

# Families and Children Study (FACS) 2003, Wave 5

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# 1 INTRODUCTION

This is a report on the research methods used in the Families and Children Study (FACS) 2003, Wave 5 (FACS was formerly known as SOLIF<sup>1</sup>). The study followed on from the baseline survey conducted in 1999 and the surveys conducted in 2000, 2001 and 2002. In 2003, 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. Along with researchers at the Department for Work and Pensions, the National Centre for Social Research was also responsible for reporting the results. Responsibility for the content of the questionnaire was also 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), with further resources from Inland Revenue (IR), the Department for Education and Skills (DfES), Office for the Deputy Prime Minister (ODPM) and Department for Transport.

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 children<sup>2</sup>, 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 out<sup>3</sup>.

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.

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<sup>1</sup> Survey of Low-Income Families.

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

<sup>3</sup> 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 2003 (Wave 5) study had two main elements:

- The *panel sample*, where families who had entered the study in a previous year – 1999 or 2000 or 2001 or 2002 - were to be re-interviewed;
- The *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 5 was drawn.

In addition, there were a small number of cases which were treated slightly differently before fieldwork. These were the *opt-in sample*, where panel 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 (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 for children age 11 to 15

In total, interviews were conducted in approximately 7,746 families. Within these there were approximately 3,006 additional interviews with the respondent's partner.

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 dependent<sup>4</sup> 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 (ChB) 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.<sup>5</sup>

#### 2.1.1 Sampling procedures for 2000, 2001 and 2002 (Waves 2, 3 and 4)

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 to the field. 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.

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<sup>4</sup> 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.

<sup>5</sup> Further details of the 1999 sample design can be found in the FACS 1999 Technical Report (Woodland and Collins, 2001).

Reasons for not issuing potential sample members in 2000, 2001 and 2002 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 2000<sup>6</sup>, but this was reduced in 2001); no dependent children in the household; and address not traced and no new address found in sample checking. In 2002 (Wave 4) the Family Credit sample was also removed from the issued sample<sup>7</sup>.

## **2.2 Sampling methods and procedures for 2003 (Wave 5)**

The 2003 (Wave 5) 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 2003 (Wave 5) fieldwork.

### **2.2.1 Panel 2003**

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 2003 (Wave 5) study, with the exception of those:

- where a DWP exclusion code applied (for death of a child in the family<sup>8</sup>);
- where the age of the youngest child was 19 or over at the last interview or no children in the household;
- whose 2002 interview was only partially completed;
- who had moved abroad since the last interview.

The issued panel sample for 2003 included those who were:

- *Interviewed in 1999 and/or 2000 and/or 2001 and/or 2002*
- *Interviewed 1999 and/or 2000 and/or 2001, refusal 2002, productive opt-in 2003*
- *Interviewed 1999 and/or 2000 and/or 2001, no contact or soft refusal 2002*
- *Interviewed 1999, and/or 2000 and/or 2001, non contact 2002 new address found 2003*
- *Mover / moved abroad 2002, new address found 2003*

A total of 7,901 panel cases were issued in 2003.

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<sup>6</sup> 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.

<sup>7</sup> Full details of the sampling procedures in 2000, 2001 and 2002 can be found in the FACS 2000, FACS 2001 and FACS 2002 Technical Reports (Woodland and Woodward, 2002, Woodward *et al.*, 2003 and Phillips *et al.*, 2003).

<sup>8</sup> In 2002 and 2003, 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.

### **2.2.2 Booster sample**

In a household panel survey, by following up the individuals originally interviewed, it is possible to maintain a sample that is representative of households in each subsequent year. The process is, in practice, not perfect. Migration (inwards and outwards) means the system is not fully closed. And there may be differences in attrition from the survey that are too difficult to fully take account of by weighting.

FACS is not a household panel. It is a sample of Child Benefit recipients - broadly speaking the units sampled consist of a recipient (usually the mother), and her children. Whilst there is clearly an emphasis on the longitudinal conclusions to be drawn from FACS, it is also desired to approximate to a representative sample of Child Benefit recipients in each year.

The main way that Child Benefit recipients are 'created' in the sampled areas is through women giving birth and then claiming Child Benefit. An alternative way in which families may enter our eligible population is if they are existing Child Benefit recipients who move into the sampled areas.

In any year there are around 600,000 births, approximately half to existing families and half to new families. From a population of 7 million families, around 4.3 per cent are therefore added each year. Since around 100 families were originally selected in each sampling area, we selected 5 in-movers to Child Benefit to add to the sample.

The number of families entering given postcode sectors (these are known as the Postcode Sampling Units or PSUs) over time is not certain, but it should be possible to form a judgement based on following FACS families between survey waves. It was decided to add four families to each area as a reasonable starting point. It is known that around 11 per cent of households moved in the last year (Survey of English Housing). However, many such moves are local and need not imply moving from one postcode sector to another (around 1 in 5 of moves are of less than one mile, whilst 1 in 2 are under 5 miles). Moreover, some movers in this group will overlap with new births. The figure of four movers, representing around four per cent of the original Child Benefit sample, will need to be compared with rates of moving observed in FACS.

