved. In addition, when supplied by the respondent at a previous interview, interviewers had the name and contact details of a 'stable' person who could be contacted if trying to trace a panel respondent. All cases from the 2001 sample (panel and rescreen) were sent to the DWP who checked against Child benefit records and provided up-dated addresses. Booster cases came from Child Benefit records.

Where interviewers were able to establish that the named person had moved from the sampled address, they were asked to try to obtain a follow-up address from the present occupants. If they were successful the named person would be followed up.

The second largest group of non-contacts were cases where interviewers were unable to make any contact with the occupants, having made a minimum of four calls to the address on different days of the week and different times of the day – 252 cases, 2.5 per cent of the sample (refer to tables 5-7 to 5-9).

5.2.3 Contacted families

In total 9273 families were contacted and asked to participate in the survey, representing 93.5 per cent of the sample. The contact rate was highest among panel cases (95.3 per cent) and lowest among rescreen cases (81.0 per cent) (refer to table 5-6).

5.2.4 Refusal to participate in the study

Refusals to participate in the survey are defined as refusals *prior to the interviewer establishing whether the household is eligible for the survey* and are considered to be distinct from refusals of eligible respondents (see Section 5.2.5 for details of these refusals). There were four categories of refusal to participate in the survey.

- Opt-outs,
- Late opt-outs (those people who contacted the Natcen opt out phone line or the DWP after the cut off date specified in the opt-out letter),
- HQ refusals (those people who contacted the *National Centre* offices), and
- Refusal of information about the occupants of the sampled address to the interviewer.

Overall the refusal rate to participate in the survey was 3.3 per cent of the overall initial sample (see table 5-6).

5.2.5 Reasons for non-interview with eligible families

Contacted non-productive cases can be split into two groups – those due to a refusal and those where an interview did not occur for some other reason.

Across all samples there were 865 refusals of eligible respondents, which represents 8.7 per cent of the sample, or 9.3 per cent of those contacted (refer to table 5-6). The majority of these refusals were personal refusals by the respondent to the interviewer (624 cases, 72.1 per cent of all refusals to main interview). There were a small number of cases (55) where another resident of the household refused on behalf of an eligible respondent. The remaining refusals were broken appointments where the interviewer was unable to recontact the respondent – 186 cases, 21.5 per cent of all refusals of eligible respondents (refer to tables 5-7 to 5-9).

In a further 174 cases (1.8 per cent of the sample) a main interview could not be carried out for reasons other than refusal (refer to table 5-6).

5.2.6 Qualitative study: Effect on response rates

From time to time the FACS sample is used as a source of participants for other studies – generally small scale qualitative research. Sample members are only included if they have agreed to be considered for further studies (this question is asked in the CAPI interview).

In the period between FACS 2001 and FACS 2002 (waves 3 and 4), a qualitative study was carried out which involved 42 members of the FACS panel. It is important to consider whether this further involvement in a different research study had an effect on response rates in FACS 2002.

While the base is small (under 50 cases), there is no apparent negative effect on response rates for those who participated in the qualitative study. In 39 cases (93 per cent), the respondents had a productive interview in FACS 2002.

5.3 Regional response variations

Table 5-10 summarises survey outcomes across England, Wales and Scotland. Overall, the rate of productive interviews achieved was highest in Wales and Scotland (83.9 and 83.4 per cent respectively). England had a lower productive interview rate of 80.1 per cent.

Table 5-10 Response rates by Region

	Region (Column %)			Total
	England	Wales	Scotland	
Productive interviews	80.1	83.9	83.4	80.7
Total unproductives	19.9	16.1	16.6	19.3
Total issued sample ¹	8327	583	864	9774

¹ Opt out cases have been excluded

5.4 Type of interview

Interviews were conducted with two distinct types of family, lone parents and couples. In summary:

- 30 per cent of interviews were with lone parent families, and 70 per cent with couples. The proportion of lone parent interviews was similar for the panel and booster sample (30.6 per cent and 28.0 per cent respectively). There were relatively few lone parent family interviews in the rescreen sample (9 per cent).
- In two fifths of participating families (39.2 per cent) – or 55.9 per cent of all couples interviewed – a full interview was conducted with both partners in a couple.

Table 5-11 shows the partner interview outcomes for couple families. Some information about the partner was obtained in all but 1.4 per cent of couple households. This breaks down to 55.9 per cent full partner interview and 42.7 per cent proxy partner interview (see Section 5.5). The rates across different sample types vary somewhat, with panel cases less likely to have a full partner interview than booster cases (55.6 per cent compared to 59.6 per cent).

Table 5-11 Outcome of partner interview, by sample type

	Partner			
	Panel	Rescreen	Booster	All couple families
	<i>(Col %)</i>	<i>(Col %)</i>	<i>(Col %)</i>	<i>(Col %)</i>
Couple families				
Full interview obtained with partner	2670 <i>(55.6%)</i>	70 <i>(50.4%)</i>	348 <i>(59.6%)</i>	3088 <i>(55.9%)</i>
Proxy partner interview	2070 <i>(43.1%)</i>	68 <i>(48.9%)</i>	221 <i>(37.8%)</i>	2359 <i>(42.7%)</i>
No partner interview	62 <i>(1.3%)</i>	1 <i>(0.7%)</i>	15 <i>(2.6%)</i>	78 <i>(1.4%)</i>
Total	4802 <i>(100%)</i>	139 <i>(100%)</i>	584 <i>(100%)</i>	5525 <i>(100%)</i>

For couple households where the outcome was a proxy partner interview or no partner interview, interviewers were asked to record the reason why a full partner interview had not been obtained. The two most common reasons were refusals: in the majority of cases (69.1 per cent) the reason given was a proxy refusal (i.e. by someone other than the partner); this compares to 11.4 per cent where the partner refused in person.

5.5 Partner-proxy interview

In cases where the full partner interview was not collected, a proxy partner interview was carried out. This was to minimise the risk of having no data about the partner. Thus, in cases where there was any doubt that the partner would be interviewed in person, interviewers were asked to collect a few key pieces of information from the main respondent about their partner. These included:

- Current or recent work status;
- Earnings;
- Industrial and occupational classification data; and
- Qualifications.

Having collected this proxy information the intention was for the interviewer to return to conduct an interview with the partner, where possible.

A total of 2434 main respondents were asked whether they would provide this information with 2360²³ (97.0 per cent) agreeing to this request.

There were a further 3 cases where an interview was expected with the partner but for one reason or another this did not take place. In these cases no proxy information about the partner was collected from the main respondent.

5.6 Self-completion questionnaire

All those who participated in the survey (main respondents and partners) were invited to complete a self-completion questionnaire (see Appendix B). Altogether, 98.6 per cent of main respondents agreed to do so along with 57.6 per cent of partners, where an interview had taken place with the main respondent.

No separate response information was recorded for the self-completion exercise. However, it is possible to analyse the returned questionnaires according to the type of face-to-face interview conducted. These results are summarised in Table 5-12.

²³ Subsequently one respondent did not provide any valid data, so proxy information was collected in 2359 cases.

Table 5-12 Main respondent self-completion questionnaire response rates, by type of CAPI interview

	Main respondent self-completion	
	Type of CAPI interview as proportion of total CAPI interviews Column %	Main respondent self completion response rate Row %
Lone parents		
Full interview	29.9	98.6
Partial interview	0.0	100.0
Total lone parent interviews	29.9	98.6
Couples		
Full interview with both	39.2	98.9
Full interview with main respondent, proxy partner interview	29.9	98.7
Full interview obtained with main respondent, no partner interview	1.0	88.3
Partial interview with main respondent, no partner interview	0.0	100.0
Total couple interviews	70.1	98.6
Total interviews achieved	100.0	98.6

Table 5-13 Partner self-completion questionnaire response rates, by type of CAPI interview

	Partner self-completion	
	Type of CAPI interview as proportion of total couple CAPI interviews Column %	Partner self completion response rate Row %
Couples		
Full interview with both	55.9	96.1
Full interview with main respondent, proxy partner interview	42.7	8.6
Full interview obtained with main respondent, no partner interview	1.4	14.3
Partial interview with main respondent, no partner interview	.0	100.0
Total couple interviews	100.0	57.6

6 WEIGHTS

This section describes the weighting of the sample. The basic design of the 1999 (wave 1) sample was to select a fixed number of families from postcode sectors selected with probability proportional to size. This design is self-weighting. However, weights are needed to deal with subsequent attrition from the sample, including those first interviewed in later waves. A grossing weight has also been developed, to ensure the sample has characteristics very close to those of the population when analysed as a cross-section.

6.1 Weights for longitudinal respondents

When analysing panel data, we are (generally) only interested in cases where we have responses from a number of waves so that estimates of change (i.e. the movement from one state to another) can be produced. Now that FACS is a panel over four waves (years) there are a number of possible combinations of data collection points over which change can be measured. For example, it is possible to measure change over consecutive years (e.g. wave 1 to wave 2 and wave 2 to wave 3) as well as change over non-consecutive years (e.g. wave 1 to wave 4). As shown elsewhere in this report, not all families who participate in any given year continue to do so in subsequent years. For example, there were 6,702 families (out of a possible 8,049) for which we have information from both waves 3 and 4.

The fact that 1,347 families have been “lost” from the sample between these two waves – either through refusals, non-contacts or some other form of sample attrition – needs to be taken account of in any analysis. This attrition is likely to get larger over time, although because of the effort put into tracking individuals and families, it is also possible that those lost at some stage in the panel can subsequently make their way back into the study. Nevertheless, assuming that the sample attrition has not occurred randomly, certain groups or types of families may be more or less likely to have left the panel. Failure to take into account this sample attrition will mean that the analysis of wave on wave change could be performed on samples that are not representative of families in general. To overcome the effects of non-random attrition, it is necessary to calculate longitudinal weights.

The likelihood of non-response was estimated by looking at the characteristics of both respondents and non-respondents that were thought to have been associated with non-response. Variables used to predict non-response were:

- age of main respondent
- whether lone parent
- ethnicity of respondent
- current work status of respondent
- whether manager/supervisor
- whether long term sick
- housing tenure (i.e. whether owner/occupier)
- benefit status (i.e. whether receives state benefits (excl. Child Benefit))
- number of dependent children
- age of youngest child
- Government Office Region

Three non-response models were estimated, measuring sample attrition from wave 1 to wave 4, from wave 2 to wave 4, and from wave 3 to wave 4 respectively²⁴.

Although the range of the response probabilities was relatively large compared to previous years of the study, 95 per cent of cases fell within a reasonable range. The wave 1 to wave 4 response probabilities ranged from 0.25 to 0.88, with 95% of the response probabilities ranging from 0.48 to 0.76. The wave 2 to wave 4 response probabilities ranged from 0.17 to 0.99, with 95% of the response probabilities ranging from 0.65 to 0.86. Finally, the wave 3 to wave 4 response probabilities ranged from 0.45 to 0.99, with 95% of the response probabilities ranging from 0.73 to 0.91. To convert the response probabilities into weights we simply obtain their reciprocal and divide by the average to ensure that the weights are standardised to have a mean of 1.

6.2 Cross-sectional and grossing weights

6.2.1 Introduction

The following grossing weights are supplied with the 2002 data (with equivalents for 2001, only).

wGROSSW	Grossing weight; available for FACS 2001 and 2002 datasets. Sums to sample numbers (around 7300 families with dependent children in 2002), i.e. $MEAN(wGROSSW)=1$.
wGROSSP	Grossing weight; available for FACS 2001 and 2002 datasets. Sums to administrative numbers (around 6.7 million families with dependent children in 2002). $MEAN(wGROSSP) \sim 900$

It is generally recommended that analysts use the grossing weights for conducting cross-sectional analysis for 2001 and 2002.

6.2.2 Grossing-up

Grossing-up means calculating weighting factors that, when applied to the data, give estimates for the survey that match the population's known profile on a range of different characteristics. Some (rather technical) descriptions of the approach may be found in Deville and Särndal (1992) and Vanderhoeft (2002).

In FACS 2002, an iterative procedure is used that matches to five separate pieces of information, whilst ensuring that the weights are not too widely spread, and not too distant from the basic cross-sectional weight.

²⁴ The wave 1 to wave 2 longitudinal weight was estimated at the end of wave 2 fieldwork, details of which appear in the FACS 2000 Technical report (Woodland and Woodward, 2002).

The 'control totals' or 'calibration constraints' used to generate the grossing weights are²⁵:

1. Age distribution of Child Benefit recipients.
2. Number of dependent children.
3. Region.
4. Number/proportion of WFTC recipients.
5. Proportion of lone parents.

Criteria [1-3] are from Child Benefit administrative data, whilst [4] is based on combining Inland Revenue statistics (IR 2003) with ChB data. The proportion of lone parents, [5], is based on research by John Haskey (2002) suggesting a figure of 25 per cent of families with children.

Table 6-1 compares the distributions of the sample to that of the population on these five dimensions. The grossing weights approximate to the population very well indeed; clearly this is what this weight is designed to do, though constraints in its construction (upper and lower bounds) can mean that the fit is not exact. The basic cross-section weights supplied generally do better than would the unweighted sample in matching known national distributions for families with children.

²⁵ In FACS 2001, the grossing weight was also calibrated against the distribution of the age of the youngest child. This makes relatively little difference, since the survey estimates were relatively close to the administrative data. It is now believed that the survey estimate may be as good as the administrative data for this variable.

Table 6-1 Effects of cross-sectional and grossing weights 2002

Characteristic	Column percentages			
	Unweighted figures	Basic cross-section weights [dXSW]	Grossing weights [dGROSSW]	ChB population (admin data, or 5% sample)
<i>WFTC receipt</i>	19.7	19.8	19.8	19.8*
<i>Age of recipient (years)</i>				
16-24	7.9	7.5	6.2	6.2
25-29	10.4	10.6	10.2	10.2
30-34	19.6	19.9	20.1	20.1
35-39	24.9	25.0	25.6	25.6
40-44	20.9	20.5	21.2	21.2
45-49	11.0	11.3	11.3	11.3
50+	5.2	5.2	5.5	5.5
<i>Number of dependent children</i>				
1	41.5	42.8	42.9	42.9
2	40.8	40.3	39.7	39.7
3	13.4	12.8	12.9	12.9
4+	4.3	4.1	4.5	4.5
<i>Lone parent</i>	29.2	27.0	25.0	25.0
<i>Region of respondent</i>				
North East	6.0	5.5	4.6	4.6
North West and Merseyside	11.3	12.2	12.3	12.3
Yorkshire and the Humber	9.8	10.1	8.8	8.8
East Midlands	8.4	7.9	7.4	7.4
West Midlands	10.4	10.2	9.5	9.4
East of England	7.6	12.7	9.2	9.2
London	9.6	10.0	12.5	12.5
South East	13.2	8.0	13.6	13.6
South West	8.5	9.5	8.2	8.2
Wales	6.1	5.6	5.2	5.2
Scotland	9.0	9.5	8.8	8.8

* ChB total = 6,716,661 families.

WFTC stats give $1,326.8 \times 10^3$ recipients (Nov 2002) so WFTC is 19.8% of ChB.

7 CODING AND EDITING OF DATA

7.1 Introduction

Interviewers carry out most of the data validation of CAPI surveys in the field. Interviewer checks in the CAPI program allow interviewers to clarify and query any data discrepancies directly with the respondent. The CAPI program applies range and consistency error checks and both types of checks were used extensively throughout the questionnaires. Where a check was triggered the interviewer often opened and recorded a note explaining the respondent's situation. These notes are recorded alongside the data and can be inspected by the research team.

However, some more complex checks, based on the responses from multiple questions, are time consuming and may prove detrimental to the successful completion of the interview. As a result, a separate 'in-office' editing and coding process was required. This involves a coder working through each interview in turn, using a modified version of the CAPI program.

An experienced Data Processing Team carried out coding and editing of questionnaires at the *National Centre's* Brentwood offices. Researchers at the *National Centre* were continuously involved in more complex editing decisions.

The survey sponsor (DWP) agreed all edit checks and coding instructions (a copy can be found in Appendix C).

7.1.1 Fact sheets

For each productive interview a 'fact sheet' was produced for editors to use. This provides a concise summary of the respondent and key data from the interview, to alert editors to possible errors or inconsistencies that need to be dealt with at a later stage. A typical fact sheet will contain a listing of the respondent's details, key data items, open and "other specify" responses, interviewer comments and results to pre-defined edit checks (i.e. whether they have passed or failed the check).

7.2 Editing the questionnaire

In addition to the edit checks that were specified on the Fact Sheets, a further 55 checks were programmed into the CAPI edit program. The majority of these were consistency checks where responses in different parts of the questionnaire were unlikely to occur or were not logically possible according to some pre-defined rule. Where the editor was notified of such a problem, he/she was instructed to look for an interviewer note to help with its resolution. If none were forthcoming, editors would follow a rule, set by the research team, or would suppress the check and flag it for further consideration by the researchers. Unlike in similar surveys such as the Family Resources Survey (FRS), there was no imputation of missing data at this stage of data cleaning. However, our colleague Stephen McKay at the University of Bristol subsequently created imputed variables - documentation will be deposited with the data set (see Section 7.4).

7.3 Coding of open and ‘other specify’ questions

The number of verbatim questions to be coded were as follows:

	Main respondent	Partner interview	Proxy partner interview
Open	7	1	0
Other specify	44	12	2

The code frames used on this study were developed by *National Centre* researchers from a listing of responses to the relevant questions from the first 500 completed interviews.

In the course of each interview, where a respondent gave details of current or recent spells of employment, this information was coded to the Standard Industrial and Standard Occupational classifications – *SIC (1992)* and *SOC (2000)*. Industry was classified to a 2-digit level and Occupation to a 3-digit level.

A complete description of the codes developed at this stage of the project is available in the questionnaire documentation that accompanies this report (Appendix D).

7.4 Data availability

A data set with complete documentation will be deposited in the Economic and Social Research Council Data Archive at the University of Essex.

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APPENDIX A PRE-PILOT AND PILOT DOCUMENTS

The following documents (referred to in Chapter 3) follow in this appendix:

Cognitive test:

- Instructions
- Questionnaire
- Quota sample sheet
- Report

Pilot:

- Self completion questionnaire
- Evaluation form
- Report

The Survey of Families with Children (FACS) 4

Cognitive Pilot: 15 - 25 April 2002

Interviewer Instructions

Aims of Cognitive Pilot

The aim of this cognitive pilot is to test some new questions for the next wave of the Study of Families with Children. Principally we are interested in finding out whether the questions are clear and easy for respondents to answer. We are also interested in whether particular terms or concepts used in the questions are generally understood, and mean the same thing to all respondents.

Families and Children Survey (FACS)

The *National Centre* has been carrying out the Families and Children survey every year since 1999. The study is commissioned by the Department for Work and Pensions (DWP), the Inland Revenue and the Treasury. It follows a panel of families every year to look at their welfare in and out of work and to measure the impact of a range of government policies. We also include a new sample of families each year so it is a representative snapshot of families in Britain. The study has expanded considerably and we are currently interviewing approximately 9,000 families each year.

This is the fourth year of the study. The scope of the study has broadened, with interest from additional government departments including the Department for Education and Skills (DfES) and the Department for Transport, Local Government and the Regions (DTLR). Last year we added a new block of questions about child outcomes which we cognitively tested during the development phase. This year we are planning to add further questions about children - their health, schooling, educational attainment and use of services. There are also other areas which are changing for the 2002 survey. The study will provide data which will enable us to measure the impact of government policies on reducing childhood poverty and promoting work incentives.

Who to interview

We would like you to try and interview a broad range of families - those with children of different ages, and wherever possible different ethnic backgrounds. Families with school-age children aged 5-15 are the key group, as there are more questions for this age range. However, there are also questions for parents of children under 5 years old. You have been provided with a screening questionnaire to help you choose a range of families for interview.

Once you have selected the family, we would like you to interview the **female mother figure** in that family. The only exception to this rule is the case of lone parent fathers, whom you should interview. However, it is preferable to get an interview than none at all, so these should be considered to be guidelines to follow where possible.

Use the screening questionnaire to explain the purpose of the interview and identify eligible households. In eligible households, record the age and names of the children in the household aged between 1 and 15 years. Select one children about whom to interview and record their name and age, as well as the respondent's name and age, on the front of the questionnaire.

How many to interview

We would like you to aim for eight interviews, although we suggest you make more appointments than this, to allow for broken appointments.

As this is a cognitive pilot you are being asked to recruit respondents yourself. You should pick an area that you think will yield a rich source of potential respondents (ideally somewhere quite socially mixed). You have been given a quota sheet which explains the numbers of interviews we would like in each age group.

Respondents will be paid £15, as a token of our thanks for taking part. You will be given this money in the form of individual cheques, made payable to yourself which can be cashed as needed. The equivalent cash amount should then be given to the respondent at the end of the interview. They will need to sign a receipt for it. **Receipts should be brought with you to the debrief.**

Conducting the interview

Please tape record the interviews. It will take between 1 hour to 1½ hours. After each interview make notes on the master questionnaire, and write down any other relevant information. Do not conduct another interview until after you have done this, as it may affect what you recall.

Explaining the purpose of the interview

This is an important study about families bringing up children. The study is being carried out for the Department of Work and Pensions by the *National Centre for Social Research*, an independent research organisation. We are currently designing the questionnaire and as part of this process we are testing out some of the questions, to see if we have got the wording right. Do our questions make sense to people? Are we asking people questions that they can answer? Are we using terms that people understand?

This is where you come in. I am going to ask you some questions that we are planning to include in the questionnaire, and I would like you to answer them, as though this were an interview. I am then going to ask you to tell me how you went about answering them. What you thought of, how you went about answering the question, what you understood particular words or phrases to mean.

Let me stress this is not a test; there are no right or wrong answers. It may seem very strange to be asked to describe in detail how you went about answering a question – as this is something we all do everyday without really thinking about it. However it is this very process that I am interested in. If people find a question confusing, or do not understand a particular term this a problem with the question, and we need to put it right.

Example: If I asked you How many rooms are there in the place where you live?

Ask for answer

I am interested in how you came up with that answer.

Get them to describe their house, and which rooms they counted/ did not count and why.

I am going to tape record the interview as it provides a more accurate record of what you have to say, and it means I can listen to what you are telling me rather than frantically trying to write down every word you say.

Anything you tell me will be treated in strict confidence. No information that identifies you will be passed to the Department for Work and Pensions or any other organisation. Our reports are never written in a way in which individuals can be identified.

The interview will take around an hour.

The interview

The interview contains four short sections of questions, each with a different focus:

Section	Description
A Schools and Education	This section is asked of children attending school. Questions are asked about the type of school attended, homework and not attending school when should have been.
B Use of Services	The first questions in this section are asked of children aged 1-5. These questions include use of services which are aimed primarily at younger children, intensity of usage and satisfaction with local services. The second part of this section is asked of school-aged children. The questions look at contact with professionals regarding any difficulties faced by the child and satisfaction with this contact.
C Health	These questions are asked of the respondent. We are only cognitively testing the alcohol consumption questions but we have included other health questions for context
D Classifications	This short final section is asked of the respondent, and gives some general information such as activity status, marital status and ethnicity.

Routing is straightforward – there are ‘go to’ instructions following answer codes where necessary.

Cognitive testing

After each question or set of questions we have included some probes that you can use to ask the respondent. However please remember that these are only a guide and you should also use the general probes (provided in the document “Examples of Probes for Cognitive

Testing”). We have also provided a list of the kind of things we would like you to explore about each question such as comprehension, recall etc.

Feedback

The questionnaire provides a space for you to record your comments at the end of each section. Please use a different questionnaire for each family you interview, and make notes about each interview. See the document “Making notes” for advice about how to write up your findings.

After conducting your cognitive interviews, it would be very helpful for the research team if you could collate the comments from all interviews onto a master copy of the questionnaire. This will make it easier to give feedback at the debrief, and gives you an opportunity to sum up the problems / solutions you have found.

What to bring to the debrief

- Tapes of the interviews
- Completed questionnaires (including comments about each interview)
- The master copy of the questionnaire with collated notes
- Receipts for payments to respondents

Debrief details

Thursday 25th April

City University, Room M407, Myddleton Building, Goswell Road.

11.00am until 4.00pm

Contact names

If you have any problems during the pilot please contact Pauline Stow (01325 730916) or one of the researchers listed below.

Clare Tait	020 7549 9592
Miranda Philips	020 7549 9515
Catherine Woodward	020 7549 9516

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FAMILIES WITH CHILDREN SURVEY (FACS): 2002

COGNITIVE PILOT

Serial Number

--	--	--

Child's Name

--

Child's Age

--

Child's Sex

M	F
---	---

Respondent Name

--

Respondent's Age

--

Respondent's Sex

M	F
---	---

Date contact made:

Date of interview:

Address:

Introduction

As I mentioned earlier/last time we spoke, we are doing a survey for the Department of Work and Pensions. This is an important study about families bringing up children. We are currently designing the questionnaire and as part of this process we are testing out some of the questions, to see if we have got the wording right. Do our questions make sense to people? Are we asking people questions that they can answer? Are we using terms that people understand?

This is where you come in. I am going to ask you some questions that we are planning to include in the questionnaire, and I would like you to answer them, as though this were an interview. I am then going to ask you to tell me how you went about answering them. What you thought of, how you went about answering the question, what you understood particular words or phrases to mean.

Let me stress this is not a test; there are no right or wrong answers. It may seem very strange to be asked to describe in detail how you went about answering a question – as this is something we all do everyday without really thinking about it. However it is this very process that I am interested in. If people find a question confusing, or do not understand a particular term this a problem with the question, and we need to put it right.

Example: If I asked you “How many rooms are there in the place where you live”?

Ask for answer

I am interested in how you came up with that answer.

Get them to describe their house, and which rooms they counted/ did not count and why.

I am going to tape record the interview as it provides a more accurate record of what you have to say, and it means I can listen to what you are telling me rather than frantically trying to write down every word you say.

Anything you tell me will be treated in strict confidence. No information that identifies you will be passed to the Department for Work and Pensions or any other organisation. Our reports are never written in a way in which individuals can be identified.

The interview will take around an hour.

SWITCH TAPE RECORDER ON AND PROCEED WITH THE QUESTIONS

**SECTION A
SCHOOLS AND EDUCATION**

SECTION A TO BE ASKED OF PARENTS WITH CHILDREN AT SCHOOL ONLY.
IF HAS PRE SCHOOL CHILDREN ONLY, GO TO USE OF SERVICES, PAGE 7.

Preamble: I would now like to ask you some questions about [...child name...] (see front of form).

Q1 What type of school or college does [...child's name...] attend?

Nursery school	1	Go to Q2	
Primary school	2		
Middle school	3		
Secondary school	4		
Special school(e.g. children with disabilities and special educational needs)	5		
Non-advanced further education/6th form/tertiary/further education college	6	Go to Q3	
City Technology College	7		
University/polytechnic/any other higher education	8		
Other (Specify)	9		
SPONTANEOUS: Not at school		10	Go to Block B, p7

IF Nursery school, Primary school, Middle school, Secondary school or Special School

Q2 Is this school/nursery... **READ OUT**

- ..a mainstream state school/nursery? 1
- ..a direct grant school/nursery? 2
- ..an independent school/nursery? 3
- ..a non-maintained school/nursery? 4
- or another type of school/nursery? 5

Q3 In this house/flat does [...child's name...] have a quiet place to do his/her homework?

- Yes 1
- No 2
- Doesn't have homework 3

Probes:

DON'T FORGET THE GENERAL PROBES

Q1. What did you think was meant by 'type' of school?

How easy was it to answer this question?

Q2. How easy was it to answer this question?

How did you decide on your answer?

Were there any categories missing from this question?

Probes:

Q3

How would you define 'a quiet place'?

{If said yes}: Can you describe the place you were thinking of?

{If said yes}: Does (child's name) do his/her homework there?

Comments:

Q4 CARD A

In the last 12 months, has [...child's name...] been away from school for any of these reasons? INTERVIEWER PROBE: What others?

CODE ALL THAT APPLY

INTERVIEWER: SUSPENSION AND EXPULSION MEANS FORMAL EXCLUSION FROM SCHOOL. SUSPENSION IS TEMPORARY AND EXPULSION IS PERMANENT.

FOR HOLIDAY, ONLY INCLUDE HOLIDAYS IN TERM TIME (NOT EASTER, CHRISTMAS ETC)

Illness	1
Care for a sick or elderly relative	2
Truancy	3
Permanently excluded/ expelled	4
Temporarily excluded/ suspended	5
Holiday- in term time	6
To go shopping	7
To visit friends or relatives	8
Other reason (Specify)	9
<hr/>	
None of these	10

Q5 In the past 12 months, has the school (or anyone else) had to contact you/your partner about [...child's name...] because (s/he) hasn't been attending school when (he/she) should have been?

Yes	1
No	2

Probes:

DON'T FORGET THE GENERAL PROBES

How did you feel about being asked/answering these questions?

Q4

What time period were you thinking about for this question?

What would you count as time off for 'illness' (e.g. would you include trips to doctor/dentist for routine or ongoing treatments)?

What do you think of as 'truancy'?

What would you count as 'holiday'?

Q5

Who do you think 'anyone else' is referring to / includes?

What do you understand by 'hasn't been attending school when they should have been'?

Comments:

**SECTION B
USE OF SERVICES**

INTERVIEWER CHECK AND CODE

Is there a child/children aged between one and five years in the household?

Yes	1	ASK Q6 onwards
No	2	GO TO Q10, p10

Please enter the name of the child that you are going to ask about in this section from the screening questionnaire.

CHILD'S NAME

Q6 CARD B

In the last 4 weeks, has [...child's name...] used any of the following local services?

INTERVIEWER NOTE: BY LOCAL AREA WE MEAN WITHIN WALKING DISTANCE
CODE ALL THAT APPLY

Library	1	Go to Q7
Mother and toddler group	2	
Playgroup/Nursery	3	
Swimming pool/leisure centre	4	
Park/playground	5	
None of these	6	Go to Q8

Q7 CARD C

Over the last four weeks, how many times has [...child's name...] used a local (SERVICE MENTIONED ABOVE)?

	Library	Mother & toddler group	Playgroup/ Nursery	Swimming pool/ leisure centre	Park/ playground
Every day	1	1	1	1	1
More than once a week, less than every day	2	2	2	2	2
Once a week	3	3	3	3	3
Once a fortnight	4	4	4	4	4
Once a month	5	5	5	5	5
Not used	6	6	6	6	6

ASK IF HAS NOT USED AT LEAST ONE SERVICE (AT Q 6)

If asked Q7 - **Preamble:**

(Earlier you mentioned that [...child's name...] had **not** used one/some of the local services on the card...)

Q8 Could you tell me why [...child's name...] has/have not used this/these service(s)?

CODE ALL THAT APPLY

- Cost 1
- Does not exist/not available 2
- Don't know where it is/ don't know if exists 3
- Cannot get there easily / by themselves 4
- Not interested in it 5
- Children too old/ young 6
- Do use it generally, but not in last 4 weeks 7
- Other (please specify) 8

ASK ALL (WITH CHILDREN AGED 1-5)

Q9 CARD D

Overall, how satisfied are you with...

...libraries... in your local area?

...mother and toddler groups...

...playgroups/nurseries...

...swimming pools/leisure centres...

...parks or playgrounds...

...in your local area?

INTERVIEWER NOTE: BY LOCAL AREA WE MEAN WITHIN WALKING DISTANCE

	Libraries	Mother & toddler groups	Playgroups/ Nurseries	Swimming pools/leisure centres	Parks/ playgrounds
Very satisfied	1	1	1	1	1
Fairly satisfied	2	2	2	2	2
Neither satisfied nor dissatisfied	3	3	3	3	3
Fairly dissatisfied	4	4	4	4	4
Very dissatisfied	5	5	5	5	5
Not used/Not applicable	6	6	6	6	6

Probes:

DON'T FORGET THE GENERAL PROBES

Q6

What time period were you considering?

Did you include any visits made by you/your partner on child(ren)'s behalf, e.g. to the library?

Q7

Were you thinking of the last four weeks, or more generally?

Q8

How easy or difficult was it to answer this question?

Did the answer categories cover your reasons?

Q9

How did you decide on your answer?

What did you mean by 'satisfied'/'dissatisfied'?

How easy/difficult was it to give an overall opinion?

Comments:

USE OF SERVICES (CONTINUED)

Q10 In the last 12 months have you spoken to any of the following people because of any difficulties that [...child's name...] may have faced?

		YES	NO
aa teacher, school counsellor or other adult from your child's school?	1	2
b	...a social worker?	1	2
c	... someone from the local education department (e.g. education welfare officer)?	1	2
d	... a family doctor, GP, health visitor or practice nurse?	1	2
e	... a child paediatrician or other health specialist?	1	2
f	...a police officer?	1	2
g	...a child psychologist or psychiatrist?	1	2
h	...a counsellor or support worker from a voluntary organisation or charity?	1	2
i	... any other person (SPECIFY)?	1	2

ASK IF YES AT ANY OF 10a-10i, otherwise go to Q13, p13

Q11 CARD E

Did you speak to this person/these people about [...child's name...] for any of the following difficulties?

CODE ALL THAT APPLY (FOR ALL PROFESSIONALS CODED ABOVE)

Health-related issues	1
Truancy	2
Permanent or Temporary exclusion (suspension or expulsion)	3
Special Educational Need (SEN)	4
Concerns about behaviour	5
Concerns about development	6
Other difficulties at school	7
Family issues	8
Other personal issues (not specified above)	9
Other reason (please specify)	10
<hr/>	
None of these	11

ASK FOR UP TO THREE PROFESSIONS MENTIONED AT Q10a-i

Q12a CARD F

Overall, how satisfied were you with your contact with the [...name of profession from Q10...] about [...child's name...]?

- | | |
|------------------------------------|---|
| Very satisfied | 1 |
| Fairly satisfied | 2 |
| Neither satisfied nor dissatisfied | 3 |
| Fairly dissatisfied | 4 |
| Very dissatisfied | 5 |

Q12b CARD F

Overall, how satisfied were you with your contact with [...name of profession from Q10...] about [...child's name...]?

- | | |
|------------------------------------|---|
| Very satisfied | 1 |
| Quite satisfied | 2 |
| Neither satisfied nor dissatisfied | 3 |
| Quite dissatisfied | 4 |
| Very dissatisfied | 5 |

Q12c CARD F

Overall, how satisfied were you with your contact with the [...name of profession from Q10...] about [...child's name...]?

- | | |
|------------------------------------|---|
| Very satisfied | 1 |
| Quite satisfied | 2 |
| Neither satisfied nor dissatisfied | 3 |
| Quite dissatisfied | 4 |
| Very dissatisfied | 5 |

Probes:

DON'T FORGET THE GENERAL PROBES

Q10

How did you feel about being asked this?

Did you know what each job title was? Were there any job titles in the list that you particularly noticed or focused on?

What do you think the word 'difficulties' is referring to?

{If said had spoken to anyone}: Can you remember when that was?

Q11

How easy/difficult was it to answer this question?

What do you think 'other difficulties at school' means?

What do you think 'family issues' means?

What do you think 'other personal issues' means?

Q12a-12c

How easy was it to decide how satisfied you were?

Were you thinking of a number of different contacts with the same (social worker) or just one contact?

Were you thinking of contacts with different (social workers) or just one (social worker)?

Comments:

**SECTION C
HEALTH**

ASK OF MAIN RESPONDENT

Q13 I would now like to ask you about your health. Over the last 12 months would you say your health has been good, fairly good or not good?

- Good 1
- Fairly good 2
- Not good 3

Q14 Do you have any longstanding illness, disability, or infirmity of any kind? By longstanding I mean anything that has troubled you over a period of time or that is likely to affect you over a period of time?

- Yes 1
- No 2

Q15 Do you smoke cigarettes at all nowadays?

- Yes 1
- No 2

IF SMOKES CIGARETTES

Q16 About how many cigarettes a day do you usually smoke?

INTERVIEWER: IF LESS THAN ONE A DAY, CODE 0

INTERVIEWER: ENTER NUMBER OF CIGARETTES

Q17 CARD G

Which of these best describes how often you usually drink alcohol nowadays?

Every day	1	Go to Q18
5-6 times per week	2	
3-4 times per week	3	
1-2 times per week	2	
1-2 times per month	4	
Less than once a month	5	Go to Q19, p15
Never	6	

Q18 CARD H

In an average week, how many units do you drink? By a unit I mean ½ pint of beer, a glass of wine or a single measure of spirit or liqueur.

INTERVIEWER NOTE: A bottle of wine = 6 units/6 glasses, alcopop = 1 unit.

INTERVIEWER: ENTER NUMBER OF UNITS

Probes:

DON'T FORGET THE GENERAL PROBES

Q17

Did you think about a specific week/month, or more generally?

Any occasions left out/forgotten (e.g. drinking at home)?

Was the range of answer codes ok?

Q18

How did you calculate your answer?

On a scale of 1 to 10, how accurate do you think it was?

How would you define a week?

Did you think of an actual week of drinking, or an average week?

Do you know what is meant by 'units' of alcohol?

Were there any other drinks you would have liked to be on the card?

Comments:

**SECTION D
CLASSIFICATIONS**

Preamble: Finally I just want to ask some questions about your background. This is for research purposes only, to ensure we have asked these questions of people from different backgrounds.

Q19 CARD I

Which of these descriptions applies to what you were doing last week, that is in the seven days ending last Saturday?

- | | |
|--|----|
| Going to school or college full-time (incl on vacation) | 1 |
| In paid employment or self-employed (or temporarily away) | 2 |
| On a Government scheme for employment training | 3 |
| Doing unpaid work for a business that you own, | 4 |
| or that a relative owns | 5 |
| Waiting to take up paid work already obtained | 6 |
| Looking for paid work or a Government training scheme | 7 |
| Intending to look for work but prevented by temporary sickness or injury | 8 |
| (CHECK MAX 28 DAYS) | |
| Permanently unable to work because of long-term sickness or disability (USE ONLY FOR MEN AGED 16-64 OR WOMEN AGED 16-59) | 9 |
| Retired from paid work | 10 |
| Looking after home or family | 11 |
| Doing something else (SPECIFY) | 12 |
-

Q20 Are you

(CODE FIRST TO APPLY)

- | | |
|---|---|
| ...single, that is never married or cohabiting, | 1 |
| married and living with spouse or cohabiting, | 2 |
| married and separated from spouse, | 3 |
| divorced, | 2 |
| or, widowed? | 4 |

Q21 CARD J

Can I check, to which of the groups on this card do you consider you belong?

(CODE FIRST TO APPLY)

- | | |
|--------------------|---|
| White | 1 |
| Mixed ethnic group | 2 |
| Black | 3 |
| Black British | 4 |
| Asian | 5 |
| Asian British | 6 |
| Any other group | 7 |

That is all I need to ask you. Thank you very much for your time.



Interviewer Quota Sample Sheet

Sample point number: Area type:

Interviewer name: Interviewer number:

- Each interviewer should aim to carry out **eight** interviews about children aged 1 to 15 years. In a minimum of **6** households.
- See grid below for the numbers of interviews we would like in the different age groups.
- The 7th and 8th interview can be from any of these age groups.
- Try to get an equal number of interviews about males and females
- Tick a box when you have completed an interview from that age group. This will help you keep track of your quota.

At least one aged 1 to 3	<input type="checkbox"/>	<input type="checkbox"/>		
At least two aged 4 to 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
At least three aged 11 to 15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Families and Children Survey: Wave 4 Cognitive Testing Initial findings

National Centre for Social Research

SECTION A SCHOOLS AND EDUCATION

Q1 What type of school or college does [...child's name...] attend?

Nursery school	1	Go to Q2	
Primary school	2		
Middle school	3		
Secondary school	4		
Special school(e.g. children with disabilities and special educational needs)	5	Go to Q3	
Non-advanced further education/6th form/tertiary/further education college	6		
City Technology College	7		
University/polytechnic/any other higher education	8		
Other (Specify)	9		
SPONTANEOUS: Not at school		10	Go to Block B, p7

Comprehension

- There were some problems with the phrase a “type of school”. It may be useful to have a show card to illustrate the meaning of this, but drawback may be that respondents are then confused by seeing the list of different terms, when they may actually know their answer more easily. Alternative is to change question text to indicate the kind of answer we are looking for
- There are different ways of referring to Secondary schools (e.g. Comprehensive, secondary modern, grammar school, High school) and primary schools (e.g. Junior school, infant school) which may be geographically specific
- The term “Middle School” was not used much, it was suggested that it might be a local term used in specific areas
- There is a lack of understanding of the term “City Technology College”. This needs clarification – an interviewer instruction or briefing point

Judgement

- There is an issue relating to judgement where a child is attending a nursery class in a junior school. We need to have an instruction to deal with this to ensure consistency

Recommendations

We suggest that the purpose of collecting this information should be considered. For most children the age of the child is a guide to which school they might be in. The exceptions are children in special schools, four and five year olds who might be in nursery schools/ primary schools and older children who may or may not be in further or higher education.

If the question is needed in its current form, consider using a show card or how the question text might be changed to replace the term “type of school”

Add frequently used names for schools to the CAPI program e.g. junior school, infant school, comprehensive, high school

Add explanations of City Technology Colleges to the CAPI program

Need to ensure school type questions are relevant for Scotland

IF Nursery school, Primary school, Middle school, Secondary school or Special School
Q2 Is this school/nursery... READ OUT

- ..a mainstream state school/nursery? 1
- ..a direct grant school/nursery? 2
- ..an independent school/nursery? 3
- ..a non-maintained school/nursery? 4
- or another type of school/nursery? 5

Comprehension

- There is a lack of understanding of the answer categories, particularly direct grant, independent and non-maintained schools. Respondents use a process of elimination to answer this question which illustrates the lack of clarity and distinction between these categories. "Another type of school" was not used because people wanted to use the existing terms but weren't sure what might be included in them
- The term "mainstream state school" is regarded as where most people go – generally thought to be a secondary school

Judgement

- Some problems identified regarding the classification of a faith school
- Some problems identified regarding the classification of a foundation school

Recommendation:

DFES to clarify the purpose of this question: what is the primary distinction – between private and state schools? How will the distinction be used in analysis?

This task is too difficult; respondents do not have an understanding of the terms and reliable data will not be collected

Suggest a simple private/ state school division: possibly with a follow up to ascertain whether a direct grant/ non maintained school

Need to ensure school type questions are relevant for Scotland

Q3 In this house/flat does [...child's name...] have a quiet place to do his/her homework?

Yes 1
No 2
Doesn't have homework 3

Comprehension

- A quiet place is commonly understood as a place where there is no TV, no Playstation and no interruptions
- 'Quiet' place was often interpreted as a 'suitable' place (e.g. the child may prefer to work with music playing, which means it is not actually quiet – however, the parent feels it is a suitable place to do homework)

Judgement

- Answering that there is a quiet place may not indicate that there is always a quiet *time* when the room may be used

Recommendation

Suggest keeping this question

Add an interviewer note to clarify that if the child prefers working with background music then code yes.

Consider a follow up question to address the issue of how often the place is quiet

Q4 CARD A

In the last 12 months, has [...child's name...] been away from school for any of these reasons? INTERVIEWER PROBE: What others?

CODE ALL THAT APPLY

INTERVIEWER: SUSPENSION AND EXPULSION MEANS FORMAL EXCLUSION FROM SCHOOL. SUSPENSION IS TEMPORARY AND EXPULSION IS PERMANENT.

FOR HOLIDAY, ONLY INCLUDE HOLIDAYS IN TERM TIME (NOT EASTER, CHRISTMAS ETC)

Illness	1
Care for a sick or elderly relative	2
Truancy	3
Permanently excluded/ expelled	4
Temporarily excluded/ suspended	5
Holiday- in term time	6
To go shopping	7
To visit friends or relatives	8
Other reason (Specify)	9
<hr/>	
None of these	10

Comprehension

- The answer categories were generally understood. Truancy and the difference between temporary and permanent exclusion were generally comprehended

Judgement

- A child being late for school rather than not attending was not included
- The category "To visit friends or relatives" included visits for pleasure only and visiting relatives who are ill or missing school for a funeral were not included
- There was an example where the parent was ill so could not take child to school. This example was not included in caring for a sick or elderly relative. Perhaps consider re-wording this code "Illness of a family member"
- Illness was thought of as being ill only; routine health checks (example of a partially sighted child going to hospital for appt) would not be included. Do we want these to be included?
- What length of absences included - some include absences of one day, others only when up to one or two weeks

Recall

- Problem of recall as time at school is clearly split into terms and school years. Thinking of Easter to Easter or back to start of last school year (September). Problem of remembering anything that is longer than 6 weeks ago.

Sensitivity

- No sensitivity with this question

Recommendation

(Note: Expulsion and Suspension categories will be dropped from the question as asked elsewhere so we may be able to include other categories)

Consider a separate category for routine doctor/dental/ optician appointments

Add code "illness or death in the family"

Amend code "To visit friends or relatives for other reasons"

Add 'religious observance' to list

Add "To look after brothers or sisters"

Include a textfill in the question to flag the name of the month that the respondents need to think back to

Suggest give some indication in the question about the length of absence (e.g. include absences of half a day or more). This will not include systematic lateness for example

Q5 In the past 12 months, has the school (or anyone else) had to contact you/your partner about [...child's name...] because (s/he) hasn't been attending school when (he/she) should have been?

Yes 1

No 2

Comprehension

- Respondents are primarily thinking about the school contacting them rather than anyone else. When probed about who else might contact them then they may respond – friends, relatives, neighbours, other children's parents
- Respondents are generally thinking about truancy, rather than the other reasons for not attending school at Q4

Judgement

- It is unclear whether to answer yes if contacted by the school because child was ill- should he be at school or shouldn't he?

Recall

- The time period in this question was easier than for Q4 as only thinking about one type of absence. May still be worth considering textfilling with the exact month name

Recommendations

Suggested word change "Has the school (or anyone else) contacted you..." rather than "had to contact"

Add Interviewer instruction: DO NOT INCLUDE ABSENCES FOR ILLNESS

**SECTION B
USE OF SERVICES**

Q6 CARD B

In the last 4 weeks, has [...child's name...] used any of the following local services?

INTERVIEWER NOTE: BY LOCAL AREA WE MEAN WITHIN WALKING DISTANCE
CODE ALL THAT APPLY

Library	1	Go to Q7
Mother and toddler group	2	
Playgroup/Nursery	3	
Swimming pool/leisure centre	4	
Park/playground	5	Go to Q8
None of these	6	

Judgement

- The definition of “local” is elastic and depends on the type of service. Swimming pool/leisure centre is thought of as the nearest one and could be a car journey or several miles away. People will not say that they do not have a local swimming pool – suggests a separate question first asking whether has a local “x, y or z” defining what mean by “local” then a follow up question asking about usage. Local may mean close to work rather than close to home
- This reflects the child’s usage, respondent does not need to be present
- Queries whether it means visits with respondent or whether means visits with anybody – if latter, this may be outside local area, so is it use of services, or use of local services that is important?
- There was a perceived difference between Playgroup and Nursery. A nursery is paid for formal childcare, a playgroup is more informal
- General usage rather than last four weeks specifically

Omissions

- There was a feeling that there should be more services in the list of services– but not sure which ones

Recommendations

The term “local” is not used consistently

The recommendation here depends on the intent of the question. If the interest is in the *use* of services and its impact on child development then we suggest dropping the phrase “local services”. Responses to this question are not always about the use of local services – it may be about the use of a swimming pool near the grandparent’s house for example

Alternatively, if the interest is in the *availability* of local services, then we can ask about services provided in the council area rather than in the local area. Again, problems of judgement – whether a swimming pool is in their council rather than the adjoining one

Q7 CARD C

Over the last four weeks, how many times has [...child's name...] used a local (SERVICE MENTIONED ABOVE)?