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

- *No contact 1999 and/or 2000 and/or 2001 and/or 2002, new address found in original postcode sector in 2003*

A total of 1,401 cases were selected to be in the booster sample.

### **2.2.3 Not Issued 2003**

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.

One of the main reasons for non-issue in 2003 was the removal of families where the age of the youngest child was 19 or over or there were no longer any children in the household. The decision not to issue these cases is because the focus of the study is on families with dependent children; therefore much of the questionnaire is not relevant for families with older children, or no children.

Those not issued in 2003 included:

- where the age of the youngest child was 19 or over at the last interview or no children in the household
- *Opted out in 1999 or 2000 or 2001 or 2002*
- *DWP exclusion code in 1999 and/or 2000 and/or 2001 and/or 2002*
- *Refusal 2000 or 2001 or 2002 (booster cases only)*
- *Refusal 1999, (not issued 2000 and 2001 and 2002 and 2003)*
- *No interview 1999 and 2000 and no dependent children 2001 or 2002 (rescreen cases only)*
- *No interview 1999, 2000 and 2001, no contact/refusal 2002*
- *Interviewed 1999, no contact/refusal 2000 or 2001, no contact 2002, no new address 2003*
- *No previous interview, no new address traced in previous years, no new address 2003*
- *Duplicate case 2001 and 2003*
- *Issued to opt-in 2003, unproductive/no telephone 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 855 panel cases were eligible for the opt-in.

The opt-in procedure was carried out on the telephone by interviewers from the *National Centre Telephone Unit*. This took place between 7<sup>th</sup> and 24<sup>th</sup> October 2003. Telephone interviewers were given written instructions about the exercise.

There were 855 cases eligible for the telephone opt-in, but only 657 cases had a telephone number and were issued to the telephone unit.

The number of productive outcomes from the opt-in process is shown in Table 2-1 below. A productive outcome means the respondent gave agreement for a field interviewer to make contact. Overall, the opt-in was successful in 31.3 per cent of cases.

**Table 2-1 Summary of Opt-in Outcomes**

<b>Telephone opt-in outcome</b>	<b>Numbers</b>	<b>Percentage</b>
Total issued to telephone unit (i.e. had tel number)	657	
Unproductive	451	68.7
Productive	206	31.3

Finally we can consider the outcomes of those who were issued to field. Of the 206 productive opt-ins, 133 went on to have an interview at the mainstage (65 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.

### Panel addresses

Interviewers were instructed to attempt to interview the person that was interviewed in the previous wave. To cover situations where there had been a change in the family circumstances, a set of rules were designed to guide the interviewer. These instructions were as follows.

*If the named respondent from the previous wave had left the household* – the person who was interviewed depended on what had happened to the children. Interviewers were instructed to follow the children, therefore, if they had left with their mother, the interviewer was to attempt to find where they had gone to and conduct the interview accordingly. Where they (the children) are split equally between the new parents, the interviewer had to follow whoever did the interview in the previous wave.

*If the named respondent from the previous wave had died* - if the named respondent died, but their partner was still alive and was in the household in the previous wave, the interviewer was instructed to interview the partner from the previous wave as the main respondent. If the named respondent was a lone parent in the previous wave, or both parents had died, no interview was conducted, even if the guardian(s) of the child(ren) could be traced.

*If there were no children in the household* – if the children had left the household (e.g. gone to university, living elsewhere) interviewers were instructed to conduct an interview as normal.

### Re-entry and booster addresses

Interviewers were instructed that the main respondent would always be female (usually the child's mother). The only exception to this rule is where there is no 'mother figure' in the household, in which case interviewers were instructed to interview the 'father figure' as the main respondent. Interviewers were advised where possible to conduct the screening interview with the main respondent, so that if eligible they could go straight into the main interview.

*If parents were recently separated* - Child Benefit records may not have been up-dated as yet to reflect this change. Thus the father may have been the named recipient yet the mother and children no longer live with him. Interviewers were instructed to follow up the parent with whom the children are now living; if the children are split between both parents to follow up the mother (or mother figure).

## **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 a previous wave – 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 was asked to give around 60 minutes of their time again.

The payments were made directly to the main respondent<sup>9</sup> and were in the form of a gift voucher. The vouchers were handed over by the interviewer, usually at the end of the interview.

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<sup>9</sup> A voucher was still payable irrespective of whether the main respondent had changed between different waves of the study.

## **3 DEVELOPMENT WORK**

### **3.1 Scope of development work**

The pilot and development stages of FACS 5 were conducted over a 6-month period, from March to August 2003. The requirement of this work was threefold: to develop new questions for the survey, to design a new self-completion questionnaire for children and to test modifications made to the CAPI program since 2002 (wave 4). Initial development work focused particularly on new questions asking about the New Tax Credits (Working Tax Credit and Child Tax Credit)- in particular, awareness and receipt of New Tax Credits and the application process. There were also new questions about use of Children's fund services, respondent's debt and a re-ordering of the section that asks about childcare. In addition, a self-completion for children was developed that replaced the self-completion questionnaire for the main respondent and partner.

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

### **3.2 Cognitive test – Child Self-completion**

A new set of potential new questions to be included in a self-completion questionnaire for children was cognitively tested in April 2003. The purpose was to find out how well the 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. As the questions were in a self-completion format other aspects such as the layout and how well respondents' understood the instructions about completing the questionnaire were tested.

The questions covered a range of topics:

- What children do in their spare time
- Diet
- Smoking and drinking behaviour
- School, homework and future aspirations
- Parental control
- Working and money

#### **3.2.1 Respondents**

Interviewers were asked to carry out four interviews with children aged 10-15 years. To find eligible families interviewers used door-knocking and knowledge of their local area; current FACS panel members were not approached. Using a screening questionnaire, interviewers were able to identify a range of families with children aged 10-15 years.

Once a family had been selected, parental consent had to be obtained before interviewing commenced. Interviewers were asked to explain the purpose of the testing to the parent first

and ask if they would be willing to let their child take part. If consent was given the child's permission was also obtained.

Respondents (child not parent) 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 24<sup>th</sup> April, and returned for a debrief on the 1<sup>st</sup> May 2003. 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**

- Four interviewers obtained interviews with 15 respondents.
- There was a good spread across the age group, with 9 aged 10-12 years and 67 aged 13-15 years.
- The families included a mix of lone parents and couples, living in urban and rural areas.
- There was a good split in terms of gender.

### **3.2.4 Results and Modifications**

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

One of the key findings was that children aged 10 years had considerably more difficulty understanding the questions and took longer overall to complete the questionnaire. It was thus decided to change the age range to 11-15 years. A number of modifications were made to the questions on the basis of these results. A couple of questions were cut but generally amendments were minor, including:

- amendments to question text (for example, adding the phrase 'including videos and DVDs' to the question about watching television in spare time);
- revising or adding recall periods (e.g. referring to 'the last 7 days' instead of 'a normal school day' in the question about playing computer games);
- adding instructions after questions to aid understanding (e.g. adding the phrase 'remember to include time before and after school' to the question about watching television in spare time);
- revising answer codes where the previous lists had not been appropriate and vague;
- revising the terms used in questions where these were not understood (e.g. 'bunked off school');
- changing the layout of a set of questions asking about money.

### **3.3 Cognitive test – New Tax Credits**

A range of potential new questions about New Tax Credits were cognitively tested in May 2003, the purpose of which was the same as for the self-completion testing (see section 3.2).

These questions covered:

- Receipt of tax credits and who they are paid to
- The application process
- The impact of tax credits on childcare and other benefits
- Awareness of tax credit rules

#### **3.3.1 Respondents**

Interviewers were asked to carry out four interviews with respondents. The interviews were carried out with the female mother figure in the household. 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. Also, because the same interviewers participated in the two rounds of cognitive testing, interviewers asked the families who took part in the first round if they would be willing to take part again. Interviewers were provided with a screening questionnaire to help them choose a range of families to interview.

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

#### **3.3.2 Briefing and debriefing**

Interviewers attended a briefing on the 1<sup>st</sup> May, and returned for a debrief on the 8<sup>th</sup> May 2003. 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.

#### **3.3.3 Outcomes**

- Four interviewers obtained interviews with 16 respondents.
- There was a good split between lone parents and couple families (6 and 10 respectively).
- Of the lone parents, all were working, receiving new tax credits and had previously received Working Families Tax Credit (WFTC).
- Of the couple families, all had at least one person in work. All were in receipt of new tax credits and three had previously received WFTC.

#### **3.3.4 Results and Modifications**

The results of the cognitive testing highlighted several issues regarding the new section of questions about the tax credits. Full details of the findings and recommendations are covered in Appendix B and a summary of the key recommendations are given below:

- Providing interviewers with examples of the award notices sent to respondents from the Inland Revenue
- Additional instructions to interviewers to help locate information on the award notices.
- Shortening or simplifying question and explanation texts
- Add introductory text to questions about awareness and knowledge so they appear less “test-like”.

### **3.4 Pilot survey**

A pilot ‘dress-rehearsal’ of the survey procedures and instruments took place in June and July 2003. The pilot survey had three 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.
- To test the child self-completion questionnaire and the procedures associated with it, including acceptability of the gifts. A copy of the pilot child self-completion can be found in Appendix A.

#### **3.4.1 Pilot Sample**

The panel sample used was the same as for the pilot in all four previous waves (1999-2002). Since Wave 3 (2001), FACS has been expanded to cover all families with children, regardless of income. To reflect this the pilot booster sample was taken from ten new postcode sectors with the aim of obtaining interviews with higher levels of income. This enabled us to test procedures relevant to the panel and booster samples. The total number of cases in each sample type were:

- 161 panel addresses;
- 200 booster addresses.