	Library	Mother & toddler group	Playgroup/ Nursery	Swimming pool/ leisure centre	Park/ playground
Every day	1	1	1	1	1
More than once a week, less than every day	2	2	2	2	2
Once a week	3	3	3	3	3
Once a fortnight	4	4	4	4	4
Once a month	5	5	5	5	5
Not used	6	6	6	6	6

- Usage would be different in holidays

Judgement

- Over the last four weeks elicits the child's usual routine

Comprehension

- Code "More than once a week, less than every day" was confusing – just put "more than once a week". What to code if service has only ever been used once?
- The answer code of once a month do not match question text of how many times in the last four weeks. Should make these comparable

Recommendations

Consider changes to answer code wording (see above)

ASK IF HAS NOT USED AT LEAST ONE SERVICE (AT Q 6)

If asked Q7 - **Preamble:**

(Earlier you mentioned that [...child's name...] had **not** used one/some of the local services on the card...)

Q8 Could you tell me why [...child's name...] has/have not used this/these service(s)?

CODE ALL THAT APPLY

	Cost	1
	Does not exist/not available	2
Don't know where it is/ don't know if exists		3
Cannot get there easily / by themselves		4
	Not interested in it	5
	Children too old/ young	6
Do use it generally, but not in last 4 weeks		7
	Other (please specify)	8

Ease of answering

There may be many reasons for not using a service and it is not always easy to process why a service is not used for example:

- Use of other services, e.g. not using mother and toddler group because use playgroup/ nursery or go to friends houses instead,; or have plenty of books at home so don't need to use library
- Currently, this question is asked for all services not used in one question. This task is particularly hard, and asking about each service separately would be easier.
- Respondents could have problems remembering which services were in the original list, so use textfill to remind
- Answers given were hard to code, as they didn't tend to 'fit' the answer codes given

Omissions

- Missing code "mobility problems of respondent"
- Add "in the last four weeks" to the question

Answer category 4 should be amended to ask "Cannot get there easily" as this question is asked of 1-5 year olds who would not go places by themselves

Recommendations

Suggest an open question in the pilot to develop a fuller impression of the range of answers.

When list of answer codes developed, suggest use with a showcard

Add "in the last four weeks" to the question text.

This will be asked for each service in turn in the CAPI program

ASK ALL (WITH CHILDREN AGED 1-5)

Q9 CARD D

Overall, how satisfied are you with...

...libraries... in your local area?

...mother and toddler groups...

...playgroups/nurseries...

...swimming pools/leisure centres...

...parks or playgrounds...

...in your local area?

INTERVIEWER NOTE: BY LOCAL AREA WE MEAN WITHIN WALKING DISTANCE

	Libraries	Mother & toddler groups	Playgroups/ Nurseries	Swimming pools/leisure centres	Parks/ playgrounds
Very satisfied	1	1	1	1	1
Fairly satisfied	2	2	2	2	2
Neither satisfied nor dissatisfied	3	3	3	3	3
Fairly dissatisfied	4	4	4	4	4
Very dissatisfied	5	5	5	5	5
Not used/Not applicable	6	6	6	6	6

Ease of answering

- Different reasons for (dis)satisfaction for different services
- 'OK' was coded as 2 and 3 by different respondents
- Satisfaction can be due to cleanliness, friendliness of staff, the range of books, range of activities at a playgroup, safety etc
- Satisfaction or dissatisfaction is recorded even when the service is not used
- Often combines satisfaction of respondent and/ or partner as well as or instead of the child
- An example where more than one park was used, two different answers were given and then respondent tried to average them out
- Difficult to answer this in relation to one child, easier to think about all children
- Not used/ not applicable should be on the card

Recommendations

Measuring satisfaction in one question does not tell you a lot: measuring different aspects of different services

Need to focus on particular services or which aspects of the service we are interested in measuring – this would impact on length of this section

An alternative would be to use a follow up question asking reasons for satisfaction/ dissatisfaction

USE OF SERVICES (CONTINUED)

Q10 In the last 12 months have you spoken to any of the following people because of any difficulties that [...child's name...] may have faced?

	YES	NO
aa teacher, school counsellor or other adult from your child's school?	1	2
b ...a social worker?	1	2
c ... someone from the local education department (e.g. education welfare officer)?	1	2
d ... a family doctor, GP, health visitor or practice nurse?	1	2
e ... a child paediatrician or other health specialist?	1	2
f ...a police officer?	1	2
g ...a child psychologist or psychiatrist?	1	2
h ...a counsellor or support worker from a voluntary organisation or charity?	1	2
i ... any other person (SPECIFY)?	1	2

Sensitivity

- Mixed response to this question – some saw the pertinence of the question, some felt it was invasive and may have a problem with accurate answers

Comprehension

- Definition of the word “difficulties” – something that was outside normality that would cause problems with families – but had to be quite serious to be included (e.g. for a visit to the GP this would mean something more serious than a cough or cold)
- Difficulties child has faced can be interpreted as difficulties outside of the child e.g. bullying, or prostitution in the area
- Lack of clarity about educational welfare officer, child psychologist

Judgement

- Careers officer – not sure where to include this
- Some include routine parents evenings as having spoken to teacher
- A child paediatrician or other health specialist was interpreted as any doctor at the hospital

Omissions

- Nowhere to record if they tried to get help, but none available
- Need friends and family on list
- Optician and Dentist not included

Recall

- Difficulties referring to a period of 12 months (see Recall comments at Q4)

Recommendations

Refer to a named month in the question for the respondent to refer back to.

Need to consider whether this question is going to be routed on specific difficulties that are identified earlier in the questionnaire, or whether it is trying to be inclusive of any contact the parent may have had with these professionals.

At the same time that the omissions from the list are recognised, the list of professionals could do with being shortened as it is too long for a read out and there are problems with it as a showcard (i.e. complex words to read such as paediatrician): suggest cutting “any other person”

ASK IF YES AT ANY OF 10a-10i, otherwise go to Q13, p13

Q11 CARD E

Did you speak to this person/these people about [...child's name...] for any of the following difficulties?

CODE ALL THAT APPLY (FOR ALL PROFESSIONALS CODED ABOVE)

Health-related issues	1
Truancy	2
Permanent or Temporary exclusion (suspension or expulsion)	3
Special Educational Need (SEN)	4
Concerns about behaviour	5
Concerns about development	6
Other difficulties at school	7
Family issues	8
Other personal issues (not specified above)	9
Other reason (please specify)	10
<hr/>	
None of these	11

Comprehension

- Lack of clarity surrounding answer categories and what would be included in them: e.g. health issues – include speaking to police about prostitution, litter in the street. Other personal issues including the fact that the child had spots, “Concerns about behaviour” included socialising with other children
- Family issues was interpreted as mum and dad not getting along, personal issues included separation, so there is a lack of distinction between these codes

Omissions

- Bullying as a separate issue
- Being a victim of crime not included

Judgement

- Problems are seen as complex and inter-related e.g. a problem with bullying leading to a problem with attendance and behaviour at school e.g. sight problem was related to education so coded as SEN

Recommendations

This list is not clear especially codes 1, 5-9: the answer categories need redrafting (dependent on resolution of previous question). Use of a showcard may help.
Could consider leaving it as an open question for the pilot and developing answer categories after the pilot

ASK FOR UP TO THREE PROFESSIONS MENTIONED AT Q10a-i

Q12a CARD F

Overall, how satisfied were you with your contact with the [...name of profession from Q10...] about [...child's name...]?

Very satisfied	1
Fairly satisfied	2
Neither satisfied nor dissatisfied	3
Fairly dissatisfied	4
Very dissatisfied	5

Q12b CARD F

Overall, how satisfied were you with your contact with [...name of profession from Q10...] about [...child's name...]?

Very satisfied	1
Quite satisfied	2
Neither satisfied nor dissatisfied	3
Quite dissatisfied	4
Very dissatisfied	5

Q12c CARD F

Overall, how satisfied were you with your contact with the [...name of profession from Q10...] about [...child's name...]?

Very satisfied	1
Quite satisfied	2
Neither satisfied nor dissatisfied	3
Quite dissatisfied	4
Very dissatisfied	5

- A variety of reasons for (dis)satisfaction, including the speed with which the issue is resolved, how well get on with the professional, how much is done to deal with problems
- Difficulty when contact with two different professionals with different level of satisfaction
- Satisfaction varies over time
- Some aspects good, others aren't - difficult to come up with an answer that covers all aspects

Recommendations

It is difficult to capture satisfaction in one question: we would be quite concerned about how this information would be interpreted.

Need to focus on particular services or which aspects of the service we are interested in measuring.

An initial suggestion which might warrant consideration: "Would you recommend this person/ service to someone else?". Again it might be useful to clarify reasons for this.

**SECTION C
HEALTH**

Q17 CARD G

Which of these best describes how often you usually drink alcohol nowadays?

Every day	1	Go to Q18
5-6 times per week	2	
3-4 times per week	3	
1-2 times per week	2	
1-2 times per month	4	
Less than once a month	5	Go to Q19, p15
Never	6	

- Mothers with children do not drink very much – one mother said less than once a month but only drank twice a year
- Exclusion of alco-pops because they taste like a soft drink and do not contain much alcohol
- Generally looking at habits, rather than a particular week or month – does not look at an average week (e.g. going out on a Friday night)
- Generally includes alcohol drunk at home as well

Recommendations

Suggest having answer categories for more infrequent drinkers e.g. “a few times a year”
A prompt to think about alco-pops and alcohol drunk at home may be useful

Q18 CARD H

In an average week, how many units do you drink? By a unit I mean ½ pint of beer, a glass of wine or a single measure of spirit or liqueur.

INTERVIEWER NOTE: A bottle of wine = 6 units/6 glasses, alcopop = 1 unit.

INTERVIEWER: ENTER NUMBER OF UNITS

- Easy to answer for those who do not drink much

Comprehension

- Lack of clarity about units of alcohol: some confusion with drink/ drive amounts/limits
- 'Average week' was generally understood to mean 'habit' or usual routine

Judgement

- Difficulty in calculating when different strengths of drinks and sizes of glasses
- Problem for those who drink only once a month to decide how much they drink a week
- Probing tended to result in a slightly different answer, indicating that initial answer may not be accurate

Omissions

- Need alco-pops on card
- Problem when drink spirits at home and do not measure in units – e.g. how much is a bottle of vodka?

Recommendations

Add Alco-pops and units for larger quantities of alcohol to the card – e.g. a bottle of spirits
The question appears to work but accuracy is questionable. Recommend that the data is grouped rather than continuous.

P2175/PILOT

Interviewer No.

Serial Number 201-7 Point No:

Has this questionnaire been completed by the: Respondent 1 208

OR Partner 2

BLUE TEAM
OFFICE USE ONLY

Card No 209-10

Batch No 211-15

Study of Families with Children (2002)

WHAT DO YOU THINK?

Please answer each question by ticking ONE box

1 *All things considered, how happy are you?* (3) 216

- Very happy 1
Fairly happy 2
Not very happy 3
Not at all happy 4

2 *Which of these two statements is most true for you?* (3) 217

- I never really seem to get what I want out of life 1
I usually get what I want out of life 2

3 *Which of these two statements is most true for you?* (3) 218

- I usually have free choice and control over my life 1
Whatever I do has no real effect on what happens to me 2

4 *Which of these two statements is most true for you?* (3) 219

- Usually I can run my life more or less as I want to 1
I usually find life's problems just too much for me 2

5 *Below are a number of statements which people sometimes make about themselves. Please read each statement and tick the box which indicates how much you agree or disagree with what it says.*

	Strongly agree	Agree	Disagree	Strongly disagree	
		<i>(tick one box)</i>			
On the whole I am satisfied with myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	220
At times I think I am no good at all	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	221
I am able to do things as well as most other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	222
I feel I do not have much to be proud of	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	223
I take a positive attitude towards myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	224

6 *How far do you agree or disagree with the following statements?*

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
		<i>(tick one box)</i>				
My child(ren)'s school gives me enough information about how my child is getting on	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	225
It is important to attend meetings with teachers about my child(ren)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	226
A child's education is mainly the school's responsibility	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	227
A child's education benefits from the parents being involved	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	228
The information my child(ren)'s school gives me is often difficult to understand	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	229
Homework is an important part of a child's education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	230
My child(ren) enjoys school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	231
I feel confident when talking to teachers at my child(ren)'s school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	232
I would be happy to take my child(ren) out of school during term time, to go on a family holiday for example	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	233

7 *We are interested in your views about how families manage these days, through work and other means. Here are a number of statements - the sort of things that people have different views about. What do you think?*

*To what extent do you agree or disagree with the statements below?
Please tick ONE box for each statement*

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
			<i>(tick one box)</i>			
A person must have a job to feel a full member of society	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	234
A woman and her family will all benefit if she has a paid job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	235
People with jobs should not get social security benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	236
If their child is ill, and both parents work, the mother should take time off work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	237
My job is to look after the home and family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	238
Even though she will be financially better off, it is sometimes alright for a lone parent on benefits to start living with her boyfriend without telling the benefits office	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	239
Having almost any job is better than being unemployed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	240
It is less important for a woman to go out to work than it is for a man	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	241
If I didn't like a job, I'd pack it in, even if there was no other job to go to	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	242
No one should ever feel badly about claiming Social Security benefit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	243
Children can be better off living with just one parent	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	244
People living on Social Security benefits are not really part of society	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	245
Women with school aged children should never work full-time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	246

	Strongly agree	Agree	Uncertain (tick one box)	Disagree	Strongly disagree	
There is never any point in worrying about debts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	247
Working for pay is more fulfilling than looking after the home	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	248
Once you've got a job, it's important to hang to it, even if you don't really like it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	249
If you live on Social Security benefits, everyone looks down on you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	250
People with mortgages should not get Social Security benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	251
A job is alright, but I really want to be with my children at home	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	252
People claiming benefits should always tell the benefits office about any paid work that they do	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	253
Women have the right to choose to be supported by the state at home with their children, even if they have no husband or partner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	254
If you live on Social Security, you have to try to hide it from the rest of your family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	255
It is just wrong for a woman with children under five years old to go out to work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	256
Only the poorest families should be allowed Social Security benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	257
Having a job is the best way for me to be an independent person	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	258

Thank you very much for your help.

**STUDY OF FAMILIES WITH CHILDREN (WAVE 4)
PILOT EVALUATION FORM**

Interviewer name: _____

Here are some questions for you to consider for this pilot. They focus on both the contacting procedures and the actual questionnaire, and should be used as a guide to help you critically evaluate our proposed strategy for conducting this survey. Please do not feel constrained by this format - if there are other issues which you come across which are not covered here we want to know about them.

It would also be useful if you could obtain feedback from respondents on the content of the interview and so on.

Many thanks.

A THE SAMPLE

1) How many of the following types of families did you make contact with?

Panel:

Lone parents interviewed last time {Pink ARFs}

Couples interviewed last time {Pink ARFs}

Booster:

New households sampled for wave 4 {Blue ARFs}

2) How many of those interviewed last time did you interview this time?

Lone Parents

Couples

3) Of those interviewed last time, in how many cases did you find the household composition had changed?

Number with a new adult in household

Number where an adult has left the household

4) How many movers did you have? Please state how many addresses you visited during the pilot fieldwork period and the number of movers you came across.

Number of addresses contacted

Number of movers

5) Were there any other problems with the sample, apart from movers?

Yes

No

IF YES: *please give details*

6) How many children were there in the households where you interviewed?

--	--

Number of Households with 1 child

--	--

Number of Households with 2 children

--	--

Number of Households with 3 + children

7) How many households were in receipt of Working Families Tax Credit?

--	--

Number of households in receipt of WFTC

B TRACING OF MOVERS

8) In how many cases were you able to obtain new contact information for movers?

--	--

Number of cases in which new contact details obtained

9) Were most movers still living in the area or were most movers to another area?

Mostly in-area movers

Mostly outside area movers

About half and half

C THE MAIN INTERVIEW (PARTNER INTERVIEW COVERED IN SECTION F)

10) How long did your MAIN respondent interviews take?

a) For Panel people interviewed last time?

Between and mins

b) For new people?

Between and mins

11) Were there particular types of respondents for whom the interview was much longer than others?

No

Yes -give details _____

12) Did respondents comment on the length of the interview? If yes: what comments did they make?

Comments: *By people interviewed last time:*

By new people, being interviewed for the first time:

13) Were there particular sections of the questionnaire which were too long for either panel members or new people - if so which ones?

Please give name of section(s) and state whether section too long for panel, new or all respondents

14) Did the structure of the questionnaire seem logical to you and the respondent? Where were there problems?

Please give details of questions and/or sections and whether these affected panel or new people

D CHILD HEALTH, EDUCATION & USE OF SERVICES SECTION

15) Generally how well did this new section work - were there any specific problems?

Give details:

16) How long did this section take?

Between and mins

17) Were there particular types of respondents for whom this section was much longer than others?

No

Yes -give details _____

18) How did respondents find this section – did they generally like it or dislike it?

Please give examples of any comments made by respondents:

19) Were any of the questions particularly sensitive for respondents?

IF YES give details of questions, and any comments made by respondents:

E OTHER QUESTIONS

20) Were there any other particularly problematic questions? Why were they problematic?


Please give details of question(s) and problem(s), stating whether these affected the panel, new people or both

21) Were there any types of respondent whose circumstances were not adequately covered by the questionnaire?

Please give examples, stating whether they were a panel or new person

F THE PARTNER INTERVIEW

22) Were you always able to get a partner interview?

- Yes
- No
- N/A All respondents were lone parents  **GO TO SECTION H**

IF NO: please give reasons?

23) How long did the partner interview take?

Between and mins

24) Were there any particular difficulties among panel members in interviewing partners?

- Yes
- No

IF YES – please give details of difficulties

25) How did you find having this section as a parallel block – were there any problems?

If any problems please give details:

26) At what point did you generally go into the partner interview?

- Usually at the end of the main respondent interview **GO TO QUESTION 28**
- Usually during the main respondent interview **GO TO QUESTION 27**

27) Did doing the partner interview during the main respondent's interview cause any problems?

Please give details of any difficulties:

G THE SELF COMPLETION QUESTIONNAIRE

28) Were panel members happy to do the self-completion questionnaire again?

Comments:

29) Did respondents seem to have any difficulties completing the questionnaire?

IF YES please give details, including any specific questions which caused difficulties:

30) How long did the self-completion questionnaire take?

Between and mins

H OTHER FEEDBACK

31) Do you have any comments or suggestions on additional documents or information interviewers need?

Comments:

32) Were there any issues that the briefing did not cover sufficiently, which caused you difficulties during fieldwork?

Please give details:

Please remember to bring this form with you to the debriefing on 26th June. Thank you.

Families and Children Study (FACS) – Wave 4

Pilot Report

This report summarises the main findings from the pilot, which was conducted between 11th and 26th June 2002.

Sample

Ten areas (postcode sectors) were selected. These areas, listed below, were originally selected for use in the wave 1 pilot and contain both panel and booster cases:

- Stranraer
- Workington, Cumbria
- Liverpool
- Hull
- Leicester
- Ferndale, Mid-Glamorgan
- Hereford
- Milton Keynes
- East London
- Southampton

An interviewer was allocated to each area, and was issued with around 50 addresses. These consisted of a mixture of panel and booster cases. The exact numbers of each type of sample case issued varied reflecting the number of families found to be eligible in previous rounds of the pilot study.

Altogether, the initial pilot sample consisted of 354 booster cases and 146 panel cases. The booster cases were made up of in-movers (70), new families (60), and a top-up sample (224).

Opt-out

Booster cases were sent an opt out letter on 21st May, which informed them about the study and instructed those who did not wish to be contacted by an interviewer to contact either the Department for Work and Pensions or the *National Centre*. In total 22 of the 354 cases opted out (six per cent).

Panel cases were sent a letter, explaining the purpose of the survey and seeking their co-operation, by interviewers in advance of their making contact at these addresses.

Addresses contacted, interviews achieved

Movers

Over 220 addresses were visited during the pilot, of which 26 addresses were 'movers' (around 12 per cent).

Achieved interviews

Interviewers made contact at 147 addresses, and achieved 106 interviews. Unfortunately, one interviewer's work was delivered late (8 cases) thus all data presented in this report refer to the 98 cases for which data were available.

Table 1 Distribution of achieved interviews by sample type

Type of interview	Panel	Booster	Total
Lone Parent			
- full	18	26	44
- partial	-	2	2
Couple			
- Main respondent and partner	21	11	32
- Main respondent and proxy partner	9	5	14
- Main respondent, no partner interview (full or proxy)	1	2	3
- partial	2	1	3
Total	51	47	98

Length of screening and main interviews¹

The table below shows the mean, median, minimum and maximum interview lengths for the main respondent² interview, by type of sample.

Table 2 Length of main interviews - CAPI timings

	Length of CAPI interview (minutes)				
	All cases	Panel	Booster	1 child	3 children
Mean	54	52	55	52	61
Median	54	52	57	50	60
Max	102	102	80	102	93
Min	20	20	26	20	39
Base	93³	49	44	43	15

CAPI timings

The next table displays timings for the Child Health, Education & Use of Services Section, which was the longest section overall (in terms of mean length). This is the section which contains the majority of new questions for wave 4.

¹ A full breakdown of timings for all blocks of the questionnaire is attached at the end of this report.

² Timings data for panel interviews was incomplete, and is therefore not presented here.

³ Timings data was incomplete in 5 cases (all of which were partial interviews). Timings are therefore based on 93 cases

Table 3 Length of Child Health, Education & Use of Services Section

	Length of Section - CAPI interview (minutes)		
	All cases	Panel	Booster
Mean	13	12	13
Median	12	11	13
Max	42	42	38
Min	0	2	0
Base	93	49	44

CAPI timings

An additional measure of how long FACS takes to administer comes from interviewers' timings (in comparison to the CAPI timings shown in Tables 2 and 3). These are likely to reflect the time the whole interview process takes, including setting up and giving the respondent any explanations needed.

Table 4 Length of main interviews - Interviewer timings

	Length of CAPI interview (minutes)		
	All cases	Panel	Booster
Mean	70	70	70
Max	123	123	100
Min	35	35	40

The pilot data suggest the interview length is within that budgeted for – 70 minutes for a main interview. While the CAPI timings suggest the mean length is somewhat shorter than this, it should be noted that pilot timings are likely to underestimate the length of the interview at mainstage. This is because only experienced interviewers are selected, most of whom have worked on FACS in previous waves. Also, while every effort was made to achieve interviews with a range of different families, the pilot may not be representative of the full range of circumstances we will come across at the mainstage. When interviewer timings are considered, the interview length is not under time at all. It should also be noted that for some main respondents the interview can be in excess of one and a half hours.

We would suggest that the length of the questionnaire is considered carefully. While mean CAPI timings do not imply a big problem with overall length, there are some families for whom the interview is very long. Also, certain sections put particular burdens on interviewer and respondent in terms of length. The Child Health Section is notable here – it is the longest section of the questionnaire, and is particularly burdensome for families with a number of children. Additionally, as this is a panel study, we need to consider panel response rates, and the effect a long interview may have on these.

Interviewer Feedback

The pilot fieldwork generally went well, with procedures working efficiently and the achieved interview target being met. Interviewers seemed to enjoy working on the study, and gave useful feedback at the debrief. A number of specific issues were raised, which are discussed below.

Specific issues

Household grid/Relationships

In certain circumstances relating to an adult being the guardian of a child who is not their son or daughter, the questionnaire routing does not 'fit' particularly well. For example, a woman looking after her niece will be asked questions about her relationship with the child's father.

Recommendation: NatCen to look at outlying scenarios to see if there are any straightforward changes that could be made. However, this tends to work for the majority of circumstances, and has not caused problems in previous years.

As in previous years, it was found that where different children have different fathers, the questionnaire does not always accept the correct coding of this. This relates to an assumption that any children born after the date that a relationship started are the children of that partner.

Recommendation: we have been aware of this for some time. It is a matter of policy which should be decided by all researchers involved in FACS.

The new question on marital status (Marital) does not collect cohabiting.

Recommendation: this question is about legal marital status, and therefore cohabiting should not be allowed as an answer code. Suggest the question text is amended to refer to 'current legal marital status'.

Respondent / Child Health

A minor problem was found with textfills relating to illness / disability.

Recommendation: NatCen to address this

Child Health, Education & Use of Services

Overall this section worked well, with some positive feedback from respondents about the focus on their children. No particular sensitivity was reported with the new questions about smoking, drinking, drug use, or other problems. However, the section was lengthy for multi-child households (see attached tables on timings), and there were some more specific problems with the Use of Services section.

Minor issues such as answer ranges needing to be expanded, and some inappropriate questions coming up for babies were also picked up.

Recommendation:

- *NatCen to change answer ranges.*
- *We will explore the issue of babies getting inappropriate questions – suggest that a n/a code may be preferable to routing out younger children, as it will be hard to determine the age limit*

Questions re A&E (CheaAc/CheaAt): apparently some health centres / services operate a similar service where parents can go if their child has a minor accident – an example given was 'QDoc'.

Recommendation: Could add an interviewer note to either include or discount such attendances – need to clarify which is desirable

Question re making a journey of a mile on foot (TravFt) – interviewers and respondents were not sure whether this was measuring general physical activity, or specifically, walks lasting a mile or more. 'Journey' was unclear as a term. E.g.

respondents wanting to include their child 'playing out' in the street, where they would be walking and running around for at least the equivalent of a mile.

Recommendation: clarify whether this is to pick up general physical activity or not. If so, suggest we look for an alternative question to collect this, or include it in the question text.

EdMath/Eng/Sci: These questions ask how well a child is getting on in school subjects. Interviewers reported that respondents sometimes did not know.

Recommendation: suggest could add 'don't know' code

SchBeh: this does not specify 'bad' behaviour, so some instances of good behaviour may be recorded.

Recommendation: We need to clarify what it is we want to collect here.

DrkDrg: This is a sensitive question, currently in a 'read out' format. Also, pilot showed that only 'problem' smoking or drinking was collected at this question – i.e. a child might be smoking, but if this is not considered a problem, then it is coded 'no'.

Recommendation: suggest use a showcard rather than a read out for this question. Confirm that intention of question was to pick up whether parent thinks activity is a problem, rather than to pick up activity itself.

Use of Services

Overall, many found these questions repetitive, and the section was lengthy where there were a number of children in the household.

Re services for older children (UseP – SatP), if a child was having problems at school and more generally, the section was very lengthy. Again, it was felt to be repetitive when a number of different professionals had been seen.

Recommendations: this section is burdensome, particularly on families whose children have problems, and it therefore needs to be reduced in some way. There are various possibilities:

- *reduce the list of problems which route into this question. There are currently 12 – these could be cut (e.g. health related), or combined (e.g. suspension/expulsion) to reduce the number of iterations*
- *reduce the list of professionals (UseP)*
- *ask UseP just once about problems in general, rather than separately for each problem mentioned*

Re services for younger children (UseSr – SchUse), some of these questions did not seem to work very well.

- *Parents found it hard to identify why they had **not** used a service.*
- *Some respondents found it hard to discriminate between playgroup / nursery / parent and toddler group*
- *Depending on the age of the child some questions seemed inappropriate (e.g. asking if a four year old goes to mother & toddler group).*
- *Questions were fairly repetitive.*

Recommendation:

- *suggest cutting the question about non-use of services (NotUse)*
- *SatLib – SatHltS: Suggest that the question text 'overall how satisfied are you with...' should not be repeated for each question – this will help to avoid repetition*
- *Could combine codes for playgroup/nursery etc – though cognitive testing found this was not very successful*

Re satisfaction with overall services (SatAll) – respondents did not know what was meant by ‘services’ at this question (previous questions ask about specific services in turn).

Recommendation: suggest give some examples of services in the question text to distinguish from the earlier questions for younger children’s services

Re ‘extended schools’ questions (SchFam) – respondents not clear what is meant by this concept – e.g services provided for child or for respondent to use? Also, it is not apparent that asking what people would ideally like provides particularly useful data – particularly for a panel study.

Recommendation: clarify aims of this question

Housing

Type of housing questions do not allow for somebody to be currently living in temporary accommodation, unless it is a B&B or a hostel.

Recommendation: NatCen to address this if possible

Other source of income

It was felt we may not be picking up income from partner’s pension.

Recommendation: as the question text is already lengthy, could add a further question to check if respondent has any money coming in from a private pension.

Partner interview

For the first time, the CAPI programme had the partner interview as a parallel block, which could be accessed at any time. Generally this worked well, and was well-received by interviewers. A problem was discovered where the partner interview does not come up in a particular circumstance; this had been noticed by researchers during the pilot period.

Recommendation: NatCen to look into this problem

End questions/Admin

Some of the questions which check admin details fall in the admin block rather than on the main route of the questionnaire. This means that interviewers are told they are at the end of the interview, then need to ask some further questions. This interrupts the flow of the interview and can result in details being forgotten. For example, currently, the telephone number is completed in the admin block, meaning that if interviewers forget to record it on the ARF, this can be missed.

Recommendation: NatCen to reconsider the end questions of the interview, and put admin detail checks into the route of the questionnaire where possible

Also, as part of redeveloping the end questions, it was felt that it would be better to end on a more positive note – perhaps a final question where respondents could tell us if they have anything else to add, or a more positive question about a ‘gentle’ issue.

Self-completion

This year the self-completion questionnaire changed with the addition of some new question codes. Respondents generally took between 5 and 15 minutes to fill in the self-completion questionnaire.

Interviews made the following comments:

- The questions relating to schools (Q6) were not applicable for respondents without school-age children (e.g. children too young or at college). This may explain the fact that item non-response was most noticeable at this question.
- A 'not able to complete' (e.g. due to language) code was suggested – otherwise, it is just recorded as completed or not.
- Translating the questionnaire was raised as a possibility, as a number of people take part in the FACS interview with language difficulties, but cannot then fill in the self-completion

Recommendation:

- *Suggest need either a routing instruction, or add 'not applicable' code for parents who do not have school-age children. NB, it is best to avoid routing instructions, so as to keep the questionnaire as simple as possible to follow.*
- *Suggest could code whether interview completed or not in a different way – e.g. s/c completed by respondent / s/c completed by proxy (language difficulties) etc.*
- *Suggest it would be good practice to look into translation of the self-completion questionnaire – this could be for just the most common languages.*

APPENDIX B MAIN FIELDWORK DOCUMENTS

The following documents (referred to in Chapters 3 and 4) appear in this appendix:

- Self completion questionnaire (mainstage)
- FACS study leaflet
- Opt-out letter
- Advance letter - panel / rescreen / booster
- Mover letter - panel / rescreen
- Address Record Form (ARF) - panel / rescreen / booster
- Fieldwork update report
- Thank you letter

Where appropriate, Welsh copies of letters have also been included. Originally, some documents were coloured, rather than black and white (for example, the letter head logo, front cover of ARFs and the study leaflet). However, original colours have not been replicated here.

P2175

Interviewer no

Date of interview

Serial no

CKI

Point no

201-7

Questionnaire completed by:

Respondent ₁

Female ₁

Partner ₂
208

Male ₂
209

Blue Team - Office Use Only

Card no 210-11

Batch no 212-16



Families and Children Study

WHAT DO YOU THINK?

Please answer each question by ticking ONE box

1 All things considered, how happy are you? (3) 217

- Very happy ₁
Fairly happy ₂
Not very happy ₃
Not at all happy ₄

2 Which of these two statements is most true for you? (3) 218

- I never really seem to get what I want out of life ₁
I usually get what I want out of life ₂

3 Which of these two statements is most true for you? (3) 219

- I usually have free choice and control over my life ₁
Whatever I do has no real effect on what happens to me ₂

4 Which of these two statements is most true for you? (3) 220

- Usually I can run my life more or less as I want to ₁
I usually find life's problems just too much for me ₂

5 Below are a number of statements which people sometimes make about themselves. Please read each statement and tick the box which indicates how much you agree or disagree with what it says.

	Strongly agree	Agree <i>(tick one box)</i>	Disagree	Strongly disagree	
On the whole I am satisfied with myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	221
At times I think I am no good at all	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	222
I am able to do things as well as most other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	223
I feel I do not have much to be proud of	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	224
I take a positive attitude towards myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	225

6 How far do you agree or disagree with the following statements?

	Strongly agree	Agree	Uncertain <i>(tick one box)</i>	Disagree	Strongly disagree	Does not apply to me	
My child(ren)'s school gives me enough information about how my child is getting on	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	226
It is important to attend meetings with teachers about my child(ren)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	227
A child's education is mainly the school's responsibility	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	228
A child's education benefits from the parents being involved	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	229
The information my child(ren)'s school gives me is often difficult to understand	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	230
Homework is an important part of a child's education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	231
My child(ren) enjoys school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	232
I feel confident when talking to teachers at my child(ren)'s school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	233
I would be happy to take my child(ren) out of school during term time, to go on a family holiday for example	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	234

7 We are interested in your views about how families manage these days, through work and other means. Here are a number of statements - the sort of things that people have different views about. What do you think?

**To what extent do you agree or disagree with the statements below?
Please tick ONE box for each statement**

	Strongly agree	Agree	Uncertain <i>(tick one box)</i>	Disagree	Strongly disagree	
A person must have a job to feel a full member of society	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	235
A woman and her family will all benefit if she has a paid job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	236
People with jobs should not get social security benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	237
If their child is ill, and both parents work, the mother should take time off work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	238
My job is to look after the home and family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	239
Even though she will be financially better off, it is sometimes alright for a lone parent on benefits to start living with her boyfriend without telling the benefits office	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	240
Having almost any job is better than being unemployed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	241
It is less important for a woman to go out to work than it is for a man	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	242
If I didn't like a job, I'd pack it in, even if there was no other job to go to	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	243
No one should ever feel badly about claiming Social Security benefit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	244
Children can be better off living with just one parent	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	245
People living on Social Security benefits are not really part of society	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	246
Women with school aged children should never work full-time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	247

	Strongly agree	Agree	Uncertain (tick one box)	Disagree	Strongly disagree	
There is never any point in worrying about debts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	248
Working for pay is more fulfilling than looking after the home	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	249
Once you've got a job, it's important to hang on to it, even if you don't really like it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	250
If you live on Social Security benefits, everyone looks down on you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	251
People with mortgages should not get Social Security benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	252
A job is alright, but I really want to be with my children at home	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	253
People claiming benefits should always tell the benefits office about any paid work that they do	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	254
Women have the right to choose to be supported by the state at home with their children, even if they have no husband or partner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	255
If you live on Social Security, you have to try to hide it from the rest of your family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	256
It is just wrong for a woman with children under five years old to go out to work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	257
Only the poorest families should be allowed Social Security benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	258
Having a job is the best way for me to be an independent person	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	259

Thank you very much for your help

Social Research Branch
Department for Work & Pensions
FREEPOST PHQ5
London WC2N 6BR

5 August 2002
Our ref: B2175/

Dear

Families and Children Study

I am writing to ask for your help with an important study about families bringing up children. The study is being carried out for the Department for Work and Pensions by an independent research organisation, the *National Centre for Social Research*.

This study is designed to collect information about your experiences of family life and work. Your name has been selected at random from Child Benefit records. **We are interested in your views and experiences, whatever your present circumstances.**

An interviewer from the *National Centre* will be calling on you at home some time during the next few weeks, to explain more about the study and ask you to take part. The interviewer will carry an identification card.

This is a voluntary study and anything you tell the interviewer will be treated in the **strictest confidence**. The findings of this study will not identify you or your family. The names of those who take part in the study will not be passed on to anyone outside the *National Centre*.

I do hope you decide to take part in the study. If, however, you do not wish an interviewer to contact you, please either write to me at the FREEPOST address above or telephone the *National Centre* during office hours (Monday-Friday 9.30am to 5.30pm) on **0800 652 0201** before **19 August 2002**. If you write or phone, please remember to give your name and the reference number at the top of this letter.

I hope you will be able to help with this important study.

Yours sincerely



James Noble
Senior Research Officer
Department of Work and Pensions

DWP Adran
Gwaith a Phensiynau

Social Research Branch
Department for Work & Pensions
FREEPOST PHQ5
London WC2N 6BR

5 Awst 2002

Annwyl

Astudiaeth o Deuluoedd a Phlant

Ysgrifennaf atoch i ofyn am eich help gydag astudiaeth bwysig am deuluoedd sy'n magu plant. Cyflawnir yr astudiaeth ar gyfer yr Adran Gwaith a Phensiynau gan sefydliad ymchwil annibynnol, y *Ganolfan Genedlaethol ar gyfer Ymchwil Gymdeithasol*.

Bwriad yr astudiaeth hon yw casglu gwybodaeth am eich profiadau chi o fywyd teuluol a gwaith. Dewiswyd eich enw ar hap o gofnodion Budd-dal Plant. **Mae gennym ddiddordeb yn eich barn a'ch profiadau, beth bynnag fo'ch amgylchiadau presennol.**

Bydd cyfwelydd o'r *Ganolfan Genedlaethol* yn galw heibio'ch cartref rywbryd yn ystod yr wythnosau nesaf, i egluro mwy am yr astudiaeth ac i ofyn i chi gymryd rhan. Bydd y cyfwelydd yn cario cerdyn adnabod.

Astudiaeth wirfoddol yw hon a chaiff unrhyw beth y byddwch yn ei ddweud wrth y cyfwelydd ei drin yn **hollo gyfrinachol**. Ni fydd canfyddiadau'r astudiaeth hon yn eich enwi chi na'ch teulu. Ni chaiff enwau'r bobl hynny sy'n cymryd rhan yn yr astudiaeth eu trosglwyddo i unrhyw un y tu allan i'r *Ganolfan Genedlaethol*.

Gobeithio y byddwch yn penderfynu cymryd rhan yn yr astudiaeth. Fodd bynnag, os nad ydych yn dymuno i gyfwelydd gysylltu â chi, naill ai ysgrifennwch ataf yn y cyfeiriad RHADBOST uchod neu ffoniwch y *Ganolfan Genedlaethol* yn ystod oriau swyddfa (Llun-Gwener 9.30am i 5.30pm) ar **0800 652 0201** cyn **19 Awst 2002**. Os byddwch yn ysgrifennu llythyr neu'n ffonio, cofiwch roi eich enw a'r rhif cyfeirnod ar ben y llythyr hwn.

Gobeithio y byddwch yn gallu helpu gyda'r astudiaeth bwysig hon.

Yn gywir



James Noble
Uwch Swyddog Ymchwil
Adran Gwaith a Phensiynau

Our Ref: B2175/P/

Dear

Families and Children Study: Wave 4

Last autumn you kindly agreed to take part in this important study. Your contribution, along with thousands other families helped make it a great success.

We are writing to all those families who said they would be willing to talk to us again. You kindly agreed so we are letting you know that one of our interviewers will be in contact soon. Where possible this will be the same interviewer you spoke to last time. However this may not always be possible as some interviewers will have other commitments. **All our interviewers carry an identification card**, with a photograph. Please ask to see this.


The name of the interviewer who will be contacting you is: _____

The interviewer will be able to answer any questions you have about the study, and if you are willing to participate, will make an appointment to come and interview you. As a token of our appreciation those families taking part in this interview will receive a £10 gift voucher.

All your answers will be treated in strict confidence and the findings of this study will not identify you or your family. The names of those who take part in the study will not be passed to anyone outside the *National Centre*.

We do hope you will want to continue to be involved in this important study, and that you will enjoy speaking to one of our interviewers again.

Yours sincerely



Elise Yarrow
On behalf of the research team



Astudiaeth Plant a Theuluoedd: Rhan 4

Hydref diwethaf, yn garedig iawn fe wnaethoch chi gymryd rhan yn yr astudiaeth bwysig hon. Bu'ch cyfraniad chi, ynghyd â chyfraniad miloedd o deuluoedd eraill ledled Prydain yn help i'r ymgyrch fod yn un hynod o lwyddiannus.

Yr ydym yn ysgrifennu at yr holl deuluoedd hynny a ddywedodd y byddent yn fodlon siarad â ni eto. Yn garedig iawn, fe wnaethoch gytuno felly yr ydym yn gadael i chi wybod y bydd un o'n cyfwelwyr yn cysylltu â chi'n fuan. Lle bydd bosib, yr un person a siaradodd â chi'r tro diwethaf fydd yn cysylltu â chi y tro hwn. Fodd bynnag, efallai na fydd hyn yn digwydd bob tro gan fod gan rai cyfwelwyr ymrwymadau eraill. **Mae pob un o'n cyfwelwyr yn cario cerdyn adnabod,** gyda llun arno. Gofynnwch am gael gweld hwn.

Enw'r cyfwelydd a fydd yn cysylltu â chi yw _____

Fe fydd y cyfwelydd yn gallu ateb unrhyw gwestiynau sydd gennych am yr astudiaeth, ac os ydych yn fodlon, fe drefnwn amser i ddod i'ch cyfweld. I ddangos ein gwerthfawrogiad fe fydd y teuluoedd hynny sy'n cymryd rhan yn y cyfweiliad hwn yn cael tocyn anrheg gwerth £10.

Fe fydd eich holl atebion yn gwbl gyfrinachol ac ni fydd darganfyddiadau'r astudiaeth hon yn golygu y byddwch chi na'ch teulu yn gallu cael eu hadnabod. Ni fydd enwau'r rhai sy'n cymryd rhan yn yr astudiaeth yn cael eu rhoi i unrhyw un tu allan i'r Ganolfan Genedlaethol.

Gobeithio y byddwch yn dymuno parhau i gymryd rhan yn yr astudiaeth bwysig hon, ac y byddwch yn mwynhau siarad ag un o'n cyfwelwyr unwaith eto.

Yr eiddoch yn gywir

Elsie Yarrow

Elsie Yarrow
Ar ran y tîm ymchwil



Families and Children Study: Wave 4

In the past we have written to you about taking part in this important study. To ensure that we represent all families, we would really like those people we have contacted in the past to take part in the study this year.

The study is carried out by the *National Centre for Social Research*, for the Department for Work and Pensions. It is designed to collect information about your experiences of family life and work.

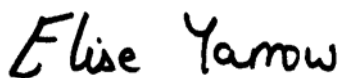
One of our interviewers will be in contact with you soon. The interviewer will be able to answer any questions you have about the study, and if you are willing to participate, will make an appointment to come and interview you. **All our interviewers carry an identification card**, with a photograph. Please ask to see this.

The name of the interviewer who will be contacting you is: _____

All your answers will be treated in strict confidence and the findings of this study will not identify you or your family. The names of those who take part in the study will not be passed to anyone outside the *National Centre*.

We do hope you will want to be involved in this important study, and that you will enjoy speaking to one of our interviewers.

Yours sincerely

A handwritten signature in black ink that reads "Elise Yarrow". The signature is written in a cursive, slightly slanted style. To the right of the signature is a vertical red line.

Elise Yarrow
On behalf of the research team



Astudiaeth Plant a Theuluoedd: Damcaniaeth 4

Yr ydym wedi ysgrifennu atoch yn y gorffennol ynglŷn â chymryd rhan yn yr astudiaeth bwysig hwn. Er mwyn sicrhau ein bod yn cynrychioli'r holl deuluoedd, fe fyddem ni'n hoffi i'r bobl hynny yr ydym wedi cysylltu â nhw yn y gorffennol i gymryd rhan yn yr arolwg eleni.

Mae'r astudiaeth yn cael ei chynnal gan y Ganolfan Genedlaethol Ymchwil Cymdeithasol, ar gyfer yr Adran Gwaith a Phensiynau. Mae wedi'i chynllunio i gasglu gwybodaeth am eich profiadau o fywyd teuluol a gwaith.

Fe fydd un o'n cyfwelwyr yn cysylltu â chi'n fuan. Fe fydd y cyfwelydd yn gallu ateb unrhyw gwestiynau sydd gennych am yr astudiaeth, ac os yr ydych yn fodlon cymryd rhan, fe fydd yn trefnu amser i ddod i'ch cyfweld. **Mae pob un o'n cyfwelwyr yn cario cerdyn adnabod**, gyda llun arno. Gofynnwch am gael gweld hwn.

Enw'r cyfwelydd a fydd yn cysylltu â chi yw _____

Fe fydd eich holl atebion yn gwbl gyfrinachol ac ni fydd darganfyddiadau'r astudiaeth hon yn golygu y byddwch chi na'ch teulu yn gallu cael eu hadnabod. Ni fydd enwau'r rhai sy'n cymryd rhan yn yr astudiaeth yn cael eu rhoi i unrhyw un y tu allan i'r Ganolfan Genedlaethol.

Gobeithio y byddwch eisiau cymryd rhan yn yr astudiaeth bwysig hon, ac y byddwch yn mwynhau siarad ag un o'n cyfwelwyr.

Yr eiddoch yn gywir

Elise Yarrow

Elise Yarrow
Ar ran y tîm ymchwil



Families and Children Study: Wave 4

In early August, James Noble from the Department for Work and Pensions wrote to you asking for your help with an important study about families bringing up children. We are talking to different families all over Britain, finding out about their experiences of family life and work. As he mentioned, we are very interested in finding out about your views and experiences, whatever your present circumstances.

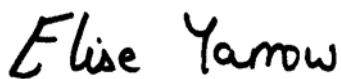
A *National Centre for Social Research* interviewer will be in contact with you soon. The interviewer will be able to answer any questions you have about the study and will make an appointment to come and interview you. **All our interviewers carry an identification card**, with a photograph. Please ask to see this.

The name of the interviewer who will be contacting you is: _____

All your answers will be treated in strict confidence and the findings of this study will not identify you or your family. The names of those who take part in the study will not be passed to anyone outside the *National Centre*.

We do hope you will want to be involved in this important study, and that you will enjoy speaking to one of our interviewers.

Yours sincerely

A handwritten signature in black ink that reads "Elise Yarrow". The signature is written in a cursive style. To the right of the signature is a vertical red line.

Elise Yarrow
On behalf of the research team

B

Our Ref: B2175

Serial Number: _____

Dear _____

Families and Children Study: Wave 4

Last autumn you kindly took part in this important study. Your contribution, along with thousands of other families across Great Britain helped make it a great success.

This study is designed to collect information about your experiences of family life and work. In particular it will provide information on how family circumstances change over time, and about whether new government initiatives designed to help families with children have any impact. It is therefore very important that we give everyone who has participated in earlier rounds of the study, and said they would be willing to talk to us again, the opportunity to take part in the study again this year. As a token of our appreciation those families who are interviewed this year will receive a £10 gift voucher.

_____, an interviewer from the *National Centre for Social Research* called today at the address we have on our files only to learn that you now live elsewhere.