The pilot addresses covered ten postcode sectors in the following areas across Great Britain: Stranraer, Cumbria, Liverpool, Hull, Leicester, Mid Glamorgan, Hereford, Milton Keynes, East London and Southampton. 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 200 families in the booster sample, of which 32 opted out (16 per cent). After the opt-out, a total of 329 addresses were issued to interviewers. The interviewer workload for the pilot ranged from 25 to 38 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.

### 3.4.2 Pilot briefing and debriefing

The pilot briefing took place on 19<sup>th</sup> June 2003 with an interviewer debriefing on 3<sup>rd</sup> July. 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 child 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.

### 3.4.3 Pilot outcomes

- A total of 155 addresses were attempted;
- Of those attempted, 121 were contacted;
- Interviews were obtained in 98 cases of which 32 were lone parents.

**Table 3-1 Summary of pilot interview outcomes**

Type of interview	Panel	Booster	Total
Issued addresses:	161	168	329
Not attempted <sup>10</sup>	81	93	174
No contact <sup>11</sup>	9	25	34
Contact made	71	50	121
<b>Unproductive</b>			
Ineligible (no dependent children)	0	0	0
Refusal to interview	8	4	12
Other reason for unproductive	8	3	11
Total unproductive	16	7	23
<b>Productive</b>			
Lone Parent	27 <sup>12</sup>	5	32
Main respondent and partner	18	16	34
Main respondent and proxy partner	7	21	28
Main respondent, no partner interview (full or proxy)	3	1	4
<b>Total productive</b>	<b>55</b>	<b>43</b>	<b>98</b>

<sup>10</sup> A large number of addresses were not attempted due to the limited fieldwork period for the pilot

<sup>11</sup> '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.

<sup>12</sup> Includes one partial interview

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

**Table 3-2 Average length of main respondent interview: pilot sample<sup>1</sup>**

	Length of CAPI interview (minutes)		
	All cases	Panel	Booster
Mean	57	53	63
Median	58	53	61
Max	106	93	106
Min	22	22	33
<b>Base</b>	<b>97<sup>13</sup></b>	<b>54</b>	<b>43</b>

<sup>1</sup> Calculated from CAPI timings

#### **3.4.4 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:

CAPI Questionnaire:

- Reordering of the questions in the childcare section.
- Relocation of the questions about the New Tax Credits so that they followed from the questions about benefits.
- Reordering the questions in the New Tax Credits section to follow the logical sequence of applying and receiving the credits.

Child self completion:

- Combine question about money from working and from allowance/pocket money into one question.
- Remove write in option on last question.
- Provide children and their parent with a short information sheet about the self completion.

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

### **3.5 Design of self-completion questionnaire**

Attention was not only paid to the content of the child self completion but also to the design and layout. A graphic designer was employed to produce a design for the self completion questionnaire with a brief that it should be suitable for the age group 11-15, in a format that would engage the children and a layout that prevents respondents accidentally missing questions. A draft version of the layout of the self completion was used at the pilot stage and further developed for the main stage with the addition of graphics relating to the questions.

<sup>13</sup> Timings data was incomplete in 1 case (a partial interview). Timings are therefore based on 97 cases

A copy of the final self completion can be found in Appendix B.

### **3.6 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.

## 4 CONDUCT OF FIELDWORK

### 4.1 Sample for 2003 (Wave 4)

The selected sample for 2003 was made up of the following cases:

- 8,107 panel cases (of which 206 were from the opt in procedure);
- 1,401 booster cases of which 734 were ‘new’ families, 604 were ‘in movers’ and 67 booster re-entries<sup>14</sup>.

### 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. This is a standard procedure used when a sample is drawn from benefit records, and means that only the addresses of sample members who have not opted out are issued to interviewers to contact. The letter stressed that this was a genuine research project and that any information provided by respondents would be treated in strict confidence. A copy of the opt-out letter is included in Appendix B.

Families in the panel and opt-in samples did not receive an opt-out letter in 2003 as they had participated in the opt-out exercise in their first contact with the survey.

*National Centre* staff in the Brentwood office carried out this exercise in 2003 (wave 5). A total of 156 cases (11.1 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.

Previous opt out rates have been 11.8 per cent in 1999 (wave 1), 10.1 per cent in 2000 (wave 2), 8.8 per cent in 2001 (wave 3) and 10.3 per cent in 2003 (wave 4).

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

	New families	‘In-mover’ families	All
% opting out	11.8	11.4	11.1
Total number of early opt outs	87	69	156
Total number of cases	734	604	1,401

After removing those cases that opted-out during the specified time period from the in-scope sample, 9,347 cases were issued to interviewers<sup>15</sup>. These were split between the different sample types as follows:

<sup>14</sup> Booster re-entry cases are cases where no contact was made at either wave 1 or wave 2 or wave 3. They therefore were not issued in wave 4. In wave 5 the address details of these cases were re-checked with DWP records and where a new address was found (which was in one of the original selected postcode sectors), they were issued in wave 5 as booster cases.

<sup>15</sup> The total issued was originally 9,352 but 5 cases were removed from the sample following issuing as these were found to be duplicate cases.

- 87 per cent panel sample;
- 13 per cent booster sample.