The interviewer spoke to _____ who did not wish to give your new address without your permission, but did agree to forward this letter to you on our behalf.


We would be most grateful if you would let us have details of your present address as soon as possible, wherever you are living now. Please call me on 01277 200 600 between 9:30am and 5:00pm, Monday to Friday. Alternatively, you can complete the form on the back of this letter and return it to us in the FREEPOST envelope – you will not need a stamp.

Can I stress that by giving us your address you are not committing yourself to be interviewed. You can decide that when the interviewer contacts you to explain the interview and asks you to take part in the survey. If you do take part, all the information you supply will be treated in strict confidence. It will not be released in any way that enables you, or your family, to be identified.

If you have any questions or would like any further information please do not hesitate to contact me on 01277 200 600.

Thank you very much for your help.

Yours sincerely



Elise Yarrow
On behalf of the research team



MY NEW ADDRESS

Please complete using BLOCK CAPITALS

Title:	First Name:	Surname:
--------	-------------	----------

Address:	
Post code:	Telephone: (inc. STD code)

PLEASE COMPLETE THE FOLLOWING:

Day	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

- To help us check our records are correct, what is your full date of birth?
- If you have changed your name (*eg*: as a result of marriage) in the past year, please give details of your old and new names below:

Current (new) last/family name:
Current (new) first name(s):
Old last/family name(s):
Old first name(s):

Please return the completed form in the enclosed FREEPOST envelope - you don't need a stamp if you post it in the UK.

If you have any questions about this form, or about the study please call:

Elise Yarrow on 01277 200 600

THANK YOU FOR YOUR HELP

Our Ref: B2175

Serial Number: _____

Dear _____

Families and Children Study: Wave 4

In the past we have written to you about taking part in this important study. To ensure that we represent all families, we would really like those people we have contacted in the past to take part in the study this year. The study is carried out by the *National Centre for Social Research*, for the Department for Work and Pensions. It is designed to collect information about your experiences of family life and work.

_____, an interviewer from the *National Centre for Social Research* called today at the address we have on our files only to learn that you now live elsewhere.

The interviewer spoke to _____ who did not wish to give your new address without your permission, but did agree to forward this letter to you on our behalf.

We would be most grateful if you would let us have details of your present address as soon as possible, wherever you are living now. Please call me on 01277 200 600 between 9:30am and 5:00pm, Monday to Friday. Alternatively, you can complete the form on the back of this letter and return it to us in the FREEPOST envelope - you will not need a stamp.

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If you have any questions or would like any further information please do not hesitate to contact me on 01277 200 600.

Thank you very much for your help.

Yours sincerely

Elise Yarrow

Elise Yarrow
On behalf of the research team



MY NEW ADDRESS

Please complete using BLOCK CAPITALS

Title:	First Name:	Surname:
--------	-------------	----------

Address:	
Post code:	Telephone: (inc. STD code)

PLEASE COMPLETE THE FOLLOWING:

Day	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

- To help us check our records are correct, what is your full date of birth?
- If you have changed your name (*eg*: as a result of marriage) in the past year, please give details of your old and new names below:

Current (new) last/family name:
Current (new) first name(s):
Old last/family name(s):
Old first name(s):

Please return the completed form in the enclosed FREEPOST envelope - you don't need a stamp if you post it in the UK.

If you have any questions about this form, or about the study please call:

Elise Yarrow on 01277 200 600

THANK YOU FOR YOUR HELP

FY NGHYZFEIRIAD NEWYDD

Llenwch y ffurflen gan ddefnyddio LLYTHRENNAU BRAS

Teitl:	Enw Cyntaf:	Cyfenw:
--------	-------------	---------

Cyfeiriad:	
Cod Post:	Rhif Ffôn: (Yn cynnwys Côt STD)

CWBLHEWCH Y CANLYNOL:

Diwrnod Mis Blwyddyn

- I'n cynorthwyo i sicrhau bod ein cofnodion yn gywir, beth yw eich dyddiad geni?
- Os ydych chi wedi newid eich enw (e.e oherwydd priodi) yn ystod y flwyddyn ddiwethaf rhowch fanylion eich enw blaenorol a'ch enw newydd isod:

Cyfenw / enw teuluol:presennol (newydd)

Enw / enw(au) cyntaf presennol (newydd):

Enw(au) teuluol / blaenorol diwethaf:

Enw(au) cyntaf / blaenorol

Dylech ddychwelyd y ffurflen wedi'i chwblhau yn yr amlen RHADBOST – nid oes arnoch angen stamp os byddwch yn ei bostio yn y DU.

Os oes gennych unrhyw gwestiynau ynglŷn â'r ffurflen hon, neu ynglŷn â'r astudiaeth, ffoniwch:

Elise Yarrow ar 01277 200 600

**DIOLCH YN FAWR AM EICH HELP
MY NEW ADDRESS**

Please complete using BLOCK CAPITALS

Title: First Name: Surname:

Address:

Post code:

Telephone:
(inc. STD code)

PLEASE COMPLETE THE FOLLOWING:

Day	Month	Year
<input type="text"/>	<input type="text"/>	19 <input type="text"/>

- To help us check our records are correct, what is your full date of birth?
- If you have changed your name (*eg*: as a result of marriage) in the past year, please give details of your old and new names below:

Current (new) last/family name:

Current (new) first name(s):

Old last/family name(s):

Old first name(s):

Please return the completed form in the enclosed FREEPOST envelope - you don't need a stamp if you post it in the UK.

If you have any questions about this form, or about the study please call:

Elise Yarrow on 01277 200 600

THANK YOU FOR YOUR HELP

P2175 FAMILIES AND CHILDREN STUDY 2002
ADDRESS RECORD FORM (ARF)
PANEL BLUE TEAM

P	SLOT NAME:	
	RETURN NO:	
	FINAL OUTCOME:	

ADDRESS LABEL

Change of Address

FOR THIS CASE YOU NEED TO:

- Send out advance letter P
- Carry out main interview (and partner where appropriate)
- Give respondent £10 voucher for taking part

Respondent Name:

Interviewer name:

Respondent Phone No:

Interviewer number:

No Tel No. Refused/ex-directory

Total number of Calls

Call No.	Date DD/MM	Day of week	Time 24hr Clock	CALLS RECORD (Note all calls, including telephone calls, even if no reply)
1	/		:	
2	/		:	
3	/		:	
4	/		:	
5	/		:	
6	/		:	
7	/		:	
8	/		:	
9	/		:	
10	/		:	

A. Contact with *main respondent*

NOTE

- You should attempt to re-interview the main respondent (who will usually be female) except:
- If the **main respondent** has **left or died** and all the children live with the partner – interview the partner as main respondent. However if the partner is male, and he has re-partnered then his new partner should be interviewed as the main respondent.
- Remember, for panel cases you **still interview** the main respondent (and partner) **if all the children** are now **living elsewhere** (i.e. if they have all left home, gone into care etc).

A1	<p>Is the <i>main respondent</i> living at this address?</p>	Yes	AA	GO TO E1	
		No	BB	GO TO A3	
		Don't know	CC	GO TO A2	
		Office Refusal	410	RETURN TO OFFICE	*
		<i>Main respondent</i> died	700		
		Re-allocated to another interviewer	900		
A2	<p>Please code the reason why you are unable to establish whether the <i>main respondent</i> is living at this address.</p>				
		Address inaccessible	620	CALL OFFICE BEFORE RETURNING	*
		Information refused about whether <i>main respondent</i> is resident at address	651	RETURN TO OFFICE	*
		Unknown if <i>main respondent</i> resident due to non-contact at address after 4+ calls	652		
A3	<p>Were you able to obtain a follow-up address for the <i>main respondent</i>?</p>				
		Yes, follow up address in area	DD	RECORD ADDRESS AT B1 (p.3)	
		Yes, but follow up address outside area	681	RECORD ADDRESS AT B1 (p.3) and RETURN TO OFFICE	*
		No, follow up address unknown	682	RECORD TRACING ATTEMPTS AT A4 & RETURN TO OFFICE	*
A4	<p>WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR MAIN RESPONDENT</p> <p><i>Fill in any details at B1 (p.3). Record whether left tracing letter with present occupants.</i></p>				
				RETURN TO OFFICE	

B. Tracing *main respondent* - attempt 1

B1	RECORD FOLLOW UP ADDRESS/ TELEPHONE NUMBER OF RESPONDENT ADDRESS: POSTCODE: PHONE NO: (incl. STD code) Notes on address location								
B2	<p>Is the <i>main respondent</i> living at this address? Yes AA GO TO E1</p> <p style="text-align: right;">No</p> <p style="text-align: right;">Don't know</p> <p style="text-align: right;">Office refusal</p> <p style="text-align: right;">Main respondent died</p> <p style="text-align: right;">Re-allocated to another interviewer</p> <table border="1" style="float: right; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">BB</td> <td style="text-align: center;">GO TO B4</td> </tr> <tr> <td style="text-align: center;">CC</td> <td style="text-align: center;">GO TO B3</td> </tr> <tr> <td style="text-align: center;">410</td> <td rowspan="3" style="text-align: center;">RETURN TO OFFICE</td> </tr> <tr> <td style="text-align: center;">700</td> </tr> <tr> <td style="text-align: center;">900</td> </tr> </table>	BB	GO TO B4	CC	GO TO B3	410	RETURN TO OFFICE	700	900
BB	GO TO B4								
CC	GO TO B3								
410	RETURN TO OFFICE								
700									
900									
B3	<p>Please code the reason why you are unable to establish whether the <i>main respondent</i> is living at this address.</p> <p style="text-align: right;">Address inaccessible</p> <p style="text-align: right;">Information refused about whether <i>main respondent</i> is resident at address</p> <p style="text-align: right;">Unknown if <i>main respondent</i> resident due to non-contact at address after 4+ calls</p> <table border="1" style="float: right; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">620</td> <td style="text-align: center;">CALL OFFICE BEFORE RETURNING</td> </tr> <tr> <td style="text-align: center;">651</td> <td rowspan="2" style="text-align: center;">RETURN TO OFFICE</td> </tr> <tr> <td style="text-align: center;">652</td> </tr> </table>	620	CALL OFFICE BEFORE RETURNING	651	RETURN TO OFFICE	652			
620	CALL OFFICE BEFORE RETURNING								
651	RETURN TO OFFICE								
652									
B4	<p>Were you able to obtain a follow-up address for the <i>main respondent</i>?</p> <p style="text-align: right;">Yes, follow up address in area</p> <p style="text-align: right;">Yes, but follow up address outside area</p> <p style="text-align: right;">No, follow up address unknown</p> <table border="1" style="float: right; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">DD</td> <td style="text-align: center;">RECORD ADDRESS AT C1 (p.4)</td> </tr> <tr> <td style="text-align: center;">681</td> <td style="text-align: center;">RECORD ADDRESS AT C1 (p.4) and RETURN TO OFFICE</td> </tr> <tr> <td style="text-align: center;">682</td> <td style="text-align: center;">RECORD TRACING ATTEMPTS AT B5 & RETURN TO OFFICE</td> </tr> </table>	DD	RECORD ADDRESS AT C1 (p.4)	681	RECORD ADDRESS AT C1 (p.4) and RETURN TO OFFICE	682	RECORD TRACING ATTEMPTS AT B5 & RETURN TO OFFICE		
DD	RECORD ADDRESS AT C1 (p.4)								
681	RECORD ADDRESS AT C1 (p.4) and RETURN TO OFFICE								
682	RECORD TRACING ATTEMPTS AT B5 & RETURN TO OFFICE								
B5	<p>WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR MAIN RESPONDENT</p> <p><i>Fill in any details at C1 (p.4). Record whether left tracing letter with present occupants</i></p> <p style="text-align: right; margin-top: 100px;">RETURN TO OFFICE</p>								

C. Tracing *main respondent* - attempt 2

C1	RECORD FOLLOW UP ADDRESS/ TELEPHONE NUMBER OF RESPONDENT	<p>ADDRESS:</p> <p>POSTCODE: PHONE NO: (incl. STD code)</p> <p>Notes on address location</p>											
C2	<p>Is the <i>main respondent</i> living at this address?</p> <p style="text-align: right;">Yes</p> <p style="text-align: right;">No</p> <p style="text-align: right;">Don't know</p> <p style="text-align: right;">Office refusal</p> <p style="text-align: right;"><i>Main respondent</i> died</p> <p style="text-align: right;">Re-allocated to another interviewer</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">AA</td> <td style="width: 80%; text-align: center;">GO TO E1</td> </tr> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">GO TO C4</td> </tr> <tr> <td style="text-align: center;">CC</td> <td style="text-align: center;">GO TO C3</td> </tr> <tr> <td style="text-align: center;">410</td> <td rowspan="3" style="text-align: center; vertical-align: middle;">RETURN TO OFFICE</td> </tr> <tr> <td style="text-align: center;">700</td> </tr> <tr> <td style="text-align: center;">900</td> </tr> </table>	AA	GO TO E1	BB	GO TO C4	CC	GO TO C3	410	RETURN TO OFFICE	700	900	*
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D. Tracing *main respondent* - attempt 3

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D2	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">Is the <i>main respondent</i> living at this address?</td> <td style="width: 5%; text-align: center; padding: 5px;">Yes</td> <td style="width: 5%; border: 1px solid black; text-align: center; padding: 5px;">AA</td> <td style="width: 20%; border: 1px solid black; text-align: center; padding: 5px;">GO TO E1</td> <td style="width: 2%;"></td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">No</td> <td style="border: 1px solid black; text-align: center; padding: 5px;">BB</td> <td style="border: 1px solid black; text-align: center; padding: 5px;">GO TO D4</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">Don't know</td> <td style="border: 1px solid black; text-align: center; padding: 5px;">CC</td> <td style="border: 1px solid black; text-align: center; padding: 5px;">GO TO D3</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">Office refusal</td> <td style="border: 1px solid black; text-align: center; padding: 5px;">410</td> <td rowspan="3" style="border: 1px solid black; text-align: center; vertical-align: middle; padding: 5px;">RETURN TO OFFICE</td> <td style="text-align: right; vertical-align: middle; padding: 5px;">*</td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;"><i>Main respondent</i> died</td> <td style="border: 1px solid black; text-align: center; padding: 5px;">700</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">Reallocated to another interview</td> <td style="border: 1px solid black; text-align: center; padding: 5px;">900</td> <td></td> </tr> </table>	Is the <i>main respondent</i> living at this address?	Yes	AA	GO TO E1			No	BB	GO TO D4			Don't know	CC	GO TO D3			Office refusal	410	RETURN TO OFFICE	*		<i>Main respondent</i> died	700			Reallocated to another interview	900	
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D5	<p>WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR MAIN RESPONDENT</p> <p><i>Fill in any details on continuation sheet. Record whether left tracing letter with present occupants</i></p> <div style="text-align: right; padding-top: 100px;">RETURN TO OFFICE</div>																												

E. OUTCOME OF INTERVIEW FOR MAIN RESPONDENT (& PARTNER)

E1	DID YOU CARRY OUT AN INTERVIEW WITH THE MAIN RESPONDENT? (RING ONE CODE ONLY)			
	Yes, full interview obtained with <i>main respondent</i> (no partner in hhld)	110	GO TO E7	*
	Yes, full interview obtained with <i>main respondent</i> and partner	111		
	Yes, full interview with <i>main respondent</i> , proxy partner interview	112	GO TO E5	*
	Yes, full interview with <i>main respondent</i> , no partner interview (proxy or full)	113		
	Yes, partial interview obtained with <i>main respondent</i> (no partner in hhld)	210	GO TO E4	*
	Yes, partial interview obtained with <i>main respondent</i> , full partner interview	211		
	Yes, partial interview obtained with <i>main respondent</i> , proxy partner interview	212		
	Yes, partial interview with <i>main respondent</i> , no partner interview (proxy or full)	213		
	No interview	FF	GO TO E2	
E2	CODE REASON FOR NO INTERVIEW WITH MAIN RESPONDENT (RING ONE CODE ONLY)			
	Personal refusal	431	GO TO E3	*
	Proxy refusal	432		
	Respondent refused during interview (before completed Benefits section)	440		
	Broken appointment, no re-contact	450		
	Contact made with <i>main respondent's</i> hhld but not with responsible adult	330		
	Contact made with responsible adult in hhld but not with <i>main respondent</i>	340		
	Ill at home during survey period	510		
	Away/in hospital during entire survey period	520		
	Physically or mentally unable/incompetent	530		
	Language difficulties	540		
Other (please specify) _____	560			
E3	IF <u>NO</u> INTERVIEW WITH MAIN RESPONDENT, PLEASE GIVE DETAILS			
			RETURN TO OFFICE	
E4	IF <u>PARTIAL</u> INTERVIEW WITH MAIN RESPONDENT, PLEASE GIVE REASON(S).			
			GO TO E7	

E5	WHY WERE YOU UNABLE TO CARRY OUT THE FULL PARTNER INTERVIEW?	Personal refusal by partner	81	GO TO E6
		Proxy refusal on behalf of partner	82	
		Partner broke appointment, no re-contact	83	
		Partner ill at home during survey period	84	
		Partner away/in hospital during entire survey period	85	
		Partner physically or mentally unable/incompetent	86	
		Partner had language difficulties	87	
		Other (please specify) _____	88	
E6	IF NO FULL PARTNER INTERVIEW, PLEASE GIVE DETAILS			GO TO E7
E7	DID YOU OBTAIN A SELF COMPLETION FOR THE MAIN RESPONDENT?	Yes	1	GO TO E8
	No	2		
E8	DID YOU OBTAIN A SELF COMPLETION FOR THE PARTNER?	Yes	1	GO TO E9
	No	2		
	No partner in household	3		
E9	DID YOU GIVE THE MAIN RESPONDENT A £10 VOUCHER? <i>PLEASE ENSURE THAT THE RESPONDENT SIGNS THE VOUCHER RECEIPT FORM, ON THE BACK OF THIS ARF</i>	Yes, and signed receipt	1	GO TO E10
	No	2		
E10	ENTER TOTAL LENGTH OF INTERVIEW (incl. Self-completion)	Minutes	<input type="text"/>	RETURN TO OFFICE

P2175 STUDY OF FAMILIES WITH CHILDREN 2002
ADDRESS RECORD FORM (ARF)
RESCREENER BLUE TEAM

R	SLOT NAME:	
	RETURN NO:	
	FINAL OUTCOME:	

ADDRESS LABEL

Change of Address

FOR THIS CASE YOU NEED TO:

- Send out advance letter R
- Check that respondent has dependent children living with them as part of their household
- Carry out main interview (and partner where appropriate) if family eligible

Respondent Name:

Interviewer name:

Respondent Phone No:

Interviewer number:

No Tel No. Refused/ex-directory

Total number of Calls

Call No.	Date DD/MM	Day of week	Time 24hr Clock	CALLS RECORD (Note all calls, including telephone calls, even if no reply)
1	/		:	
2	/		:	
3	/		:	
4	/		:	
5	/		:	
6	/		:	
7	/		:	
8	/		:	
9	/		:	
10	/		:	

A. Contact with *main respondent*

NOTE

- The **main respondent** should always be the **female** ‘mother-figure’ **unless** the respondent is a **lone father**.
- If the named person and partner have split up **follow the children**. If the children are split between the mother and father, follow the mother **only**.
- Remember, for new cases you do **not** interview the main respondent (and partner) **if all the children** are now **living elsewhere** (i.e. if they have all left home, gone into care etc).

A1	Is the <i>main respondent</i> living at this address?	Yes	AA	GO TO E1	
		No	BB	GO TO A3	
		Don't know	CC	GO TO A2	
		Office Refusal	410	RETURN TO OFFICE	
		<i>Main respondent</i> died	700		
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A2	Please code the reason why you are unable to establish whether the <i>main respondent</i> is living at this address.				
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A3	Were you able to obtain a follow-up address for the <i>main respondent</i> ?				
		Yes, follow up address in area	DD	RECORD ADDRESS AT B1 (p.3)	
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A4	WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR MAIN RESPONDENT Fill in any details at B1 (p.3). Record whether left tracing letter with present occupants.				
				RETURN TO OFFICE	

B. Tracing *main respondent* - attempt 1

B1	<p>RECORD FOLLOW UP ADDRESS/ TELEPHONE NUMBER OF RESPONDENT</p> <p>ADDRESS:</p> <p>POSTCODE: PHONE NO: (<i>incl. STD code</i>)</p> <p>Notes on address location</p>																				
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C. Tracing *main respondent* - attempt 2

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C5	<p>WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR MAIN RESPONDENT</p> <p><i>Fill in any details at D1 (p.5). Record whether left tracing letter with present occupants</i></p> <p style="text-align: right;">RETURN TO OFFICE</p>											

E. ESTABLISH IF RESPONDENT HAS DEPENDENT CHILDREN

E1	Were you able to make contact with the <i>main respondent</i>?	Yes	EE		GO TO E2	
	No, no contact with <i>main respondent</i>		662		GO TO E4	*
E2	ASK RESPONDENT: Are there any children aged 18 or under living with you as part of your family?	Yes	FF		GO TO E2a	
		No	770		RETURN TO OFFICE	*
	Information refused		661		GO TO E4	*
E2a	IF CHILDREN AGED 18 OR UNDER LIVING WITH MAIN RESPONDENT How many children do you have living here who are 16 years or younger?		<input style="width: 30px; height: 20px;" type="text"/>		GO TO E2b	
E2b	How many children do you have living here aged 17 or 18 who are in full-time education? (INCLUDE THOSE CHILDREN WAITING TO GO TO 6th FORM/COLLEGE)		<input style="width: 30px; height: 20px;" type="text"/>		GO TO E2c	
E2c	ENTER TOTAL NUMBER OF DEPENDENT CHILDREN (SUM OF E2a & E2b)		<input style="width: 30px; height: 20px;" type="text"/>		GO TO E3	
E3	SUMMARY: DOES MAIN RESPONDENT HAVE ANY DEPENDENT CHILDREN LIVING WITH THEM AS PART OF THEIR FAMILY?	Yes, has dependent child(ren)	HH		GO TO F1	
		No, does not have dependent child(ren)	770		RETURN TO OFFICE	*
E4	PLEASE GIVE DETAILS				RETURN TO OFFICE	

F. OUTCOME OF INTERVIEW FOR MAIN RESPONDENT (& PARTNER)

F1	DID YOU CARRY OUT AN INTERVIEW WITH THE MAIN RESPONDENT? (RING ONE CODE ONLY)		
	Yes, full interview obtained with <i>main respondent</i> (no partner in hhld)	110	GO TO F7
	Yes, full interview obtained with <i>main respondent</i> and partner	111	
	Yes, full interview with <i>main respondent</i> , proxy partner interview	112	GO TO F5
	Yes, full interview with <i>main respondent</i> , no partner interview (proxy or full)	113	
	Yes, partial interview obtained with <i>main respondent</i> (no partner in hhld)	210	GO TO F4
	Yes, partial interview obtained with <i>main respondent</i> , full partner interview	211	
	Yes, partial interview obtained with <i>main respondent</i> , proxy partner interview	212	
	Yes, partial interview with <i>main respondent</i> , no partner interview (proxy or full)	213	
	No interview	JJ	
F2	CODE REASON FOR NO INTERVIEW WITH MAIN RESPONDENT (RING ONE CODE ONLY)		
	Personal refusal	431	GO TO F3
	Proxy refusal	432	
	Respondent refused during interview (before completed Benefits section)	440	
	Broken appointment, no re-contact	450	
	Ill at home during survey period	510	
	Away/in hospital during entire survey period	520	
	Physically or mentally unable/incompetent	530	
	Language difficulties	540	
Other (please specify) _____	560		
F3	IF NO MAIN RESPONDENT INTERVIEW, PLEASE GIVE DETAILS		
	RETURN TO OFFICE		
F4	IF PARTIAL INTERVIEW WITH MAIN RESPONDENT, PLEASE GIVE REASON(S).		
GO TO F7			

F5	WHY WERE YOU UNABLE TO CARRY OUT THE FULL PARTNER INTERVIEW?	Personal refusal by partner	81	GO TO F6
		Proxy refusal on behalf of partner	82	
		Partner broke appointment, no re-contact	83	
		Partner ill at home during survey period	84	
		Partner away/in hospital during entire survey period	85	
		Partner physically or mentally unable/incompetent	86	
		Partner had language difficulties	87	
		Other (please specify) _____	88	
F6	IF NO FULL PARTNER INTERVIEW, PLEASE GIVE DETAILS			GO TO F7
F7	DID YOU OBTAIN A SELF COMPLETION FOR THE MAIN RESPONDENT?	Yes	1	GO TO F8
		No	2	
F8	DID YOU OBTAIN A SELF COMPLETION FOR THE PARTNER?	Yes	1	GO TO F9
		No	2	
	No partner in household		3	
F9	ENTER TOTAL LENGTH OF INTERVIEW (incl. Self-completion)	Minutes	<input type="text"/>	RETURN TO OFFICE

P2175 STUDY OF FAMILIES WITH CHILDREN 2002
ADDRESS RECORD FORM (ARF)
BOOSTER BLUE TEAM

B	SLOT NAME:	
	RETURN NO:	
	FINAL OUTCOME:	

ADDRESS LABEL

Change of Address

FOR THIS CASE YOU NEED TO:

- Show copy of opt-out letter to respondent to remind them, if required
- Check that respondent has dependent children living with them as part of their household
- Carry out main interview (and partner where appropriate) if family eligible

Respondent Name:

Interviewer name:

Respondent Phone No:

Interviewer number:

No Tel No. Refused/ex-directory

Total number of Calls

Call No.	Date DD/MM	Day of week	Time 24hr Clock	CALLS RECORD (Note all calls, including telephone calls, even if no reply)
1	/		:	
2	/		:	
3	/		:	
4	/		:	
5	/		:	
6	/		:	
7	/		:	
8	/		:	
9	/		:	
10	/		:	

A. Contact with *main respondent*

NOTE

- The **main respondent** should always be the **female** ‘mother-figure’ **unless** the respondent is a **lone father**.
- If the named person and partner have split up **follow the children**. If the children are split between the mother and father, follow the mother **only**.
- Remember, for new cases you do **not** interview the main respondent (and partner) **if all the children** are now **living elsewhere** (i.e. if they have all left home, gone into care etc).

A1	<p>Is the <i>main respondent</i> living at this address?</p> <p style="text-align: right;">Yes</p> <p style="text-align: right;">No</p> <p style="text-align: right;">Don't know</p> <p style="text-align: right;">Office Refusal</p> <p style="text-align: right;"><i>Main respondent</i> died</p> <p style="text-align: right;">Re-allocated to another interviewer</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">AA</td><td style="text-align: center;">GO TO E1</td></tr> <tr><td style="text-align: center;">BB</td><td style="text-align: center;">GO TO A3</td></tr> <tr><td style="text-align: center;">CC</td><td style="text-align: center;">GO TO A2</td></tr> <tr><td style="text-align: center;">410</td><td rowspan="3" style="text-align: center;">RETURN TO OFFICE</td></tr> <tr><td style="text-align: center;">700</td></tr> <tr><td style="text-align: center;">900</td></tr> </table>	AA	GO TO E1	BB	GO TO A3	CC	GO TO A2	410	RETURN TO OFFICE	700	900	
AA	GO TO E1												
BB	GO TO A3												
CC	GO TO A2												
410	RETURN TO OFFICE												
700													
900													
A2	<p>Please code the reason why you are unable to establish whether the <i>main respondent</i> is living at this address.</p> <p style="text-align: right;">Address inaccessible</p> <p style="text-align: right;">Information refused about whether <i>main respondent</i> is resident at address</p> <p style="text-align: right;">Unknown if <i>main respondent</i> resident due to non-contact at address after 4+ calls</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">620</td><td style="text-align: center;">CALL OFFICE BEFORE RETURNING</td></tr> <tr><td style="text-align: center;">651</td><td rowspan="2" style="text-align: center;">RETURN TO OFFICE</td></tr> <tr><td style="text-align: center;">652</td></tr> </table>	620	CALL OFFICE BEFORE RETURNING	651	RETURN TO OFFICE	652	<p style="text-align: right;">*</p> <p style="text-align: right;">*</p> <p style="text-align: right;">*</p>					
620	CALL OFFICE BEFORE RETURNING												
651	RETURN TO OFFICE												
652													
A3	<p>Were you able to obtain a follow-up address for the <i>main respondent</i>?</p> <p style="text-align: right;">Yes, follow up address in area</p> <p style="text-align: right;">Yes, but follow up address outside area</p> <p style="text-align: right;">No, follow up address unknown</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">DD</td><td style="text-align: center;">RECORD ADDRESS AT B1 (p.3)</td></tr> <tr><td style="text-align: center;">681</td><td style="text-align: center;">RECORD ADDRESS AT B1 (p.3) and RETURN TO OFFICE</td></tr> <tr><td style="text-align: center;">682</td><td style="text-align: center;">RECORD TRACING ATTEMPTS AT A4 & RETURN TO OFFICE</td></tr> </table>	DD	RECORD ADDRESS AT B1 (p.3)	681	RECORD ADDRESS AT B1 (p.3) and RETURN TO OFFICE	682	RECORD TRACING ATTEMPTS AT A4 & RETURN TO OFFICE	<p style="text-align: right;">*</p> <p style="text-align: right;">*</p>				
DD	RECORD ADDRESS AT B1 (p.3)												
681	RECORD ADDRESS AT B1 (p.3) and RETURN TO OFFICE												
682	RECORD TRACING ATTEMPTS AT A4 & RETURN TO OFFICE												
A4	<p>WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR MAIN RESPONDENT</p> <p><i>Fill in any details at B1 (p.3). Record whether left tracing letter with present occupants.</i></p> <p style="text-align: right; margin-top: 200px;">RETURN TO OFFICE</p>												

B. Tracing *main respondent* - attempt 1

B1	<p>RECORD FOLLOW UP ADDRESS/ TELEPHONE NUMBER OF RESPONDENT</p> <p>ADDRESS:</p> <p>POSTCODE: PHONE NO: (<i>incl. STD code</i>)</p> <p>Notes on address location</p>												
B2	<p>Is the <i>main respondent</i> living at this address?</p> <p style="text-align: right;">Yes</p> <p style="text-align: right;">No</p> <p style="text-align: right;">Don't know</p> <p style="text-align: right;">Office refusal</p> <p style="text-align: right;"><i>Main respondent</i> died</p> <p style="text-align: right;">Re-allocated to another interviewer</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">AA</td> <td style="text-align: center;">GO TO E1</td> </tr> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">GO TO B4</td> </tr> <tr> <td style="text-align: center;">CC</td> <td style="text-align: center;">GO TO B3</td> </tr> <tr> <td style="text-align: center;">410</td> <td rowspan="3" style="text-align: center;">RETURN TO OFFICE</td> </tr> <tr> <td style="text-align: center;">700</td> </tr> <tr> <td style="text-align: center;">900</td> </tr> </table>	AA	GO TO E1	BB	GO TO B4	CC	GO TO B3	410	RETURN TO OFFICE	700	900	*
AA	GO TO E1												
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700													
900													
B3	<p>Please code the reason why you are unable to establish whether the <i>main respondent</i> is living at this address.</p> <p style="text-align: right;">Address inaccessible</p> <p style="text-align: right;">Information refused about whether <i>main respondent</i> is resident at address</p> <p style="text-align: right;">Unknown if <i>main respondent</i> resident due to non-contact at address after 4+ calls</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">620</td> <td style="text-align: center;">CALL OFFICE BEFORE RETURNING</td> </tr> <tr> <td style="text-align: center;">651</td> <td rowspan="2" style="text-align: center;">RETURN TO OFFICE</td> </tr> <tr> <td style="text-align: center;">652</td> </tr> </table>	620	CALL OFFICE BEFORE RETURNING	651	RETURN TO OFFICE	652	*					
620	CALL OFFICE BEFORE RETURNING												
651	RETURN TO OFFICE												
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B4	<p>Were you able to obtain a follow-up address for the <i>main respondent</i>?</p> <p style="text-align: right;">Yes, follow up address in area</p> <p style="text-align: right;">Yes, but follow up address outside area</p> <p style="text-align: right;">No, follow up address unknown</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">DD</td> <td style="text-align: center;">RECORD ADDRESS AT C1 (p.4)</td> </tr> <tr> <td style="text-align: center;">681</td> <td style="text-align: center;">RECORD ADDRESS AT C1 (p.4) and RETURN TO OFFICE</td> </tr> <tr> <td style="text-align: center;">682</td> <td style="text-align: center;">RECORD TRACING ATTEMPTS AT B5 & RETURN TO OFFICE</td> </tr> </table>	DD	RECORD ADDRESS AT C1 (p.4)	681	RECORD ADDRESS AT C1 (p.4) and RETURN TO OFFICE	682	RECORD TRACING ATTEMPTS AT B5 & RETURN TO OFFICE	*				
DD	RECORD ADDRESS AT C1 (p.4)												
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B5	<p>WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR MAIN RESPONDENT</p> <p><i>Fill in any details at C1 (p.4). Record whether left tracing letter with present occupants</i></p> <p style="text-align: right;">RETURN TO OFFICE</p>												

C. Tracing *main respondent* - attempt 2

C1	<p>RECORD FOLLOW UP ADDRESS/ TELEPHONE NUMBER OF RESPONDENT</p> <p>ADDRESS:</p> <p>POSTCODE: PHONE NO: (<i>incl. STD code</i>)</p> <p>Notes on address location</p>											
C2	<p>Is the <i>main respondent</i> living at this address?</p> <p style="text-align: right;">Yes</p> <p style="text-align: right;">No</p> <p style="text-align: right;">Don't know</p> <p style="text-align: right;">Office refusal</p> <p style="text-align: right;"><i>Main respondent</i> died</p> <p style="text-align: right;">Re-allocated to another interviewer</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">AA</td> <td style="width: 90%; text-align: center;">GO TO E1</td> </tr> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">GO TO C4</td> </tr> <tr> <td style="text-align: center;">CC</td> <td style="text-align: center;">GO TO C3</td> </tr> <tr> <td style="text-align: center;">410</td> <td rowspan="3" style="text-align: center;">RETURN TO OFFICE</td> </tr> <tr> <td style="text-align: center;">700</td> </tr> <tr> <td style="text-align: center;">900</td> </tr> </table>	AA	GO TO E1	BB	GO TO C4	CC	GO TO C3	410	RETURN TO OFFICE	700	900
AA	GO TO E1											
BB	GO TO C4											
CC	GO TO C3											
410	RETURN TO OFFICE											
700												
900												
C3	<p>Please code the reason why you are unable to establish whether the <i>main respondent</i> is living at this address.</p> <p style="text-align: right;">Address inaccessible</p> <p style="text-align: right;">Information refused about whether <i>main respondent</i> is resident at address</p> <p style="text-align: right;">Unknown if <i>main respondent</i> resident due to non-contact at address after 4+ calls</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">620</td> <td style="width: 90%; text-align: center;">CALL OFFICE BEFORE RETURNING</td> </tr> <tr> <td style="text-align: center;">651</td> <td rowspan="2" style="text-align: center;">RETURN TO OFFICE</td> </tr> <tr> <td style="text-align: center;">652</td> </tr> </table>	620	CALL OFFICE BEFORE RETURNING	651	RETURN TO OFFICE	652					
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C4	<p>Were you able to obtain a follow-up address for the <i>main respondent</i>?</p> <p style="text-align: right;">Yes, follow up address in area</p> <p style="text-align: right;">Yes, but follow up address outside area</p> <p style="text-align: right;">No, follow up address unknown</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">DD</td> <td style="width: 90%; text-align: center;">RECORD ADDRESS AT D1 (p.5)</td> </tr> <tr> <td style="text-align: center;">681</td> <td style="text-align: center;">RECORD ADDRESS AT D1 (p.5) and RETURN TO OFFICE</td> </tr> <tr> <td style="text-align: center;">682</td> <td style="text-align: center;">RECORD TRACING ATTEMPTS AT C5 & RETURN TO OFFICE</td> </tr> </table>	DD	RECORD ADDRESS AT D1 (p.5)	681	RECORD ADDRESS AT D1 (p.5) and RETURN TO OFFICE	682	RECORD TRACING ATTEMPTS AT C5 & RETURN TO OFFICE				
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C5	<p>WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR MAIN RESPONDENT</p> <p><i>Fill in any details at D1 (p.5). Record whether left tracing letter with present occupants</i></p> <p style="text-align: right;">RETURN TO OFFICE</p>											

E. ESTABLISH IF RESPONDENT HAS DEPENDENT CHILDREN

E1	<p>Were you able to make contact with the <i>main respondent</i>?</p>	Yes No, no contact with <i>main respondent</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">EE</td> <td style="width: 80%; text-align: center;">GO TO E2</td> </tr> <tr> <td style="text-align: center;">662</td> <td style="text-align: center;">GO TO E4</td> </tr> </table>	EE	GO TO E2	662	GO TO E4	*		
EE	GO TO E2									
662	GO TO E4									
E2	<p>ASK RESPONDENT: Are there any children aged 18 or under living with you as part of your family?</p>	Yes No Information refused	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">FF</td> <td style="width: 80%; text-align: center;">GO TO E2a</td> </tr> <tr> <td style="text-align: center;">770</td> <td style="text-align: center;">RETURN TO OFFICE</td> </tr> <tr> <td style="text-align: center;">661</td> <td style="text-align: center;">GO TO E4</td> </tr> </table>	FF	GO TO E2a	770	RETURN TO OFFICE	661	GO TO E4	* *
FF	GO TO E2a									
770	RETURN TO OFFICE									
661	GO TO E4									
E2a	<p>IF CHILDREN AGED 18 OR UNDER LIVING WITH MAIN RESPONDENT How many children do you have living here who are 16 years or younger?</p>	<input style="width: 40px; height: 25px;" type="text"/>	GO TO E2b							
E2b	<p>How many children do you have living here aged 17 or 18 who are in full-time education? (INCLUDE THOSE CHILDREN WAITING TO GO TO 6th FORM/COLLEGE)</p>	<input style="width: 40px; height: 25px;" type="text"/>	GO TO E2c							
E2c	<p>ENTER TOTAL NUMBER OF DEPENDENT CHILDREN (SUM OF E2a & E2b)</p>	<input style="width: 40px; height: 25px;" type="text"/>	GO TO E3							
E3	<p>SUMMARY: DOES MAIN RESPONDENT HAVE ANY DEPENDENT CHILDREN LIVING WITH THEM AS PART OF THEIR FAMILY?</p>	Yes, has dependent child(ren) No, does not have dependent child(ren)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">HH</td> <td style="width: 80%; text-align: center;">GO TO F1</td> </tr> <tr> <td style="text-align: center;">770</td> <td style="text-align: center;">RETURN TO OFFICE</td> </tr> </table>	HH	GO TO F1	770	RETURN TO OFFICE	*		
HH	GO TO F1									
770	RETURN TO OFFICE									
E4	<p>PLEASE GIVE DETAILS</p> <p style="text-align: right; margin-top: 100px;">RETURN TO OFFICE</p>									

F. OUTCOME OF INTERVIEW FOR MAIN RESPONDENT (& PARTNER)

F1	DID YOU CARRY OUT AN INTERVIEW WITH THE MAIN RESPONDENT? (RING ONE CODE ONLY)		
	Yes, full interview obtained with <i>main respondent</i> (no partner in hhld)	110	GO TO F7
	Yes, full interview obtained with <i>main respondent</i> and partner	111	
	Yes, full interview with <i>main respondent</i> , proxy partner interview	112	GO TO F5
	Yes, full interview with <i>main respondent</i> , no partner interview (proxy or full)	113	
	Yes, partial interview obtained with <i>main respondent</i> (no partner in hhld)	210	GO TO F4
	Yes, partial interview obtained with <i>main respondent</i> , full partner interview	211	
	Yes, partial interview obtained with <i>main respondent</i> , proxy partner interview	212	
	Yes, partial interview with <i>main respondent</i> , no partner interview (proxy or full)	213	
	No interview	JJ	
F2	CODE REASON FOR NO INTERVIEW WITH MAIN RESPONDENT (RING ONE CODE ONLY)		
	Personal refusal	431	GO TO F3
	Proxy refusal	432	
	Respondent refused during interview (before completed Benefits section)	440	
	Broken appointment, no re-contact	450	
	Ill at home during survey period	510	
	Away/in hospital during entire survey period	520	
	Physically or mentally unable/incompetent	530	
	Language difficulties	540	
Other (please specify) _____	560		
F3	IF NO MAIN RESPONDENT INTERVIEW, PLEASE GIVE DETAILS		
	RETURN TO OFFICE		
F4	IF PARTIAL INTERVIEW WITH MAIN RESPONDENT, PLEASE GIVE REASON(S).		
			GO TO F7

F5	WHY WERE YOU UNABLE TO CARRY OUT THE FULL PARTNER INTERVIEW?	Personal refusal by partner	81	GO TO F6
		Proxy refusal on behalf of partner	82	
		Partner broke appointment, no re-contact	83	
		Partner ill at home during survey period	84	
		Partner away/in hospital during entire survey period	85	
		Partner physically or mentally unable/incompetent	86	
		Partner had language difficulties	87	
		Other (please specify) _____	88	
F6	IF NO FULL PARTNER INTERVIEW, PLEASE GIVE DETAILS			GO TO F7
F7	DID YOU OBTAIN A SELF COMPLETION FOR THE MAIN RESPONDENT?	Yes	1	GO TO F8
	No	2		
F8	DID YOU OBTAIN A SELF COMPLETION FOR THE PARTNER?	Yes	1	GO TO F9
	No	2		
	No partner in household	3		
F9	ENTER TOTAL LENGTH OF INTERVIEW (incl. Self-completion)	Minutes	<input type="text"/>	RETURN TO OFFICE

Families and Children Study (FACS) - 2002

I am writing to say thank you for taking part in the Families and Children Study. We hope you found the research interesting and enjoyed speaking with our interviewer.

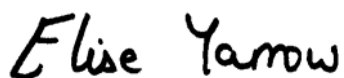
The information you provided, together with that from the thousands of other people who took part in the study will be invaluable in generating a better understanding of families' needs in Britain. The findings from this study are of great interest to many different government departments, and will inform the development of policies. We will keep you up-to-date with these findings, which should be available in 2003.

One of the key aims of this study is to find out how families' circumstances change over time, so we are very keen to stay in touch with you. You probably provided the interviewer with information that will help us do this. However, **if your address or telephone number changes**, please take a moment and call us on **0800 652 4572**. The call is free, and is a great help to us.

If you have any questions, or would like to know more about the study, please feel free to contact us either on the above number or by post. We'd enjoy hearing from you.

Thank you again for taking part in this very important study - we really appreciate the time you have given which has helped to make FACS such a great success.

Yours sincerely



Elise Yarrow
On behalf of the research team



James Noble
Department for Work and Pensions

APPENDIX C EDITING AND CODING DOCUMENTS

The coding and edit instructions (referred to in Chapter 7) appear in this appendix.

CODING AND EDIT INSTRUCTIONS

Introduction

Coding

The coding of interviewer responses is by and large taken care of within CAPI through the use of fully closed questions. There are however a number of questions where all possible responses could not be envisaged prior to the interview or where the interviewer was not confident enough to code the responses to existing code frames (these are semi-open questions). In these cases respondents are given the opportunity to offer other answers which are then transcribed by interviewers.

In many instances it will be possible to code these responses back into the existing code frame. This should always be the coder's first response. However, this will not always be possible, as new, distinct group(s) of responses may emerge. The researchers at the *National Centre* have looked at some early returns from the field and decided where new codes might be necessary. Coders should use these where the existing code frame is not appropriate. Any other difficult cases should be referred to the researchers with a note being made on the fact sheet.

Editing

As in the case of coding, most of the editing of FACS is carried out by interviewers in the field. Interviewer checks in the Blaise program mean that interviewers can clarify and query any data discrepancies directly with the respondent. The Blaise program ensures that the correct routing is followed through the interview questionnaire and applies range and consistency checks. Consistency checks comprise soft and hard checks. Soft checks can be suppressed by the interviewer but hard checks must be resolved by the interviewer at the time of interviewing.

However, some data checking is too complex to be carried out in the field. More complex checks based on several questions has the effect of slowing down the Blaise program, to the detriment of both the interviewer and the respondent. As a result, a separate in-house editing process is required to complete the data set. All the edit checks to be carried out are agreed with the client (DWP). The editor's role is to tidy up the data when it arrives from the field in order to improve the data quality and accuracy for the client.

Editing is to be done in Blaise in CAPI mode for editing. Errors in the data are identified or error checks are triggered for the editor to action as you move through the questionnaire. To aid this process, editors will have access to both ARFs and fact sheets for each respondent. The factsheets contain summary data that should be used to indicate solutions to inconsistencies and errors.

In FACS, the main tasks will be to:

- interpret interviewer notes,
- rid the data of any incorrect coding,
- resolve any inconsistencies especially in the benefits that the respondent receives.

Making changes

As a general rule, you should only make changes where you have a reason to do so – such as an interviewer note which explains the situation. You can also make changes where a keying error is clear and apparent – e.g. if in the benefits section an amount which is usually £15.75 per week has been recorded as £1575 per week. However, this should only be done when it is an obvious mistake.

It is important that you only make changes to the data according to the rules written down in the editing instructions. Where a situation has not been covered you should always consult your supervisor. It is important that one person keeps a general overview of the editing process and decision making. The supervisor will know if another editor is encountering a similar difficulty or omission.

If you encounter a problem with the data that you cannot resolve, please flag this for either a supervisor or a researcher to review.

Please note that you should NEVER delete a case unless you have been instructed to do so by the supervisor or researcher.

This document should be used in conjunction with the FACS questionnaire.

Fact sheets

Listed on the fact sheet, in addition to the notes and responses for coding, are a number of details that should help you with the coding exercise. Please take a moment to read through this information before starting to make changes. You will find the household information (names, dates of birth, relationships) particularly useful. There are other details about tenure, rent/mortgage payments and disabilities/health conditions provided in the 'Other Items' section. You do not need to 'action' these comments.

However, one piece of information that does require your attention, and which will not come up as a check in the CAPI edit program, is a check on **income**. If the respondent or partner is currently working this is listed on the fact sheet, along with hours worked. Please look at this amount and compare it to the job - and flag to researchers if it looks unusually low or high. Obviously you will not know what income level specific jobs are at, but it should be clear that earning, say, £10,000 per month would be too high for a manual job, but acceptable for a highly paid job such as company director. If the income level looks ok, please tick to show you have checked this.

Interviewer notes

The first stage of the FACS edit is to interpret **all** notes made by interviewers using the Blaise notepad facility. These are listed on the fact sheet. Using these notes, it may be possible to establish what the correct response should have been and subsequently code a response into an existing code frame. The presence of a note in Blaise is indicated by a small paper clip symbol which appears beside the answer field where the note was made. Interviewers are instructed to make a note at the precise question concerned, but sometimes they might be at an adjacent question instead.

Resolving Benefits data inconsistencies

Many of the edit checks in the FACS edit program relate to benefit data. Your task here is to look for any extra information which is relevant to the benefit data (such as who is claiming the benefit, how many children there are, whether the respondent/partner has a long term health problem etc.). You should also check for any notes relating to the benefits received, or the amounts/time period data. This information may help you to decide:

- that the amount received is appropriate, in which case you can suppress the check,
- that there has been a keying error (e.g. missing a decimal place and coding £3765 instead of £37.65, or typing an extra digit and coding £1,000 instead of £100) – if this is the case, you should change the amount coded.
- that the amount is correct, but the wrong time period has been coded (e.g. a benefit which is usually £42 per week has been coded at £42 per calendar month) – in this case, you should change the time period.

Do not change the data in other circumstances – simply flag for researchers if you have not been able to resolve the inconsistency. However, if the amount is within £10 of the advised amount/range, you do not need to flag this.

Resolving hard checks

You may come across an occasional hard check in the edit program, though this will be rare. In these instances, you have to take action (by changing an answer) in order to move on. There should be clear instructions on screen when a hard check comes up – follow these to move past the check.

As a general rule, if you are going to change an answer, you **MUST** record the original answer on the fact sheet, along with the question name, and flag this to a researcher. An example of the situation that this might occur in is when a respondent says they moved into their home before they were born. In this case, you will have to change the date of moving into the house to one that falls after the respondent's date of birth.

Empty answer boxes

If you come across an 'empty' answer box in the edit program, check to see if there is a good reason why this has been left blank. For example, you may have changed an answer which has brought different questions on to the route. To move forward, enter CTRL + R. If there are a lot of empty answers, please bring this to the attention of a supervisor, who will know whether it is happening in other cases too.

NB – If this happens in the current and ex-partner block (a parallel block, accessed by pressing CTRL + S), then flag for researchers, exit the parallel block, return to the main questionnaire 'P2175' and continue with the edit.

Section	Question name	Edit check	Instruction to editor
Household grid	Persage	SIGNAL If age greater than 70, flag to editor.	Editor to look at the date of birth and the relationship of person to main respondent. Look for any obvious errors and correct.
	Relextr	If persage 16 or less and relextr is coded as 1, 2, 3 or 4, flag to editor.	Check to see interviewer has correctly coded the relationship. Person 16 or under should not be a parent or partner of main respondent. Recode any obvious error otherwise flag to researcher.
	DHR / Relpar	If child's age (from persage) is 16 or less and relpar is coded as 1, 2, 3 or 4, flag to editor.	Check to see interviewer has correctly coded the relationship. Person 16 or under should not be a parent or partner of the partner. Recode any obvious error otherwise flag to researcher.
Children's health and caring	Chea3a	CHECK Age of child must be greater than or equal to response at Chea3. Flag to editor.	Check to see if obvious error in the coding of the date of birth, look for any interviewer notes otherwise make a note of the current answer on the fact sheet, then change the CAPI answer to a number lower than the child's age, and flag to researcher.
	CM5	SIGNAL Compute derived variable for weekly maintenance payments based on CM5 and CM6 (excluding cases where CM5 = 9997). If weekly payment above £400 per week, flag to editor.	Check to see if there has been any obvious miscodes (e.g. interviewer has not recorded payment in whole pounds).
	CM17	SIGNAL Compute derived variable for weekly maintenance payments based on CM17 and CM18 (excluding cases where CM17 = 9997). If weekly payment above £400 per week, flag to editor.	Check to see if there has been any obvious miscodes (e.g. interviewer has not recorded payment in whole pounds).

Section	Question name	Edit check	Instruction to editor
	CM29	SIGNAL If CM29 greater than 100, flag to editor.	Check for any notes. This figure should not be higher than 100.
	CM31	SIGNAL If CM31 greater than 100, flag to editor.	Check for any notes. This figure should not be higher than 100.
	Chea11	SIGNAL If list of other people that respondent cares for includes any children in the household, flag to editor.	Delete any children that have been coded here. If children only coded, change chea10 from 1 to 2.
	Chea12	CHECK If number of years caring for other person is greater than the respondent's age, flag to editor.	Consult interviewer notes and check for any obvious miscoding (e.g. date of birth), otherwise make a note of the current answer on the fact sheet, then change the CAPI answer to a number of years less than respondent's age, and flag to researcher.
	Chea13	SIGNAL If respondent is spending more than 40 hours per week caring for other person and is currently working 16 or more hours per week, flag to editor.	Look at occupation and see if occupation is care related. If care related editor to remove person listed at chea11. If this leaves none coded at chea11, re-code chea10 to no (code 2).
Housing	Hous5 /Hous6	CHECK If date at which left temporary accommodation is before the date of birth of the respondent, flag to editor.	Consult interviewer notes and check for any obvious miscoding (e.g. date of birth or date moved in), otherwise make a note of the current answer on the fact sheet, then change the CAPI answer to a date after the respondent's date of birth, and flag to researcher.

Section	Question name	Edit check	Instruction to editor
	Hous9	CHECK If date when started living in current accommodation is before the respondent's date of birth, flag to editor.	Consult interviewer notes and check for any obvious miscoding (e.g. date of birth or date moved in), otherwise make a note of the current answer on the fact sheet, then change the CAPI answer to a date after the respondent's date of birth, and flag to researcher.
	Hous17	SIGNAL If hous17 equals zero, flag to editor.	There should be at least one bedroom in the dwelling (even if bedsit). Recode values of zero to 1.
	Hous23 /Hous24	SIGNAL Compute derived variable for weekly rent payments based on Hous23 and Hous24. If weekly payment above £250 per week, flag to editor.	Check to see if there has been any obvious miscodes (e.g. interviewer has not recorded payment in whole pounds). If no explanation, flag for researchers, suppress and proceed.
	Hous25 / Hous26	SIGNAL Compute derived variable for weekly water payments based on Hous25 and Hous26. If weekly payment above £50 per week, flag to editor.	Check to see if there has been any obvious miscodes (e.g. interviewer has not recorded payment in whole pounds). If no explanation, flag for researchers, suppress and proceed.
	Hous29 /Hous30	SIGNAL Compute derived variable for weekly Housing Benefit based on Hous29 and Hous30. If weekly HB above £250 per week, flag to editor.	Check to see if there has been any obvious miscodes (e.g. interviewer has not recorded payment in whole pounds). If no explanation, flag for researchers, suppress and proceed.
	Hous32 /Hous33	SIGNAL Compute derived variable for weekly rent payments based on Hous32 and Hous33. If weekly payment above £250 per week, flag to editor.	Check to see if there has been any obvious miscodes (e.g. interviewer has not recorded payment in whole pounds). If no explanation, flag for researchers, suppress and proceed.

Section	Question name	Edit check	Instruction to editor
	Hous24e, Hous29,Hous32,Hous33	SIGNAL If total amount of rent doesn't equal the amount respondent pays, plus amount they receive in Housing Benefit/rent rebate, flag to editor.	Editor to check for any interviewer notes, and see if there have been any obvious miscodes. If no explanation, flag for researchers, suppress and proceed.
	Hous41	SIGNAL Year must be greater than or equal to date of birth of eldest person in the household. If not, flag to editor.	Consult interviewer notes and check for any obvious miscoding (e.g. date of birth), otherwise suppress edit check.
	Hous43 / Hous44	SIGNAL Compute derived variable for weekly mortgage payments based on Hous43 and Hous44. If weekly payment above £250 per week, flag to editor.	Check to see if there has been any obvious miscodes (e.g. interviewer has not recorded payment in whole pounds). If no explanation, flag for researchers, suppress and proceed.
	Hous52 /Hous53	SIGNAL Compute derived variable for mortgage interest based on Hous52 and Hous53. If weekly payment above £250 per week, flag to editor.	Check to see if there has been any obvious miscodes (e.g. interviewer has not recorded payment in whole pounds). If no explanation, flag for researchers, suppress and proceed.
	Hous54 /Hous55	SIGNAL Compute derived variable for weekly water payments based on Hous54 and Hous55. If weekly payment above £50 per week, flag to editor.	Check to see if there has been any obvious miscodes (e.g. interviewer has not recorded payment in whole pounds). If no explanation, suppress and proceed.
Education ¹	Ed4	SIGNAL If respondent 25 years or less and on “New Deal for long-term unemployed (over 25)”, or more than 25 years and on “New Deal for Young People”, flag to editor.	Check for any obvious miscodes, look at notes, otherwise suppress and proceed.

¹ All questions in this block were also asked of partners. Need equivalent check to apply to the partner data.

Section	Question name	Edit check	Instruction to editor
Work ²	Wrk3	SIGNAL This must be greater than year respondent was born plus 14 years. If not, flag to editor.	Consult interviewer notes and check for any obvious miscoding (e.g. date of birth), otherwise suppress edit check.
	Wrk6a	SIGNAL This must be greater than year respondent was born plus 14 years. If not, flag to editor.	Consult interviewer notes and check for any obvious miscoding (e.g. date of birth), otherwise suppress edit check.
	Wrk17	SIGNAL Check on amount of income if weekly salary is more than £2000	Editor to check notes to explain why income so high (over £2000 a week). See if there is any obvious miscoding. If cannot resolve, flag for researchers and then suppress edit check.
	Wrk17b	SIGNAL Check on amount of WFTC received in wages (Wrk17b>=250)	Editor to check notes to see why amount of WFTC is so high (over £250). See if there is any obvious miscoding. If cannot resolve, flag for researchers and then suppress edit check.
	Wrk18	SIGNAL If amount is greater than 0.17*Wrk17, flag to editor.	Editor to look at interviewer notes for any explanation why pension contributions abnormally high. If no reason given, editor to suppress and proceed.

² All questions in this block were also asked of partners. Need equivalent check to apply to the partner data.

Section	Question name	Edit check	Instruction to editor
Benefits	Ben1, Ben1a	SIGNAL Check: If receiving more than one benefit, flag to editor	Editor to review all amount data given in benefit section (Ben2, Ben2a, Ben3 and Ben6). Check that amounts seem right (see benefits leaflet), and scrutinise any notes entered. If errors that can be resolved, do so. If inconsistencies remain, flag for researchers and then suppress edit check.
	Ben1	SIGNAL If receives Disability Living Allowance - care component and Attendance Allowance (Ben1 = 4 and 5), flag to editor	Disability Living Allowance - care component cannot be received with Attendance Allowance. If in combination editor should check the age of the recipient. If they are over 64 years of age, code "Attendance Allowance" (4); if the recipient is 64 years or younger, code "Disability Living Allowance" (5). Check to see who is receiving the benefit as it may be the partner who is in the age range.
	Ben1	SIGNAL If receives Attendance Allowance (code 4) and respondent and partner are both younger than 65, flag to editor.	Attendance Allowance can only be received by those 65 years or older. If less than 65 years of age, editor should recode Ben1 to 'Disability Living Allowance', code 5. Check to see who is receiving the benefit as it may be the partner who is in the age range.
	Ben1	SIGNAL If receives Incapacity Benefit (code 1) and both respondent and partner are 69 or older, flag to editor.	Recipients of Incapacity Benefits should be younger than 69. If not editor should remove code 1 from Ben1. Check to see who is receiving the benefit as it may be the partner who is in the age range. If no other benefits coded at ben1, editor to enter 12, 'None of these'.

Section	Question name	Edit check	Instruction to editor
	Ben1	<p>SIGNAL</p> <p>If receives Severe Disablement Allowance (code 2) and both respondent and partner are 69 or older, flag to editor.</p>	<p>Recipients of Severe Disablement Allowance should be younger than 69. If not, editor should remove code 2 from Ben1.</p> <p>If no other benefits coded at ben1, editor to enter 12, 'None of these'.</p>
	Ben1a	<p>SIGNAL</p> <p>If receives Retirement Pension (code 9), and both respondent and partner are less than 60, flag to editor.</p>	<p>Recipient should be at least 60 to receive a retirement pension. If not editor should remove code 9 from Ben1a.</p> <p>If no other benefits coded at ben1a, editor to enter 12, 'None of these'.</p>
	Ben1, Ben2, Ben3	<p>SIGNAL</p> <p>If receives Attendance Allowance (code 4) and Ben3 is either 1 or 2, and amount received is not equal to £38 or £56, flag to editor.</p> <p>If receives Attendance Allowance (code 4) and Ben3 is 3, and amount received is greater than £113, flag to editor.</p>	<p>Editor to check for obvious miscodes. The lower rate is currently £37.65 per week and the higher rate is £56.25. If obvious mis-code of amount editor to make correction. If unsure, flag for researcher.</p> <p>The same practice to apply if both receive the Benefit.</p>

Section	Question name	Edit check	Instruction to editor
	Ben1, Ben2, Ben3	<p>SIGNAL</p> <p>If receives Disability Living Allowance – care component (code 5) and Ben3 is either 1 or 2, and amount received does not equal £15, £38 or £56, flag to editor.</p> <p>If receives Disability Living Allowance – care component (code 5) and Ben3 is 3, and amount received is more than £113, flag to editor.</p>	<p>Editor to check for obvious miscodes. The care component is paid at three levels: £14.90, £37.65 and £56.25. There may have been rounding errors. This year a new question asks which rate the respondent is getting (DLAcare) – check the answer to this to help you resolve. All adjacent amounts should be coded to the standard amounts (using midpoint to code up or down).</p> <p>The same practice to apply if both receive the Benefit.</p>
	Ben1, Ben2, Ben3	<p>SIGNAL</p> <p>If receives Disability Living Allowance – mobility component (code 6) and Ben3 is either 1 or 2, and amount received does not equal £15 or £39, flag to editor.</p> <p>If receives Disability Living Allowance – mobility component (code 6) and Ben3 is 3, and amount received is more than £77, flag to editor.</p>	<p>Editor to check for obvious miscodes. The DLA mobility component is paid at two levels: £14.90, £39.30. There may have been rounding errors. This year a new question asks which rate the respondent is receiving (DLAmob) – check this answer to help you resolve. All adjacent amounts should be coded to the standard amounts (using midpoint to code up or down).</p> <p>The same practice to apply if both receive the Benefit.</p>

Section	Question name	Edit check	Instruction to editor
	Ben1, Ben2, Ben2a	SIGNAL If receives Incapacity Benefit and amount received is over £250 per week, flag to editor.	Editor to check for any obvious miscodes in amount or time period – if so, editor to make change. NB If applicable, check if amount high because both respondent and partner receive it (Ben3). If you cannot resolve, and amount is more than £260 per week, flag to researchers, suppress check and proceed.
	Ben1, Ben2, Ben2a	SIGNAL If receives Invalid Care Allowance and amount received is not between £42 and £120 per week, flag to editor.	Editor to check for any obvious miscodes in amount or time period – if so, editor to make change. NB If applicable, check if amount high because both respondent and partner receive it (Ben3). If you cannot resolve and amount is more than £10 outside this range, flag to researchers, suppress check and proceed.
	Ben1, Ben2, Ben2a	SIGNAL If receives Severe Disablement Allowance and amount received is not between £42 and £120 per week, flag to editor.	Editor to check for any obvious miscodes in amount or time period – if so, editor to make change. NB If applicable, check if amount high because both respondent and partner receive it (Ben3). If you cannot resolve and amount is more than £10 outside this range, flag to researchers, suppress check and proceed.
	Ben1, Ben2, Ben2a	SIGNAL If receives Disabled Person’s Tax Credit and amount received is over £300 per week, flag to editor.	Editor to check for any obvious miscodes in amount or time period – if so, editor to make change. NB If applicable, check if amount high because both respondent and partner receive it (Ben3). If you cannot resolve, and amount is over £310 per week flag to researchers, suppress check and proceed.

Section	Question name	Edit check	Instruction to editor
	Ben1a, Ben2, Ben2a	<p>SIGNAL</p> <p>If receives Child Benefit and amount received is not between £15 and £92 per week, flag to editor.</p>	<p>Editor to check for any obvious miscodes in amount or time period – if so, editor to make change. NB If applicable, check if amount high because both respondent and partner receive it (Ben3). See table on page 77 for a guide to Child Benefit amounts. If you cannot resolve and amount is more than £10 outside this range, flag to researchers, suppress check and proceed.</p>
	Ben1a, Ben2, Ben2a	<p>SIGNAL</p> <p>If receives WFTC and amount received is over £300 per week, flag to editor.</p>	<p>Editor to check for any obvious miscodes in amount or time period – if so, editor to make change. NB If applicable, check if amount high because both respondent and partner receive it (Ben3). If you cannot resolve and amount is over £310 per week, flag to researchers, suppress check and proceed.</p>
	Ben1a, Ben2, Ben2a	<p>SIGNAL</p> <p>If receives State Retirement Pension and amount received is over £500 per week, flag to editor.</p>	<p>Editor to check for any obvious miscodes in amount or time period – if so, editor to make change. NB If applicable, check if amount high because both respondent and partner receive it (Ben3). If you cannot resolve, and amount is over £510 per week, flag to researchers, suppress check and proceed.</p>
	Ben1a, Ben2, Ben2a	<p>SIGNAL</p> <p>If receives Jobseeker's Allowance and amount received is over £200 per week, flag to editor.</p>	<p>Editor to check for any obvious miscodes in amount or time period – if so, editor to make change. NB If applicable, check if amount high because both respondent and partner receive it (Ben3). If you cannot resolve, and amount is over £210 per week flag to researchers, suppress check and proceed.</p>

Section	Question name	Edit check	Instruction to editor
	Ben8	CHECK "None of these" is an exclusive code. If "none of these" plus other response, flag to editor.	Editor to remove code 12 "None of these".
Income Support	IS1	SIGNAL If date started on Income Support earlier than year respondent was born plus 14 years, flag to editor.	Consult interviewer notes and check for any obvious miscoding (e.g. date of birth), otherwise suppress edit check.
WFTC	FC5	SIGNAL If date started on WFTC/Family Credit earlier than year respondent was born plus 14 years, flag to editor. (Repeat this check for all spells on WFTC/Family Credit)	Consult interviewer notes and check for any obvious miscoding (e.g. date of birth), otherwise suppress edit check.
Jobsearch	Jsc40a	SIGNAL If own illness or disability stopping respondent from working (Jsc40a = 4) and recorded that did not have longstanding illness (hea2 = 2), flag to editor.	Editor to recode Jsc40a code 5 to missing. If no other answer coded at Jsc40a, enter code 13 'No reason'
	Jsc40a	SIGNAL If child's illness or disability stopping respondent from working (Jsc40a = 5) and recorded that child(ren) does not have longstanding illness (chea1 = 2), flag to editor.	Editor to recode Jsc40a code 5 to missing. If no other answer coded at Jsc40a, enter code 13 'No reason'
Current and ex-partners	R1q	SIGNAL If date first met partner is before respondent was born, flag to editor.	Consult interviewer notes and check for any obvious miscoding (e.g. date of birth), otherwise suppress edit check.
	R2q	SIGNAL If date first started to share a home with partner is before first met partner, flag to editor.	Consult interviewer notes and check for any obvious miscoding (e.g. date of birth), otherwise suppress edit check.

Section	Question name	Edit check	Instruction to editor
	R2q	<p>CHECK</p> <p>If date first started to share a home with partner is before respondent / partner was born, flag to editor.</p>	<p>Consult interviewer notes and check for any obvious miscoding (e.g. date of birth), otherwise make a note of the current answer on the fact sheet, then change the CAPI answer to a date after the respondent's (partner's) date of birth, and flag to researcher.</p>
	R15q	<p>CHECK</p> <p>If date first started to share a home with ex-partner is before respondent / partner was born, flag to editor.</p>	<p>Consult interviewer notes and check for any obvious miscoding (e.g. date of birth), otherwise make a note of the current answer on the fact sheet, then change the CAPI answer to a date after the respondent's (partner's) date of birth, and flag to researcher.</p>

APPENDIX D FIELDWORK QUESTIONNAIRE

Families and Children Study
(FACS) 2002:
Wave 4 Questionnaire

National Centre for Social Research

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Introduction

The presentation of the CAPI questionnaire follows a consistent structure which is shown by the following example.

If dismissed

Dground[^]

On what grounds was [HE / SHE] dismissed?

1. Shortage of work/need for redundancies,
2. Change in job specification/requirements,
3. Disobedience/refusal to do as instructed/including health/safety aspects,
4. Dishonesty/theft/malicious damage,
5. Violence/threats,
6. (undisclosed) criminal record/security risk,
7. Attendance record/unjustified absences,
8. Insufficient quality of work/not developed necessary skills,
9. Other reasons (please specify)
10. *Other vague answer (not codeable 1-9)*
97. *Other specific answer (not codeable 1-10)*

The first line *If dismissed* is a brief description of the routing for the question. Where there is no italicised comment preceding the variable name, the question has been asked of all respondents.

The variable name appears in bold (e.g. **Dground**). When the name is followed by ^ this signifies that the question can have more than one answer (i.e. a multiple response).

Where a piece of text appear in brackets, for example [name of organisation], this indicates that a textfill has been used. A textfill is an insert to a question that is based on an answer given in a previous question. The variable from which this type of textfill has been derived is described in the questionnaire.

The other format that a textfill can take on occurs where there are two parts to the routing instruction as shown in **Cform**.

If no vacancies in past 12 months / If vacancies

Cform*

This card shows a list of recruitment channels which we refer to as 'formal'. [In the 12 months before your last vacancy / In the last 12 months], which of these channels did this establishment make use of to notify one or more vacancies?

Where there is a '/' this indicates that there are two ways in which the question could be asked. If there were no vacancies in the past 12 months, the respondent will be asked, 'In the 12 months before your last vacancy, which of these channels did this establishment make use of to notify one or more vacancies?', whereas a workplace with vacancies will be routed through the question following the '/'.

Codes that were added at the coding and editing stage (after interviews were returned to the office) are shown in italics in the code frame for the original question. In cases of open questions, the entire code frame appears in italics.

1 Household grid

ASKED FOR MAIN RESPONDENT ONLY

If panel interview, information about members of the household at the time of the wave 1 interviews to be fed forward. Interviewer to check details and ask about any new members in the household.

If not a panel interview, start at variable Name.

Present	Gone	Name	Relextr	RelPar	DHR...	Sex	DOB	Empstat
		Person 1	96	YYYY	XXXX	FFFF ¹	FFFF	XXXX
		Person 2	XXXX	96	XXXX	FFFF	FFFF	XXXX
		Person 3	XXXX	XXXX	96	FFFF	FFFF	XXXX
		Person 4 ...	XXXX	XXXX	XXXX	FFFF	FFFF	XXXX

If panel

Present

ASK OR CODE: Is [person's name] still in this household?

- 1 Yes
- 2 No

If not living in household

Gone

May I ask, what has happened to [person's name]?

- 1 Deceased
- 2 Living elsewhere

Gdob

DERIVED VARIABLE: Dob for people who've [died/living elsewhere].

GpersAge

DERIVED VARIABLE: Person's age in years for people who've [died/living elsewhere].

¹ In panel cases, cells with FFFF represent data that has been fed-forward from the previous interview, XXXX represents items that are keyed by the interviewer, and YYYY are items that are derived in the interview.

{If living elsewhere}

GoneW

SHOW CARD A1

Looking at this card, what is [person's name] currently doing?

- 1 Working 16 or more hours
- 2 Working fewer than 16 hours
- 3 Unemployed and seeking work
- 4 On a training scheme,
- 5 Full time education/at school
- 6 Sick/disabled (up to 6 months)
- 7 Sick/disabled (6 months or longer)
- 8 Looking after the home or family
- 9 Caring for a sick, elderly or disabled person
- 10 Retired
- 11 Other

{If living elsewhere}

Cwhy

What was the main reason that [person's name] left home?

- 1 *To live with other parent*
- 2 *To live with other relative(s)*
- 3 *To live with partner/boyfriend/girlfriend/spouse*
- 4 *To live with friends*
- 5 *To live on own/independently*
- 6 *To go to university/college/study*
- 7 *Due to difficult or problematic relationships in household*
- 8 *Other specific answer, not codeable to 1-7,*
- 97 *Other vague answer, not codeable to 1-8*

{If living elsewhere}

Cwho

Can I check, who is [person's name] living with now?

INTERVIEWER CODE OR ASK

- 1 With other parent
- 2 With other relatives
- 3 With partner/wife/husband
- 4 With friends/students
- 5 On their own
- 6 Other

{If living elsewhere}

Csee

How often do you see or contact [person's name]?

- 1 Every day
- 2 At least once a week
- 3 At least once a month
- 4 Every 2-3 months
- 5 At least once a year
- 6 Less than once a year
- 7 Never

{If living elsewhere}

CPar

Does [person's name] have any natural children of their own?

- 1 Yes
- 2 No
- 3 No but they are pregnant/partner is pregnant

{If panel and if living in household and if age greater than 15 at time of interview}

Empstat

SHOWCARD A1

Looking at this card, what is [person's name] currently doing?

- 1 Working 16 or more hours
- 2 Working fewer than 16 hours
- 3 Unemployed and seeking work
- 4 On a training scheme,
- 5 Full time education/at school
- 6 Sick/disabled (up to 6 months)
- 7 Sick/disabled (6 months or longer)
- 8 Looking after the home or family
- 9 Caring for a sick, elderly or disabled person
- 10 Retired
- 11 Other

In panel, once interviewer has asked about people on grid, interviewer to see if there are any new members in the household. For cross-section, all respondents enter the questionnaire at this point.

If panel / cross-section

INTERVIEWER TO ASK: Is there any one else in the household? If YES: / Starting with yourself, what is your name?

Name

Name of person in household (for reference during interview only)

Sex

Gender of person in household

- 1 Male
- 2 Female

DOB

What is [person's name] date of birth?

IF DAY NOT KNOWN, ENTER 15TH

Relextr

Relationship to named respondent

- 1 Husband/Wife/Partner
- 2 Parent
- 3 In law - parent
- 4 Grandparent
- 5 Brother/sister
- 6 In law - son / daughter
- 7 Step parent
- 8 Foster parent
- 9 Other adult relative
- 10 Unrelated adult
- 11 Son / Daughter (incl. adopted)
- 12 Grandchild
- 13 Step child
- 14 Foster child
- 15 Unrelated child
- 16 Other related child (eg: niece/nephew)
- 96 Main Respondent

NODK, NOREFUSAL

RelPar

Relationship to respondent's partner

- 1 Husband/Wife/Partner
- 2 Parent
- 3 In law - parent
- 4 Grandparent
- 5 Brother/sister
- 6 In law - son / daughter
- 7 Step parent
- 8 Foster parent
- 9 Other adult relative
- 10 Unrelated adult
- 11 Son / Daughter (incl. adopted)
- 12 Grandchild
- 13 Step child
- 14 Foster child
- 15 Unrelated child
- 16 Other related child (eg: niece/nephew)
- 96 Main Respondent

NODK, NOREFUSAL

DHR

What is [person's name(x)]'s RELATIONSHIP to [person's name(y)]?
[person's name(x)] is [person's name(y)]'s? ...

- 1 Husband/Wife/Partner
- 2 Parent
- 3 In law - parent
- 4 Grandparent
- 5 Brother/sister
- 6 In law - son / daughter
- 7 Step parent
- 8 Foster parent
- 9 Other adult relative
- 10 Unrelated adult
- 11 Son / Daughter (incl. adopted)
- 12 Grandchild
- 13 Step child
- 14 Foster child
- 15 Unrelated child
- 16 Other related child (eg: niece/nephew)
- 96 Main Respondent

NODK, NOREFUSAL

If age greater than 15

Empstat

Looking at this card, what is [person's name] currently doing?

- 1 Working 16 or more hours
- 2 Working fewer than 16 hours
- 3 Unemployed and seeking work
- 4 On a training scheme,
- 5 Full time education/at school
- 6 Sick/disabled (up to 6 months)
- 7 Sick/disabled (6 months or longer)
- 8 Looking after the home or family
- 9 Caring for a sick, elderly or disabled person
- 10 Retired
- 11 Other

Repeat for all members in the household

END TABLE

Respond

INTERVIEWER TO CODE: PLEASE CODE THE RESPONDENT FROM THE PEOPLE IN THE HOUSEHOLD GRID.

If panel and if the respondent is different from the last interview

Difresp

INTERVIEWER TO ASK/RECORD: A DIFFERENT PERSON IS BEING INTERVIEWED FROM LAST YEAR. WHY IS THIS SO?

- 1 *Main respondent from last year deceased*
- 2 *Main respondent from last year left the household (split from partner)*
- 3 *Other specific answer, not codeable to 1-2*
- 97 *Other vague answer, not codeable to 1-3*

Marital

Can I just check your current legal marital status. Are you...

ASK OR RECORD. CODE FIRST THAT APPLIES

IF COHABITING AND NEVER PREVIOUSLY MARRIED CODE 1

- 1 ...single, that is never married
- 2 married and living with husband/wife
- 3 married and separated from husband/wife
- 4 divorced
- 5 widowed?

If respondent different or if non-panel

Ethnic

SHOWCARD A2

To which of these ethnic groups do you consider you belong?

INTERVIEWER: THIS IS A QUESTION OF OPINION

- 1 British
- 2 Any other White background (please describe)
- 3 White and Black Caribbean
- 4 White and Black African
- 5 White and Asian
- 6 Any other mixed background (please describe)
- 7 Indian
- 8 Pakistani
- 9 Bangladesh
- 10 Any other Asian background (please describe)
- 11 Caribbean
- 12 African
- 13 Any other Black background
- 14 Chinese
- 15 Any other (please describe)
- 16 None of these
- 17 *Black British*

{If OWhite, OMix, OthAs, OthBl or Other in Ethnic}

OthEth

Please can you describe your ethnic group?

Lang

(Can I check,) is English your first or main language?

- 1 Yes, English is first or main language
- 2 No, another language is first or main language
- 3 Respondent is bilingual in English with another language

If a partner in household, and respondent's marital status is not 'married'

MaritP

Can I just check your partner's current legal marital status. Is he/she ..
ASK OR RECORD. CODE FIRST THAT APPLIES

IF COHABITING AND **NEVER PREVIOUSLY MARRIED** CODE 1

- 1 ...single, that is never married
- 2 married and living with husband/wife
- 3 married and separated from husband/wife
- 4 divorced
- 5 widowed?

TABLE

If lone parent household or if partner in household and child is stepchild to either partner

Sepdie

(Can I check) Is the father/mother of [child's name] still alive?

- 1 Yes
- 2 No
- 3 Don't know

END TABLE

2 Respondent health

ASKED FOR MAIN RESPONDENT AND PARTNER, SEPARATELY

Intro

HEALTH SECTION

Hea1

I would now like to ask you about your health. Over the last 12 months would you say your health has been good, fairly good or not good?

- 1 good
- 2 fairly good
- 3 not good

Hea2

Do you have any longstanding illness, disability, or infirmity of any kind? By longstanding I mean anything that has troubled you over a period of time or that is likely to affect you over a period of time?

- 1 Yes
- 2 No

{If Hea2 = yes}

Hea3^

SHOWCARD B1

What kind of illness or disability do you have?

INTERVIEWER: THERE ARE 13 CODES.

- 1 Problem with arms, legs, hands, feet, back or neck (including arthritis or rheumatism)
- 2 Difficulty in seeing
- 3 Difficulty in hearing
- 4 Skin conditions, allergies
- 5 Chest, breathing problem, asthma, bronchitis
- 6 Heart, blood pressure or blood circulation problems
- 7 Stomach, liver, kidney or digestive problems
- 8 Diabetes
- 9 Depression, bad nerves
- 10 Mental illness or suffer from phobia, panics or other nervous disorders
- 11 Learning difficulties (or mental handicap)
- 12 Epilepsy
- 13 Other health problems or disabilities

{If depression or mental illness}

Hea3a

Has a doctor ever told you that you were suffering from depression or severe anxiety?

INTERVIEWER: Includes postnatal depression:

- 1 Yes
- 2 No

{If Hea2 = yes}

Hea4

[Does this health problem/Do any of these health problems] limit your daily activities in any way compared to people of your age?

- 1 Yes
- 2 No

TABLE for each illness coded at Hea3

{If Hea2 = yes}

Hea5

INTERVIEWER: QUESTION ABOUT [Illness listed at Hea]

How old were you when this health problem started?

Range = 0..120

CHECK

If age of respondent less than Hea5

According to Date of Birth, they haven't reached this age yet. Please change!

END OF TABLE

{If Hea2 = yes}

Hea6

Do you expect [this/these] health [problem/problems] or [disability/disabilities] to last more than a year?

INTERVIEWER: CODE 3 ONLY APPLIES WHEN RESPONDENT HAS MORE THAN ONE HEALTH PROBLEM

- 1 Yes
- 2 No
- 3 Some expected to last, some not expected to last

{If Hea2 = yes}

Hea9b

[Does this problem/Do these problems] affect the *amount* of work that you can do?

- 1 Yes
- 2 No

{If Hea2 = yes}

Hea9

[Does this problem/Do these problems] affect the *kind* of work you can do or where you can do it?

- 1 Yes
- 2 No

{Ask all}

Hea15

Do you smoke cigarettes at all nowadays?

- 1 Yes
- 2 No

{If Hea15 = yes}

Hea16

About how many cigarettes a day do you usually smoke?

Range = 1..997

SIGNAL

If Hea16 if greater than or equal to 120

That's over 120 cigarettes a day: are you sure?

{If Hea15 = no}

Hea17

Have you ever smoked cigarettes regularly?

- 1 Yes
- 2 No

{If Hea17 = yes}

Hea18

How long ago did you last smoke cigarettes regularly?

PROBE TO CLASSIFY

- 1 Within last six months
- 2 Within last year
- 3 Within last 2 years
- 4 Within last 5 years
- 5 Longer ago

{If Female AND natural child aged under 5 AND IF Hea15 = Yes OR Hea17=Yes AND Hea18= Within last 5 years}

Hea19

Did you smoke at all during your last pregnancy?

INTERVIEWER: DURING TIME SHE KNEW SHE WAS PREGNANT

IF Yes PROBE: All of the time or just some of the time?

- 1 Yes all the time
- 2 Yes some of the time
- 3 No not at all

Drk1

SHOW CARD B2

Which of these best describes how often you usually drink alcohol nowadays?

INTERVIEWER: **INCLUDE** ALCOPOPS AND PRE MIXED DRINKS EG. BARCARDI BREEZER.

EXCLUDE LOW ALCOHOL DRINKS AND CANS/BOTTLES OF SHANDY

- 1 Every day
- 2 5-6 times per week
- 3 3-4 times per week
- 4 1-2 times per week
- 5 1-2 times per month
- 6 Less than once a month
- 7 1-2 times a year
- 8 Never

{IF Drk1a=Daily, Wk56, Wk34 or Wk12}

Drk2

SHOW CARD B3

In an average week, how many units do you drink?

By a unit I mean ½ pint of beer, a glass of wine or a single measure of spirit or liqueur.

INTERVIEWER NOTE: A bottle of wine = 6 units/6 glasses, alcopop = 1 unit.

INTERVIEWER: ENTER NUMBER OF UNITS

Range = 1..997

SIGNAL

If Drk2 greater than or equal to 100

That seems rather high. Please check your coding.

{If Drk1a=Mth12, Less or Year}

Drk3

SHOW CARD B3

On the days when you do drink alcohol, on average how many units do you drink in a day?

By a unit I mean, ½ pint of beer, a glass of wine, or a single measure of spirit or liqueur.

INTERVIEWER NOTE: A bottle of wine = 6 units/6 glasses, alcopop = 1 unit.

INTERVIEWER ENTER NUMBER OF UNITS

Range = 1..97

SIGNAL

If Drk3 greater than or equal to 50

That seems rather high. Please check your coding.

{Partner only}

pHea20

Is there anyone you care for because they have a longstanding illness, disability or infirmity of any kind?

- 1 Yes
- 2 No

3 Children's health, education and service use

{THIS SECTION FOR MAIN RESPONDENT ONLY}

3.1 Children's health

Intro

CHILD HEALTH, EDUCATION AND SERVICE USE:Cont

TABLE for each child in the household

Chea0

[Since your baby was born/over the last 12 months] would you say [child's name] health has been good, fairly good or not good?

- 1 Good
- 2 Fairly good
- 3 Not good

Chea1

Does [child's name] have any long-standing illness or disability? By longstanding I mean anything that has troubled [child's name] over a period of time or that is likely to affect [child's name] over a period of time?

- 1 Yes
- 2 No

{if Chea1 = yes}

Chea2^

SHOW CARD C1

What kind of illness or disability does [he/she] have?

INTERVIEWER: THERE ARE 14 CODES.

- 1 Problems with arms, legs, hands, feet, back or neck (including arthritis or rheumatism)
- 2 Difficulty in seeing
- 3 Difficulty in hearing
- 4 Skin conditions, allergies
- 5 Chest, breathing problem, asthma, bronchitis
- 6 Heart, blood pressure or blood circulation problems
- 7 Stomach, liver, kidney or digestive problems
- 8 Diabetes
- 9 Depression, bad nerves
- 10 Mental illness or suffer from phobia, panics or other nervous disorders
- 11 Learning difficulties (or mental handicap)
- 12 Epilepsy
- 13 Childhood congenital conditions
- 14 Other health problems or disabilities

Chea3

[Do/Does/Will this problem/any of these] problems affect [child's name] ability to attend school or college regularly?

- 1 Yes
- 2 No
- 3 Not at school
- 4 Above school age

{If any problem(s) at Chea2 except 'childhood congenital' problems}

Chea3a

How old was [child's name] when [this problem/these problems] started?

INTERVIEWER: WHERE MORE THAN ONE PROBLEM, ASK WHEN FIRST PROBLEM STARTED

Range = 0..18

CHECK
 If Chea3a greater than age recorded in the household grid.
 CHILD'S AGE IS GREATER THAN THAT GIVEN IN HOUSEHOLD GRID SECTION

{If any problem(s) at Chea2 except 'childhood congenital' problems}

Chea4

[Do/Does/Will this problem/any of these] cause you to spend more time caring for [child's name] compared with a fully-fit child of similar age?

- 1 Yes
- 2 No

{If any problem(s) at Chea2 except 'childhood congenital' problems}

Chea5

Do you expect [this problem/any of these problems] to continue at least until [child's name] reaches 16?

- 1 Yes
- 2 No
- 3 Above school age

{if Chea5 = no}

Chea6

How long do you expect [this problem/these problems] to last?

INTERVIEWER: ENTER NUMBER OF YEARS FROM NOW

Range = 0..97

Chea7

Do you do all of the work of looking after [child's name], or does someone else help with it?

- 1 Respondent does all of the work
- 2 Someone else helps

Chea8

Does this extra work looking after [child's name] prevent you from doing a paid job, or as much paid work as you might if your child(ren) was/were fully fit?

- 1 Yes
- 2 No
- 3 Wouldn't work anyway

{If Chea3 = yes or Chea4 = yes}

UseP^

SHOW CARD C2

You have told us that [child's name] has a longstanding illness or disability. [In the last 12 months/Since your baby was born] have [you/you and your partner] spoken to any of the people on this card about this? IF YES: Which ones?

INTERVIEWER PROBE: Which others?

- 1 Teacher from your child's school
- 2 GP (family doctor)
- 3 Health visitor or practice nurse
- 4 Consultant or specialist doctor
- 5 Child psychologist or psychiatrist
- 6 Social worker
- 7 Police officer
- 8 Education welfare officer
- 9 School counsellor
- 10 Other counsellor or support worker
- 11 Family or friends
- 12 Other person (PLEASE SPECIFY)
- 13 None of these
- 14 *Other specific answer not codeable 1-13*
- 97 *Other vague answer not codeable 1-14*

IF UseP = Other

UsePO

INTERVIEWER: ENTER THE OTHER PERSON SPOKEN TO

TABLE FOR EACH PROFESSIONAL AT UseP apart from 'Family or friends'

IF UseP is not none

SatP

SHOW CARD C3

Overall, how satisfied were you with your contact with the [professional mentioned at UseP] about [child's name long standing illness or disability]?

- 1 Very satisfied
- 2 Quite satisfied
- 3 Neither satisfied nor dissatisfied
- 4 Quite dissatisfied
- 5 Very dissatisfied

END TABLE (each professional)

{All children}

CheaAc

[Since your baby was born/ over the last 12 months/ that is since date 12 months ago], has [child's name] had to attend an Accident and Emergency department (casualty)?

INTERVIEWER: THIS INCLUDES ATTENDING A MINOR INJURIES CLINIC OR SIMILAR

- 1 Yes
- 2 No

{If attended A&E}

CheaAt

[And since your baby was born / In the last 12 months], how many separate times has [child's name] attended an Accident and Emergency department (casualty)?

INTERVIEWER: THIS INCLUDES ATTENDING A MINOR INJURIES CLINIC OR SIMILAR

Range = 1..97

3.2 School and Education

{If child age 4-15 or 16-19 and in FT educ.}

TypeEd

SHOW CARD C4

What type of school or college does [child's name] attend?

- 1 Nursery school
- 2 Primary/Junior/Infant school
- 3 Middle school
- 4 Secondary school
- 5 City Technology College
- 6 Special school (e.g. children with disabilities and special educational needs)
- 7 6th form/tertiary/further education college
- 8 University/polytechnic/any other higher education
- 9 Other (PLEASE SPECIFY)
- 10 Not attending school college [spontaneous code]
- 11 Other specific answer, not codeable to 1-10
- 97 Other vague answer, not codeable to 1-11

{If TypeEd = Other}

TypeO

INTERVIEWER: ENTER OTHER TYPE OF SCHOOL

{If TypeEd = Nursery, Primary, Midd, Sced, City, Special or Other}

TypeP

Is this a state or private school/nursery?

- 1 State
- 2 Private
- 3 Other (SPONTANEOUS)
- 4 Other specific answer, not codeable to 1-2
- 97 Other vague answer, not codeable to 1-4

{If TypeP = Other}

TypePO

INTERVIEWER: ENTER OTHER TYPE OF SCHOOL

{If child is still at school}

Cheaw1

Has [child's name] been identified at school as having a Special Educational Need (SEN)?

- 1 Yes
- 2 No
- 3 Child not yet at school.

{If Cheaw1=1}

Cheaw1a

For what reason has [child's name] been identified as having a Special Educational Need (SEN)?

INTERVIEWER: PROBE FULLY

- 1 Dyslexia
- 2 Learning difficulties/ disabilities: include dyspraxia
- 3 ADHD/ Behavioural problems/ hyperactivity
- 4 Physical disability (sight, hearing, motorskills, speech)
- 5 Mental illness/ depression
- 6 Gifted/High IQ
- 7 School phobic/ not liking school
- 8 Behind in specific subjects
- 9 Lack of concentration
- 10 Autism
- 11 Other answer (please specify)
- 12 *Bullying*
- 13 *Problems with basic skills – reading, writing, spelling*
- 14 *No reason/diagnosis*
- 15 *Other specific answer, not codeable to 1-14*
- 97 *Other vague answer, not codeable to 1-15*

{If other}

Cheaw1b

INTERVIEWER: ENTER OTHER REASON FOR SEN

{If Cheaw1 = yes}

Cheaw2

Does [child's name] have a 'STATEMENT' of Special Educational Need?

- 1 Yes
- 2 No

{If child aged 5 - 13}

Cheaw3

Has [child's name] **ever** had to see a speech or language therapist for a consultation or treatment?

If YES, was that on one occasion or on more than one occasion?

NO IS CODE 3.

- 1 Yes, on just one occasion
- 2 Yes, more than once
- 3 No

If Cheaw3=more

SIGNAL

INTERVIEWER: YOU HAVE CODED 'Yes, more than once'. ARE YOU SURE?

{If child is still at school and age 5 or more}

SchDly

I'd now like to ask a few questions about [child's name] journey to and from school/college.
Does [child's name] make a daily journey to and from school?

- 1 Makes daily journey
- 2 No daily journey (e.g. educated at home/boarding school)

{If SchDly = Daily}

SchDist

Approximately how far away from your home is [child's name] school?

INTERVIEWER: Read out if necessary.

- 1 less than half a mile
- 2 over half a mile but less than a mile
- 3 over a mile but less than 2 miles
- 4 over 2 miles but less than 3 miles
- 5 3 miles or more

{If SchDly = Daily}

TravSc

And how does [child's name] usually travel to school?

INTERVIEWER: CODE ONE ONLY, FOR THE LONGEST PART, BY DISTANCE, OF THE CHILD'S USUAL JOURNEY TO SCHOOL.

If different methods used on different days of the week, code method used on the majority of days in the week.

- 1 Underground, metro, light rail, tram
- 2 Train
- 3 Public bus, minibus or coach
- 4 School or local authority bus, minibus or coach
- 5 Motorcycle, scooter or moped
- 6 Car or van
- 7 Taxi/minicab
- 8 Bicycle
- 9 On foot
- 10 Other (PLEASE SPECIFY)
- 11 *Other specific answer, not codeable to 1-9*
- 97 *Other vague answer, not codeable to 1-11*

{If TravSc = Other}

XTravSc

Please specify other answer.

{If Travsc = Pbus or Sbus}

Travcst

Can I check, is [child's name] entitled to free public transport or free school transport?

- 1 Yes
- 2 No

{if aged 5-16}

AccAd

When [child's name] travels to or from school is [he/she] ...READ OUT...

INTERVIEWER NOTE: BUS DRIVERS DO NOT COUNT AS AN ACCOMPANYING ADULT.

- 1 ...usually accompanied by an adult
- 2 not usually accompanied by an adult
- 3 or sometimes accompanied and sometimes not?
- 4 (part of way accompanied, part of way not – SPONTANEOUS CODE)

{If AccAd = Acc}

NotAln^

SHOW CARD C3

What are the reasons why [child's name] does not usually travel to and from school on [his/her] own?

CODE ALL THAT APPLY.

IF TOO YOUNG, PROBE: Why do you think [he/she] is too young?

- 1 Traffic danger
- 2 Child might get lost/doesn't know the way
- 3 Child might not arrive (on time)
- 4 Fear of assault/molestation by an adult
- 5 Fear of bullying by other children
- 6 School too far away
- 7 Other reasons
- 8 *Safety reasons*
- 9 *Adult going anyway (e.g. with other children/works there)*
- 10 *Child prefers not to go alone*
- 11 *Parent prefers to take child*
- 12 *Child needs assistance (disability, special needs, illness)*
- 13 *Other specific answer, not codeable to 1-12*
- 97 *Other vague answer, not codeable to 1-13*

{if other}

NotOAln

INTERVIEWER: PLEASE ENTER OTHER REASON

{If SchDly = Daily}

TravBk

You said that [child's name] [uses a type of transport listed at **travsc**] to school, does [he/she] travel back from school in the same way?

- 1 Yes
- 2 No

{If TravBk = No}

TravBk1

How does [child's name] travel back from school?

- 1 Underground, metro, light rail, tram
- 2 Train
- 3 Public bus, minibus or coach
- 4 School or local authority bus, minibus or coach
- 5 Motorcycle, scooter or moped
- 6 Car or van
- 7 Taxi/minicab
- 8 Bicycle
- 9 On foot
- 10 Other (PLEASE SPECIFY)
- 11 *Other specific answer, not codeable to 1-9*
- 97 *Other vague answer, not codeable to 1-11*

{If TravBk1 = Other}

XTravB

Please specify other answer.