### 4.3 Advance letter from the National Centre

An advance letter was sent to all panel and booster cases notifying them that they were about to be contacted by an interviewer from the National Centre. The interviewers sent the letters themselves rather than centrally, the intent being to minimise the amount of time between the respondent receiving the letter and the interviewer calling at the address. Different letters were sent according to the sample type. Interviewers could distinguish between the letters by looking at the bottom right hand corner of the letter. A circled **P** indicated that the letter was to be sent to a panel address, a circled **B** indicated a booster address. Copies of these letters appear in Appendix B.

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 22 one-day briefing sessions were held between the 10<sup>th</sup> and the 29<sup>th</sup> September 2003. National Centre researchers, in conjunction with officials from DWP, conducted the briefings.

Nine of the briefings were held in London with the remainder taking place in Bath (1), Bristol (1), Birmingham (1), Derby (2), Edinburgh (1), Glasgow (1), Leeds (2), Liverpool (1), Manchester (2) and Newcastle (1). In total, 342 interviewers were briefed and worked on the survey. Of these, 57 per cent (196) had worked on the study in 2002 (wave 4). All were trained members of the *National Centre's* interviewing panel.<sup>16</sup>

### 4.5 Fieldwork progress

As noted, a series of one day interviewer briefings were held from the 10<sup>th</sup> to the 29<sup>th</sup> of September 2003. After attending one of the briefings, interviewers immediately commenced work. Fieldwork lasted for a total of 24 weeks. 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.

There was very little difference in fieldwork progress between the sample types with just a slight increase in the interviews completed on the booster sample in November. This is illustrated in Table 4-2.

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<sup>16</sup> 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.

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

Work completed by the end of ...	Panel %	Booster %	All %	All (count)
September	16	14	16	1,508
October	51	49	50	4,768
November	20	24	20	1,914
December	6	8	6	565
January	5	3	5	460
February	1	0	1	71
March	0	0	0	1
Date of return missing	1	1	2	60
Base: All issued addresses <sup>17</sup>	8,105	1,242	100	9,347

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 code<sup>18</sup> 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.

#### 4.6 Interviewer workload

The mean number of productive interviews carried out per interviewer was 23 with 64 being the maximum.

The average **duration** of each interview is shown in Table 4-3<sup>19</sup>.

<sup>17</sup> 161 cases from the initial sample were not issued to field and so are not included in the analysis.

<sup>18</sup> 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.

<sup>19</sup> 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.

**Table 4-3 Average duration of interview, by type of interview**

	Panel		Booster		All	
	<i>Mean</i>	<i>Median</i>	<i>Mean</i>	<i>Median</i>	<i>Mean</i>	<i>Median</i>
Lone Parent	56.7	53.0	60.3	58.0	57.0	54.0
Couple (main and full partner)	59.8	56.0	61.8	57.0	60.0	57.0
Couple (proxy or no partner interview)	56.8	54.0	57.9	56.0	56.9	54.0
Total	57.9	55.0	60.1	57.0	58.1	55.0

The mean interview length was 58 minutes and the median was 55 minutes, an increase of 6 minutes on the interview length in 2002. Of all productive interviews, just below eight per cent lasted 90 minutes or more, an increase of three per cent on 2002.

Data relating to the number of calls<sup>20</sup> 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, this figure is unchanged on 2002 (wave 4), with the average number of calls being 3.7 and the median 3.0. Compared to 2002 the average number of calls made to achieve a productive interview was slightly lower across each of the sample types (3.7 vs. 3.8 and 3.9 vs. 4.2 for booster and panel cases respectively).

Table 4-4 shows that 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.

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

	Panel	Booster	All
	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Productive interviews	3.7	3.9	3.7
Unproductive interviews	4.1	4.7	4.3

#### 4.7 Thank you card from the National Centre

After the completion of the wave 5 interviews, respondents were sent a thank you card. This measure had been introduced previously at wave 4, in the form of a thank you letter, and was based on one of the recommendations from the qualitative study (Phillips *et al.*, 2002) to help secure and show appreciation for participation. A copy of the thank you card is shown in Appendix B.

<sup>20</sup> This covers personal visits made by interviewers to the household.

## **4.8 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, 342 cases were sent back to interviewers. From the 342 cases re-issued, productive interviews were achieved in 54.7 per cent, or 187 households.

## **4.9 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.

### **4.9.1 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 16 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, 1,228 respondents were selected for telephone contact and of these, 748 were contacted. A further 47 respondents were sent a postal questionnaire with 21 returning this. In total, ten 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 – 2003

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 5,225 new sampled cases in 1999 (excluding the Family Credit sample and the 328 childless households that were removed from the wave 5 sample), 4,434 or 84% gave productive interviews in 1999. Of the 5,225 new sampled families in 1999, 3,354 or 64% gave a productive interview in 2000. Alternatively, of the 4,434 productive new sampled cases in 1999, 3,354 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 239 new sampled families in 2000 who did not give a productive interview, 95 families were successfully interviewed in 2001, 53 cases were productive in 2002 and 49 families were interviewed in 2003.



**Table 5-1 Productive interviews 1999 – 2003 for families eligible for interview**

	1999			2000			2001			2002		
	N	% of new sampled cases <sup>1</sup>	% of productive interviews <sup>1</sup>	N	% of new sampled cases <sup>2</sup>	% of productive interviews <sup>2</sup>	N	% of new sampled cases <sup>3</sup>	% of productive interviews <sup>3</sup>	N	% of new sampled cases <sup>4</sup>	% of productive interviews <sup>4</sup>
New sampled cases (families found to be eligible)	5225	N/A	N/A	1359	N/A	N/A	4502	N/A	N/A	1173	N/A	N/A
Productive interview	4434	84%	N/A	1120	82%	N/A	3695	82%	N/A	961	82%	N/A
<b>Outcomes</b>												
2000 Productive interview	3354	64%	76%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2001 Productive interview	3054	58%	69%	898	66%	80%	N/A	N/A	N/A	N/A	N/A	N/A
2002 Productive interview	2807	53%	63%	784	58%	70%	2949	66%	80%	N/A	N/A	N/A
2003 Productive interview	2652	50%	60%	745	55%	67%	2766	61%	75%	767	65%	80%

Note:

<sup>1</sup> This is the proportion of sampled cases and productive interviews in 1999 that remain eligible at subsequent waves.

<sup>2</sup> This is the proportion of sampled cases and productive interviews in 2000 that remain eligible at subsequent waves.

<sup>3</sup> This is the proportion of sampled cases and productive interviews in 2001 that remain eligible at subsequent waves.

<sup>4</sup> This is the proportion of sampled cases and productive interviews in 2002 that remain eligible at subsequent waves.



### 5.1.1 Attrition analysis (wave 4 to wave 5)

For Wave 5, 328 childless households were removed from the sample and so an analysis of attrition from wave 4 (2002) to wave 5 (2003) must remove this group from consideration. Table 5-2 shows that of the 7,555 productive interviews conducted in 2002 (excluding the childless households), an interview was conducted in 6,631 or 87.8 per cent of cases in 2003. A small proportion – 0.4 per cent (32 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 per cent of those who were successfully interviewed in 2002.

**Table 5-2 Panel Attrition 2002 – 2003 for those interviewed in 2002**

	Count	Percent
<b>Productive interviews in 2002</b>	<b>7,555</b>	<b>100.0%</b>
Of which: <sup>21</sup>		
<b>Productive interview in 2003</b>	<b>6,631</b>	<b>87.8%</b>
<b>Not issued to field in 2002</b>	<b>32</b>	<b>0.4%</b>
No permission given for recall in 2002	26	0.3%
Moved out of sample areas	6	-
<b>Refusal / non-contact / unable to take part in 2002</b>	<b>879</b>	<b>11.6%</b>
Respondent deceased	1	-
Non-contact	220	2.9%
Refusal	606	8.0%
Unable to take part	35	0.5%
Other	17	0.2%

Table 5-3 shows that of the 8,594 eligible sample members at wave 4 (excluding the childless households removed from the wave 5 sample), an interview was conducted in 6,801 or 79.1 per cent of cases in 2003. Of the 1,793 families that were not interviewed in 2003, 36 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 4, or for some other reason.

Amongst those families who were issued to field, 689 families refused to take part in the study representing 8 per cent of those cases eligible for interview in 2002.

<sup>21</sup> The breakdown excludes 13 cases for whom this data is incomplete

**Table 5-3 Panel Attrition 2002-2003 for families eligible for interview in 2002**

	Count	Percent
<b>Eligible for interview in 2001</b>	<b>8,594</b>	<b>100.0%</b>
Of which <sup>22</sup> :		
<b>Productive interview in 2003</b>	<b>6,801</b>	<b>79.1%</b>
<b>Not issued to field in 2002</b>	<b>36</b>	<b>0.4%</b>
No permission given for recall in 2003		
Advised of refusal prior to W5 fieldwork, not issued W5	27	-%
Moved out of sample areas	7	-%
No contact or refusal to participate in W4 not issued W5		
Other	2	-%
<b>Refusal / non-contact / unable to take part in 2002</b>	<b>986</b>	<b>11.5%</b>
Respondent deceased	4	%
Non-contact	233	2.7%
Refusal	689	8.0%
Unable to take part	39	0.5%
Other	21	0.2%

Table 5-4 shows that of the 4,434 productive interviews conducted in 1999, an interview was conducted in 2,651 or 60 per cent of cases in 2003. A natural question to ask is whether the reduced sample of cases in 2003 looks different from the original sample of 1999. That is, is the attrition of the sample from 1999 to 2003 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 successfully interviewed in the first wave (1999) with those families who were still involved in 2003. 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 4,434 families in 1999 and the 2,651 families who also participated in 2003. However, a number of interesting differences do emerge. 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, 92 per cent of those also taking part in 2003 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 nine per cent of those also participating in 2003 lived there in 1999. Finally, there is some evidence to suggest that families with younger children are less likely to drop out of FACS. Whilst 72% of the families taking part in 1999 had a child below the age of 10, 76% of those also participating in 2003 did so.