{If age 5-16}

Active

SHOW CARD C6

In the last week, did [child's name] do any active things such as those on this card?:

- 1 Yes
- 2 No

{if Active = yes}

ActTime

SHOW CARD C7

Now looking at this card, **in the last week**, how much **time** did [child's name] spend doing active things, such as those listed on the previous card (Show Card C6)?:

- 1 1 minute, less than 15 minutes
- 2 15 minutes, less than 30 minutes
- 3 30 minutes, less than 1 hour
- 4 1 hour, less than 2 hours
- 5 2 hours, less than 3 hours
- 6 3 hours or more
- 7 (No time - spontaneous code)

EdIntro

I'd now like to ask a few questions about [child's name] and how [he/she] has been getting on at school.

{If child aged 16-18 and still in household}

Anyq^

SHOW CARD C8

Has [child's name] obtained any of the school qualifications shown on this card?

IF YES PROBE: Which ones?

- 1 GCSEs, any grades A*-G
- 2 Scottish National qualifications, up to and including Intermediate 2 level
- 3 None of these
- 4 (Don't know - spontaneous code)

CHECK

If AnyQ = none and some other answer code given then
'None of these' is an exclusive code.

{If Anyq=GCSEs}

ChEd

How many GCSEs grades A*-G did [child's name] obtain?

Range = 1..15

{If Anyq=GCSEs}

ChEd1

How many, if any, of these GCSEs were at grades A*- C?

Range = 0..15

CHECK

If ChEd1 greater than or equal to ChEd
Cannot have more A-C grades in question ChEd1 than A-G grades specified in ChEd.

{If Anyq=SCEs}

ChSEd

How many Scottish National qualifications did [child's name] obtain up to Intermediate 2 level?

Range = 1..15

{If Anyq=SCEs}

ChSEd1

How many, if any, of these Scottish National qualifications (SNQs) were at Intermediate grade 2?

Range = 0..15

{If child aged 5-15}

EdMath

SHOW CARD C9

Based on your knowledge of [his/her] school work, including [his/her] school reports and any test scores, how well did [child's name] do in the last school year for ...

... maths?:

- 1 Well above average
- 2 Slightly above average
- 3 Average
- 4 Slightly below average
- 5 Well below average
- 6 Doesn't do maths - SPONTANEOUS CODE

{If child aged 5-15}

EdEng

SHOW CARD C9

... written work such as English?

- 1 Well above average
- 2 Slightly above average
- 3 Average
- 4 Slightly below average
- 5 Well below average
- 6 Doesn't do English - SPONTANEOUS CODE

{If child aged 5-15}

EdSci

SHOW CARD C9

... science?

- 1 Well above average
- 2 Slightly above average
- 3 Average
- 4 Slightly below average
- 5 Well below average
- 6 Doesn't do science - SPONTANEOUS CODE

{If child aged 11-16}

Hwfreq1

This next section is about homework that schools may give children to do.

SHOW CARD C10

In the last 12 months how often, if at all, has [child's name] been given homework to do by [his/her] school?

INTERVIEWER: REFERS TO TERM TIMES, NOT HOLIDAYS.:

- 1 Every day
- 2 Most days
- 3 Two or three days a week
- 4 At least once a week
- 5 At least once a month
- 6 At least once a term
- 7 Varies too much to say
- 8 Never

{If Hwfreq1 not never, DK, RF}

Hwhelp

In the last 12 months, have [you/you or your partner] ever helped [child's name] with [his/her] homework?

- 1 Yes
- 2 No

HwAmt

SHOW CARD C11

In the last 12 months, how much time each week would you say [you/you and your partner] spent talking to [child's name] about [his/her] school work, helping with homework, looking over [his/her] school work, and so on?

- 1 Less than half an hour
- 2 Half an hr - but less than 1 hr
- 3 1 hr but less than 2.5 hrs
- 4 2.5 hrs but less than 5 hrs
- 5 5 hours or more

Hwdid

SHOW CARD C12

About how much of [his/her] homework do you think [child's name] completes?

- 1 All of it, or almost all
- 2 Most of it
- 3 About half of it
- 4 Some, but less than half
- 5 Not much
- 6 None

HwQt

In this house does [child's name] have a quiet place to do [his/her] homework?

INTERVIEWER: IF 'SOMETIMES' PROBE TO PRECODES E.G. YES = HAS A QUIET PLACE ON MORE DAYS OF THE WEEK THAN DOES NOT

- 1 Yes
- 2 No

{If child aged 11-15}

SP1

Thinking back over the last 7 days, on how many days has [child's name] had friends round to your home or been out with friends?

- 0 None
- 1 1-2
- 2 3-5
- 3 6 or more

{If child aged 11-15}

SP2

How often does [child's name] go to organised activities, such as youth clubs, music or sports lessons, scouts/guides?

- 1 Every day
- 2 Most days
- 3 Two or three days a week
- 4 At least one day a week
- 5 Less than once a week
- 6 Hardly ever or never

3.3 Problems and use of local services

{If child is still at school and is 5 or older}

Susp

In the last 12 months, that is since [date 1 year ago], has [child's name] been temporarily excluded from school, that is 'suspended', even for a day?

- 1 Yes
- 2 No

{If child is still at school and is 5 or older}

Expel

In the last 12 months, has [child's name] been permanently excluded from school, that is 'expelled'?

- 1 Yes
- 2 No

{If child still at school and age 5 or older}

CscAtt^

SHOW CARD C13

In the last 12 months, that is since [date 1 year ago], has [child's name] been away from school for at least half a day or more for any of these reasons? If yes: Which ones?

INTERVIEWER PROBE: What others?

- 0 None of these
- 1 Own (child's) illness
- 2 Illness or death in the family
- 3 Health or dental appointment
- 4 Looking after member(s) of the family
- 5 Visiting family or friends for other reasons
- 6 Religious reasons or festivals
- 7 Truancy
- 8 Going on holiday (in term time)
- 9 Shopping
- 10 Other reason (please specify)
- 11 Not attending school - SPONTANEOUS CODE
- 12 *Bullying*
- 13 *Suspension/Expulsion/Behaviour at school*
- 14 *Transport problems*
- 15 *Sport/music/art activity*
- 16 *Moving house*
- 17 *Other specific answer, not codeable to 1-16*
- 97 *Other vague answer, not codeable to 1-17*

{IF CscAtt = other}

CscAttO

INTERVIEWER: PLEASE ENTER OTHER REASON FOR NOT ATTENDING SCHOOL:

CHECK

If CScAtt = none and some other answer code given then

'None of these' is an exclusive code.

{If child is still at school and is 5 or older}

Bull

As far as you are aware in the last 12 months has [child's name] been bullied, either in or out of school?

- 1 Yes
- 2 No

SchBeh

In the last 12 months, has the school had to contact [you/you or your partner] about [child's name] because of concerns about [his/her] behaviour at school?

- 1 Yes
- 2 No

{If child age 8-18}

Troub

In the last 12 months, that is since [date 1 year ago], has the school [or anyone else] had to contact [you/you or your partner] about [child's name] because [he/she] hasn't been attending school / college when [he/she] should have been?

- 1 Yes
- 2 No

{If child age 8-18}

DrkDrg^

SHOWCARD C14

As far as you are aware , in the last 12 months, do you think that [child's name] has had a problem with any of these?

INTERVIEWER: CODE ALL THAT APPLY

- 1 smoking
- 2 drinking alcohol
- 3 taking drugs
- 4 (none of these - spontaneous code)

{If child age 8-18}

Police1

Have the police [ever/in the last 12 months] had to contact [you/you or your partner] about [child's name], because they thought [he/she] had done something wrong?

- 1 Yes
- 2 No

{If Police1=Yes}

Police2

In the last 12 months, how many times have the police had to contact [you/you or your partner] about [child's name] because they have thought [he/she] had done something wrong?

Range = 0..997

CHdprob

Derived variable - if any of the following problems recorded:

- Chea3=Yes Or Chea4 =Yes (*Child has a long standing illness or disability*) (a)²
- Cheaw2=Yes (*Child has a Special Educational Need (SEN)*) (b)
- Susp = Yes (*Child has been temporarily excluded from school (suspended)*) (c)
- Expel = Yes (*Child has been permanently excluded from school (expelled)*) (d)
- Bull=Yes (*Child has been bullied*) (e)
- SchBeh=Yes (*the school contacted you because of Child's behaviour at school*) (f)
- Troub=Yes (*the school contacted you because Child has not been attending school when [he/she]should have been*) (g)
- Police2>=1 (*the police contacted you about child because they thought [he/she]had done something wrong*) (h)
- Smoke IN DrkDrg (*you thought child has a problem with smoking*) (i)
- Drink IN DrkDrg (*you thought child has a problem with drinking*) (j)
- Drug IN DrkDrg (*you thought child has a problem with drugs*) (k)
- Edmath=wellbe or EdEng = wellbe or EdSci = wellbe (*Child has performed well below average in some subjects at school*) (l)

- 1 Yes
- 2 No

PROBLEMS DIVIDED INTO 4 GROUPS:

- 1) Problems at school (b, c, d, e, f, g)
- 2) Problems with the police (h (and *not* i, j, or k))
- 3) Problems with the police and smoking, drinking or drug use (h and i, j, or k)
- 4) Problems with smoking, drinking or drug use (i, j, or k (and *not* h))

TABLE FOR EACH GROUP OF PROBLEMS RECORDED BY PARENT

{If Chdprob = Yes then}

UseP2[^]

SHOW CARD C15

You have told us that [child's name] [has had problems at school/has had problems with the police (and)/has had problems with smoking, drinking or drugs]. [In the past 12 months/Since your baby was born] have [you/you or your partner] spoken to any of the people on this card about this?

IF YES: Which ones?

INTERVIEWER PROBE: Which others?

Problems: (listing of individual problems mentioned)

- 1 Teacher from your child's school
- 2 Health professional e.g. GP, nurse
- 3 Social worker
- 4 Police officer
- 5 Education welfare officer
- 6 School counsellor
- 7 Other counsellor or support worker
- 8 Family or friends
- 9 Other person (PLEASE SPECIFY)
- 10 None of these
- 11 *Other specific answer, not codeable to 1-10*
- 97 *Other vague answer, not codeable to 1-11*

² If child has a longstanding illness or health problem, UseP is asked in the health questions block

{If UseP = Other}

UsePO2

INTERVIEWER: ENTER THE OTHER PERSON SPOKEN TO

TABLE FOR EACH PROFESSIONAL SPOKEN TO apart from 'Family or friends'

{If UseP = Tech, GP HlthV, HlthSp, Psycho, SocW, Plice, EduWel, Scoun, Ocoun or Other}

SatP2

SHOWCARD C16

Overall, how satisfied were you with your contact with the [person listed at UseP] about [type of problem defined above]?

- 1 Very satisfied
- 2 Quite satisfied
- 3 Neither satisfied nor dissatisfied
- 4 Quite dissatisfied
- 5 Very dissatisfied

END TABLE (Professional)

END TABLE (Group of problems)

3.4 Parental aspirations for children

TABLE FOR EACH CHILD OF APPROPRIATE AGE (Aspirations)

{If child aged 14-16}

Parasp1

SHOW CARD C17

Looking at this card, when [child's name] reaches 16 and can leave school, what **would you like** [him/her] to do?

- 1 Continue in full time education
- 2 Go on a training course or start an apprenticeship
- 3 Get a full-time paid job (either as an employee or self-employed)
- 4 Work, unpaid, in the family business full-time
- 5 Work, unpaid, as a volunteer full-time
- 6 Start a family
- 7 Something else (PLEASE SPECIFY)
- 8 [Don't Know - SPONTANEOUS CODE]
- 9 [None of these things - SPONTANEOUS CODE]
- 10 *Armed forces*
- 11 *Other specific answer, not codeable to 1-10*
- 97 *Other vague answer, not codeable to 1-11*

{If Parasp1 = else}

Pxarasp1

INTERVIEWER: ENTER DETAILS OF OTHER ACTIVITY. ONLY ONE ACTIVITY SHOULD BE RECORDED. IF RESPONDENT MENTIONS MORE THAN ONE, PLEASE PROBE FOR MAIN.

{If child aged 13-16}

Parasp2^

SHOW CARD C18

And looking at this card, what **would you like** [child's name] to have done or be doing by the time [he/she] reaches [his/her] mid 20s?

INTERVIEWER PROBE: What else?

- 1 Gone to University
- 2 Gone to College
- 3 Had a full-time paid job (either as an employee or self-employed)
- 4 Worked unpaid in the family business full-time
- 5 Worked unpaid as a volunteer full-time
- 6 Started a family
- 7 Left home
- 8 Been travelling
- 9 Other (please specify)
- 10 [None of these- SPONTANEOUS CODE]
- 11 *Part time job*
- 12 *Volunteering part time*
- 13 *Armed forces*
- 14 *Other specific answer, not codeable to 1-13*
- 97 *Other vague answer, not codeable to 1-14*

{If Parasp2 = other}

Pxarasp2

INTERVIEWER: ENTER DETAILS OF OTHER ACTIVITY. ONLY ONE ACTIVITY SHOULD BE RECORDED. IF RESPONDENT MENTIONS MORE THAN ONE, PLEASE PROBE FOR MAIN.

Parasp3

Have you talked to [child's name] at all about the type of job that [he/she] would like to be doing when [he/she] is in [his/her] mid-twenties?

- 1 Yes
- 2 No

{If parasp3 = YES}

Parasp4

SHOW CARD C19

What type of job would [child's name] like to be doing by the time [he/she] reaches [his/her] mid-twenties? Please select your answer from this card?

- 0 Has no specific job in mind
- 1 Armed forces
- 2 Manager or senior official in someone else's business
- 3 Running their own business
- 4 Professional or technical
- 5 Administrative, clerical or secretarial
- 6 Skilled trade
- 7 Caring, leisure, travel or personal service
- 8 Sales or customer service
- 9 Plant, process or machine drivers or operators
- 10 Other jobs
- 11 Something else (PLEASE SPECIFY)
- 12 [None of these things - SPONTANEOUS CODE]
- 13 *Acting/singing/performance arts*
- 14 *Other specific answer, not codeable to 1-13*
- 97 *Other vague answer, not codeable to 1-14*

{If Parasp4 = else}

Pxarasp4

INTERVIEWER: ENTER DETAILS OF OTHER JOB. ONLY ONE JOB SHOULD BE RECORDED. IF RESPONDENT MENTIONS MORE THAN ONE, PLEASE PROBE FOR MAIN

END TABLE (aspirations)

TABLE for each child aged 1-5 (Use of local services)

{If age = 1 to 5}

UseSr^

SHOW CARD C20

In the last 4 weeks, that is since [date 4 weeks from interview], has [child's name] used any of the following services in your local area?

- 1 Library (including toy library)
- 2 Parent and toddler group
- 3 Playgroup
- 4 Nursery
- 5 Swimming pool/leisure centre
- 6 Park/playground
- 7 GP(family doctor)
- 8 Community health services such as health visitors or local clinics
- 9 None of these

TABLE for each service mentioned at usesr

{If UseSr = Lib, Tod, Play, Nurse, Swim, Park then}

FreqS

In the last four weeks, how many times has [child's name] [used name of service mentioned at **usesr**]?

- 1 Every day
- 2 More than once a week
- 3 Once a week
- 4 Once a fortnight
- 5 Once in four weeks

END TABLE (each service)

END TABLE (each child)

{If any children aged 13-18}

Conex1

INTERVIEWER: ONLY ASK FOLLOWING QUESTION IF INTERVIEWING IN ENGLAND. IF IN SCOTLAND OR WALES, CODE 3

In England there is a new service for young people aged 13 to 19 called Connexions, offering advice on careers, learning, benefits and health. As far as you know, is there a Connexions service in this area?

- 1 Yes
- 2 No
- 3 [Not in England]

{If Connex1 = Yes}

Conex2

In the last 12 months, has [your child / have any of your children] had any contact with the Connexions service?

INTERVIEWER: THIS QUESTIONS REFERS TO CHILDREN AGED 13+

- 1 Yes
- 2 No

{If Connex2 = Yes}

Conex3

SHOWCARD C21

How satisfied or dissatisfied were you with the service your child(ren) received (the last time they used the service)?

- 1 Very satisfied
- 2 Quite satisfied
- 3 Neither satisfied nor dissatisfied
- 4 Quite dissatisfied
- 5 Very dissatisfied

4 Child maintenance

Intro {R70q}

I'd now like to ask you about any maintenance payments you might receive for your children

DO NOT INCLUDE MORTGAGE PAYMENTS AS MAINTENANCE.

READ EXPLANATION:

Maintenance payments are sometimes made by one parent to the other, if they do not live together, to help support any children. This could be through Court Orders, voluntary agreements, or through the Child Support Agency.

Some parents may help out in other ways, such as through occasional gifts.

CM1 {R71q}

May I first ask:

Is there any *Court Order* in force (not a CSA assessment) that says that [you/your partner] should receive regular maintenance payments from a previous partner either on behalf of yourself, or any children?

- 1 Yes
- 2 No

{if CM1 = yes}

CM2 {R72q}

Who is it that should be receiving these Maintenance Payments?

- 1 Respondent
- 2 Partner
- 3 Child
- 4 Both

CM3 {R73Q}

Do you have a *voluntary agreement* which says that [you/your partner] should receive regular voluntary payments from a previous partner either on behalf of yourself, or any children?

- 1 Yes
- 2 No

{if CM3 = yes}

CM4 {R74q}

Who is it that should be receiving these voluntary payments?

- 1 Respondent
- 2 Partner
- 3 Child
- 4 Both

{if CM1 = yes or if CM3 = yes}

CM5 {R75qa}

May I just check, how much [are/is] [you/your partner] supposed to receive regularly from a previous partner(s)? This does not include maintenance paid under an assessment from the CSA.
INTERVIEWER: ENTER WHOLE POUNDS ONLY.

Range = 1..9997

{if CM5 in 1..9997}

CM6 {R75qb}

How long does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if CM1 = yes or if CM3 = yes}

CM7 {R76q}

[Do/Does] [you/your partner] usually receive these payments?

- 1 Yes - receives all of it
- 2 Yes - receives some of it
- 3 No
- 4 Paid by DWP/CSA

{if CM7 = YesAll, YesSome or CSA}

CM8 {R77q}

How reliable are these maintenance payments? Are they ...READ OUT...

- 1 ...always on time
- 2 usually on time,
- 3 more often on time than late,
- 4 more often late than on time,
- 5 rarely on time,
- 6 or always late?

{if CM7 = no}

CM9 {R78q}

Are these payments in arrears now?

- 1 Yes
- 2 No

{if CM9 = yes}

CM10 {R79q}

Can I just check, [have/has] [you/your partner] *ever* received any of this maintenance due to you or any children?

- 1 Yes - respondent
- 2 Yes - partner
- 3 Yes - children
- 4 Yes - both child and parent
- 5 No

{if CM10 IN resp..both}

CM11 {R80qa}

How many weeks or months [are/is] [you/your partner] owed in overdue maintenance payments?

INTERVIEWER: FIRST CODE IF YOUR ANSWER IS IN WEEKS, MONTHS, OR AN AMOUNT OF MONEY...

- 1 ANSWER IN WEEKS
- 2 ANSWER IN MONTHS
- 3 AMOUNT OF MONEY

{if CM11 = weeks}

CM12 {R80qb}

ENTER NUMBER OF WEEKS.

Range = 1..97

{if CM11 = months}

CM13 {R80qc}

ENTER NUMBER OF MONTHS.

Range = 1..97

{if CM11 = money}

CM14 {R80qd}

ENTER AMOUNT OWED: WHOLE POUNDS.

Range = 1..9997

CM14a

Have you ever contacted, or been contacted by, the Child Support Agency (CSA)?

- 1 Yes
- 2 No

{if CM14a=Yes}

CM14y

When did you first have contact with the CSA?

ENTER YEAR AT THIS QUESTION

Range = 1900..2050

CM14m

(When did you first have contact with the CSA?)

ENTER MONTH AT THIS QUESTION

Range = 1..12

{if Cm14a=Yes}

CM15 {R90q}

Has the Child Support Agency, or CSA, made an assessment, instructing a previous partner to pay maintenance to [you/your partner] or any children?

- 1 Yes
- 2 No

{if CM15 = yes}

CM16 {R91q}

Are these payments supposed to be made to [you/your partner], or are they collected directly by the Department for Work and Pensions (DWP)?

- 1 to respondent
- 2 to partner
- 3 collected by DWP

{if CM15=Yes}

CM17

How much [are/is] [you/your partner] supposed to receive?

ENTER AMOUNT: WHOLE POUND ONLY.

Range = 1..9997

{if CM17 IN 1..9997}

CM18 {R92qb}

How long does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if CM16 = toresp}

CM19 {R93q}

[Do/Does] [you/your partner] usually receive the maintenance assessed by the CSA to be paid to [you/your partner]?

- 1 Yes - receives all of it
- 2 Yes - receives some of it
- 3 No
- 4 Paid by DWP (formerly the DSS)/CSA

{if CM19 = YesAll or YesSome or csa}

CM20

How reliable are the maintenance payments assessed by the CSA to be paid to [you/your partner]?
Are the payments .. READ OUT...

- 1 ...always on time,
- 2 usually on time,
- 3 more often on time than late,
- 4 more often late than on time,
- 5 rarely on time,
- 6 or always late?

{if CM19 = YesSome or No}

CM21 {R95q}

Are these payments in arrears now?

- 1 Yes
- 2 No

{if CM21 = yes}

CM22 {R96q}

Can I just check, [have/has] [you/your partner] *ever* received these payments?

- 1 Yes
- 2 No

{if CM22 = yes}

CM23 {R97qa}

How many weeks or months [are/is] [you/your partner] owed in overdue CSA maintenance payments?

INTERVIEWER: FIRST CODE IF YOUR ANSWER IS IN WEEKS, MONTHS OR AN AMOUNT OF MONEY ...

- 1 ANSWER IN WEEKS
- 2 ANSWER IN MONTHS
- 3 AMOUNT OF MONEY

{if CM23 = weeks}

CM24 {R97qb}

ENTER NUMBER OF WEEKS.

Range = 1..97

{if CM23 = months}

CM25 {R97qc}

ENTER NUMBER OF MONTHS.

Range = 1..97

{IF CM23=money}

CM25a

ENTER AMOUNT OWED: WHOLE POUNDS

Range = 1..9997

CTMot

COMPUTED VARIABLE: Total maintenance per week

Range = 0..9997

CMchk

You said you were supposed to receive regularly £[Cmtot] per week. Does this seem about the right amount?

1 Yes

2 No

{If CMchk = no}

CmCorr

INTERVIEWER: ENTER CORRECT TOTAL MAINTENANCE PER WEEK

Range = 1..997

TABLE FOR EACH 'STEP' OR 'UNRELATED' CHILD, IF OTHER PARENT IS STILL ALIVE

ChCon {R47q}

How often does [child's name] usually see [his/her] [mum/dad]?

- 1 At least once a day
- 2 At least once per week
- 3 At least once per fortnight
- 4 At least once per month
- 5 At least once per year
- 6 Less often
- 7 Never

{If relationship of respondent to child is child is respondent's child}

ReCon {R46q}

How often do you usually see [him/her]?

(INTERVIEWER: IF YOU HAVE ASKED THIS ONCE ALREADY AND IT IS THE **SAME** PERSON CODE THE ANSWER FROM THE RELEVANT ROW ABOVE):

- 1 At least once a day
- 2 At least once per week
- 3 At least once per fortnight
- 4 At least once per month
- 5 At least once per year
- 6 Less often
- 7 Never

Relex {R48q}

How would you describe your relationship with [him/her] nowadays? Is it ...READ OUT...

INTERVIEWER: IF YOU HAVE ASKED THIS ONCE ALREADY AND IT IS THE **SAME PERSON**
CODE THE ANSWER FROM THE RELEVANT ROW ABOVE

- 1 ...very friendly,
- 2 ...quite friendly,
- 3 ...not very friendly,
- 4 ...very **unfriendly**,
- 5 ...mixed - sometimes friendly, sometimes unfriendly?
- 6 don't know/can't say

NODK

ExJob {R42q}

And do you know if [he/she] is ... READ OUT...

INTERVIEWER: IF YOU HAVE ASKED THIS ONCE ALREADY AND IT IS THE **SAME PERSON**
CODE THE ANSWER FROM THE RELEVANT ROW ABOVE

- 1 ...employed for 16 hours or more per week,
- 2 employed for fewer than 16 hours per week,
- 3 self-employed,
- 4 or not in paid work?

END TABLE

{If Remain=Yes}

CM26 {R120q}

When you / or your partner receive(s) maintenance, is it in with your general budget or do you use it for something specific, like children's clothes, savings or childcare?

- 1 Part of general budget
- 2 Something specific

{If CM26=specific}

CM27^ {R121qa}

What do you use the maintenance for?

CODE ALL THAT APPLY.

- 1 Paying for childcare
- 2 Put it into savings (own or child's)
- 3 Paying off debts
- 4 Paying towards bills
- 5 Paying towards travel costs
- 6 Paying towards housing
- 7 Buying food/meals for your children
- 8 Buying clothes/shoes for your children
- 9 Paying for trips/holidays
- 10 Other (SPECIFY AT NEXT QUESTION)
- 11 *Other specific answer, not codeable to 1-10*
- 97 *Other vague answer, not codeable to 1-11*

{If CM27 = other}

CM27a {R121qb}

ENTER OTHER ANSWER

{if Relive = yes (CM1=response)}

CM28a

Now some questions about maintenance and receiving social security.

As far as you know, how much maintenance, if any, would a parent on Income Support be able to keep each week before it affected his/her benefit?

WHOLE POUNDS ONLY.

IF HALF CODE 995

IF ALL OF IT CODE 996.

Range = 0..996

If Relive = yes

CM29

... and as far as you know, how much Income Support is withdrawn for every additional pound of maintenance?

ENTER PENCE (EG. '100' = £1)

Range = 0..997

CM32

As far as you know, does receiving maintenance affect the amount of Working Families' Tax Credit a person may receive?

1 Yes

2 No

5 Children living outside the household

Chea18 {R130q}

Do you have any children aged 16 or under living elsewhere?

(DON'T COUNT CHILDREN OF THE FAMILY WHO ARE TEMPORARILY AWAY AT SCHOOL OR IN HOSPITAL ETC.)

- 1 Yes
- 2 No

{If CHEA18=yes}

Chea19 {R131q}

How many children aged 16 or under do you have living elsewhere?

Range = 1..7

{If CHEA18=yes}

CHEA21^ {R133q}

Where do these children live nowadays?

CODE ALL THAT APPLY.

- 1 With other parent
- 2 With other relative
- 3 In local authority care
- 4 In foster care
- 5 In a hostel
- 6 In own home
- 7 Other

6 Caring for people outside household

Chea10

[Apart from your child/ren] Is there anyone else you care for because they have a longstanding illness, disability or infirmity of any kind?

- 1 Yes
- 2 No

{if Chea10 = yes}

Chea11^

INTERVIEWER: CODE EACH PERSON BEING CARED FOR.
EXCLUDE THOSE WHO WORK AS CARERS.
DO NOT COUNT CHILDREN ALREADY DEALT WITH.

Display list of all household members 1-15, plus codes for:

- 16 Parent outside the household
- 17 Another parent outside the household
- 18 Child outside household
- 19 Spouse outside household
- 20 Other relative
- 21 Friend/neighbour
- 22 Client of voluntary organisation
- 23 Other person outside the household

TABLE FOR EACH PERSON CARED FOR

Chea12

How long have you been caring for [person named at CHEA11]?

ENTER YEARS

IF LESS THAN ONE YEAR ENTER ZERO

Range = 0..97

Chea13

About how many hours a week do you spend caring for [person named at CHEA11]?

Range = 1..168

Chea14

Do you do all of the work of looking after [person named at CHEA11], or does someone else help with it?

- 1 Respondent does all of work
- 2 Someone else helps

Chea15

Does this extra work looking after [person named at CHEA11] prevent you from doing a paid job, or as much paid work as you might if you did not have [person named at CHEA11] to look after?

- 1 Yes
- 2 No
- 3 Wouldn't work anyway

{If person looked after is not respondent's partner}

Chea16

Does [person named at CHEA11] receive Attendance Allowance, or Disability Living Allowance care component?

- 1 Yes
- 2 No

END TABLE

7 Housing

ASKED FOR MAIN RESPONDENT ONLY

{If from panel sample (DoorScr2=Panel)}

Hous1

INTERVIEWER ASK OR CODE: Have you moved home since [Date of last interview]?

- 1 Yes
- 2 No

Hous2a

INTERVIEWER: WHAT KIND OF ACCOMMODATION DOES THE FAMILY OCCUPY?

- 1 Private residence (includes all rental accommodation, local authority residences, housing association accommodation)
- 2 Hotel/bed & breakfast
- 3 Something else (SPECIFY AT NEXT QUESTION)
- 4 *Other specific answer, not codeable to 1-2*
- 97 *Other vague answer, not codeable to 1-4*

{If Hous2a = other}

Hous2b

INTERVIEWER: SPECIFY OTHER TYPE OF ACCOMMODATION.

{If Hous2a = Private}

Hous4

[In the past 12 months have you/Have you ever] had to stay in temporary accommodation, like a hostel or bed and breakfast hotel, because you were waiting to be housed?

- 1 Yes
- 2 No

{If Hous4 = yes}

Hous5

When did you last leave such accommodation?

FIRST ENTER YEAR.

INTERVIEWER NOTE: IF **CURRENTLY** IN TEMPORARY ACCOMMODATION, ENTER CTRL+R AND MAKE A NOTE

Range = 1940..2050

CHECK

IF Year at Hous5 is greater than Fieldwork year

Are you sure? (*Year at Hous5*) is after (*Fieldwork Year*)

CHECK

IF Year at Hous5 greater than Fieldwork year + 1

Please change! Hous5 can't be (*Year at Hous5*)

{If Hous5 = 1940..1999}

Hous6

NOW ENTER MONTH

IF DK, ASK 'Was it Winter, Spring...?'

AND ENTER MID-SEASON MONTH

Mid-season months:

Winter: Jan (01)

Spring: Apr (04)

Summer: July (07)

Autumn: Oct (10)

Range = 1..12,NODK,NOREFUSAL

{If Hous4 = yes}

Hous7

How long had you lived there?

- 1 under 3 months
- 2 three to six months
- 3 six months to a year
- 4 one year or more

THERE IS NO HOUS8

{If moved house (House1=Yes) OR if not panel (DoorScr2<>Panel)}

Hous9

Thinking about your current address, when did you start living here?

FIRST ENTER THE YEAR.

ENTER '0' IF ALWAYS LIVED HERE.

Range = 0..2050

CHECK

IF Hous9 greater than Fieldwork Year.

Are you sure? (Year at Hous9) is after (Fieldwork Year)

CHECK

IF Hous9 greater than Fieldwork Year + 1

Please change! Hous9 can't be (Year at Hous9)

{If Hous9 = 1991..2003}

Hous10

NOW ENTER THE MONTH.

IF DK, ASK 'Was it Winter, Spring...?'

AND ENTER MID-SEASON MONTH: SEE HELP

(PRESS <F9> TO SEE HELP)

Mid-season months:

Winter: Jan (01)

Spring: Apr (04)

Summer: July (07)

Autumn: Oct (10)

Range = 1..12,NODK,NOREFUSAL

{If House1=Yes}

Hous10a

What was your main reason for moving to this address?

INTERVIEWER PROBE: What other reasons?

- 1 To move to a better area or neighbourhood/liked the area
- 2 To move to a better environment
- 3 Change of Job/Nearer to job
- 4 Had to leave tied accommodation
- 5 Wanted smaller / cheaper home or flat
- 6 Wanted larger house or flat / garden
- 7 Availability of garage / parking space
- 8 To be able to live with partner in same accommodation
- 9 Better schools for children
- 10 Other family or personal reasons
- 11 Wanted to buy
- 12 Wanted independent accommodation / not share
- 13 Had no choice - moved by council
- 14 Nearer to family/friends/not be so isolated
- 15 Nearer/convenient to amenities/schools and so on
- 16 Other

If (Hous2a = private AND not a panel address) OR (House1=Yes AND Panel address) then

Hous11a

ASK OR CODE: What kind of accommodation do you occupy here?

- 1 Detached house/bungalow
- 2 Semi-detached house/bungalow
- 3 Terrace house (not including End terrace)
- 4 End terrace house
- 5 Purpose built flat/maisonette
- 6 Self contained flat/maisonette in converted building
- 7 Room(s) not self contained
- 8 Caravan/mobile home/houseboat
- 9 Other (specify)
- 10 *Other specific answer, not codeable to 1-8*
- 97 *Other vague answer, not codeable to 1-10*

{if Hous11a = other}

Hous11b

ENTER DETAILS OF OTHER KIND OF ACCOMMODATION.

If (Hous2a = private AND not a panel address) OR (House1=Yes AND Panel address) then

Hous12

SHOW CARD D1

Which of these best describes the accommodation you are living in at the moment?

- 1 Owned outright
- 2 Being bought on a mortgage/bank loan
- 3 Shared ownership (owns & rents property)
- 4 Rented from a Council or New Town
- 5 Rented from a Housing Association
- 6 Rented privately
- 7 Rent free
- 8 Some other arrangement

If (Hous2a = private AND not a panel address) OR (House1=Yes AND Panel address) then

Hous13

In whose name is this accommodation owned or rented?

- 1 Respondent only
- 2 Respondent and partner
- 3 Respondent and ex-partner
- 4 Respondent and parent(s)
- 5 Respondent and someone else
- 6 Partner only
- 7 Ex-partner only
- 8 Respondent's parent(s)
- 9 Other(s)

CHECK

IF Single parent household and Hous13 = 2.

Are you sure? This is a single parent household.

{if Hous13 = ExOnly..Other}

Hous14

How much, if anything, do you pay towards your accommodation?

INTERVIEWER: ENTER WHOLE POUNDS ONLY

Range = 0..99997

{if Hous14 IN 1..9997}

Hous15

What period of time does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

THERE IS NO HOUS16

If (Not a panel address) OR (House1=Yes AND Panel address) then

Hous17

How many separate bedrooms do you have here?

INCLUDE ONLY ROOMS TO WHICH RESPONDENT'S HOUSEHOLD HAS ACCESS.

'BEDROOMS' INCLUDES BOXROOMS AND BEDROOMS NOT CURRENTLY USED AS BEDROOMS

Range = 0..10

CHECK

If Hous17 greater than 5.

ARE YOU SURE?

{If Hous2a=private}

Heat1

SHOWCARD D2

What types of heating do you have in this home?

PROBE: What others?

INTERVIEWER ADD IF NECESSARY: Do you have central heating in this home?

- 1 Central heating
- 2 Night storage heater/s
- 3 Fixed room heater/fire (Gas or Electric)
- 4 Open fire/s or stove/s
- 5 Portable heaters (Electric, Bottled gas/paraffin or Oil-filled)
- 6 Other
- 7 (None of these)

{If more than one answer given at Heat1}

Heat2

SHOWCARD D2

What is the **main** type of heating you use in your living room in winter?

INTERVIEWER ADD IF NECESSARY: The room which is used regularly as the living room by the family, for example, where you watch TV, etc.

- 1 Central heating
- 2 Night storage heater/s
- 3 Fixed room heater/fire (Gas or Electric)
- 4 Open fire/s or stove/s
- 5 Portable heaters (Electric, Bottled gas/paraffin or Oil-filled)
- 6 Other
- 7 (None of these)

Houshe1

In winter, are you able to keep this accommodation warm enough?

CODE 'CAN'T AFFORD IT' AS 'NO'.

- 1 Yes
- 2 No

{if Houshe1 = no}

Houshe2^

Which parts of your home are not warm enough?

CODE ALL THAT APPLY

- 1 Children's bedrooms
- 2 Adult's bedrooms
- 3 Living rooms
- 4 Kitchen
- 5 Bathrooms, toilets or shower rooms
- 6 Other rooms
- 7 All rooms

CHECK

((CARDINAL(Houshe2)=1) AND (All IN Houshe2)) OR (NOT(All IN Houshe2))

'All' is an exclusive code.

{if Houshe1 = No}

Houshe4^

Why, do you feel, it is difficult to keep this/these room(s) warm enough? CODE ALL THAT APPLY

- 1 Heating is inefficient / broken
- 2 Poor insulation / drafts
- 3 The cost / too expensive
- 4 Some other reason

Houshe5

Do you have a pre-payment meter for your electricity?

- 1 Yes
- 2 No

{If Hous2a=private}

Hous18

SHOWCARD D3

How would you rate this property's state of repair?

- 1 Excellent - nothing needs doing
- 2 Very good - only minor problems
- 3 Fairly good - some problems, but not too many
- 4 Fairly poor - quite a lot of problems
- 5 Very poor - a lot of major problems
- 6 None of these - spontaneous

{If Hous18 <> Excell}

Hous19a^

SHOW CARD D4

Are there any repairs that need to be done to your home such as the problems listed on this card?

PROBE: Which others?

CODE ALL THAT APPLY.

- 1 Rising damp in floor & walls
- 2 Water getting in from roof, gutters or windows
- 3 Bad condensation problems
- 4 Problems with mould growth
- 5 Electrical wiring
- 6 Plumbing
- 7 General rot and decay
- 8 Problems with insects
- 9 Problems with mice or rat
- 10 Problems with draughts
- 11 Other repairs (SPECIFY AT NEXT QUESTION)
- 12 None of these
- 13 *Windows need replacing*
- 14 *Other specific answer, not codeable to 1-13*
- 97 *Other vague answer, not codeable to 1-14*

CHECK

((None IN Hous19a) AND CARDINAL(Hous19a)=1) OR NOT(None IN Hous19a)
NONE is an exclusive code

{if Hous19a = other}

Hous19b

ENTER DETAILS OF OTHER REPAIRS OR PROBLEMS.

{if Hous19a = RDamp..Mould}

Hous20^

In which rooms do you have these problems with damp, leaking, mould growth or condensation?

PROBE: Which others?

CODE ALL THAT APPLY.

- 1 Children's bedrooms
- 2 Adult's bedrooms
- 3 Living rooms
- 4 Kitchen
- 5 Bathrooms, toilets or shower rooms
- 6 Other rooms
- 7 All rooms

{If Hous19a = drats}

Hous20a^

In which rooms do you have problems with draughts?

PROBE: Which others?

CODE ALL THAT APPLY.

- 1 Children's bedrooms
- 2 Adult's bedrooms
- 3 Living rooms
- 4 Kitchen
- 5 Bathrooms, toilets or shower rooms
- 6 Other rooms
- 7 All rooms

{if Hous19a = RDamp..Other}

Hous21

Why [has this problem / have these problems] not been dealt with?

- 1 Council/landlord not doing them
- 2 Lack of own funds
- 3 Waiting on insurance claim
- 4 Problem recently reported to Council/landlord and waiting outcome
- 5 Problem not reported
- 6 Intend to fix it but not done yet
- 7 Don't know how to fix the problem
- 8 Other

{if Hous22 = rent}

Hous23

How much do you [and your partner/or any ex-partner] actually pay in rent *after* you have received any HOUSING BENEFITS or rent rebate, excluding any payments to pay off arrears?

WHOLE POUNDS ONLY

Range = 0..99997

{if Hous23 IN 1..99997}

Hous24

And what period of time does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if Hous23 IN 1..99997}

Hous24a

Can I just check, does this amount include ...

READ OUT IN TURN

... any charges for water?

- 1 Yes
- 2 No

{if Hous23 IN 1..99997}

Hous24b

... any charges for heating?

- 1 Yes
- 2 No

{if Hous23 IN 1..99997}

Hous24c

... any payments for council tax?

- 1 Yes
- 2 No

{if Hous23 IN 1..99997}

Hous24d

... any service charges (including hot water)?

- 1 Yes
- 2 No

{if Hous24a=Yes or Hous24b=Yes or Hous24c=Yes or Hous24d=Yes}

Hous24e

How much do you pay in rent **excluding** any charges for water, heating, council tax and service charges?

WHOLE POUNDS ONLY

Range = 1..99997

{if Hous22 = rent}

Hous25

And how much are your water charges?

IF WATER IS METERED SEEK ESTIMATE OF AVERAGE COST

EXCLUDE ANY ARREARS

WHOLE POUNDS ONLY

Range = 0..9997

{if Hous25 IN 1..9997}

Hous26

And what period of time does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if Hous22 = rent}

Hous27

Do you receive any Housing Benefit or rent rebate?

- 1 Yes
- 2 No

{if Hous27 = yes}

Hous28

How much Housing Benefit/rent rebate do you receive?

FIRST CODE WHETHER YOU WILL RECORD AN AMOUNT OF MONEY OR A PROPORTION OF THE RENT.

- 1 Amount of money
- 2 Proportion (%) of the rent

{if Hous28 = Money}

Hous29

ENTER AMOUNT OF MONEY RECEIVED IN RENT REBATE/HOUSING BENEFIT.
WHOLE POUNDS ONLY.

Range = 1..9997

{if Hous29 IN 1..9997}

Hous30

And what period of time does that cover?

- 1 One weeks
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if Hous28 = Prop}

Hous31

ENTER PROPORTION OF RENT RECEIVED IN REBATE/HOUSING BENEFIT

Range = 1..100

{if Hous27 = yes}

Hous32

So what is the total amount of rent for this accommodation? That is, the amount charged before any rebates or deductions but NOT including charges for water, heating, service charges and so on.

Range = 1..99997

{if Hous32 IN 1..9997}

Hous33

And what period of time does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

SIGNAL

Sum32=(Sum23+Sum29)

INVOLVING(Hous23,Hous29,Hous32,Hous33)

Total amount of rent doesn't equal the amount respondent pays, plus amount they receive in Housing Benefit/rent rebate. Please check your figures.

{if Hous23 IN 1..9997 (some rent is paid)}

Hous34

Is your rent paid up to date at the moment, or do you have some rent arrears that will have to be paid?

- 1 Up to date
- 2 Some arrears

{if Hous34 = arrear}

Hous35

How much are your rent arrears at the moment?

INTERVIEWER: FIRST ENTER WHETHER YOU WILL CODE AN AMOUNT OF MONEY OR A PERIOD OF TIME.

- 1 An amount of money
- 2 A number of weeks
- 3 A number of months

{if Hous35 = Money}

Hous36

ENTER AMOUNT OF RENT ARREARS TO NEAREST £.

Range = 1..9997

{if Hous35 = Week}

Hous37

ENTER NUMBER OF WEEKS IN ARREARS.

Range = 1..52

{if Hous35 = Month}

Hous38

ENTER NUMBER OF MONTHS IN ARREARS.

Range = 1..36

{if Hous23 IN 0..9997 and if not Panel case}

Hous39

As far as you are aware, do people who work 16 hours or more each week have any entitlement to Housing Benefit (rent rebate)?

- 1 Yes
- 2 Sometimes/it depends
- 3 No
- 4 Can't say

{if Hous22 = Mort}

Hous40

Is your mortgage ... READ OUT

- 1 ...an ENDOWMENT mortgage, (where your mortgage payments cover interest only),
- 2 ...a REPAYMENT mortgage, (where your mortgage payments cover interest and part of the original loan)
- 3 ...a PENSION mortgage, (where your mortgage payments cover interest only),
- 4 ...a PEP, Unit Trust, or ISA mortgage,
- 5 ...or both an ENDOWMENT (or any interest only) mortgage AND a REPAYMENT mortgage?)
- 6 Other (Please specify)
- 7 *Interest only (not specified whether endowmnet or pension)*
- 8 *Capital and interest (not specified which types)*
- 9 *Other combinations of mortgage not covered by code 5 (e.g. ISA and REPAYMENT)*
- 10 *Other specific answer, not codeable to 1-9*
- 97 *Other vague answer, not codeable to 1-10*

{IF other}

HousO40

INTERVIEWER: PLEASE SPECIFY OTHER TYPE OF MORTGAGE

{If Hous22 = Mort AND not panel OR Hous22 = Mort AND Panel AND (Hous40 is different from feed forward response)}

Hous41

When was this mortgage first taken out? ENTER YEAR.

Range = 1930..2050

IF Hous41=RESPONSE THEN
SIGNAL
Hous41<=FwYear Are you sure? ^hous41 is after ^fwyear
CHECK
(Hous41<=FWYEAR+1) Please change! Hous41 can't be ^hous41
SIGNAL

{if Hous22 = Mort AND not panel OR Hous22 = Mort AND Panel AND (Hous40 is different from feed forward response)}

Hous42

How much was this mortgage when it was first taken out? ENTER AMOUNT IN WHOLE POUNDS.

Range = 100..999997

SIGNAL
(Hous42 <= 200000) ARE YOU SURE?

{if Hous22 = Mort}

Hous43

How much do you [and your partner/or any ex-partner] pay in total loan or mortgage payments for this accommodation including any mortgage protection policy?

WHOLE POUNDS ONLY

Range = 0..99997

{if Hous43 IN 1..99997}

Hous44

And what period of time does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if Hous22 = Mort}

Hous45

And may I just check, are you up to date with your loan or mortgage payments or are you now behind with your loan or mortgage?

- 1 Up to date
- 2 Behind

{if Hous45 = Arrear}

Hous46

How much are your mortgage or loan arrears at the moment?

FIRST ENTER WHETHER YOU WILL CODE AN AMOUNT OF MONEY OR A PERIOD OF TIME.

- 1 An amount of money
- 2 A number of weeks
- 3 A number of months

{if Hous46 = Money}

Hous47

ENTER AMOUNT OF MORTGAGE OR LOAN WHICH IS IN ARREARS.

WHOLE POUNDS ONLY

Range = 1..99997

{if Hous46 = Week}

Hous48

ENTER NUMBER OF WEEKS IN ARREARS.

Range = 1..52

{if Hous46 = Month}

Hous49

ENTER NUMBER OF MONTHS IN ARREARS.

Range = 1..36

{if Hous22 = Mort}

Hous50

Can I just check, are you receiving Income Support or Jobseeker's Allowance at the moment?

- 1 Yes
- 2 No

{if Hous50 = yes}

Hous51

Is any of your mortgage interest being paid by the Department of Work and Pensions at the moment?

- 1 Yes
- 2 No

{if Hous51 = yes}

Hous52

How much do you receive towards your mortgage interest?

INTERVIEWER CODE 99997 IF RESPONDENT SAYS 'ALL OF IT', 99996 IF RESPONDENT SAYS 'HALF OF IT'

WHOLE POUNDS ONLY

Range = 1..99997

{if Hous52 IN 1..99997}

Hous53

What period does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 6 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if Hous22 = Mort}

Hous54

How much are your water charges?

IF WATER IS METERED SEEK ESTIMATE OF AVERAGE COST

WHOLE POUNDS ONLY

Range = 0..9997

{if Hous54 IN 1..9997}

Hous55

What period does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{If Hous2a=private}

Hous56

In which band, from A to H, is your property valued for Council Tax?

- 1 Band A
- 2 Band B
- 3 Band C
- 4 Band D
- 5 Band E
- 6 Band F
- 7 Band G
- 8 Band H
- 9 Household accommodation not valued separately

{If Hous2a=private}

Hous56a

Do you receive Council Tax Benefit?

- 1 Yes
- 2 No

{If Hous2a=private}

Hous56b

How much Council Tax do you actually pay, if any?

ENTER WHOLE POUNDS

Range = 0..9997

{if Hous52 IN 1..99997}

CTper

What period does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{IF Hous56a = Yes}

Hous56c

How much Council Tax Benefit do you receive?

ENTER WHOLE POUNDS

Range = 0..9997

{if Hous56c IN 1..9997}

CTBper

What period does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{ if not Panel case}

Hous57

As far as you are aware, do people who work 16 hours or more each week have any entitlement to Council Tax Benefit?

- 1 Yes
- 2 Sometimes/it depends
- 3 No
- 4 Can't say

8 Education and training

{ASKED FOR MAIN RESPONDENT AND PARTNER SEPARATELY}

Intro

I am now going to ask about any Education and Training you may have had.

{If not panel OR if panel and was in continuous education at time of last interview}

Ed1

How old were you when you completed your *continuous* full time education?
ENTER AGE. ENTER '0' IF RESPONDENT HAD NO FORMAL EDUCATION.
ENTER '95' IF STILL IN FULL-TIME EDUCATION.

Range = 0..95

Ed10r

[In the last year / Since your last interview, that is 'month/year'] have you been on any educational or training courses?

- 1 Yes
- 2 No

{if Ed10r = yes}

Ed11r

How many courses have you attended?
(IF MORE THAN 3, IN FOLLOWING QS REFER TO 3 MOST RECENT)
IF 1+, START WITH MOST RECENT

Range = 1..97

TABLE FOR EACH COURSE

{If Ed10r=yes}

Ed12r

[Taking the most recent course/Taking the next course] did you complete the course?

- 1 Yes
- 2 No
- 3 Course still ongoing

{If Ed10r=yes}

Ed13r

[Is/Was] the course designed to lead to a qualification?

- 1 Yes
- 2 No

{If Ed13r=yes}

Ed14r^

SHOW CARD E1

Which qualifications [are/were] you aiming towards on that course?

INTERVIEWER: THERE ARE 15 CODES.

- 1 GCSE or SCE
- 2 GCE 'A'-level or AS level or Scottish National Qualifications (Higher level)
- 3 Level 1 NVQ or SVQ, Foundation GNVQ or GSVQ
- 4 Level 2 NVQ or SVQ, Intermediate GNVQ or GSVQ
- 5 Level 3 NVQ or SVQ, Advanced GNVQ or GSVQ
- 6 Level 4 NVQ or SVQ
- 7 Level 5 NVQ or SVQ
- 8 NVQ, SVQ or GNVQ - not sure what level
- 9 City & Guilds Part 1, RSA Certificate
- 10 BTEC First or General Certificate, BEC or TEC General Certificate, City & Guilds Part 2, Craft or Intermediate, RSA Advanced Diploma or Certificate
- 11 BTEC National Certificate or Diploma, City&Guilds Part 3, Final or Advanced Craft, ONC or OND
- 12 BEC Higher, TEC Higher, BTEC Higher, City & Guilds Part 4, HNC or HND
- 13 First degree, e.g. BSc, BA, BEd, MA at first degree level
- 14 Higher degree, e.g. MSc, MA, MBA, PGCE, PhD
- 15 Other qualification (PLEASE GIVE DETAILS IN NEXT QUESTION).
- 16 *City and Guilds/RSA-not sure what level*
- 17 *Other specific answer, not codeable to 1-16*
- 97 *Other vague answer, not codeable to 1-17*

{If Ed12a = other}

Ed14b

INTERVIEWER: ENTER DETAILS OF OTHER QUALIFICATION

END TABLE

{ If non-panel, or if panel and has done a course leading to a qualification in last year, or if panel and respondent is different respondent to last year, or if panel and partner being interviewed }

Ed3a

SHOW CARD E2

(Now, thinking about all the qualifications you may have ...) From this list, please tell me the highest qualification which you have obtained.

INTERVIEWER: THIS REFERS TO RESPONDENT'S HIGHEST QUALIFICATION OVERALL (NOT JUST THOSE FROM ANY RECENT COURSES)

THERE ARE 7 CODES.

HIGHEST = NEAREST THE BOTTOM OF THE LIST.

- 1 GCSE grade D-G, CSE grade 2-5, SCE O Grades D-E, SCE Standard Grades 4-7, Scottish National Qualifications (Access level), SCOTVEC National Certificate Modules
- 2 GCSE grade A-C, GCE 'O'-level passes, CSE grade 1, SCE O Grades A-C, SCE Standard Grades 1-3, Scottish National Qualifications (Intermediate level), School Certificate / Matriculation
- 3 GCE 'A'-level, AS Level, SCE Higher Grades A-C, Scottish National Qualifications (Higher level)
- 4 First degree, eg BSc, BA, BEd, MA at first degree level
- 5 Higher degree, eg MSc, MA, MBA, PGCE, PhD
- 6 Other *academic* qualifications (PLEASE SPECIFY)
- 7 No, none of these
- 8 *Has qualification, level unknown*
- 9 *Overseas qualification*
- 10 *Other specific answer, not codeable to 1-9*
- 97 *Other vague answer, not codeable to 1-10*

{if Ed3a = Other}

Ed3b

INTERVIEWER: SPECIFY OTHER QUALIFICATION(S). RECORD AS MUCH DETAIL AS POSSIBLE, EG AWARDING BODY, LEVEL OF QUALIFICATION.

(NB THE NEXT QUESTION DEALS WITH VOCATIONAL QUALIFICATIONS, SO THEY SHOULD NOT BE RECORDED HERE.)

{ If non-panel, or if panel and has done a course leading to a qualification in last year, or if panel and respondent is different respondent to last year, or if panel and partner being interviewed}

Ed2^

SHOW CARD E3

Do you have any of the qualifications listed on this card?

CODE ALL THAT APPLY

INTERVIEWER: THERE ARE 12 CODES. PRESS <F6> TO SEE OTHER CODES.

- 1 Level 1 NVQ or SVQ, Foundation GNVQ or GSVQ
- 2 Level 2 NVQ or SVQ, Intermediate GNVQ or GSVQ
- 3 Level 3 NVQ or SVQ, Advanced GNVQ or GSVQ
- 4 Level 4 NVQ or SVQ
- 5 Level 5 NVQ or SVQ
- 6 NVQ, SVQ or GNVQ - not sure what level
- 7 City & Guilds Part 1, RSA Certificate
- 8 BTEC First or General Certificate, BEC or TEC General, City & Guilds Part 2, Craft or Intermediate, RSA Advanced Diploma or Certificate
- 9 BTEC National Certificate or Diploma, City & Guilds Part 3, Final or Advanced Craft, ONC or OND
- 10 BEC Higher or TEC Higher, BTEC Higher, City & Guilds Part 4, HNC or HND
- 11 Other **vocational** or **pre-vocational** qualification (PLEASE GIVE DETAILS AT NEXT QUESTION)
- 12 No, none of these
- 13 *City and Guilds/RSA-not sure what level*
- 14 *Other specific answer, not codeable to 1-13*
- 97 *Other vague answer, not codeable to 1-14*

{If Ed2 = other}

Ed2a

INTERVIEWER: ENTER DETAILS OF OTHER **VOCATIONAL** OR **PRE-VOCATIONAL** QUALIFICATION.

All

Ed4^

SHOW CARD E4

Can I just check, in the past 12 months, that is since [date one year ago], have you taken part in any of the New Deal programmes shown on this card - or are you currently taking part in any?:

- 1 New Deal for lone parents
- 2 New Deal for 18-24 year olds
- 3 New Deal for long-term unemployed people (over 25)
- 4 New Deal for Disabled People
- 5 New Deal for partners of unemployed people
- 6 New Deal for over 50s
- 7 None of these

{ask all}

Ed20

Do you have a full driving licence?

- 1 Yes
- 2 No

{If Ed20 = Yes}

Ed21

Do you have regular access to a car, van, motorcycle or scooter for your own personal use?

- 1 Yes
- 2 No

{those not working with access to a car/van/mortorcycle}

Ed22

If you were thinking of starting work, would you be able to use your car/van/motorcycle to travel to and from work, or would you use public transport instead?

INTERVIEWER: PROBE TO PRECODES. CODE 1 IF WOULD GET A LIFT TO WORK.

- 1 Use car, van, motorcycle to travel to work
- 2 Use public transport to travel to work
- 3 Mixed, sometimes car/van/motorcycle sometimes public transport
- 4 [SPONTANEOUS] Neither, there is no transport (either own or public) or none could rely on
- 5 [SPONTANEOUS] Walk, cycle or work at home
- 6 [SPONTANEOUS] Depends on where job is
- 7 [SPONTANEOUS] Doesn't think will ever work

{those not working who either don't have a car or have a car but would use public transport or both public transport and their own transport to get to work}

Ed23

[If you were thinking of starting work, how / How] easy or difficult would it be for you to rely on public transport to get to and from work from here?

INTERVIEWER: IF EASY OR DIFFICULT PROBE TO PRECODES

- 1 Very easy
- 2 Quite easy
- 3 Quite difficult
- 4 Very difficult
- 5 Impossible
- 6 [SPONTANEOUS] Depends on job
- 7 [SPONTANEOUS] Doesn't think will ever work

Ed24

If you were thinking of starting work, how easy or difficult would it be for you to rely on public transport to get to and from work from here?

INTERVIEWER: IF EASY OR DIFFICULT PROBE TO PRECODES

- 1 Very easy
- 2 Quite easy
- 3 Quite difficult
- 4 Very difficult
- 5 Impossible
- 6 [SPONTANEOUS] Depends on job
- 7 [SPONTANEOUS] Doesn't think will ever work

9 Work

ASKED SEPARATELY FOR MAIN RESPONDENT, AND PARTNER

Intro

WORK SECTION

Wrk1a

SHOW CARD F1

May I just check, what are you currently doing?

INTERVIEWER: THERE ARE 11 CODES.

- 1 Working 16 or more hours
- 2 Working fewer than 16 hours
- 3 Unemployed and seeking work
- 4 On a training scheme,
- 5 Full time education/at school
- 6 Sick/ disabled (up to 6 months)
- 7 Sick/ disabled (6 months or longer)
- 8 Looking after the home or family
- 9 Caring for a sick, elderly or disabled person
- 10 Retired
- 11 Other
- 12 *Other specific answer, not codeable to 1-10*
- 97 *Other vague answer, not codeable to 1-12*

{if Wrk1a = other}

Wrk1b

INTERVIEWER; ENTER FULL DETAILS OF 'OTHER' ACTIVITY.

{If respondent is female and Wrk1a = 1, 2, 4,5,6,7, 9 or 11}

Wrk1c

Can I just check, are you on maternity leave at the moment?

- 1 Yes
- 2 No

{If Wrk1c = Yes}

Wrk1d

And is this maternity leave paid or unpaid?

- 1 Paid
- 2 Unpaid

{If Wrk1c=Yes}

Wrk1e

When did this maternity leave start?

FIRST ENTER THE YEAR.

Range = 1999..2050

{if Wrk1e = response}

Wrk1f

... THEN ENTER THE MONTH IT BEGAN.

Range = 1..12

{if Wrk1a <> more16 or few16}

Wrk2

[Since date of last interview/Have you ever] had a paid job or worked as a self-employed person?

- 1 Yes
- 2 No, NODK, NOREFUSAL

{if Wrk2 = yes}

Wrk3

Which year did you leave your last paid job, either as an employee or self-employed?
ENTER THE YEAR

Range = 1930..2050,NODK,NOREFUSAL

{Soft check: If Wrk3 IN 1930..1970, display: ARE YOU SURE?}

{if Wrk3 IN 1930..2002}

Wrk4

And in which month did you leave?
IF DK, ASK 'Was it Winter, Spring...?'
AND ENTER MID-SEASON MONTH: SEE HELP <F9>
Mid-season months:
Winter: Jan (01)
Spring: Apr (04)
Summer: July (07)
Autumn: Oct (10):1..12,NODK,NOREFUSAL

{if last worked before April 2000: if (Wrk3 = 1930..1999) or (Wrk3 = 2000 and Wrk4 = 1..3)}

Wrk5

How many years have you spent in paid work in the past?
PROBE FOR BEST ESTIMATE. IF UNDER ONE YEAR, CODE '0'.

Range = 0..60

{if Wrk2 = Yes and Wrk3 = RESPONSE}

WorkCh

COMPUTER:CALCULATE WHETHER RESP HAS WORKED SINCE DATE OF BIRTH OF ELDEST CHILD: REFER TO HHGRID

- 1 Yes
- 2 No

Working

COMPUTER: CALCULATE WORKING SITUATION

- 1 Is currently in work
- 2 Not working, has worked since Apr 00
- 3 Not working, last worked before Apr 00
- 4 Never worked
- 5 Not working, has worked, date unknown

pWorkin

DERIVED VARIABLE: PANEL VERSION OF THE QUESTION WORKING

- 1 Is currently in work
- 2 Not currently working, has worked since date of last interview
- 3 Not currently working, last worked before date of last interview
- 4 Never worked
- 5 Not working, has worked, date unknown

*{if Working = Worknow or Working = haswork OR pWorkin = Worknow or pWorkin = haswork}***Wrk6a**

When did you start your [current/last] job where you [are/were] [working for less than 16 hours a week / 16 hours a week or more]?

(JOB = PERIOD OF PAID WORK WITH ONE EMPLOYER OR PERIOD OF CONTINUOUS SELF-EMPLOYMENT.)

IF MORE THAN ONE JOB, ASK FOR **MAIN** JOB ONLY.

FIRST ENTER THE YEAR.

Range = 1930..2050,NODK,NOREFUSAL

{Soft check: if Wrk6 < 1970, display: ARE YOU SURE?}

*{if Wrk6 = RESPONSE}***Wrk6b**

NOW ENTER THE MONTH.

IF 'DK', ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH

Mid-season months:

Winter: Jan (01)

Spring: Apr (04)

Summer: July (07)

Autumn: Oct (10)

Range = 1..12,NODK,NOREFUSAL

*{if Working = worknow, or 94to99 OR pWorkin = Worknow or pWorkin = haswork}***WrkStat**

I'd like to ask you now about [your present/last job]. [Are/Were] you an employee or [are/were] you self-employed in this job?

- 1 Employee
- 2 Self-employed
- 3 Government scheme
- 4 Unpaid family worker NODK, NOREFUSAL

*{if Working = worknow or Working = haswork OR pWorkin = Worknow or pWorkin = haswork}***Wrk9a**

[What does/did the firm/organisation you work(ed) for mainly make or do (at the place where you work(ed))?

DESCRIBE FULLY - PROBE MANUFACTURING or PROCESSING or DISTRIBUTING ETC. AND MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE or RETAIL ETC.

The answer that you need to record should be an *activity*, not a title, name or a vague heading (eg. leisure industry, health care, motor trade).

Wrk9b

What [is/was] your (main) job?

ENTER JOB TITLE.

IF PARTNER HAS MORE THAN ONE JOB, THE MAIN JOB IS THE ONE THEY WORK(ED) IN THE MOST HOURS/ IF WORK(ED) IN BOTH JOBS FOR THE SAME NUMBER OF HOURS THE MAIN JOB IS THE MOST RENUMERATIVE.

Wrk9c

What [did/do] you mainly do in your job?

DESCRIBE FULLY - PROBE FOR DETAILS OF WHAT THEY DO. FOR EXAMPLE, IF A TEACHER, PROBE FOR WHETHER TEACH PRIMARY OR SECONDARY PUPILS. IF AN ENGINEER, PROBE FOR TYPE OF ENGINEER - ELECTRICAL, CHEMICAL, CIVIL ETC.

ENTER DESCRIPTION.

Wrk9d

What training or qualifications [are/were] needed for that job?

ENTER FULL DESCRIPTION, INCLUDING GRADE OR LEVEL WHERE APPROPRIATE.

QUALIFICATIONS NEEDED FOR JOB

{if WrkStat = emp}

Wrk10

[Do/Did] you have formal responsibility for supervising the work of other employees?

DO NOT INCLUDE PEOPLE WHO ONLY SUPERVISE:

CHILDREN, (E.G. TEACHERS, NANNIES, CHILDMINDERS) ANIMALS,
SECURITY OR BUILDINGS, E.G. CARETAKERS, SECURITY GUARDS

- 1 Yes
- 2 No

Wrk10a

Please describe the type of responsibility you have/has/had for supervising the work of other employees.

INTERVIEWER: PROBE FOR WHO AND WHAT IS BEING SUPERVISED

{if WrkStat = emp}

Wrk11

How many employees [are/were] there at the place where you work(ed)?

This is the total number of employees within the 'local unit' at which the respondent works (the location where their job is mainly carried out). Normally this is a single building, part of a building, or at the largest, a self-contained group of buildings.

- 1 1-9
- 2 10-24
- 3 25-499
- 4 or 500 or more

{If currently employed (working=worknow or pWorkin = worknow) and is employee (WrkStat = emp)}

Friend1^

SHOW CARD F2

Which, if any, of these things are available at your workplace?

PROBE: What others?

IF RESPONDENT HAS MORE THAN ONE JOB, ANSWER FOR HER/HIS MAIN JOB.

- 1 Part-time work, allowing me to work fewer days per week
- 2 Part-time work, allowing me to work fewer hours per day
- 3 Flexi-time, so I can choose when to work my required hours
- 4 Working from home, at least some of the time
- 5 Job-sharing, where part-timers share one full-time job
- 6 Paid time off when the children are ill
- 7 Unpaid time off when the children are ill
- 8 None of these

{If currently employed (working=worknow or pWorkin = worknow) and is employee (WrkStat = emp)}

Friend2^

SHOW CARD F3

And which, if any, of these things do you currently use?

PROBE: What others?

- 1 Employer covers the full cost of child care
- 2 Employer covers part of the cost of child care
- 3 A work-place nursery or crèche
- 4 A subsidised nursery or crèche nearby
- 5 Before- and after-school child care during school terms
- 6 School holiday play-schemes
- 7 Term-time working
- 8 Information about local provision of childcare
- 9 Any other arrangement to help me combine job and child care
- 10 None of these

{If Friend2 = fullcost or partcost}

Ech5a

How much does your employer pay for your child care **each week**?

INTERVIEWER: ANSWER IN POUNDS AND PENCE.

Range = 1..996.00

{if WrkStat = self}

Wrk12a

ASK OR CODE: [Are/Were] you working on your own or [do/did] you have any employees?

- 1 on own/with partner(s), but no employees
- 2 with employees

{If WrkStat = self and Work12a = emps}

Wrk12b

How many people [do/did] you employ at the place where you work(ed)?

- 1 1-9
- 2 10-24
- 3 25-499
- 4 or 500 or more

THERE IS NO WRK13

{If WorkStat = Emp}

Wrk14

[Are/Were] you a member of a Trade Union or Staff Association?

- 1 Yes
- 2 No

{If WrkStat = Emp AND if Working = worknow OR pWorkin = worknow}

Wrk15

Do you think your job is considered by your employer to be ... READ OUT:

- 1 ... a temporary job (lasting less than 12 months),
- 2 a fixed term job (lasting between 1 and 3 years),
- 3 or, a permanent job (with no fixed time for ending)?

Wrk15a

[Does/Did] your employer run a pension scheme or superannuation scheme for which you [are/were] are eligible?

INTERVIEWER: IF PROMPTED INCLUDE CONTRIBUTORY AND NON-CONTRIBUTORY SCHEMES.

- 1 Yes
- 2 No

{If wrk15a=YES}

Wrk15b

[Do/Did] you belong to your employer's pension scheme?

- 1 Yes
- 2 No

{if WrkStat = emp}

Wrk16a

How often [are/were] you paid in your [last] job?

INTERVIEWER: SUGGEST RESPONDENT CONSULTS PAYSLIP

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{If WrkStat = emp and if Working = Worknow OR pWorkin = worknow}

Wrk16b

ASK OR CODE

Do you have a recent payslip to hand, which you could consult?

- 1 Latest payslip consulted
- 2 Old payslip consulted
- 3 Payslip not consulted
- 4 No payslip provided by employer

{if Wrk16a = RESPONSE}

Wrk17

When you were last paid, how much did you receive, that is after all deductions for tax, national insurance, pension contributions, union dues and so on, but **including** overtime, tax credits, bonuses, commission, tips, etc.

INTERVIEWER: PROBE FOR BEST ESTIMATE.

ENTER WHOLE POUNDS ONLY, **DO NOT** USE A DECIMAL POINT

Range = 1..999997

{if Wrk16a = RESPONSE}

Wrk17a

[Does/Did] this amount include a payment of Working Families Tax Credit or Disabled Persons' Tax Credit?

- 1 Yes
- 2 No

{If paid a TC, Wrk17a=Yes}

Wrk17b

How much Working Families Tax Credit or Disabled Persons' Tax Credit did you receive?

INTERVIEWER: ENTER WHOLE POUNDS ONLY

Range = 1..9997

{IfWrk16a IN OneWeek..Year}

WkPay

COMPUTER: calculate weekly pay (^WKPAY):INTEGER[5]

{ifWrk16a = RESPONSE}

Wrk18

May I just check, what deductions were made from this pay for pension contributions?

INTERVIEWER: ENTER WHOLE POUNDS ONLY. IF NONE, ENTER '0'.

Range = 0..9997

WkPay18

COMPUTED FIELD. WEEKLY AMOUNT OF PENSION CONTRIBUTIONS

{IfWrk16a = RESPONSE AND IF Wrk14 = yes, belongs to Trade Union}

Wrk19

And may I just check, what deductions were made from this pay for union dues?

INTERVIEWER: ENTER WHOLE POUNDS ONLY. IF NONE, ENTER '0'.

Range = 0..9997

WkPay19

COMPUTED FIELD. WEEKLY AMOUNT OF UNION FEES

{ifWrk16a = RESPONSE}

Wrk20

Were there any other deductions from this pay, except for tax and National Insurance?

1 Yes

2 No

{ifWrk20 = yes}

Wrk21

How much were these other deductions?

INTERVIEWER: WHOLE POUNDS ONLY

Range = 1..9997

WkPay21

COMPUTED FIELD. WEEKLY AMOUNT OF OTHER DEDUCTIONS

GrossPay

Computed gross pay calculation

Range = 0..9999997

{display of pay and deductions}

WrkDisp

INTERVIEWER, PRESS <ENTER> TO CONFIRM YOUR ENTRIES:

TAKE HOME PAY = [Wrk17]

TAX CREDITS = [Wrk17b]

PENSION DEDUCTION = [Wrk18]

UNION DUES = [Wrk19]

OTHER DEDUCTIONS = [Wrk21]

{ifWrk16a = RESPONSE}

Wrk22

[Is/Was] National Insurance usually deducted from your earnings?

- 1 Yes
- 2 No

{ifWrk16a = RESPONSE}

Wrk23

[Do/Did] you usually have Income Tax deducted from your earnings?

- 1 Yes
- 2 No

{ifWrk16a = RESPONSE}

Wrk24

You said you were paid £[Wrk17] last time. [Is/Was] this the amount you [are/were] usually paid?

- 1 Yes
- 2 No

{ifWrk24 = no}

Wrk25

Can I just check what [is/was] the amount you [are/were] usually paid?
IF VARIES, OR JUST STARTED JOB, ENTER DON'T KNOW [CTRL+K].

Range = 1..999997

{ifWrk16a = RESPONSE}

Wrk26

Can I check, [are/were] you on an hourly rate of pay in this job?

- 1 Yes
- 2 No

{IfWrk26=Yes}

WrkHr

What [is/was] your **basic** hourly rate?
NOT INCLUDING OVERTIME RATES
USE DECIMAL POINT TO RECORD HOURLY PAY IN POUNDS AND PENCE.

Range = 0.01..997.00

WrkHrD

INTERVIEWER: YOU'VE ENTERED A RATE OF £[WrkHr] PER HOUR. PRESS 'ENTER' TO CONFIRM THIS IS CORRECT.

{ifWrkStat = emp}

Wrk27

How many hours a week [do/did] you usually work in this job, excluding meal breaks but including any paid overtime?
IF NO FIXED HOURS, ENTER 997.

Range = 1..997

{if WrkStat = emp}

Wrk30

How much [do/did] you spend **per week** on travel to and from work?

INTERVIEWER: PLEASE CODE POUND AND PENCE.

IF NOTHING ENTER 0

Range = 0.00..250.00

{Soft check: if Wrk30 > 50, display: ARE YOU SURE?}

{if WrkStat = emp AND currently in work}

TravWr

How do you usually travel to work?

CODE ONE ONLY, FOR THE LONGEST PART, BY DISTANCE, OF USUAL JOURNEY TO WORK.

If different methods used on different days of the week, code method used on the majority of days in the week.

- 1 Underground, metro, light rail, tram
- 2 Train
- 3 Public bus, minibus or coach
- 4 Motorcycle, scooter or moped
- 5 Car or van
- 6 Taxi/minicab
- 7 Bicycle
- 8 On foot
- 9 Usually works from home
- 10 Other (Please specify)
- 11 *Other specific answer, not codeable to 1-9*
- 97 *Other vague answer, not codeable to 1-11*

{IF (TravSc = Other)}

XtravSc

Please specify other answer.

{if WrkStat = self}

Wrk31

You said you [are/were] self-employed in this job. May I just check, [are/were] you paid a salary or wage by an employer?

- 1 Yes
- 2 No, NODK, NOREFUSAL

{if Wrk31 = yes}

Wrk33

And may I just check, in this job [are/were] you..READ OUT..

- 1 Paid a salary or wage by an agency?
- 2 A sole director of your own limited business?
- 3 Running a business or professional practice?
- 4 Working for yourself?
- 5 A sub-contractor?
- 6 Or doing freelance work
- 7 None of the above NODK,NOREFUSAL

{if WrkStat = Self}

Wrk34

How many hours each week [do/did] you usually work, including doing the books, VAT and so on?

Range = 0..168

{Soft check: if Wrk34 > 100, display: ARE YOU SURE?}

{if Wrk34 = DK}

Wrk35

Can you give me an estimate of the number of hours you usually work(ed) per week? Is it ... READ OUT

- 1 ...0-15,
- 2 16-23,
- 3 24-29?
- 4 or, 30 or more?

{If currently self-employed: Wrkstat = 2 & Wrk1a = 1 or 2}

Wrk36

How long have you been [self-employed and working for others/in business]?

- 1 Under 6 months
- 2 6 months or more

{if Wrk36 = short}

Wrk37

What do you think your income from the business will be over the next six months?

Range = 0..999997

{if Wrk37 = 1..999997}

Wrk38

What period does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if Wrk36 = long}

Wrk39

On average, how much money do you take out of your business **each week** for your own and your family's use?

Range = 0..9997

{if Wrk39 IN 1..9997}

Wrk40

Is this amount **all** the cash profit you make from your business or do you make an additional profit when you add up your income and expenses, which you take as extra income or a bonus?

- 1 Weekly allowance is only profit
- 2 Make additional profit
- 3 Makes a loss

*{if WrkStat = self and Wrk40 <> All and Wrk40 <> Loss, ie all self-employed
except those coded 'all' or 'loss' at Wrk40}*

Wrk41

So what do you estimate [is/was] your total income from the business after all expenses, taxes etc?

Range = 1..999997

{if Wrk41 = 1..999997}

Wrk42

What period does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 6 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if Wrk36 = long}

Wrk43

What is the most recent year for which you have full accounts?

Range = 1990..2050

{if WrkStat = self}

Wrk47

How much National Insurance [do/did] you pay?

RECORD TO THE NEAREST WHOLE £

Range = 0..99997

{if Wrk47 IN 1..9997}

Wrk48

What period does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{If WORKING=haswork OR pWorkin = haswork}

Wrk76

SHOW CARD F4

What was the **main** reason why you left your last main job?

CODE ONE MAIN REASON ONLY.

- 1 It was a fixed term or temporary job
- 2 You were made redundant
- 3 You were dismissed
- 4 You were pregnant
- 5 For health reasons
- 6 You decided to leave yourself
- 7 College/ full-time study
- 8 Wanted to look after family
- 9 Childcare broke down
- 10 Breakdown of marriage/relationship
- 11 Problems with transport
- 12 Another reason (SPECIFY AT NEXT QUESTION)
- 13 *Financial reasons*
- 14 *Retired*
- 15 *Other specific answer, not codeable to 1-14*
- 97 *Other vague answer, not codeable to 1-15*

{if Wrk76 = other}

Wrk77

ENTER OTHER REASON FOR LEAVING LAST JOB.

{If WORKING=haswork or worknow OR pWORKIN=haswork or worknow}

Wrk78

Apart from the job you have just told me about, do you (did you at the **same** time) do any other paid work that brings (brought) you a regular income?

(INCLUDES FOSTERING FEES & SIMILAR ALLOWANCES)

- 1 Yes
- 2 No

{if Wrk78 = yes}

Wrk79

What kind of extra paid work [do/did] you do?

- 1 *Cleaning (includes domestic work)*
- 2 *Social care, care for adults*
- 3 *Childcare, babysitting*
- 4 *Secretarial work*
- 5 *Catering*
- 6 *Fostering*
- 7 *Hairdressing*
- 8 *Catalogue agent*
- 9 *Shop assistant*
- 10 *Teaching*
- 11 *Other specific answer, not codeable to 1-10*
- 97 *Other vague answer, not codeable to 1-11*

{if Wrk78 = yes}

Wrk80

[Do/Did] you work as an employee in this work or [are/were] you self-employed?

- 1 Employee
- 2 Self-employment
- 3 Government scheme
- 4 Unpaid family worker

NODK, NOREFUSAL

{if Wrk78 = yes}

Wrk81

How much [do/did] you receive for this extra paid work, after taxes and any other deductions?

INTERVIEWER:INCLUDE MONEY FROM ALL THEIR JOBS.

Range = 0..99997

{if Wrk81 = 1..99997}

Wrk82

What period of time does that amount cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if Wrk81 = 1..9997}

Wrk83

And how many hours each week [do/did] you usually work for this extra money?

Range = 1..97

{if Wrk78 = yes}

Wrk84

How often [do/did] you do this extra paid work?

- 1 Every week
- 2 Every second week
- 3 Every third week
- 4 Every fourth week
- 5 Less often than this

TrainIntro

QUESTIONS ABOUT TRAINING

{if WrkStat = emp and been in job for at least 2 months}

Wrk86

[Have you done/Did you do] any work-related training, or [has/did your employer ever offer(ed)] you any work-related training in [the last 12 months/your last 12 months in this job]?

IF YES: PROBE TO ANSWER CATEGORIES.

- 1 yes, done work related training
- 2 yes, offered but not attended work-related training
- 3 no

{if Wrk86 = yesdo}

Wrk88

Was that training ... READ OUT ...

- 1 ...on the job training only,
- 2 training away from your job,
- 3 or both?

{if Wrk86 = yesdo}

Wrk89

In total, in the last 12 months how much training did you do?

- 1 Half a day
- 2 One day only
- 3 2-3 days
- 4 4-5 days
- 5 Less than two weeks
- 6 Two weeks or more

10 Activity History

ASK FOR MAIN RESPONDENT, AND SEPARATELY FOR PARTNER

For panel cases, entry into the work history module is conditioned upon the respondent having started their current spell of activity in the 12 months after the date of the last interview. If started their current activity before that date, work history is ignored. If started their current activity after that date, ask about each activity until get to activity that commenced prior to the date of interview.

Textfill:

^PACTIV:= activity coded in previous iteration

^CACTIV:= activity coded in current iteration

^ACTIVITY:= response from Wrk1a

IF Wrk1a = FullT or PartT, THEN ^WHENSTART:= You also said that you started work in {response from Wrk7}{response from Wrk6}. PRESS 'ENTER' TO CONFIRM START YEAR IS CORRECT. IF NOT CORRECT, TYPE IN CORRECT YEAR.

IF Wrk1a <> FullT or PartT, THEN ^WHENSTART:= How long have you been ^ACTIVITY? When did it start? FIRST ENTER THE YEAR.

if first iteration of table:

^ALREADY:= (OR IF IT IS ALREADY INSERTED, PRESS <ENTER> TO CONFIRM)

^DISPYR:= PRESS <ENTER> TO CONTINUE

^DISPMO:= PRESS <ENTER> TO CONTINUE

Else if second or subsequent iteration of table:

^ALREADY:=

^DISPYR:= FIRST ENTER THE YEAR...

^DISPMO:= ...NOW ENTER THE MONTH

OVERVIEW OF WORK HISTORY TABLE: note that entries in parentheses are automatically displayed, from a previous answer

	Activity	Short label	Activity start year	Activity start month	end year	end month	if activity = work, extra Qs
1.	(=current activity)		(if=work, auto disp)	(if=work, auto disp)	(=2000)	(=month of wave 2 intervw)	(skipped for first iteration)
2.			(= end year from 1.)	(= end month from 1.)			
3. etc			(= end year from 2.)	(= end month from 2.)			

FIRST ITERATION

Wrksta is automatic, DISPLAY ONLY at the first iteration: the program copies this data into the Work History area, for completeness and ease of analysis.

Wrksta[1]

INTERVIEWER: DISPLAY OF CURRENT ACTIVITY, PRESS <ENTER> TO CONTINUE :

- 1 Working 16 or more hours
- 2 Working fewer than 16 hours
- 3 Unemployed and seeking work
- 4 On a training scheme,
- 5 Full time education/at school
- 6 Sick/ disabled (up to 6 months)
- 7 Sick/ disabled (6 months or longer)
- 8 Looking after the home or family
- 9 Caring for a sick, elderly or disabled person
- 10 Retired
- 11 Other

Display of the 'WORK STATUS' LABEL from above question or

Wrklab[1]

ENTER (SHORT) DESCRIPTION OF 'OTHER' ACTIVITY. :

{If currently in work: Work1a = 1 or 2}

Wrksyr[1]

I'd now like you to think about what you have been doing over the last year or so, back to [date of last interview/2001]. Earlier you said that last week you were ^ACTIVITY. [How long have you been ^ACTIVITY. When did it start? / You also said that you started work in month/year.]

(ENTER YEAR)

INTERVIEWER: CHECK THAT RESPONDENT HAS BEEN DOING THIS CONTINUOUSLY SINCE THEN AND THAT THERE WAS NO TIME IN BETWEEN WHEN THE SITUATION CHANGED. ^ALREADY.

Range = 1940..2050

Wrksmo[1]

INTERVIEWER: ENTER MONTH RESPONDENT STARTED BEING ^CACTIV. ^ALREADY

Range = 1..12

Wrkfyr[1]

ASK OR CODE: When did that period of being ^CACTIV stop?

Range = 1940..2050

Wrkfmo[1]

ENTER MONTH RESPONDENT STOPPED BEING ^CACTIV.

Range = 1..12

SECOND AND SUBSEQUENT ITERATIONS

Wrksta[2+]

What were you doing immediately before this period when you were ^PACTIV?

READ OUT...CODE FIRST TO APPLY

- 1 Working 16 or more hours
- 2 Working fewer than 16 hours
- 3 Unemployed and seeking work
- 4 On a training scheme,
- 5 Full time education/at school
- 6 Sick/disabled (up to 6 months)
- 7 Sick/disabled (6 months or longer)
- 8 Looking after the home or family
- 9 Caring for a sick, elderly or disabled person
- 10 Retired
- 11 Other

Wrklab[2+]

[DISPLAY WORK STATUS LABEL FROM PREVIOUS QUESTION]

If other: Wrksta = 11

ENTER (SHORT) DESCRIPTION OF 'OTHER' ACTIVITY

Wrksyr[2+]

When did you start that period of being ^CACTIV?

FIRST ENTER THE YEAR.

INTERVIEWER: CHECK THAT RESPONDENT HAS BEEN DOING THIS CONTINUOUSLY SINCE THEN AND THAT THERE WAS NO TIME IN BETWEEN WHEN THE SITUATION CHANGED.

Range = 1940..2050

Wrksmo[2+]

INTERVIEWER: ENTER MONTH RESPONDENT STARTED BEING ^CACTIV

Range = 1..12

Wrkfyr[2+]

And can I check, that period of being ^CACTIV stopped in...

READ THE YEAR, PRESS <ENTER> TO CONFIRM?

Range = 1940..2050

Wrkfmo[2+]

MONTH RESPONDENT STOPPED BEING ^PACTIV.
PRESS <ENTER> TO CONFIRM:

Range = 1..12

NEXT SEQUENCE IS SKIPPED FOR INTERATION 1, ONLY COMING UP FOR 2+, IF ACTIVITY =
WORK

If Wrksta[2+] = 1 or 2

Wrkemp[2+]

Were you working as an employee or were you self employed?

- 1 Employee
- 2 Self-employed
- 3 Government scheme
- 4 Unpaid family worker NODK, NOREFUSAL

Wrkhhrs[2+]

About how many hours a week did you usually work in this job, excluding meal breaks but including
any paid overtime?

IF NO FIXED HOURS, ENTER 997

Range = 1..997

Wrkpay[2+]

What was your usual *take home* pay in this job?

IF NO USUAL PAY, ENTER AMOUNT RECEIVED IN LAST WAGES.

ESTIMATE OK

Range = 1..999999

{If Wrkpay = 1..999999}

Wrkppd[2+]

What period of time did that pay cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if Wkrsta = Unemp or LookFam

WrkIS[2+]

Were you receiving Income Support or Jobseeker's Allowance (JSA) at that time? IF YES: Income Support or Jobseeker's Allowance?

- 1 Yes, Income Support
- 2 Yes, JSA
- 3 Both
- 4 No, neither

END OF TABLE. REPEAT Wrksta - Wrksig UNTIL START DATE OF ACTIVITY IS APRIL 2001 / DATE OF LAST INTERVIEW OR EARLIER.

WORK HISTORY CHECKS:

Hard: dates at Wrksyr and Wrkfyr must be after respondent's year of birth, else display: THIS IS BEFORE THE RESPONDENT WAS BORN. PLEASE AMEND.

Soft: dates at Wrksyr and Wrkfyr should be after respondent's 15th birthday, else display: ARE YOU SURE? THE RESPONDENT WAS VERY YOUNG.

Hard: start dates and end dates must be on or before the date of interview, else display: THIS DATE IS IN THE FUTURE. PLEASE AMEND.

Hard: end date must be after start date, else display: THE END DATE IS BEFORE THE START DATE. PLEASE AMEND.

Soft: two consecutive activities should not have the same activity code at Wrksta, unless they are FullT or PartT, else display: THIS IS THE SAME ACTIVITY CODE AS THE PREVIOUS ACTIVITY. PLEASE AMEND OR EXPLAIN IN A NOTE.

Hard: the start date of activity [n] must be before the start date of activity [n-1], else display: THE PREVIOUS START DATE IS BEFORE THIS ONE. PLEASE AMEND.

Soft: if the start date of one activity is not immediately after the end date of the previous activity, display: THERE IS A GAP OR OVERLAP BETWEEN SPELL {^n} AND THE SPELL ABOVE. THIS ACTIVITY FINISHES ON ^DATE BUT THE ACTIVITY ABOVE STARTS ON ^DATE. PLEASE CHANGE. IF YOU SUPPRESS THIS WARNING YOU MUST EXPLAIN IN A NOTE.

END OF WORK HISTORY TABLE

{If lone parent now, if working now, started work since October 1999, and immediately prior spell was receiving IS or JSA}

LPBR1

Some lone parents who leave Income Support or JSA and move into work may keep their Income Support or JSA payments for two weeks. Were you aware of this?

- 1 Yes
- 2 No

{If aware of this (LPBR=1)}

LPBR2

How did you hear about this scheme?

- 1 From DSS/BA official
- 2 Citizen's Advice Bureau
- 3 Welfare Rights worker
- 4 Work colleagues
- 5 Friends
- 6 Job centre or the Employment Service
- 7 Advertisement
- 8 Other

{If aware of this (LPBR=1)}

LPBR3

Have you [(ever) benefited from this scheme yourself (since (date of last interview))]?]

- 1 Yes
- 2 No

{If benefited from it (LPBR3=1)}

LPBR4

If you had not received the Benefit Run-on would you ... READ OUT ...

- 1 ... have not been able to move into work,
- 2 ... have moved into work, but found it more difficult to manage financially, or
- 3 ... have moved into work and not had any financial difficulties doing so?

{The following is asked of PARTNERS ONLY}

{All NON PANEL not currently receiving WFTC in pay: Wrk17a ne yes (Taken from the main respondent's answers)}

pFC1a

There is a payment available to help parents who work more than 16 hours a week. Do you know the name of this payment?

IF 'YES' ASK: What is it called?

DO NOT READ OUT.

- 1 Family Credit
- 2 FIS
- 3 Family Income Supplement
- 4 Family Income Support
- 5 Income Support
- 6 Family Allowances
- 7 Working Families Tax Credit
- 8 Don't know
- 9 Other name (SPECIFY AT NEXT QUESTION))

pFC64

If you (or your partner) were to qualify for Working Families Tax Credit what would you prefer...
READ OUT...

- 1 ...getting the money through wages
- 2 or, claiming it at the post office
- 3 or, having it paid into a bank or building society?

11 Childcare arrangements

ASKED OF MAIN RESPONDENT ONLY

TABLE FOR EACH CHILD IN THE HOUSEHOLD

{If respondent currently in work}

Wrkch1 (Wrk49)

ASK OR CODE: Is [child's name] old enough to go to school?

- 1 Yes
- 2 No

{If respondent currently in work}

Wrkch1b

When you are working, are your arrangements for looking after [child's name] the same during school term-time and in school holidays?

INTERVIEWER: IF SAME CARE PROVIDER USED, BUT FOR A DIFFERENT NUMBER OF HOURS, CODE 'NO'.

- 1 Yes
- 2 No

{If respondent currently in work}

Wrkch2^ (Wrk50)

SHOW CARD F5

When you are working, what are your usual arrangements for looking after [child's name] [during school term-time]?

CODE UP TO THREE RESPONSES

INTERVIEWER: THERE ARE 16 CODES.

- 1 Partner/ ex-partner
- 2 Parents/in law
- 3 Child(ren)'s older brother or sister
- 4 Other relative/friend
- 5 Nursery/creche
- 6 Nursery school/playgroup
- 7 Registered childminder
- 8 Unregistered childminder
- 9 Live in nanny/au pair
- 10 Other daily or shared nanny
- 11 After school or holiday play scheme
- 12 I only work(ed) during school hours
- 13 Old enough to look after themselves
- 14 I take/took them to work with me
- 15 I work(ed) at home
- 16 Other type of arrangement (Please enter note)

TABLE FOR TYPE OF CHILDCARE

{For each type of childcare: Partner to Play scheme}

Wrkch3

How many hours per week does [child's name] spend being looked after by ... [type of childcare mentioned at Wrkch2] ... [during school term-time]?

INTERVIEWER: IF HOURS VARY, RECORD AN AVERAGE

Range = 1..168

{For each type of childcare: Partner . Play scheme (codes 1..11)}

Wrkch4 (Wrk52)

Do you usually have to pay for this childcare [during school term-time]?

INTERVIEWER: PAYMENT REFERS TO A MONETARY AMOUNT.

- 1 Yes
- 2 No

{If pays for (type of childcare mentioned at Wrkch2)}

Wrkch5 (Wrk54)

How much do you pay for ... [type of childcare mentioned at Wrkch2] ... [during school term-time]?

INTERVIEWER: ENTER POUNDS AND PENCE

IF AMOUNT PAID COVERS ALL CHILDREN RECORD AMOUNT AT FIRST CHILD AND CODE 9997 FOR ALL SUBSEQUENT CHILDREN

PLEASE IGNORE ANY CHILDCARE VOUCHERS PROVIDED BY EMPLOYER.

Range = 0.01..9997.00

{HARD CHECK: AT FIRST ITERATION, INTERVIEWER CANNOT ENTER DON'T KNOW}

{If pays in 1..9997}

Wrkch6

What period of time does that cover?

- 1 Hour
- 2 Half day (session)
- 3 Day
- 4 Week
- 5 Calendar month
- 6 Term
- 7 Year
- 8 One-off cost / lump-sum
- 9 None of these (Explain in note)

{If pays in 1..9997}

Wkch6a

At any time in the past year, that is since [month of current interview] 2001, have the rates charged by ... [type of childcare mentioned at Wrkch2] ... increased or decreased at all?

- 1 increased
- 2 decreased
- 3 [spontaneous] stayed the same

{ IF Wkch6a=increas or Wkch6a=decreas }

Wrk6b

When the charges [increased/decreased] did this affect the number of hours that you used ... [type of childcare mentioned at Wrkch2].... for [child's name]?

INTERVIEWER: IF YES PROBE: Did the hours increase or decrease?

- 1 yes, number of hours increased
- 2 yes, number of hours decreased
- 3 no

{SOFT CHECK: IF PERIOD IS HOUR ... DAY & AMOUNT PAY IS GREATER THAN £1,000
INTERVIEWER
TO CHECK: THIS AMOUNT SEEMS QUITE HIGH. PLEASE CHECK FIGURE WITH
RESPONDENT?}

{For eachtype of childcare Parents . Play scheme (codes 2..11) and if doesn't pay for childcare (Wrkch4 = 2)}

Wrkch4a^

SHOW CARD F6

Do you do any of the things on this card to repay ... [type of childcare mentioned at Wrkch2] ... for looking after [child's name] [during school term-time]?

- 1 Look(ed) after his/her child(ren) in return
- 2 Do(Did) him/her a favour
- 3 Give(Gave) him/her a gift or treat
- 4 Something else
- 5 None of these

END TABLE (childcare arrangement)

END TABLE (each child)

If used any childcare

ReICC1

Can you rely on your childcare arrangements [during school term-time] ... READ OUT ...

- 1 ... all, or almost all of the time
- 2 most of the time
- 3 about half of the time
- 4 some of the time
- 5 or very little of the time that you need childcare?

{If uses childcare}

Wrk66

If your arrangements break down at short notice, say when .. [your childcare provider] .. was ill, do you have an alternative you know would be able to have the child(ren) at short notice [during term time]?

- 1 Yes
- 2 No

{If has alternative arrangements}

Wrk68^

SHOW CARD F7

Who then would look after the child(ren) [during term time]? PROBE: Who else?

- 1 Partner/ ex-partner
- 2 Parents/in law
- 3 Child(ren)'s older brother or sister
- 4 Other relative/friend
- 5 Nursery/creche
- 6 Nursery school/playgroup
- 7 Registered childminder
- 8 Unregistered childminder
- 9 Live in nanny/au pair
- 10 Other daily or shared nanny
- 11 After school or holiday play scheme
- 12 I only work(ed) during school hours
- 13 Old enough to look after themselves
- 14 I take/took them to work with me
- 15 I work(ed) at home
- 16 Other type of arrangement (Please enter note)

{If has alternative arrangements}

Wrk70

Would you usually have to pay for any of this alternative childcare when you needed it [during term time]?

- 1 Yes
- 2 No

TABLE for each child whose childcare arrangements differ between school term-time and holidays.

Wrkch7^ (Wrk51)

SHOW CARD F8

When you are working, what are your usual arrangements for looking after [child's name] during the school holidays?