<sup>22</sup> The breakdown excludes 771 cases for which this data is incomplete at the moment.

**Table 5-4 Profile of respondents in 1999 and 2003 (excluding the childless households)**

Socio-demographic characteristics in 1999	Productive interview 1999 <sup>1</sup> Column % per category	Productive interview 2003 <sup>1</sup> Column % per category	No.
<b>Ethnic group</b>			
White	89	92	2,446
Black	4	3	75
Asian	5	3	86
Other	2	2	44
Missing	<1	-	0
<b>Receipt of Income Support</b>			
Not on Income Support	66	66	1,758
Receiving Income Support	34	34	893
<b>Receipt of state benefit (not Income Support)</b>			
Not on state benefit	60	61	1,613
Receiving state benefit	40	39	1,036
Missing	<1	<1	2
<b>Employment status</b>			
Non working	57	55	1,451
Working	43	45	1,200
<b>Tenure</b>			
Not home owners	60	58	1,532
Home owners	41	42	1,119
<b>Partnership status</b>			
Couple	47	46	1,205
Lone parent	53	55	1,446
<b>Government Office Region</b>			
North East	7	7	189
North West	11	10	260
Merseyside	1	1	26
Yorkshire & Humberside	10	10	275
East Midlands	9	9	240
West Midlands	10	10	251
South West	8	8	213
Eastern	6	7	180
London	12	9	238
South East	10	10	263
Wales	7	8	204
Scotland	9	10	264
Missing	2	2	48
<b>Age of main respondent</b>			
16-24 years	10	10	259
25-29 years	16	17	439
30-34 years	25	26	700
35-39 years	22	23	620
40-44 years	16	15	401
45+ years	11	9	232

Socio-demographic characteristics in 1999	Productive interview 1999 <sup>1</sup> Column % per category	Productive interview 2003 <sup>1</sup> Column % per category	No.
<b>Number of dependent children</b>			
No dependent children	<1	<1	1
One dependent child	38	36	953
Two dependent children	37	39	1,041
More than two	25	25	656
<b>Age of youngest child</b>			
0-4 years	43	46	1,218
5-9 years	29	30	796
10-15 years	25	23	605
16+ years	3	<1	17
Missing	1	<1	15
<i>Base</i>	4,434	2,651	

<sup>1</sup> 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 7,742 productive interviews conducted in 2001 (excluding the childless households removed from the wave 5 sample), an interview was conducted in 6,026 or 78 per cent of cases in 2003. Again it is of interest to ask whether the attrition of the sample from 2001 to 2003 is spread evenly amongst different social groups or whether some groups are more likely to drop-out than others. Please note that this analysis compares the two groups in terms of their characteristics in 2001.

Table 5-5 shows a clear similarity in terms of socio-demographic characteristics between the sample of 7,742 families in 2001 and the 6,026 families who also participated in 2003. As in the earlier analysis of attrition between 1999 and 2003, 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 2003 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, only eight per cent of those families also participating in 2003 lived in the London area in 2001.

**Table 5-5 Profile of respondents in 2001 and 2003 (excluding childless households)**

Socio-demographic characteristics in 2001	Productive interview 2001 <sup>1</sup> Column % per category	Productive interview 2003 <sup>1</sup> Column % per category	No.
<b>Ethnic group</b>			
White	92	94	5,649
Black	2	2	112
Asian	4	3	174
Other	2	2	91
Missing	-	-	
<b>Receipt of Income Support</b>			
Not on Income Support	84	83	5,027
Receiving Income Support	16	17	999
<b>Receipt of state benefit (not Income Support)</b>			
Not on state benefit	12	12	747
Receiving state benefit	88	88	5,278
Missing	<1	<1	1
<b>Employment status</b>			
Non working	35	34	2,072
Working	65	66	3,954
<b>Tenure</b>			
Not home owners	33	33	1,978
Home owners	67	67	4,048
<b>Partnership status</b>			
Couple	72	71	4,260
Lone parent	28	29	1,766
<b>Government Office Region</b>			
North East	6	6	368
North West	11	11	631
Merseyside	1	1	65
Yorkshire & Humberside	9	10	590
East Midlands	8	8	509
West Midlands	10	10	613
South West	9	9	513
Eastern	7	7	435
London	10	8	503
South East	14	13	801
Wales	6	6	384
Scotland	9	9	544
Missing	1	1	70
<b>Age of main respondent</b>			
16-24 years	7	6	382
25-29 years	10	11	636
30-34 years	20	21	1,255
35-39 years	25	25	1,513
40-44 years	21	21	1,287
45+ years	16	16	933
Missing	<1	<1	20

Socio-demographic characteristics in 2001	Productive interview 2001 <sup>1</sup> Column % per category	Productive interview 2003 <sup>1</sup> Column % per category	No.
<b>Number of dependent children</b>			
No dependent children	2	2	103
One dependent child	39	39	2,331
Two dependent children	41	41	2,488
More than two	18	18	1,104
<b>Age of youngest child</b>			
0-4 years	40	40	2,413
5-9 years	26	27	1,620
10-15 years	26	26	1,585
16+ years	8	7	404
Missing	<1	<1	4
<i>Base</i>	7,742	6,026	

<sup>1</sup> Percentages may not sum to 100 due to rounding.