CODE UP TO THREE RESPONSES

- 1 Partner/ex-partner
- 2 Parent(s)/in law
- 3 Child(ren)'s older brother or sister
- 4 Other relative/friend
- 5 Nursery/creche
- 6 Nursery school/playgroup
- 7 Registered childminder
- 8 Unregistered childminder
- 9 Live in nanny/au pair
- 10 Other daily or shared nanny
- 11 After school or holiday play scheme
- 12 I only work(ed) during term time
- 13 Old enough to look after themselves
- 14 I take/took them to work with me
- 15 I work(ed) at home
- 16 Other type of arrangement (Please enter note)

{For each type of childcare: Partner . Play scheme (codes 1..11)}

Wrkch8

How many hours per week does [child's name] spend being looked after by ... [childcare arrangement]... during the school holidays?

INTERVIEWER: IF HOURS VARY RECORD AN AVERAGE

Range = 1..168

{For each type of childcare: Partner . Play scheme (codes 1..11)}

Wrkch9 (Wrk53)

Do you usually have to pay for this childcare during the school holidays?

INTERVIEWER: PAYMENT REFERS TO A MONETARY AMOUNT.

1 Yes

2 No

{If pays for ^CARETYPE}

Wrkch10 {Wrk55}

How much do you pay for ... [childcare arrangement]... during the school holidays?

INTERVIEWER: ENTER POUNDS AND PENCE

IF AMOUNT PAID COVERS ALL CHILDREN RECORD AMOUNT AT FIRST CHILD AND CODE 9997 FOR ALL SUBSEQUENT CHILDREN

PLEASE IGNORE ANY CHILDCARE VOUCHERS PROVIDED BY EMPLOYER.

Range = 0.01..9997.00

{If pays in 1..9997}

Wrkch11

What period does that cover?

1 Hour

2 Half day (session)

3 Day

4 Week

5 Calendar month

6 Term

7 Year

8 One-off cost / lump-sum

9 None of these (Explain in note)

<p>{SOFT CHECK: IF PERIOD IS HOUR ... DAY & AMOUNT PAID IS GREATER THAN £1,000 INTERVIEWER TO CHECK: THIS AMOUNT SEEMS QUITE HIGH. PLEASE CHECK FIGURE WITH RESPONDENT}</p>

{For each type of childcare Parents . Play scheme (codes 2..11) and if doesn't pay for childcare (Wrkch9 = No)}

Wrkch9a^

SHOW CARD F9

Do you do any of the things on this card to repay ... [childcare arrangement]... for looking after [child's name] during the school holidays?

- 1 Look(ed) after his/her child(ren) in return
- 2 Do(Did) him/her a favour
- 3 Give(Gave) him/her a gift or treat
- 4 Something else
- 5 None of these

Repeat for each child

{If used any childcare in the school holidays}

RelCC2

Can you rely on your childcare arrangements **during the school holidays** ... READ OUT ...

- 1 ... all, or almost all of the time
- 2 most of the time
- 3 about half of the time
- 4 some of the time
- 5 or very little of the time that you need childcare?

{If used childcare in the school holidays}

Wrk67

If your arrangements break down at short notice, say when .. [your childcare provider] .. was ill, do you have an alternative you know would be able to have the child(ren) at short notice *during the school holidays*?

- 1 Yes
- 2 No

{If had alternative arrangements in the school holidays}

Wrk69 ^

SHOW CARD F10

Who then would look after the child(ren) *during the school holidays*?

PROBE: Who else?

- 1 Partner/ex-partner
- 2 Parent(s)/in law
- 3 Child(ren)'s older brother or sister
- 4 Other relative/friend
- 5 Nursery/creche
- 6 Nursery school/playgroup
- 7 Registered childminder
- 8 Unregistered childminder
- 9 Live in nanny/au pair
- 10 Other daily or shared nanny
- 11 After school or holiday play scheme
- 12 I would only work during term time
- 13 Old enough to look after themselves
- 14 I would take them to work with me
- 15 I would work at home
- 16 Other

{IfWrk69 IN parent .. Scheme}

Wrk71

Would you usually have to pay for any of this alternative childcare when you needed it *during the school holidays*?

- 1 Yes
- 2 No

{CHILDCARE QUESTIONS FOR NON-WORKING RESPONDENTS}

TABLE for each child

NWrkcc^

(Now some questions about childcare.)

SHOW CARD F12

In the last four weeks, which, if any, of these childcare arrangements have you used for looking after [child's name]?

CODE UP TO THREE RESPONSES

INTERVIEWER: THERE ARE 14 CODES

- 1 Partner/ex-partner
- 2 Parent(s)/in law
- 3 Child(ren)'s older brother or sister
- 4 Other relative/friend
- 5 Nursery/creche
- 6 Nursery school/playgroup
- 7 Registered childminder
- 8 Unregistered childminder
- 9 Live in nanny/au pair
- 10 Other daily or shared nanny
- 11 After school or holiday play scheme
- 12 Old enough to look after themselves
- 13 Other type of arrangement (Please enter note)
- 14 None of these

TABLE for each childcare arrangement

{For each type of childcare}

NWrkhr

And now thinking **about the last 7 days**, how many hours did [child's name] spend being looked after by [childcare arrangement]?

IF LESS THAN ONE HOUR CODE 0

IF NOT USED CODE 0

Range = 0..168

{If NwrkHr > 0}

NWrkpay

How much, if anything, did you pay for the childcare provided by ... [childcare arrangement]... **over the last 7 days?**

INTERVIEWER: ENTER POUNDS AND PENCE

ENTER **TOTAL** AMOUNT FOR LAST 7 DAYS

IF AMOUNT PAID COVERS ALL CHILDREN RECORD AMOUNT AT FIRST CHILD AND CODE 9997 FOR ALL SUBSEQUENT CHILDREN.

Range = 0.00..9997.00

END TABLE

{END OF QUESTIONS FOR NON-WORKING RESPONDENTS}

{All parents}

KidsDep

Computed variable: If any dependent children in the household.:

- 1 Yes
- 2 No

{All with dependent children}

Sources ^

SHOW CARD F11

In the last 12 months, that is since [date, one year ago], from which, if any, of these people or places have you obtained information about childcare in your local area?

By 'your local area' I mean any places that are near enough for you to be able to use them on a regular basis, regardless of whether or not you have used them.

PROBE: Which others?

- 1 Word of mouth (e.g. friends or relatives)
- 2 Children's information services
- 3 ChildcareLink (the national helpline and web site)
- 4 National organisation(s) (e.g. Kids' Club Network, Citizen's Advice Bureau)
- 5 Local Authority
- 6 Employment Service or Jobcentre adviser
- 7 Your employer
- 8 Local advertising (e.g. in shop windows, local newspaper)
- 9 Yellow Pages
- 10 Doctor's surgery
- 11 Health visitor
- 12 Local community centre
- 13 Local library
- 14 Internet
- 15 Other - please specify
- 16 None of these
- 17 *Child's school*
- 18 *Parent & toddler group/playgroup*
- 19 *Other professional (e.g. social worker, family support worker)*
- 20 *Leaflets, flyers through the door*
- 21 *Other specific answer, not codeable to 1-20*
- 97 *Other vague answer, not codeable to 1-21*

IF Sources = RESPONSE THEN

CHECK

((None IN Sources) AND (CARDINAL(Sources)=1)) OR NOT(None IN Sources)

'None of these' cannot be coded with any other response.

{If Sources = Other}

OthSourc

INTERVIEWER: Enter details of other source(s) of information.

{All with dependent children}

Info2

Would you say that the amount of information which is available to you about childcare in your local area is about right, too much or too little?

- 1 About right
- 2 Too much
- 3 Too little

IntOver

The next few questions are about what you **think** about childcare in your local area irrespective of whether you use any.

CCPlaces

SHOWCARD F13

Please think about the overall number of places at childcare providers in your local area, that is places at the types of provider shown on this card. Currently, would you say that there are too many places, about the right number or not enough?

INTERVIEWER: Use 'Don't Know' if respondent can't say.

- 1 Too many
- 2 About the right number
- 3 Not enough

CCQual

SHOW CARD F14

And thinking about the overall quality of childcare provided in your local area, how good would you say this is? Please choose a response from this card.

INTERVIEWER: Use 'Don't Know' if respondent can't say.

- 1 Very good
- 2 Fairly good
- 3 Neither good nor poor
- 4 Fairly poor
- 5 Very poor

CCcost

SHOW CARD F15

And thinking about the overall affordability of childcare provided in your local area, for a family like yours how good would you say this is? Please choose a response from this card.

- 1 Very affordable
- 2 Fairly affordable
- 3 Not at all affordable

12 Job search activity

ASK FOR MAIN RESPONDENT, AND SEPARATELY FOR PARTNER

Intro2

JOB SEARCH SECTION

{if working 1-15 hours, or not working}

Jsc1

Are you currently seeking paid work of either 16 hours or more or fewer than 16 hours each week?

- 1 Yes, 16 hours or more
- 2 Yes, fewer than 16 hours
- 3 No, NODK, NOREFUSAL

{if empstat =more16 or Jsc1=no}

Jsc2

Have you been looking for paid work of 16 hours or more at any time during the past 12 months, (including looking for the job you are in now)?

INCLUDE LOOKING FOR JOB THEY ARE IN NOW, AND NEW JOB FOR THE FUTURE AND LOOKING FOR ADDITIONAL JOBS TO INCREASE TOTAL HOURS TO 16+

- 1 Yes
- 2 No, NODK, NORF

{All except those working more than 16 hours and job started in 2000 or before}

Jsc3

Some people are asked to attend a meeting usually when they are starting or renewing a claim for Income Support. In some cases, their claim can be delayed if they don't attend. Have you had a meeting of this sort?

INTERVIEWER: ADD FURTHER EXPLANATION IF NECESSARY: The purpose of the meeting is to review whether the person is becoming ready to get a job in the near future. The meeting is usually held at the Employment Service.

- 1 Yes
- 2 No

{If Jsc1=yes16 or yeslt16 or Jsc2=yes}

Jsc4

During the past 12 months have you seen any vacancies for jobs offering 16 hours or more each week that you have applied for, or intended to apply for?

INCLUDE JOB THEY ARE IN NOW, AND NEW JOB FOR THE FUTURE, AND ADDITIONAL JOBS TO INCREASE TOTAL HOURS TO 16+

- 1 Yes, applied
- 2 Yes, intended to apply
- 3 Yes, both applied and intended to apply
- 4 No

{all who are/were looking for a job; {IF Jsc1 = yes16 or Jsc1=yeslt16 or Jsc2 = Yes}}

Jsc12

At any time in the past 12 months, have you seen any vacancies for suitable jobs in this area that you would not have been able to travel to?

- 1 Yes
- 2 No

{if has seen vacancy: Jsc4 = apply or Jsc4 = intend; and/or Jsc12 = yes }

Jsc13a

Thinking about the most recent job that you applied for or considered applying for, how much pay was that job offering?

FIRST, CODE TIME PERIOD: PER HOUR, WEEK, MONTH OR YEAR...

- 1 Per hour
- 2 Per week
- 3 Per month
- 4 Per year
- 5 Per other period(SPECIFY AT NEXT QUESTION)
- 6 Other specific answer, not codeable to 1-4
- 7 Other vague answer, not codeable to 1-6

{IF Jsc13a = other}

Jsc13b

INTERVIEWER: SPECIFY OTHER TIME PERIOD FOR PAY

{if Jsc13a IN hour..other }

Jsc13c

...NOW ENTER AMOUNT ^PERIOD1

INTERVIEWER: ENTER POUNDS AND PENCE USING DECIMAL PLACE

Range = 0.00..99997.00

{if has seen vacancy: Jsc4 = apply or Jsc4 = intend; and/or Jsc12 = yes}

Jsc14

Was it a permanent or temporary job, or a contract for a fixed term?

- 1 Permanent
- 2 Temporary job (including seasonal/casual work)
- 3 Fixed term contract
- 4 Temporary, but could become permanent
- 5 Don't know

Jsc16

... and for how many hours of work each week?

Range = 1..997

CHECK

(Jsc16 < 168) ANSWER OUT OF RANGE

SIGNAL

(Jsc16 < 60) OVER 60 HOURS, IS THAT CORRECT?

{If Wrk1a = few16}

Jsc31a^

Is there anything in particular which is stopping you looking for a job of 16 or more hours a week at the moment?

CODE ALL THAT APPLY

- 1 No, nothing: already looking
- 2 Cannot afford child care
- 3 No child care available
- 4 Own illness/disability
- 5 Child's illness/disability
- 6 Other household member's illness/disability
- 7 No work available
- 8 Don't have the skills/qualifications
- 9 Studying/ on a training course
- 10 Better off not working
- 11 Don't want to spend more time apart from my children
- 12 Would not be able to pay rent or mortgage
- 13 Problems with transport
- 14 Don't need to
- 15 No reason
- 16 Other reason(s) (SPECIFY AT NEXT QUESTION)
- 17 *Pregnant*
- 18 *Retired or approaching retirement*
- 19 *Other specific answer, not codeable to 1-18*
- 97 *Other vague answer, not codeable to 1-19*

CHECK

((Look IN Jsc31a) AND CARDINAL(Jsc31a)=1) OR NOT(Look IN Jsc31a)

Exclusive code 'No, nothing: already looking' entered with other codes.

((None IN Jsc31a) AND CARDINAL(Jsc31a)=1) OR NOT(None IN Jsc31a)

Exclusive code 'No reason' entered with other codes.

{if Jsc31a = other}

Jsc31b

INTERVIEWER: SPECIFY OTHER REASONS

If not currently working

Jsc40a^

Is there anything in particular which is stopping you looking for a job of 16 or more hours a week at the moment? Anything else?

CODE ALL THAT APPLY

- 1 No, nothing: already looking
- 2 Cannot afford child care
- 3 No child care available
- 4 Own illness/disability
- 5 Child's illness/disability
- 6 Other household member's illness/disability
- 7 No work available
- 8 Don't have the skills/qualifications
- 9 studying/on a training course
- 10 Better off not working
- 11 Don't want to spend more time apart from my children
- 12 Would not be able to pay rent or mortgage
- 13 Problems with transport

- 14 Don't need to look for a job
- 15 No reason / none of these
- 16 Other reason(s) (SPECIFY AT NEXT QUESTION)
- 17 *Pregnant*
- 18 *Retired or approaching retirement*
- 19 *Other specific answer, not codeable to 1-18*
- 97 *Other vague answer, not codeable to 1-19*

CHECK

((Look IN Jsc40a) AND CARDINAL(Jsc40a)=1) OR NOT(Look IN Jsc40a)
 Exclusive code 'No, nothing: already looking' entered with other codes.
 ((None IN Jsc40a) AND CARDINAL(Jsc40a)=1) OR NOT(None IN Jsc40a)
 Exclusive code 'No reason' entered with other codes.

{if Jsc40a = other}

Jsc40b

INTERVIEWER: SPECIFY OTHER REASONS

if Jsc40a IN care..other (ie. all except 'already looking')

Jsc41

Do you think you might look for a paid job of 16 or more hours a week in the future?

- 1 Yes
- 2 No

{if Jsc41 = yes or dknow}

Jsc42

When do you think you might look for a paid job of 16 or more hours a week?

- 1 Looking now
- 2 In a few weeks
- 3 In a few months
- 4 In a year or two
- 5 Some time in the future

{If currently in work}

Jsc60

So, may I just check, are you actively looking for a new job at the moment?

- 1 Yes
- 2 No

{If Jsc60 = Yes or (look in Jsc40a or Jsc42 in (now..yrs))}

Jsc50a

[Suppose you were looking for another job, working **16 or more hours a week**] How much money would you need to be offered in a new job before you felt it worth taking?

ENCOURAGE GUESSING IF NECESSARY

FIRST, CODE TIME PERIOD: PER WEEK, MONTH OR YEAR...:

- 1 per hour
- 2 per week
- 3 per month
- 4 per year
- 5 per other period (SPECIFY AT NEXT QUESTION)
- 6 *Other specific answer, not codeable to 1-4*
- 7 *Other vague answer, not codeable to 1-6*

{IF Jsc50a = other}

Jsc50b

INTERVIEWER: SPECIFY OTHER TIME PERIOD FOR PAY

{if Jsc50a IN week..other }

Jsc50c

...NOW ENTER AMOUNT [per period at Jsc50a]

INTERVIEWER: ENTER POUNDS AND PENCE USING DECIMAL PLACE.

Range = 0.00..99997.00

{if Jsc50c in 1..99997 }

Jsc51

How easy or difficult do you think it would be to get a job around here paying that amount... READ OUT...

- 1 ...very easy,
- 2 quite easy,
- 3 quite difficult,
- 4 or very difficult?

{if Jsc50c in 1..99997 }

Jsc52

Do you think in the end you would have to take a job paying less than this?

- 1 Yes
- 2 No

{if Jsc52 = yes; or if Jsc50c IN 99998..99999 (ie was dk/ref) }

Jsc53a

How much do you think you would have to end up accepting?

FIRST, CODE TIME PERIOD: PER WEEK, MONTH OR YEAR...

- 1 per hour
- 2 per week
- 3 per month
- 4 per year
- 5 per other period (SPECIFY AT NEXT QUESTION)
- 6 Other specific answer, not codeable to 1-4
- 7 Other vague answer, not codeable to 1-6

{IF Jsc53a = other}

Jsc53b

INTERVIEWER: SPECIFY OTHER TIME PERIOD FOR PAY

{if Jsc53a IN week..other }

Jsc53c

...NOW ENTER AMOUNT [per period at Jsc53a]

INTERVIEWER: ENTER POUNDS AND PENCE USING DECIMAL PLACE.

Range = 0.00..99997.00

{if Jsc60 = Yes or (look in Jsc40a or Jsc42 in (now..yrs))}

Jsc54

How many hours each week do you think you would like to work?

Range = 1..997

HARD CHECK, IF Jsc54 > 168: ANSWER OUT OF RANGE
SOFT CHECK, IF Jsc54 > 60: OVER 60 HOURS, IS THAT CORRECT?

{if Jsc50c IN 1..99997, ie. excluding dks/refs}

Jsc57

SHOW CARD G1

There are some types of income, apart from earnings, that people may get when working. Which of these types of income shown on this card do you think you would get in a new job [paying the amount you have mentioned]?

- 1 Working families Tax Credit (formerly Family Credit)
- 2 Income Support
- 3 Maintenance
- 4 Housing Benefit
- 5 Council Tax Benefit
- 6 Child Benefit
- 7 Other benefits
- 8 Income from lodgers
- 9 Student grant
- 10 Other source
- 11 None of these

CHECK

((CARDINAL(Jsc57)=1) AND (None IN Jsc57)) OR NOT(None IN Jsc57)
'None' is an exclusive code.

Jsc58

What would you say would be the minimum you would need to have coming in from wages and from all these extra sources **each week** for a new job to be worth taking?

INTERVIEWER: RECORD WHOLE POUNDS ONLY.

RECORD INCOME BEFORE DEDUCTIONS e.g. TO PAY FOR TRAVEL, MORTGAGE, RENT OR CHILDCARE

Range = 0..9997

{if Jsc41 NOT No AND Jsc42 NOT Fut AND NOT Wrk1a = more16}

Jsc70^

If you were to take up working [16 or more hours a week] (again) what would be your usual arrangements for looking after the children?

PROMPT TO CLASSIFY: CODE ALL THAT APPLY

Children would be cared for by...

- 1 Former partner
- 2 Current partner
- 3 Parents/in law
- 4 Older brother or sister
- 5 Other relatives/friends
- 6 Nursery/creche
- 7 Nursery school/play group
- 8 Registered childminder
- 9 Unregistered childminder
- 10 Live in nanny/Au pair
- 11 Other daily or shared nanny
- 12 After school or holiday playscheme
- 13 I would only work during school hours
- 14 I would take them to work
- 15 Old enough to look after themselves
- 16 I would work from home
- 17 Other arrangements (please specify)
- 18 None of these
- 19 *Other specific answer, not codeable to 1-18*
- 97 *Other vague answer, not codeable to 1-19*

{HARD CHECK: 'None of these' is an exclusive code}
--

{if Jsc70=other}

JscO70

INTERVIEWER: PLEASE ENTER THE OTHER CHILD CARE ARRANGEMENT

{if Jsc70 IN inlaw..play}

Jsc71

Do you think you would usually have to pay for any of this child care?

- 1 Yes
- 2 No
- 3 Don't know

{if }sc71 = yes}

Jsc72

How much do you think you would have to pay in an **average week**?

INTERVIEWER: RECORD WHOLE POUNDS ONLY.

Range = 1..997

{!f }sc71 = Yes}

Jsc78

As far as you know, taking into account these childcare costs do you think that... READ OUT...

- 1 ..you would definitely be entitled to extra help with WFTC (formerly Family Credit)
- 2 or you would definitely NOT be entitled to WFTC (formerly Family Credit)?
- 3 Not sure

13 Benefits and tax credits

ASKED FOR MAIN RESPONDENT ONLY

Intro

BENEFITS SECTION

Ben1^

SHOW CARD H1

Which, if any, of these health or disability benefits or tax credits are you [and your partner] receiving at the moment?

- 1 Incapacity Benefit (previously Invalidity Benefit)
- 2 Severe disablement allowance (SDA)
- 3 Statutory sick pay (SSP)
- 4 Attendance Allowance
- 5 Disability Living Allowance - Care Component
- 6 Disability Living Allowance - mobility or motability allowance
- 7 Industrial injuries disablement benefit
- 8 War Pensions
- 9 Invalid care allowance (ICA)
- 10 Disabled Persons Tax Credit (formerly Disability Working Allowance (DWA))
- 11 Some other benefit for people with disabilities
- 12 None of these

CHECK

(None IN Ben1) AND (CARDINAL(Ben1)=1) OR NOT(None IN Ben1)

EXCLUSIVE CODE ENTERED

Ben1a^

SHOW CARD H2

And which, if any, of these benefits or tax credits other than Council Tax Benefit, Housing Benefit or rent rebate are you [and your partner] receiving at the moment?

- 1 Income Support
- 2 Child Benefit
- 3 Working Families Tax Credit (formerly Family Credit)
- 4 Maternity Allowance
- 5 Statutory Maternity Pay
- 6 Widows Benefit, Bereavement Allowance or Widowed Parents (formerly Widowed Mother's) Allowance
- 7 Job Seeker's Allowance (was Unemployment Benefit)
- 8 New Deal Allowance
- 9 State Retirement Pension
- 10 Some other state benefit - NOT Housing Benefit or Council Tax Benefit (SPECIFY AT NEXT QUESTION)
- 11 None of these
- 13 *Children's tax credit*
- 14 *Other specific answer, not codeable to 1-13*
- 97 *Other vague answer, not codeable to 1-14*

CHECK (None IN Ben1a) AND (CARDINAL(Ben1a)=1) OR NOT(None IN Ben1a) EXCLUSIVE CODE ENTERED
--

TABLE / LOOP for each benefit coded at Ben1a

Ben2

How much [name of benefit listed at **Ben1 or Ben1a**] do you [and your partner] receive?
IF RESPONDENT ONLY KNOWS COMBINED TOTAL ENTER AMOUNT AND RECORD WHICH BENEFITS ARE COVERED BY THIS AMOUNT IN A NOTE. (CODE TO NEAREST £)

Range = 0..9997

{if amount in 1..9997}

Ben2a

What period does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if partner & Ben1a <> none}

Ben3

Who receives [name of benefit listed at **Ben1** or **Ben1a**]?

- 1 Respondent only
- 2 Partner only
- 3 Both respondent and partner

{if Ben1a = JSA}

Ben5

Is your JSA contribution-based, and so not reduced by other income you may have - or income-based, so that it is reduced by any other income you may have?

- 1 Contribution based
- 2 Income based
- 3 Don't know/not sure

{if Ben1 = DLAcare}

DLAcare

And do you know which rate you receive the Disability Allowance care component? Is it ... READ OUT ...

- 1 ... the highest rate
- 2 ... the middle rate
- 3 or is it the lowest rate?

{if Ben1 = DLAmob}

DLAmob

And do you know which rate you receive the Disability Allowance mobility component? Is it ... READ OUT ...

- 1 ... the highest rate,
- 2 or is it the lowest rate?

{If more than one benefit from Ben1 & Ben1a }

Ben6

Can I just check, what is the total amount you [and your partner] receive from all these benefits each week?

CODE TO THE NEAREST £

Range = 1..997

{if has child under 14 months}

Ben6a

Have you received a Sure Start Maternity Grant in the last year?

- 1 Yes
- 2 No

Ben8^

SHOW CARD H3

And are there any benefits or tax credits listed on this card that you [and your partner] have applied for but are still waiting to hear about? Which ones?

INTERVIEWER: CODE ALL THAT APPLY.

- 1 Income Support
- 2 Working Families Tax Credit (formerly Family Credit)
- 3 Job Seeker's Allowance (was Unemployment Benefit)
- 4 New Deal Allowance
- 5 None of these

14 Other sources of income

ASKED FOR MAIN RESPONDENT ONLY

Intro

OTHER INCOME SECTION

Oin1

So far we have talked about jobs, benefits (maintenance) and so on.

Do you have any **other** regular income, that is, money you can count on coming in most weeks or months, **excluding** any income from savings or investments [and excluding your partners wages from work (if any)]?

INTERVIEWER: IF APPLICABLE, PROBE FOR INCOME FROM PENSION (RESPONDENT OR PARTNER) - THIS SHOULD BE INCLUDED

- 1 Yes
- 2 No

{if Oin1 = yes}

Oin2

How much extra money do you get in this way?

INTERVIEWER: IF UNSURE, PROBE FOR AVERAGE

Range = 0..9997

{if Oin1 = yes}

Oin3

And what period of time does this amount cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{if Oin1 = yes}

Oin4

And where does this money come from?

INTERVIEWER PROBE FULLY

- 1 Board and lodgings from son/ daughter
- 2 Board and lodgings from other
- 3 Private / occupational pension
- 4 Income from benefit payments
- 5 Income from maintenance payments
- 6 Other (please specify at next question)
- 7 *Bursary/grant for study*
- 8 *Occasional job*
- 9 *Other specific answer, not codeable to 1-8*
- 97 *Other vague answer, not codeable to 1-9*

{if Oin4 = Other}

Oin4a

INTERVIEWER: RECORD OTHER SOURCES OF MONEY

15 Savings

WHOLE BLOCK ASKED FOR MAIN RESPONDENT ONLY, PARTNER ASKED SAV4S-SAV6P

Intro

SAVINGS

Savmm1

Now there are some questions about CURRENT accounts and SAVINGS accounts. These could be with a bank, a building society, the post office, supermarkets, or other organisations.

Do you [and your partner] have any current accounts or savings accounts? This could be in your own name only, or held jointly with someone else.

INTERVIEWER: THIS IS AN OPINION QUESTION.

DO NOT INCLUDE CHILDREN'S ACCOUNTS.

1 Yes - any account

2 No

NODK

NOREFUSAL

{If Savmm1 = yes, and in a couple}

Savmm2^

In what names do you hold this (these) account(s)?

CODE ALL THAT APPLY

1 Any account in respondent's name only

2 Any account in partner's name only

3 Any joint account

{ask all}

Savmm3b

Have you ever been refused an account by a bank or building society?

1 Yes

2 No

{if savmm3b=1}

Savmm3c

When was that?

INTERVIEWER: PLEASE ENTER YEAR FIRST AND MONTH IF LESS THAN 3 YEARS AGO.

COLLECT **MOST RECENT** OCCASION IF HAS BEEN REFUSED MORE THAN ONE ACCOUNT

Range = 1930..2050

{if savmm3b=1 AND if Savmm3c in last 3 years}

Savmm3d

INTERVIEWER: ENTER MONTH.

Range = 1..12

NO SAVMM4, 5 OR 6

Savmm8

Do you save regularly?

(NOTE THIS CAN BE INTO A BANK OR BUILDING SOCIETY ACCOUNT, A CREDIT UNION, OR SOME OTHER WAY)

- 1 Yes
- 2 No

{If saving regularly, Savmm8=1}

Savmm9

Are you saving for a particular reason, such as to pay bills or to buy something, or for no particular reason?

- 1 Putting aside money for bills
- 2 Saving for a particular purchase (e.g. car, house deposit, durable goods)
- 3 Saving for the future / long-term (e.g. for a pension)
- 4 No particular purpose - just saving, a habit, etc.
- 5 Other

If Savmm1 = Yes

Sav1^

SHOW CARD J1

Now thinking about money that you consider to be savings.

At present do you [and your partner] have any money in any of the places mentioned on this card?

THIS IS AN OPINION QUESTION

CODE ALL THAT APPLY

INTERVIEWER: THERE ARE 14 CODES.

- 1 Bank/ Building Society deposit account
- 2 Bank/ Building Society current account
- 3 Post Office
- 4 Building Society savings or investment account
- 5 Friendly society/savings club
- 6 Premium bonds
- 7 Family bonds
- 8 Credit Union
- 9 National Savings
- 10 TESSA
- 11 Individual Savings Account (ISA):cash based
- 12 Individual Savings Account (ISA):stocks and shares based
- 13 Any other savings
- 14 Has no savings (spontaneous code)

CHECK

((NoSav IN Sav1) AND CARDINAL(Sav1)=1) OR NOT(NoSav IN Sav1)

'No savings' is an exclusive code.

TABLE for each saving type coded at Sav1

If Savmm1 = Yes

Sav2

How much do you have saved in [name of account from Sav1]?

INTERVIEWER: CODE TO THE NEAREST £

IF ACCOUNT IS CURRENTLY OVERDRAWN CODE 999997

Range = 1..999997

END TABLE

Sav3

Do you [and your partner] have any money invested in things like company shares, unit trusts, PEPs, bonds or securities?

- 1 Yes
- 2 No

{if Sav3 = yes}

Sav4

How much money, do you think, are these investments worth at the present time?

INTERVIEWER: CODE TO NEAREST £

Range = 1..999997

{If Sav4=refused or don't know}

Sav4a

Would you say that these investments are worth more than £20,000 at the present time?

- 1 Yes
- 2 No

Sav4s

Now, I would like to ask you about Stakeholder Pensions. These pensions became available in April 2001 and aim to provide a low charge, privately funded, supplement to the basic state pension. Have you, or has someone on your behalf, taken out a Stakeholder pension since they became available last year?

- 1 Yes, took one out for myself
- 2 Yes, someone took one out on my behalf
- 3 No

{if Sav4s = yesA or yesb}

Sav5s

How much do you pay for your Stakeholder pension?

RECORD TO THE NEAREST WHOLE £

Range = 0..99997

{if Sav5s IN 1..99997}

Sav6s

What period does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

Sav4p

I'd also like to ask you about private personal pensions, that is a pension that you yourself have taken out on your own behalf. Do you have a personal or private pension plan (apart from a Stakeholder Pension) that you [or your employer] are currently contributing to?

- 1 Yes
- 2 No

{if Savp = yes}

Sav5p

How much do you pay for your personal pension?
RECORD TO THE NEAREST WHOLE £

Range = 0..99997

{if Sav5p IN 1..99997}

Sav6p

What period does that cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

{If a couple}

Sav5

SHOW CARD J2

People organise their family finances in different ways. Which of the ways on this card comes closest to the way you organise yours?

INTERVIEWER: THERE ARE 6 CODES.

- 1 I look after all the household's money (except some personal spending money for my partner, if any)
- 2 My partner looks after all the household's money (except my personal spending money, if any)
- 3 I am given a housekeeping allowance. My partner looks after the rest of the money
- 4 We share and manage our finances jointly
- 5 We keep our finances completely separate
- 6 Some other way (SPECIFY)
- 7 *Other specific answer, not codeable to 1-5*
- 97 *Other vague answer, not codeable to 1-7*

{If other way (Sav5 = other)}

Sav5a

What other way?

{If a couple & receiving WFTC (check at Ben1a)}

Sav6

Have you changed the way you organise your family's finances, since first claiming WFTC?

- 1 Yes
- 2 No

{if Sav6 = yes}

Sav7

What changes to your family's finances have you made?

INTERVIEWER RECORD

- 1 *Budget over a different period (e.g. weekly instead of monthly)*
- 2 *Partner now gives me more*
- 3 *I now give my partner more*
- 4 *We now share the finances*
- 5 *Other specific answer, not codeable to 1-4*
- 97 *Other vague answer, not codeable to 1-5*

Savch1

[Does your child/Do any of your children] have more than £3,000 in savings?

IGNORE TRUST FUNDS RELATING TO INJURY COMPENSATION, OR THOSE RELATING TO DEATH OF A PARENT.

- 1 Yes
- 2 No

{If Savch1 = Yes}

Savch2

Which children have more than £3,000 in savings?

- 1 [Name of child][1]
- 2 [Name of child][2]
- 3 [Name of child][3]
- 4 [Name of child][4]
- 5 [Name of child][5]
- 6 [Name of child][6]

16 Income Support

ASK FOR MAIN RESPONDENT ONLY

Intro

INCOME SUPPORT SECTION

{If not on Income Support (ben1a<>IS)}

IS0

Now some questions about Income Support. Can I just check, have you received Income Support at any time in the last 12 months?

- 1 Yes
- 2 No

{If on Income Support (ben1a = IS)}

IS1

You mentioned earlier that you are receiving Income Support. When did you start this present spell on Income Support?

INCLUDE TIME ON SUPPLEMENTARY BENEFIT
INTERVIEWER, ENTER YEAR...

Range = 1950..2050

IF IS1=RESPONSE THEN SIGNAL is1<=FwYear Are you sure? ^is1 is after ^fwyear CHECK (is1<=FWYEAR+1) Please change! IS1 can't be ^is1
--

{If on Income Support (ben1a = IS)}

IS2

...AND MONTH

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH: SEE HELP <F9>

Mid-season months:

Winter: Jan (01)

Spring: Apr (04)

Summer: July (07)

Autumn: Oct (10)

Range = 1..12,NODK,NOREFUSAL

{If on Income Support (ben1a = IS)}

IS3^

SHOW CARD K1

[During this spell on Income Support/Since date of last interview], have you made use of any of the benefits that go with it. I mean the benefits on this card?

CODE ALL THAT APPLY

- 1 Free prescriptions
- 2 Help with buying glasses
- 3 Free eye tests
- 4 Free school meals
- 5 Free NHS dental treatment
- 6 Baby milk tokens
- 7 Fares to hospital
- 8 Loft insulation
- 9 Legal aid
- 10 None of these

CHECK

(CARDINAL(IS3)=1 AND (NA IN IS3)) OR (NOT(NA IN IS3))

Exclusive code 'NONE' is entered with other codes.

{All NON PANEL on Income Support (ben1a = IS)}

IS5

While you are receiving Income Support, do you know how much a week you are allowed to earn before money is taken off your weekly Income Support payments?

INTERVIEWER: CODE TO THE NEAREST £

IF DOESN'T KNOW, ENTER [CTRL+K]

Range = 0..997

{ All NON PANEL on Income Support (ben1a = IS)}

IS6

Do you know how many hours a week you can work before you would lose Income Support completely?

INTERVIEWER: CODE TO THE NEAREST £

IF DOESN'T KNOW, ENTER [CTRL+K]

Range = 0..97

{If on Income Support (ben1a = IS) or JSA (ben1a = JSA) and respondent is a lone parent}

IS6a

Some lone parents who leave Income Support or Job Seeker's Allowance and move into work may keep their Income Support or Job Seeker's Allowance payments for two weeks. Were you aware of this?

- 1 Yes
- 2 No

{If aware of this (IS6a=Yes)}

IS6c

Has the lone parents' benefit run-on made you think differently about moving into paid work?

- 1 Yes
- 2 No

{If think differently (IS6c=1)}

IS6d

In what way has the lone parents' benefit run-on made you think differently about moving into paid work?

INTERVIEWER RECORD RESPONSE

- 1 *Transition into work will be financially less difficult*
- 2 *Generally, will be financially better off working*
- 3 *Thinking about work SOONER than otherwise would*
- 4 *Other specific answer, not codeable to 1-3*
- 97 *Other vague answer, not codeable to 1-4*

{If on Income Support (ben1a = IS) or if on IS in last year}

IS7

During the past 12 months, have you applied to the Department for Work and Pensions (formerly the DSS) for a grant of money (not a loan) to pay for something you needed?

- 1 Yes
- 2 No

{if IS7 = yes}

IS8^

What was this for?

CODE ALL THAT APPLY

- 1 Bed
- 2 Other furniture
- 3 Cooker
- 4 Fridge
- 5 Washing machine
- 6 Other appliance
- 7 Other item (SPECIFY AT NEXT QUESTION)
- 8 *Clothing*
- 9 *Removal costs*
- 10 *Carpets/Home decoration*
- 11 *Applied for ineligible item*
- 13 *Other specific answer, not codeable to 1-11*
- 97 *Other vague answer, not codeable to 1-13*

{if 'oth' IN Is8}

IS9

INTERVIEWER: ENTER NAME OF OTHER ITEM(S).

PROBE FULLY

TABLE / LOOP FOR EACH ITEM MENTIONED AT IS8

IS10

[Item mentioned at IS8]:

Was your request granted?

- 1 Yes
- 2 No

END OF TABLE

{If on Income Support (ben1a = IS)}

IS11

And during the past 12 months, have you applied to the Department for Work and Pensions (formerly the DSS) for a loan from the Social Fund(not a grant), to pay for something you needed?

- 1 Yes
- 2 No

{If IS11 = Yes}

IS11a

Were you given a loan, or any loans, from the Social Fund?

- 1 Yes
- 2 No

{If on Income Support (ben1a = IS)}

IS12

Are any deductions made from your weekly benefit payments for things like social fund loans, electric bills, and things like that?

- 1 Yes
- 2 No

{if IS12 = yes}

IS13

What are these deductions for?

- 1 Electric bills
- 2 Gas bills
- 3 Social fund loans
- 4 Overpayments
- 5 Council tax arrears
- 6 water charges
- 7 Rent arrears
- 8 Maintenance payments
- 9 Other

{if IS12 = yes}

IS14

How much is deducted each week from your social security payments?

Range = 1..997

17 Working Families' Tax Credit

{ASK MAIN RESPONDENT ONLY}

Intro

INTERVIEWER DO NOT READ OUT: WORKING FAMILIES' TAX CREDIT SECTION

ExpOfFC

Although you have no experience of Working Families' Tax Credit, I would like to ask you some questions about what you may have heard about this tax credit.

{All NON-PANEL not currently receiving WFTC: Ben1a ne 3, from Benefits module}

FC1a

There is a payment available to parents who work more than 16 hours a week. Do you know the name of this payment?

IF 'YES' ASK: What is it called?

INTERVIEWER: DO NOT READ OUT.

- 1 Family Credit
- 2 'FIS'
- 3 Family Income Supplement
- 4 Family Income Support
- 5 Income Support
- 6 Family Allowances
- 7 Working Families Tax Credit
- 8 Don't know
- 9 Other name (SPECIFY AT NEXT QUESTION)
- 10 *Other specific answer, not codeable to 1-7*
- 97 *Other vague answer, not codeable to 1-10*

{if FC1a = other}

FC1b

INTERVIEWER: ENTER OTHER NAME

{if not currently receiving WFTC: Ben1a ne 3}

FC2

Working Families Tax Credit, that is WFTC, is a cash payment that is paid to some working parents. Can I just check, since [September 1999/date of last interview] has there been any period when you [and your partner] were receiving WFTC (or Family Credit)?

If YES: Is that WFTC or Family Credit or both

- 1 Yes - received WFTC
- 2 Yes - received Family Credit
- 3 Yes - received both
- 4 No

NO DON'T KNOW, NO REFUSAL

{All not currently receiving WFTC nor received it since 2 years prior to interview: Ben1a ne 3 & FC2 = 2 or 4}

WFTC1

Since September 1999, have you [and your partner] ever applied for WFTC and been turned down?

- 1 Yes
- 2 No

{If previously turned down (WFTC1=Yes)}

WFTC2

What reasons were you [and your partner] given for being turned down for WFTC? (TAKE MOST RECENT APPLICATION, IF MORE THAN ONE REJECTION)

- 1 Income too high
- 2 Savings too high
- 3 Hours of work too low
- 4 Childcare too low or ineligible
- 5 No reason given / remembered
- 6 Another reason

FCEver

COMPUTE DERIVED VARIABLE: RECEIPT OF WFTC/FC

- 1 Receives WFTC now
- 2 Has received WFTC but not currently
- 3 Has received Family Credit in past 2 years
- 4 Has not received WFTC/FC/not since 2 years ago

TABLE Working Families' Tax Credit History

{If ever received WFTC or FC: FCEver = 1, 2, 3}

FC5

When did your [current/(next) most recent] spell on WFTC (or Family Credit) **begin**?
INCLUDE 6-MONTHLY RENEWALS AS PART OF 'SPELL'.
FIRST ENTER THE YEAR...

Range = 1988..2050

{if FC5 = response} {ie. a substantive answer, not DK or Ref}

FC6

...THEN ENTER THE MONTH IT BEGAN.

Range = 1..12

{If received WFTC or FC in past: FCEver = 2,3}

FC7

And when did this spell on WFTC (or Family Credit) **end**?
FIRST ENTER THE YEAR...

Range = 1996..2050

{if FC7 = response}

FC8

...THEN ENTER THE MONTH IT ENDED

Range = 1..12

CHECK: if fewer than 6 months WFTC & FAMILY CREDIT IS USUALLY FOR A MINIMUM OF 6 MONTHS: PLEASE CHECK YOUR DATES

CHECK: if > 6 months but not a multiple of 6 months, interviewer asked to prompt: WFTC AND FAMILY CREDIT IS USUALLY IN MULTIPLES OF 6 MONTHS. PLEASE CHECK YOUR DATES.

FC8b

Apart from this time on WFTC (or Family Credit) since [date of last interview/ date 2 years prior to interview] have there been any other periods when you have received WFTC (or Family Credit)?

- 1 Yes
- 2 No, NODK, NOREFUSAL

{IF FC8 = Yes, RE-ENTER TABLE AT FC5. IF FC8 = No, exit table}

END TABLE

{Derived Variable}

FC12m

Has received Working Families Tax Credit in the last 12 months.

- 1 Yes
- 2 No

{if FCEver = now or past and non-panel, or panel who has started claim since date of last interview}

FC9a

Thinking of the job on which your [current/most recent] application for WFTC [is/was] based, for how long had (have) you [and your partner] worked in that job before applying for [WFTC/Family Credit]?

FIRST ENTER YEARS...

Range = 0..97

{if FC9a = response}

FC9b

...THEN NUMBER OF MONTHS

Range = 0..11

{ if FCEver = now or past and non-panel, or panel who has started claim since date of last interview }

{If ever received WFTC or FC: FCEver = 1, 2, 3}

FC10

Did you [and your partner] put in your application as soon as you first thought you might be able to get [WFTC/Family Credit], or did you let some time go by before putting in an application?

- 1 Put in as soon as aware of WFTC / Family Credit
- 2 Allowed time to pass

{if FC10 = wait}

FC11a

About how much time did you [and your partner] let go by before applying for [WFTC/Family Credit]?

INTERVIEWER: FIRST CODE IF YOUR ANSWER IS IN WEEKS OR MONTHS...

- 1 ANSWER IN WEEKS
- 2 ANSWER IN MONTHS

{if FC11a = weeks }

FC11b

ENTER NUMBER OF WEEKS.

Range = 1..97

{if FC11a = months}

FC11c

ENTER NUMBER OF MONTHS.

Range = 1..97

{if FC10 = wait}

FC12a^

Why did you delay your application?

PROBE TO CLASSIFY: CODE ALL THAT APPLY

- 1 Not sure I/we was/were entitled to it
- 2 Not sure where to get form
- 3 Not sure if worth it
- 4 Avoiding a period of high earnings/earning too much
- 5 Waiting for new/better rates
- 6 Wasn't aware of it
- 7 Just to think about it
- 8 No particular reason
- 9 Other (SPECIFY AT NEXT QUESTION)
- 11 *Waiting for necessary wage slips*
- 12 *Uncertain about future*
- 13 *Other specific answer, not codeable to 1-12*
- 97 *Other vague answer, not codeable to 1-13*

CHECK

(NoReas IN FC12a) AND (CARDINAL(FC12a)=1) OR NOT(NoReas IN FC12a)
EXCLUSIVE CODE ENTERED.

{if FC12a = other}

FC12b

INTERVIEWER: ENTER 'OTHER' REASON

{if FCEver = now or past and non-panel, or panel who has started claim since date of last interview }

FC13a^

How did you hear about [WFTC/Family Credit] at the time you put in that application?

PROBE TO CLASSIFY: CODE ALL THAT APPLY

- 1 Transferred from Family Credit/FIS
- 2 Had claimed WFTC/FC before
- 3 TV adverts
- 4 Newspaper/magazine
- 5 Other advert
- 6 Notice in Child Benefit book
- 7 Department of Work and Pensions (formerly DSS) office/official
- 8 Leaflet in Post Office
- 9 Citizen's Advice Bureau
- 10 New Deal advisor
- 11 Welfare Rights Worker
- 12 Employer
- 13 Workmates
- 14 Relatives
- 15 Friends, neighbours
- 16 Job Centre
- 17 Tax Office or Inland Revenue Official
- 18 Other (SPECIFY AT NEXT QUESTION)
- 19 *National Centre Interviewer*
- 20 *Other specific answer, not codeable to 1-19*
- 97 *Other vague answer, not codeable to 1-20*

{if FC13a = other}

FC13b

ENTER 'OTHER' WAY THEY HEARD ABOUT WFTC (OR FAMILY CREDIT)

{if FC13a IN xBefore..TaxOff }

FC14a

SHOW CARD L1

What would you say was your main reason for applying for [WFTC/Family Credit] **at that particular time**? Choose an answer from this card.

INTERVIEWER: THERE ARE 13 CODES.

- 1 I just got a new job
- 2 My partner just got a new job
- 3 Just found out about WFTC/Family Credit
- 4 Transferred from Family Credit/renewing WFTC
- 5 I was earning less money or my hours were reduced
- 6 My partner was earning less money or their hours were reduced
- 7 I had just started a family
- 8 I had stopped working
- 9 My partner had stopped working
- 10 Just separated/divorced
- 11 Acquired ready-made family (Step-family)
- 12 Hours of work increased
- 13 Other (SPECIFY AT NEXT QUESTION)
- 14 *Financial reasons, no circumstances given*
- 15 *Started using childcare*
- 16 *Other specific answer, not codeable to 1-15*
- 97 *Other vague answer, not codeable to 1-16*

{if FC14a = other}

FC14b

ENTER 'OTHER' REASON FOR APPLYING FOR WFTC OR FAMILY CREDIT

{If a couple receiving WFTC and non-panel, or panel who has started claim since date of last interview }

FC15a

Did you and your partner agree to apply for WFTC as soon as you thought you might get it, or did you discuss it for a while?

- 1 Agreed at once
- 2 Discussed it for a while

{If a couple receiving WFTC and non-panel, or panel who has started claim since date of last interview }

FC15b

Did you discuss whether you or your partner should receive the tax credit payment?

- 1 Yes
- 2 No

{If a couple receiving WFTC and non-panel, or panel who has started claim since date of last interview }

FC15c

Did either of you have any particular concerns about who should receive the payment?

- 1 Respondent had concerns
- 2 Partner had concerns
- 3 Both had concerns
- 4 No particular concerns

{If particular concerns, FC15c=1, 2 or 3}

FC15d

Can you say a little more about what these concerns were?

INTERVIEWER PROBE FULLY

{If FCEver = now..past and non-panel, or panel who has started claim since date of last interview }

FC16a

As you recall, how long did you have to wait between making your (most recent) application for [WFTC/Family Credit] and receipt of your first [WFTC/Family Credit] payment?
FIRST, ENTER WEEKS... (IF LESS THAN ONE WEEK ENTER '0')

Range = 0..97

{if FC16a IN 1..97 }

FC16b

... AND NOW, ENTER DAYS

Range = 0..6

{If FC16a = RESPONSE OR FC16b = RESPONSE}

FC16c

Was this faster than expected, slower, or about what you had expected?

- 1 Faster
- 2 Slower
- 3 About what was expected

{If ever received WFTC: FCEver = 1, 2 and non-panel, or panel who has started claim since date of last interview }

FC16d

Did you get in touch with the Inland Revenue regarding the process of the application?

- 1 Yes
- 2 No

{If had to get in touch (FC16d=Yes)}

FC16e

How satisfied or dissatisfied were you with this contact with the Inland Revenue, on the whole ...
READ OUT ...

- 1 ... very satisfied,
- 2 ... fairly satisfied,
- 3 ... fairly dissatisfied,
- 4 or very dissatisfied?
- 5 Can't say

{If dissatisfied with contact with the Inland Revenue (FC16e=3 or FC16e=4)}

FC16f

Why were you dissatisfied with your contact with the Inland Revenue?
INTERVIEWER PROBE FULLY.

- 1 Delay in processing claim
- 2 Poor communication of information about WFTC
- 3 Other specific answer, not codeable to 1-2
- 97 Other vague answer, not codeable to 1-3

{If ever received WFTC or Family Credit: FCEver = 1, 2, 3}

WFTCamt

Was the amount of [WFTC/Family Credit] you were awarded more than you had expected, less, or about the same as you had expected?

- 1 More than expected
- 2 Less than expected
- 3 About the same as expected
- 4 No real expectation

{END OF FILTER BASED ON PANEL/NON-PANEL TYPE}

{If ever received WFTC: FCEver = 1, 2}

WFTCcc1r

[Do/did] you receive extra money as part of your WFTC payment to cover the costs of childcare?

- 1 Yes
- 2 No

{If qualified for extra childcare help (WFTCcc1=Yes)}

WFTCcc2

[Has/did] this help with childcare costs affect(ed) the type of childcare that you use(d)?

- 1 Yes
- 2 No

{If qualified for extra childcare help (WFTCcc1=1)}

WFTCcc3

[Has/did] this help affected the number of hours a week you use(d) childcare?

- 1 Yes
- 2 No

{If qualified for extra childcare help (WFTCcc1=1)}

WFTCcc4

[Has/did] this help with childcare costs affect(ed) the number of hours that you/your partner work(ed)?

- 1 Yes
- 2 No

{If FCever=1,2}

Renew1

Have you ever renewed a WFTC application at the end of the six months of award?

- 1 Yes
- 2 No

{If renew1=Yes}

Renew2

How satisfied or dissatisfied were you with the way your last renewal was handled by Inland Revenue? Were you ... READ OUT ...

- 1 ... very satisfied,
- 2 ... fairly satisfied,
- 3 ... fairly dissatisfied,
- 4 or very dissatisfied?
- 5 Can't say

{If renew2=fairly or very dissatisfied}

Renew3

Why were you dissatisfied with the way Inland Revenue dealt with your last renewal?

WHAT OTHER REASONS

- 1 Took too long
- 2 Didn't keep me informed
- 3 Had to ask me for more information
- 4 Forms confusing
- 5 Problems changing award at my employer
- 6 OTHER (Specify at next question)
- 7 Other specific answer, not codeable to 1-5
- 97 Other vague answer, not codeable to 1-7

{if renew3 = other}

Renew4

ENTER 'OTHER' WAY THEY WERE DISSATISFIED

{if FCEver = now..past}

FC17

Was there any period of a week or more when you were without enough money because you had yet to receive your [WFTC/Family Credit] payment?

- 1 Yes
- 2 No

{if FC17=Yes}

FC18a

How long did this period last?

FIRST, ENTER WEEKS... (IF LESS THAN ONE WEEK ENTER '0')

Range = 0..97

{if FC18a IN 0..97 }

FC18b

... AND NOW, ENTER DAYS

Range = 0..6

{if FC17 = yes}

FC19

SHOW CARD L2

What other money did you have coming in during this time?

- 1 Child benefit
- 2 One Parent benefit
- 3 Housing Benefit/Rent rebate
- 4 Income Support
- 5 Social Fund loan
- 6 Social Fund grant
- 7 Maintenance
- 8 Earnings
- 9 Other source of income

{if ever received WFTC or FC: FCEver = 1, 2, 3}

FC22^

SHOW CARD L3

[While you have been on WFTC, have you ever made/ During the time(s) you received (WFTC/Family Credit) did you ever make] use of the benefits that go with it: I mean the benefits on this card?

CODE ALL THAT APPLY

- 1 Free prescriptions
- 2 Help with eye tests or spectacles
- 3 Free NHS dental treatment
- 4 Baby milk at reduced prices
- 5 Help with fares to hospital
- 6 Help toward loft insulation
- 7 None of these

CHECK

((None IN FC22) AND CARDINAL(FC22)=1) OR (NOT(None IN FC22))
Exclusive code entered.

{if FC22 = presc}

FC23

Were these prescriptions for you [and/or your partner] or only for your child(ren)?

- 1 for respondent/partner
- 2 for child(ren)
- 3 both adult(s) and child(ren)

TABLE FOR EACH ITEM NOT CODED at FC22

FC24

Were you aware that some families on [WFTC/Family Credit] can get ^FCHELP?

- 1 Yes
- 2 No

END OF TABLE

{If ever received WFTC or FC: FCEver = 1, 2, 3}

FC25

When you first received [WFTC/Family Credit], were there other benefits you expected to get, but found you could no longer get or which you found were reduced because you were working and receiving [WFTC/Family Credit]?

- 1 Yes
- 2 No

{If FC25 = yes}

FC26a

What benefits were these, that you did not expect to lose or be reduced?

CODE BUT DO NOT PROMPT

- 1 Housing Benefit/Rent Rebate
- 2 Council Tax rebate
- 3 Free school meals
- 4 Mortgage interest
- 5 Other benefit (SPECIFY AT NEXT QUESTION)
- 6 School uniform
- 7 Other specific answer, not codeable to 1-6
- 97 Other vague answer, not codeable to 1-7

{if FC26a = other}

FC26b

ENTER NAME OF OTHER BENEFIT(S)

{If ever received WFTC or FC: FCEver = 1, 2, 3}

FC28

Just before you started to receive [WFTC/Family Credit], did you receive housing benefit/rent rebate?

- 1 Yes, received housing benefit/rent rebate2
- 2 No

{EXCLUDE RESPONDENTS WHO HAVE CONTINUOUSLY CLAIMED WFTC OVER THE PAST 12 MONTHS}

{if FC28 = hben, and has not claimed WFTC continuously over past 12 months}

FC29

Once you started receiving [WFTC/Family Credit], did you receive more [housing benefit/rent rebate] than you did before, the same amount, less, or none at all?

- 1 More
- 2 Same
- 3 Less
- 4 None

{If received help: FC28 in 1..2}

FC30

Did you expect (housing benefit/rent rebate) to continue to be paid at the same rates as before?

CODE ONE ONLY

- 1 Yes
- 2 No, expected to be paid less
- 3 No, expected to be paid more
- 4 No, expected none at all
- 5 Didn't know what to expect/Can't remember

{If ever received WFTC or FC: FCEver = 1, 2, 3}

FC31

Just before you started to receive [WFTC/Family Credit], did you receive Council Tax benefit?

- 1 Yes
- 2 No

{if FC31 = yes}

FC32

Once you started receiving [WFTC/Family Credit], did you receive more Council Tax benefit than you did before, the same amount, less, or none at all?

- 1 More
- 2 Same
- 3 Less
- 4 None

{if FC31 = yes}

FC33

Did you expect Council Tax benefit to continue to be paid at the same rates as before?

CODE ONE ONLY

- 1 Yes
- 2 No, expected to be paid less
- 3 No, expected to be paid more
- 4 No, expected none at all
- 5 Didn't know what to expect/Can't remember

{If ever received WFTC or FC: FCEver = 1, 2, 3}

FC34

Some people, moving on to [WFTC/Family Credit], expect to receive as much [housing benefit/mortgage interest] and Council Tax benefit as they did before. By the time their entitlement to these benefits has been revised, they face a bill for [rent/mortgage] arrears. Has this ever happened to you?

- 1 Yes
- 2 No
- 3 Can't remember

{If currently receive WFTC: FCEver = now}

FC35

If you were not receiving WFTC at the moment, which of these phrases would best describe your position .. READ OUT...

- 1 ...you would manage without cutting down,
- 2 you would manage if you cut down a little,
- 3 you would manage if you cut down a lot,
- 4 or you couldn't manage at all?

{If received WFTC or FC in past: FCEver = 2, 3}

FC36

How well would you have managed if you had **not** been getting [WFTC/Family Credit]. Would you say ... READ OUT...

- 1 ...you would have managed without cutting down,
- 2 you would have managed if you had cut down a little,
- 3 you would have managed if you had cut down a lot,
- 4 you couldn't have managed at all?

{If receive WFTC and currently working: FCEver = now & (Working = 1 or pWorking = 1)}

FC37

If for some reason you were unable to get WFTC, would you continue in your present job, try to get another job, stop working for a while, or what would you do?

- 1 Continue in present job
- 2 Try to get another job
- 3 Stop work for a while
- 4 Other

{If FC37 = cont }

FC38

Would you carry on working the same hours, or would you ask to work more hours, or fewer hours?

- 1 more hours
- 2 the same hours
- 3 fewer hours

{If couple household}

FC38Ch

INTERVIEWER PLEASE CHECK: DOES THE RESPONDENT AND PARTNER WORK IN TOTAL FOR...:

- 1 ...fewer than 30 hours per week
- 2 or, 30 hours or more per week?

{If FC38ch=less}

FC38a

If you could receive more WFTC if you and your partner worked 30 hours or more in total, would you do so?

- 1 Yes
- 2 No
- 3 Already work more than 30 hours

{If FC38a=Yes}

FC38b

Who would work more hours?

- 1 Respondent
- 2 Partner
- 3 Both

{If receive WFTC and currently working: FCEver = now & (Working = 1 or pWorkin = 1)}

FC39

If you get more money each week in your wages, do you think it will have any effect **now** on the amount of WFTC you get, or will the amount you get now just stay the same until the award runs out?

- 1 Will affect present award
- 2 Award will stay the same

{If receive WFTC and currently working: FCEver = now & (Working = 1 or pWorkin = 1)}

FC40

WFTC is generally paid at the same level for six months at a time, even if your earnings go up or down. After six months it is assessed again. About how often do you think WFTC should be re-assessed?

INTERVIEW RECORD NUMBER OF MONTHS.

IF RESPONDENT DOES NOT KNOW EXACT NUMBER OF MONTHS, INTERVIEWER TO CODE 95 IF MORE OFTEN THAN EVERY 6 MONTHS OR 96 IF LESS OFTEN THAN EVERY SIX MONTHS.

Range = 0..97

{If ever received WFTC or FC: FCEver = 1, 2, 3}

FC41

If you receive WFTC (or Family Credit) and your wages drop, the amount of WFTC / FC remains the same. Has this ever happened to you?

- 1 Yes
- 2 No

{If ever received WFTC or FC: FCEver = 1, 2, 3}

FC42

If you were receiving WFTC and your wages fell by, say £30 per week, would you be most likely to ...
READ OUT ...

- 1 ... continue in the same job,
- 2 ... try to increase your hours or wages,
- 3 ... look for another job, or
- 4 ... think about stopping work?
- 5 Other

{Ask all excluding those not working, and who don't expect to work}

FC42a

What, do you think, is the most you [or your partner] can earn in **take-home** pay and still get WFTC?
GUESSES ARE ENCOURAGED.

FIRST, CODE TIME PERIOD: PER WEEK, MONTH OR YEAR...

- 1 Per week
- 2 Per month
- 3 Per year
- 4 Per other period

{if FC42a IN week..other }

FC42b

...NOW ENTER AMOUNT [Period recorded at FC42a]

Range = 0..99997

NODK

NOREFUSAL

{if FC42b IN 0..99997}

FC43

INTERVIEWER RECORD: DID RESPONDENT LOOK UP AMOUNT IN CHILD BENEFIT BOOK,
OR SIMILAR SOURCE?

- 1 Yes
- 2 No

{if FC42a = dk, ref OR FC42b IN 99998..99999 {dk, ref} }

FC44

Would you know where to find out this information?

- 1 Yes
- 2 No

{if FC44 = yes}

FC45

Where would you look?

INTERVIEWER PROBE FULLY

- 1 Child Benefit book / Family Credit book / Benefit book (non-specific)
- 2 Post Office
- 3 Department of Work and Pensions (formerly DSS) / Benefits Agency
- 4 Town Hall
- 5 Job Centre
- 6 Citizens Advice Bureau
- 7 In some other written document
- 8 Inland Revenue, the tax office
- 9 Somewhere else (please specify)
- 10 Other specific answer, not codeable to 1-9
- 97 Other vague answer, not codeable to 1-10

{If FC45 = other}

FC45b

ENTER OTHER PLACES WHERE WOULD LOOK

{ask all excluding those not working, and who don't expect to work}

FC46

Do you know the minimum number of hours a week you have to work to be able to get WFTC?

- 1 Yes
- 2 No

{if FC46 = yes}

FC47

How many hours a week is this?

Range = 0..97

{ask all excluding those not working, and who don't expect to work}

FC48a

Apart from earnings, what other things do you think the Inland Revenue take into account in working out whether or not you can get WFTC, or how much you can get?

PROBE FULLY BUT DO NOT PROMPT

- 1 kids Number of children
- 2 kidage Age of children
- 3 part Whether or not has a partner
- 4 income Other income
- 5 save Savings
- 6 mort Rent/Mortgage payments
- 7 fares Fares to work
- 8 food Food/fuel costs
- 9 maint Amount of maintenance
- 10 hours Hours worked
- 11 ccare Use of childcare
- 12 dknow Don't know
- 13 other Other (SPECIFY AT NEXT QUESTION)
- 14 *Other outgoings*
- 15 *Child Benefit*
- 16 *Other Social Security benefit*
- 17 *Other specific answer, not codeable to 1-16*
- 97 *Other vague answer, not codeable to 1-17*

CHECK

((dknow IN FC48a) AND CARDINAL(FC48a)=1) OR NOT(dknow IN FC48a)

'Don't know' is an exclusive code.

{if FC48a = other}

FC48b

ENTER OTHER THING(S) IR TAKES INTO ACCOUNT

18 Expenditure and hardship

{ASKED FOR MAIN RESPONDENT ONLY}

Intro

EXPENDITURE SECTION

{ask all}

ExpInt1

This next section is about the sorts of things that some families have, but which many people have difficulty finding the money for. First, some questions about food and eating.

INTERVIEWER: ASK RESPONDENT TO READ OUT THE NUMBER FROM THE SHOWCARD

ExpMain

SHOW CARD M1

Do you and your family have...A cooked main meal every day?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpMeat

SHOW CARD M1

Do you and your family have...Meat or fish every other day?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpRoast

SHOW CARD M1

...A roast meat joint (or something similar) **at least** once a week?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpVeg

SHOW CARD M1

...Fresh vegetables on most days?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpFruit

SHOW CARD M1

...Fresh fruit on most days?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpCake

SHOW CARD M1

Do you and your family have...Cakes and biscuits on most days?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpBfood

SHOW CARD M1

Good quality 'Brand Name' food for family meals on most days?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

Expint2

Now, some questions about clothes and going out.

ExpCoatA

SHOW CARD M1

Do you and your family have...A weatherproof coat for each adult?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpCoatC

SHOW CARD M1

A weatherproof coat for each child?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpShoeA

SHOW CARD M1

Two pairs of all-weather shoes for each adult?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpShoeC

SHOW CARD M1

Two pairs of all-weather shoes for each child?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpNewC

SHOW CARD M1

Do you and your family have...New, not second hand clothes when you all need them?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpBest

SHOW CARD M1

A best outfit for the children?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpBClo

SHOW CARD M1

Good quality **new** 'Brand Name' clothes or shoes for children?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpCeleb

SHOW CARD M1

A celebration with presents, for friends and family at special occasions like birthdays?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpToys

SHOW CARD M1

Toys and sports gear for the children?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpTrip

SHOW CARD M1

Do you and your family have...Money for trips, holidays or outings, or going with gifts to parties?
THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpHol

SHOW CARD M1

A one-week holiday away from home, not staying with relatives?
THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpNight

SHOW CARD M1

A night out once a month?
THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpFriend

SHOW CARD M1

Are you and your family... able to have friends or relatives for a meal, once a month?
THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpIntr3

Now, some questions about larger items that some families have in their homes.

ExpTV

SHOW CARD M1

Do you and your family have...A colour TV set?
THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpCable

SHOW CARD M1

Cable, satellite, or digital TV?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpFrid

SHOW CARD M1

A refrigerator (INC FRIDGE FREEZER)?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpFreez

SHOW CARD M1

A separate deep freeze?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpWash

SHOW CARD M1

Do you and your family have...A washing machine?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpTumbl

SHOW CARD M1

A tumble drier?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpPhone

SHOW CARD M1

A telephone (including mobile)?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpDish

SHOW CARD M1

A dishwasher?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpVideo

SHOW CARD M1

A video recorder?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpCent

SHOW CARD M1

Do you and your family have...Central heating (INC. STORAGE HEATERS)

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpMicro

SHOW CARD M1

A microwave oven?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpCar

SHOW CARD M1

A car/van?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpMusic

SHOW CARD M1

A music system (tape or CD)?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

ExpComp

SHOW CARD M1

A home computer (not Gameboy, Nintendo, Playstation)?

THIS IS RESPONDENT'S OWN INTERPRETATION.

- 1 We have this
- 2 We would like to have this, but cannot afford it at the moment
- 3 We do not want/need this at the moment

Exp11^

SHOW CARD M2

Sometimes families are not able to pay every bill when it falls due. May I ask, are you up-to-date with the bills on this card, or are you behind with any of them?

INTERVIEWER: THERE ARE 10 CODES.

- 1 behind with the electricity bill
- 2 behind with the gas bill
- 3 behind with other fuel bills like coal or oil
- 4 behind with Council Tax
- 5 behind with insurance policies
- 6 behind with telephone bill
- 7 behind with television/video rental or HP
- 8 behind with other HP payments
- 9 behind with water rates
- 10 not behind with any of these

CHECK

((None IN Exp11) AND CARDINAL(Exp11)=1) OR NOT(None IN Exp11)

Exclusive code entered WITH other codes.

TABLE FOR EACH ITEM CODED AT EXP11*{If behind with a bill}***Exp12**

How much do you owe for [name of bill mentioned at Exp11]?

INTERVIEWER: ENTER WHOLE POUNDS ONLY.

Range = 1..9997

END TABLE**Exp13**

SHOW CARD M3

Do you use any of the different ways of buying things listed on this card?

- 1 Credit cards {like Access, Visa etc}
- 2 Charge cards {like American Express, Diners Club}
- 3 Shop or store cards {like Marks and Spencer, BHS etc}
- 4 Catalogues / mail order schemes
- 5 none of these

CHECK

((None IN Exp13) AND CARDINAL(Exp13)=1) OR NOT(None IN Exp13)

Exclusive code entered WITH other codes.

TABLE FOR EACH ITEM CODED AT EXP13

{If use any of the ways of buying things mentioned at Exp13 }

Exp14

At the moment are you able to manage the repayments on [name of card mentioned at Exp11]. I mean, to meet the minimum amount you have to repay?

- 1 Yes
- 2 No

{if Exp14 = no}

Exp15

How much are you unable to repay at the moment?

INTERVIEWER: ENTER WHOLE POUNDS ONLY.

Range = 1..9997

SOFT CHECK * if Exp15 > 5000: ARE YOU SURE? THAT'S OVER £5,000 ON ONE CARD.

END TABLE

Exp16^

SHOW CARD M4

Over the past 12 months, have you used any of these ways to borrow money?

CODE ALL THAT APPLY

- 1 a bank overdraft
- 2 a fixed term loan from the Bank or Building Society (NOT MORTGAGE)
- 3 a loan from a finance company
- 4 a loan from a money lender or 'tally man'
- 5 a loan from a friend or relative
- 6 a loan, or advance on wages, from your employer
- 7 a Social Fund loan
- 8 none of these

CHECK

((None IN Exp16) AND CARDINAL(Exp16)=1) OR NOT(None IN Exp16)

Exclusive code entered WITH other codes.

{If has bank overdraft (Exp16=overd)}

Exp16a

How much are you currently overdrawn at the bank?

INTERVIEWER: ENTER WHOLE POUNDS ONLY.

Range = 0..9997

TABLE FOR EACH LOAN CODED AT EXP16

{If loaned any money}

Exp17

Are you able to keep up with the repayments for the [type of loan mentioned at Exp16] or are you getting behind?

- 1 keeping up
- 2 getting behind

{if Exp17 = behind}

Exp18

How much do you now owe on these overdue payments?

INTERVIEWER: ENTER WHOLE POUNDS ONLY.

Range = 1..9997

END TABLE

Exp25

Thinking back over the past 12 months, how often would you say you have had trouble with debts that you found hard to repay...READ OUT

- 1 ..almost all the time,
- 2 ...quite often,
- 3 ...only sometimes,
- 4 ...or never?

Savmm6

How often, would you say, do you have money over at the end of the week, or if you budget by the month, at the end of the month?

Would you say it was ... READ OUT ...

- 1 Always
- 2 Most weeks/months
- 3 More often than not
- 4 Sometimes
- 5 Hardly ever
- 6 Or never?
- 7 Don't know/too hard to say/varies too much to say

Savmm7

And how often, would you say, do you run out of money before the end of the week or the month? Would you say it was ... READ OUT

- 1 Always
- 2 Most weeks/months
- 3 More often than not
- 4 Sometimes
- 5 Hardly ever
- 6 Or never?
- 7 Don't know/too hard to say/varies too much to say

Exp19

How often would you say you have been worried about money during the last few weeks? ...READ OUT, CODE ONE ONLY...

- 1 ...almost all the time,
- 2 ...quite often,
- 3 ...only sometimes,
- 4 ...never?

Exp20

SHOW CARD M5

Taking everything together, which of the phrases on this card best describes how you and your family are managing financially these days?

- 1 manage very well
- 2 manage quite well
- 3 get by alright
- 4 don't manage very well
- 5 have some financial difficulties
- 6 are in deep financial trouble

Exp21

You say that now you [response from Exp20]. During the past 12 months, would you say that your situation has .. READ OUT :

- 1 ...got worse,
- 2 ...got better,
- 3 ...or has it stayed more or less the same?

{if Exp21 = worse}

Exp22

Is this because you need to buy more things nowadays, or are you having to manage on less money?

- 1 Need to buy more
- 2 Managing on less money
- 3 (Spontaneous) Both
- 4 (Spontaneous) Rise in cost of living

{if Exp21 = better}

Exp23

Is this because you need to buy fewer things nowadays or do you have more money to spend?

- 1 Need fewer things
- 2 More money
- 3 (Spontaneous) both
- 4 Other reason

{ask all giving a substantive answer to 'How are you managing' - If Exp20 IN vwell..deep}

Exp24

And do you expect things to go on like this for the foreseeable future or do you expect things to get better for you, or to get worse?

- 1 Things will go on like this
- 2 Things will get better
- 3 Things will get worse

Exp26a

Some people bringing up children receive financial help from their families, often from their parents. Over the past 12 months, has your family ever helped you with ... READ OUT...
THIS IS RESPONDENT'S OWN INTERPRETATION OF FAMILY

- 1 ...paying towards bills,
- 2 ...buying clothes for your children,
- 3 ...buying clothes for you,
- 4 ...paying for trips/holidays,
- 5 ...buying new items (SPECIFY AT NEXT QUESTION)?
- 6 none of these
- 7 not applicable, has no family
- 8 *Buying electrical equipment*
- 9 *Buying furniture/furnishings/home-improvements*
- 10 *Buying toys and equipment for the children*
- 11 *Food*
- 12 *Other specific answer, not codeable to 1-11*
- 97 *Other vague answer, not codeable to 1-12*

CHECK

((Notapp IN Exp26a) AND CARDINAL(Exp26a)=1) OR NOT(Notapp IN Exp26a)
'Not Applicable: has no family' is an exclusive code.

CHECK

((None IN Exp26a) AND CARDINAL(Exp26a)=1) OR NOT(None IN Exp26a)
'None of these' is an exclusive code.

{if Exp26a = newitm}

Exp26b

INTERVIEWER: ASK AND RECORD TYPES OF NEW ITEM

Exp27

Over the past 12 months has your family ever given or lent you money?
PROBE AS NECESSARY

- 1 Regularly give money
- 2 Sometimes give money
- 3 Lend money
- 4 None of these

* HARD CHECK *

if Exp27 = reg and some:

YOU CAN'T CODE BOTH 'REGULARLY' AND 'SOMETIMES'. PLEASE AMEND.

19 Future work prospects

ASKED FOR MAIN RESPONDENT, AND PARTNER SEPARATELY

{if main respondent is Lone parent}

Jsc80

Taking everything together, what do you think is the most likely thing to happen to you over the next couple of years...READ OUT...

- 1 ...working 16 or more hours a week,
- 2 working less than 16 hours a week,
- 3 or, you will not be working?

(Jsc80=Wk16)

Jsc81

...and over the next couple of years do you think you are likely to be ... READ OUT...

- 1 ...receiving Working Families Tax Credit (formerly Family Credit),
- 2 or not receiving Working Families Tax Credit (formerly Family Credit)?

{if in a couple (ask for main R and partner separately)}

Jsc82

SHOW CARD M6

Taking everything together, what do you think is the most likely thing to happen to you over the next couple of years?

- 1 Both of us working 16 or more hours a week
- 2 One of us working 16 hours or more a week
- 3 Neither of us working 16 or more hours a week
- 4 Neither of us working

(Jsc82=bwk16)

Jsc83

...and over the next couple of years do you think you or your [husband/partner/ wife] are likely to be ... READ OUT...

- 1 ...receiving Working Families Tax Credit (formerly Family Credit),
- 2 or not receiving Working Families Tax Credit (formerly Family Credit)?

SatAll

SHOW CARD M7

And now finally, a few questions about your local area. Overall, how satisfied or dissatisfied are you with services for children and young people in your local area?

INTERVIEWER: IF ASKED, SERVICES INCLUDE LEISURE CENTRE, YOUTH CLUBS, PARKS ETC.

- 1 Very satisfied
- 2 Quite satisfied
- 3 Neither satisfied nor dissatisfied
- 4 Quite dissatisfied
- 5 Very dissatisfied

{if SatAll = Qdis or Vdis}

AllDis^

Why do you say that you are dissatisfied with services for children and young people in this area?

- 1 Not enough/any youth clubs
- 2 Not enough/any parks, green spaces
- 3 Not enough/any facilities for young people
- 4 Not enough/anything to do (e.g. activities)
- 5 Poor quality facilities (youth club, leisure centre) – e.g. dirty, vandalism
- 6 Poor quality parks, green spaces – e.g. broken glass
- 7 Facilities/activities too expensive
- 8 Crime
- 9 Drugs
- 10 Traffic/busy streets
- 11 Generally unsafe area
- 12 Not enough/any public transport
- 13 Transport too expensive
- 14 Other specific answer, not codeable to 1-13
- 97 Other vague answer, not codeable to 1-14

Improve^

SHOW CARD M8

Which two or three things from this card do you think would most improve this area as a place for children and young people to grow up?

CODE UP TO THREE RESPONSES

- 1 better schools
- 2 more low cost, quality childcare
- 3 better housing
- 4 more or better job opportunities
- 5 better, cleaner parks
- 6 less crime or safer area
- 7 fewer drugs
- 8 better public transport
- 9 more shops
- 10 more sports facilities
- 11 more youth clubs or facilities for young people
- 12 [none of these - spontaneous code]

20 Relationship history

ASKED OF MAIN RESPONDENT ONLY

PARALLEL BLOCK: free-floating module

All with a partner (refer to HHGrid)

R1q

When did you and [partner's name] first meet?

ENTER YEAR ONLY

Range = 1930..2050

All with a partner (refer to HHGrid)

R2q

And when did you first start to share a home together?

FIRST ENTER YEAR

Range = 1930..2050

If R2q in 1930..2050

R3q

...THEN ENTER MONTH.

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH

Range = 1..12

R4q

And may I just check, are you and [partner's name] married?

- 1 Yes
- 2 No

R6q

DERIVED VARIABLE

Compute number of months from interview date back to DOB of respondent's eldest child, and add 12 months.

Compute number of months back to when Resp first set up home with present partner (ie. R2q x 12, plus R3q.)

If (1) <= (2) then R6q = 'before'. If (1) > (2) then R6q = 'after'. }

Did their present relationship begin before or after the eldest child was conceived? :

- 1 Relationship started at same time/before eldest
- 2 Started after eldest

IF 'AFTER', THEY JUMP TO R11q; IF 'BEFORE', THEY AVOID THE RELATIONSHIP HISTORY ALTOGETHER, AND JUST GET ASKED R7q TO R10q

{If R6q = before, or if panel and a couple this interview and last interview- same partner}

R7q

[Since date of last interview/ Were there ever] any spells of a month or more when you were not living together as a couple?

DO NOT INCLUDE BREAKS FOR WORK OR STUDY

- 1 Yes
- 2 No

If R7q = Yes

R8q

How long did these spells last, in total?

FIRST, ENTER NUMBER OF YEARS (IF LESS THAN ONE, ENTER 'O')...

Range = 0..20

If R8q in 0..20

R9q

...ENTER NUMBER OF MONTHS.

Range = 0..11

R10q

And how many separate spells were there?

Range = 1..97

START OF REL'SHIP HISTORY

ASK FOR ALL LONE PARENTS, AND COUPLES IF R6q = after

If Lone parent, or if R6q = after

R11q

Can I check, did you have a husband/ wife or partner living with you regularly during the year before [eldest child's name] was born (adopted)?

THIS QUESTION REFERS TO **EX-PARTNERS** ONLY. IF THEIR **CURRENT** HUSBAND/PARTNER LIVED WITH THEM AT THAT TIME YOU MUST CODE 'NO'.

- 1 Yes
- 2 No

If R11q = no

R12q

(I would now like to ask a few questions about the father of [child's name]).

INTERVIEWER ASK OR CODE: Did you ever live together as a couple (for a month or more) with this ex-partner?

- 1 Yes
- 2 No
- 3 Cannot identify him/her
- 4 Current partner is the parent

If R12q = no, jump to end of table, R111q}

START OF TABLE FOR EX-PARTNERS

FIRST Segment: IF IN A COUPLE WITH SOMEONE

If R11q = yes, or if R12q = yes

R15q

When did you first start living as a couple with this person?
FIRST ENTER THE YEAR...

Range = 1930..2050

If R15q = response

R16q

...THEN ENTER MONTH.

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH

Range = 1..12

R17q

When did you last live together as a couple with this person?
FIRST ENTER THE YEAR...

Range = 1930..2050

If R17q = response

R18q

...THEN ENTER MONTH.

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH

Range = 1..12

HARD CHECK: If R15q..18 = Response: second date must be later than first
HARD CHECK: If more than one partner in grid, at second and subsequent rounds; DATES must be later than previous round

R19q

During that time [between R16Q R17Q and R18Q R17Q], were there ever spells of a month or more when you were not living together as a couple?

DO NOT INCLUDE BREAKS FOR PURPOSES OF WORK OR STUDY

- 1 Yes
- 2 No

If R19q = yes

R20q

How long did these spells last, in total?

FIRST, ENTER NUMBER OF YEARS (IF LESS THAN ONE, ENTER 'O')...

Range = 0..20

If R20q = response

R21q

...ENTER NUMBER OF MONTHS.

Range = 0..11

If R19q = yes

R22q

And how many separate spells of a month or more were there?

Range = 1..97

If in previous relationship

R23q

Were you legally married to this person?

- 1 yes, married
- 2 No, not married

If in previous relationship

R24q

May I ask, when you finally stopped living together, did you and your partner at that time separate, or did your partner die?

- 1 Separated from partner
- 2 Partner died

END OF FIRST STAGE

NEXT, IDENTIFY PARENTS OF RESP'S CHILDREN

KidVar : TEMPORARY VARIABLE to count children on **LIST** : 0..8

If in a couple with this person: If Kidvar > 0

R25q

ASK OR CODE: Was this person, whom you lived with as a couple, the other parent of [either of / any of your child / children]

- 1 Yes
- 2 No

If someone was identified as a parent (this is either: someone they lived with who was a parent { if R25q = yes , or someone they didn't live with who was a parent)

R26q

ASK OR CODE: May I ask, of which [child/children] [(including [eldest child's name])] [is/was] this person the other parent?

DISPLAY NAMES OF RESP'S CHILDREN ON **LIST**, and code all that apply

HARD CHECK: if 'first round' of Qs and 'ELDEST' is not coded at R26q: Please code the eldest child (and any others if applicable).

R27q

INTERVIEWER CHECK: IS THIS OTHER PARENT STILL ALIVE?

- 1 Yes
- 2 No

{If parent of respondents children or if ex-partner non-parent of children but married to respondent}

R40q

SHOWCARD P1

^RECENTEX Where does he/she live now?

- 1 This neighbourhood
- 2 This town
- 3 This county
- 4 This region
- 5 Elsewhere in Britain
- 6 Abroad

If resp ever lived with this Ex (R15q <> EMPTY)

R49q

In the last year before your separation, did you and your partner ever argue? IF YES: How often?

- 1 Many times a day
- 2 At least every day
- 3 Several times a week
- 4 Once a week or less
- 5 Never

If R49q IN many..week

R50q

People often use some force in a relationship - grabbing, pushing, shaking, hitting, kicking, etc. Has your ex-partner ever used any force on you for any reason?

- 1 Yes
- 2 No
- 3 Can't remember

If R50q = Yes

R51q

And may I ask you, were you ever injured as a result of your ex-partner using force against you? By injuries we mean bruises, scratches, cuts etc of any kind.

- 1 Yes
- 2 No
- 3 Can't remember

If married, then separated: R23q = marr AND R24q = separ

R54q

Are you and your ex-partner now divorced?

- 1 Yes
- 2 No

If R54q = Yes

R55qa

When was the final date of your divorce?

FIRST ENTER YEAR...

Range = 1930..2050

If R55q in 1930..2002

R55qb

...THEN ENTER MONTH.

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH

Range = 1..12

TEXTFILL

IF partner died, R24q = died THEN

'SEPDIE':= At the time your partner died

ELSE 'SEPDIE':= Just before you separated

If R15q <> EMPTY (ever lived with), or if R24q = died, this partner died

R59q

^SEPDIE was your partner working full time?

1 Yes

2 No

If R40q <> EMPTY

R100mq (previously R100q)

Sometimes, separating or divorcing partners receive property or capital from a former partner (or non-resident parent) over and above that to which they had personally contributed. This is often called a 'clean break' settlement.

Did you receive from [your former partner / the other parent] any of [his/her] share of the value of a house or flat, any other of his/her property, or any of his/her savings or investments?

1 Yes

2 No

{if R100mq = yes}

R100aq

Did you receive from [your former partner/ the other parent] any of his/her share of the value of a house or flat?

1 Yes

2 No

If R100q = Yes

R101q

How much would you say this was worth at the time?

ENTER AMOUNT OF SHARE RESPONDENT GAINED

Range = 0..999997

SOFT CHECK: If share worth more than £150,000 interviewer asked to prompt: PLEASE CHECK YOUR ENTRY: THAT'S OVER £150,000

If R100mq = yes

R102q

Did you receive any of his/her share of any savings or investments?

- 1 Yes
- 2 No

If R100mq = yes

R104q

Did you receive any of his/her share of any other property?

- 1 Yes
- 2 No

If R100mq = Yes or R102q = yes or R104q = Yes

R106q

Did you accept this exchange for lower maintenance, or instead of any maintenance at all, or did this not affect any maintenance?

- 1 Exchange for lower maintenance
- 2 Instead of maintenance
- 3 Did not affect maintenance

R110q

Since you stopped living together with this person, have you lived together with anyone else (apart from your current partner)?

INTERVIEWER: DO NOT INCLUDE THE CURRENT PARTNER

- 1 Yes
- 2 No

{if R12q is No..CurPart}

R110Bq

Can I check, ^APART have you ever lived together as a couple with someone (for periods of a month or more) since the birth of [eldest child's name]?

INTERVIEWER: DO NOT INCLUDE THE CURRENT PARTNER

- 1 Yes
- 2 No

If R110q is not yes and R110Bq is not yes, and Kidvar > 0

R111q

I would now like to ask a few questions about the other parent of [eldest child's name]. Did you ever live together as a couple (for a month or more) with him/her?

- 1 Yes
- 2 No
- 3 Cannot identify ^him/her
- 4 Current partner is the parent

END TABLE

21 Proxy partner interview

{ASKED OF MAIN RESPONDENT ONLY, IF FULL PARTNER INTERVIEW NOT POSSIBLE AT TIME OF INTERVIEW}

PARALLEL BLOCK: free-floating module

Partun

Can I just check a few details regarding your partner's situation?

- 1 Yes
- 2 No

If full partner interview expected

Partexp

We hope to carry out a short interview with your partner. Before that interview, may I just check a couple of details about his/her situation?

- 1 Yes
- 2 No

If Partun=yes or Partexp=yes

Pphea

Does your partner have any long-standing illness, disability or infirmity of any kind? By longstanding I mean anything that has troubled (him/her) over a period of time or that is likely to affect (him/her) over a period of time?

- 1 Yes
- 2 No

If Partun=yes or Partexp=yes

PpCare

Does your partner care for anyone because they have a long-standing illness, disability or infirmity?

- 1 Yes
- 2 No

If Partun=yes or Partexp=yes

If relation=partner and empstat=more16 or less16

Pcomp

You told us earlier that your partner is currently employed. Is [partner's name] currently working as an employee in this work or is he/she self-employed?

- 1 Employee
- 2 Self-employed
- 3 Government scheme
- 4 Unpaid family worker

NODK, NOREFUSAL

If PPemp=emp

PPay

How much does [partner's name] get paid, that is after all deductions for tax, national insurance, pension contributions, union dues and so on, but including overtime, bonuses, commission, tips etc. PROBE FOR BEST ESTIMATE.

ENTER AMOUNT TO NEAREST £

Range = 1..999997

PPperd

And what period did this pay cover?

- 1 One week
- 2 Two weeks
- 3 Three weeks
- 4 Four weeks
- 5 Calendar month
- 7 Two Calendar months
- 8 Eight times a year
- 9 Nine times a year
- 10 Ten times a year
- 13 Three months/13 weeks
- 26 Six months/26 weeks
- 52 One Year/12 months/52 weeks
- 90 Less than one week
- 95 One off/lump sum
- 97 None of these (EXPLAIN IN A NOTE)

Phours

How many hours a week does [partner's name] usually work in this job, excluding meal breaks but including any paid overtime?

IF NO FIXED HOURS, ENTER 997

Range = 1..997

If empstat not more16

Peverwk

Has [partner's name] ever worked in a paid job, or as a self-employed person for **more than 16 hours** a week?

- 1 Yes
- 2 No

If Peverwk=yes

Plstwkky

When did [partner's name] last work in a job, or as a self-employed person for 16 or more hours a week?

ENTER THE YEAR FIRST AND THEN THE MONTH AT THE NEXT QUESTION

Range = 1930..2050

Plstwkm

NOW ENTER THE MONTH.

IF DON'T KNOW, ASK 'Was it Winter, Spring ..' AND ENTER THE MID-SEASON MONTHS

Range = 1..12

Pphours

How many hours a week did [partner's name] usually work in this job, excluding meal breaks but including any paid overtime?

IF NO FIXED HOURS, ENTER 997

Range = 1..997

SOFT CHECK: if >1970, display: Are you sure?
--

If peverwk=yes

Ppemp

In [partner's name]'s last job where (he/she) worked 16 hours a week or more, was (he/she) an employee in this work or was (he/she) self-employed?

- 1 Employee
- 2 Self-employed
- 3 Government scheme
- 4 Unpaid family worker

NODK, NOREFUSAL

If (Xempstat[2]=more16) OR (Peverwk=Yes) then

PPSIC

[What does/ did [[partner's name] (or his/her business) / the firm or organisation [partner's name] works/worked for] mainly make or do (at the place where he/she worked (works))?

DESCRIBE FULLY - PROBE MANUFACTURING or PROCESSING or DISTRIBUTING ETC. AND MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE or RETAIL ETC.

PPJobT

What [is/was] [partner's name]'s [last/main] job [in which (he/she) worked for 16 hours a week or more]?

ENTER JOB TITLE.

IF PARTNER HAS MORE THAN ONE JOB, THE MAIN JOB IS THE ONE THEY WORK(ED) IN THE MOST HOURS/ IF WORK(ED) IN BOTH JOBS FOR THE SAME NUMBER OF HOURS THE MAIN JOB IS THE MOST RENUMERATIVE.

PPJobDe

What [does/ did] [partner's name] mainly do in his/her [last/main] job?

DESCRIBE FULLY - PROBE FOR DETAILS OF WHAT THEY DO. FOR EXAMPLE, IF A TEACHER, PROBE FOR WHETHER TEACH PRIMARY OR SECONDARY PUPILS. IF AN ENGINEER, PROBE FOR TYPE OF ENGINEER - ELECTRICAL, CHEMICAL, CIVIL ETC.

ENTER DESCRIPTION

PPtrain

What training or qualifications [does/ did] [partner's name] need for that job?

ENTER FULL DESCRIPTION, INCLUDING GRADE OR LEVEL WHERE APPROPRIATE. QUALIFICATIONS NEEDED FOR JOB

If Xempstat[2]=more16 AND pcomp=emp OR peverwk=yes AND Ppemp=emp

PPman

[Does/ did] [partner's name] have any formal responsibilities for supervising the work of other employees?

DO NOT INCLUDE PEOPLE WHO ONLY SUPERVISE:

CHILDREN, E.G. TEACHERS, NANNIES, CHILDMINDERS - ANIMALS

SECURITY OR BUILDINGS, E.G. CARETAKERS, SECURITY GUARDS

- 1 Yes
- 2 No

IF PPman = YES

PPSup

Please describe the type of responsibility [partner's name] have/has/had for supervising the work of other employees.

INTERVIEWER: PROBE FOR WHO AND WHAT IS BEING SUPERVISED

PPnoemp

How many employees [are/were] there at the place where [partner's name] [works/worked]?
Are/were there ... READ OUT...

- 1 1-9
- 2 10-24
- 3 25-499
- 4 or 500 or more

If Ppemp=self

Pslfem

[Is/was] [partner's name] working on his/her own or [does/ did] he/she have employees?

- 1 Working on own
- 2 Has employees

If Pslfem=yes

Pslfno

How many people [does/ did] [partner's name] employ at the place where he/she [works/worked]?

- 1 1-9
- 2 10-24
- 3 25-499
- 4 or 500 or more

Pacedq

SHOW CARD N1

What is the highest educational qualification that [partner's name] has obtained?

HIGHEST = NEAREST THE END OF THE LIST.

- 1 GCSE grade D-G / CSE grade 2-5 / SCE O Grades (D-E) / SCE Standard Grades (4-7) / Scottish National Qualifications (Access level)/ SCOTVEC National Certificate Modules
- 2 GCSE grade A-C / GCE 'O'-level passes / CSE grade 1 / SCE O Grades (A-C) / SCE Standard Grades (1-3) / Scottish National Qualifications (Intermediate level) / School Certificate / Matriculation
- 3 GCE 'A'-level / AS level / SCE Higher Grades (A-C)/ Scottish National Qualifications (Higher level)
- 4 First degree, eg BSc, BA, BEd, MA at first degree level
- 5 Higher degree, eg MSc, MA, MBA, PGCE, PhD
- 6 Other *academic* qualifications (PLEASE GIVE DETAILS)
- 7 No, none of these
- 8 *Has qualification, level unknown*
- 9 *Other specific answer, not codeable to 1-8*
- 97 *Other vague answer, not codeable to 1-9*

CHECK: IF MORE THAN ONE ANSWER GIVEN AT AcaQual AND ONE OF THEM IS 'None',
DISPLAY HARD CHECK: 'NONE' IS AN EXCLUSIVE CODE.

if Pacedq = Other

Pacedqo

INTERVIEWER: SPECIFY OTHER QUALIFICATION(S). RECORD AS MUCH DETAIL AS POSSIBLE, EG AWARDING BODY, LEVEL OF QUALIFICATION.

(NB THE NEXT QUESTION DEALS WITH VOCATIONAL QUALIFICATIONS, SO THEY SHOULD NOT BE RECORDED HERE)

Pvocq^

SHOW CARD N2

Does [partner's name] have any professional, vocational or other work-related qualifications?

CODE ALL THAT APPLY

INTERVIEWER: THERE ARE 12 CODES

- 1 Level 1 NVQ/SVQ / Foundation GNVQ/GSVQ
- 2 Level 2 NVQ/SVQ / Intermediate GNVQ/GSVQ
- 3 Level 3 NVQ/SVQ / Advanced GNVQ/GSVQ
- 4 Level 4 NVQ/SVQ
- 5 Level 5 NVQ/SVQ
- 6 NVQ/SVQ or GNVQ - not sure what level
- 7 City & Guilds Part 1 / RSA Certificate
- 8 BTEC First/General Certificate / BEC/TEC General/ City & Guilds Part 2/Craft/Intermediate/ RSA Advanced Diploma/Certificate
- 9 BTEC National Certificate/Diploma/ City&Guilds Part 3/Final or Advanced Craft/ ONC/OND
- 10 BEC (Higher)/TEC (Higher)/ BTEC (Higher) /City & Guilds Part 4/ HNC / HND
- 11 Other *vocational or pre-vocational* qualification (PLEASE GIVE DETAILS AT NEXT QUESTION)
- 12 No, none of these
- 13 *City and Guilds/RSA-not sure what level*
- 14 *Other specific answer, not codeable to 1-13*
- 97 *Other vague answer, not codeable to 1-14*

CHECK:

IF MORE THAN ONE ANSWER GIVEN AT VocQual AND ONE OF THEM IS 'None', DISPLAY HARD CHECK: 'NONE' IS AN EXCLUSIVE CODE.

If Pvocq = other

Pvocqa

INTERVIEWER: ENTER DETAILS OF OTHER VOCATIONAL OR PRE-VOCATIONAL QUALIFICATION

PtnrQ

INTERVIEWER CODE: WAS RESPONDENT'S PARTNER PRESENT DURING THIS PROXY INTERVIEW?

- 1 Yes
- 2 No