The rest of this chapter presents a detailed analysis of the 2003 fieldwork outcomes and therefore excludes cases which were not issued to the field for interviewing.

## 5.2 Details of response in 2003 (wave 5)

The yield for the total sample, together with a breakdown of the yield from each sample type (panel and booster) is shown below in Table 5-6. This table provides a detailed breakdown of response to the survey for the panel and booster samples.

**Table 5-6 Summary of yield by sample type**

	All	%	% of those contacted	Panel	%	% of those contacted	Booster	%	% of those contacted
<b>Initial Sample</b>	<b>9,508</b>	<b>100.0</b>		<b>8,107</b>	<b>100.0</b>		<b>1,401</b>	<b>100.0</b>	
"-9" Not issued to field (pre or after opt in)	5	0.1		2	0.0		3	0.2	
<i>Total Addresses eligible for survey</i>	9,503	99.9		8,105	100.0		1,398	99.8	
Non contact with sample member	491	5.2		280	3.5		211	15.1	
1 Address inaccessible	3	0.0		0	0.0		3	0.2	
2 No contact after 4+ calls	148	1.6		80	1.0		68	4.9	
3 Mover address not known	340	3.6		200	2.5		140	10.0	
4 Other non contact	0	0.0		0	0.0		0	0.0	
<b>Contact made at address</b>	<b>9,012</b>	<b>94.8</b>	<b>100.0</b>	<b>7,825</b>	<b>96.5</b>	<b>100.0</b>	<b>1,187</b>	<b>84.7</b>	<b>100.0</b>
Refusal to participate in the survey	334	3.5	3.7	115	1.4	1.5	219	15.6	18.4
5 Opt out	156	1.6	1.7	0	0.0	0.0	156	11.1	13.1
6 Late opt out	13	0.1	0.1	0	0.0	0.0	13	0.9	1.1
7 Refusal to National Centre Office	139	1.5	1.5	114	1.4	1.5	25	1.8	2.1
8 Refusal of info about occupants	26	0.3	0.3	1	0.0	0.0	25	1.8	2.1
9 Not eligible - no dependent children	17	0.2	0.2	0	0.0	0.0	17	1.2	1.4
10 Other non-eligible	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
<b>Families eligible for main interview</b>	<b>8,661</b>	<b>91.1</b>	<b>96.1</b>	<b>7,710</b>	<b>95.1</b>	<b>98.5</b>	<b>951</b>	<b>67.9</b>	<b>80.1</b>
Total refusal of eligible respondents	832	8.8	9.2	664	8.2	8.5	168	12.0	14.2
11 Refusal in person	625	6.6	6.9	516	6.4	6.6	109	7.8	9.2
12 Refusal by proxy	56	0.6	0.6	41	0.5	0.5	15	1.1	1.3
13 Broken appointment no recontact	151	1.6	1.7	107	1.3	1.4	44	3.1	3.7
Total other reasons for no interview with eligible respondent	83	0.9	0.9	67	0.8	0.9	16	1.1	1.3
14 Ill/ away during fieldwork	42	0.4	0.5	35	0.4	0.4	7	0.5	0.6
15 Inadequate English/ senile	12	0.1	0.1	4	0.0	0.1	8	0.6	0.7
16 Other non interview	29	0.3	0.3	28	0.3	0.4	1	0.1	0.1
<b>Main interview achieved</b>	<b>7,746</b>	<b>81.5</b>	<b>86.0</b>	<b>6,979</b>	<b>86.1</b>	<b>89.2</b>	<b>767</b>	<b>54.7</b>	<b>64.6</b>
17 Main interview in full	7,744	81.4	85.9	6,979	86.1	89.2	765	54.6	64.4
18 Main interview in part	2	0.0	0.0	0	0.0	0.0	2	0.1	0.2

The initial selected sample consisted of 9,508 families. This included 8,107 panel cases and 1,401 booster cases. The overall yield of interviews from these cases was 7,746 or, 82 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 82 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 97 per cent, and lowest among the booster sample at 85 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 again higher among the panel sample than the booster sample (89 per cent compared to 65 per cent).

### **5.2.2 Non-contact with sample members**

In total, 491 families could not be contacted, representing five per cent of the sample. The non-contact rate was higher among the booster 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 340 cases, or four per cent of the in-scope sample (Table 5-6).

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 2002 sample (panel) 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 – 148 cases, two per cent of the sample (Table 5-6).

### **5.2.3 Contacted families**

In total, 9,012 families were contacted and asked to participate in the survey, representing 95 per cent of the sample. The contact rate was higher among panel cases (97 per cent) than booster cases (85 per cent) (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 four per cent of the overall initial sample (Table 5-6).

### **5.2.5 Reasons for non-interview with eligible families**

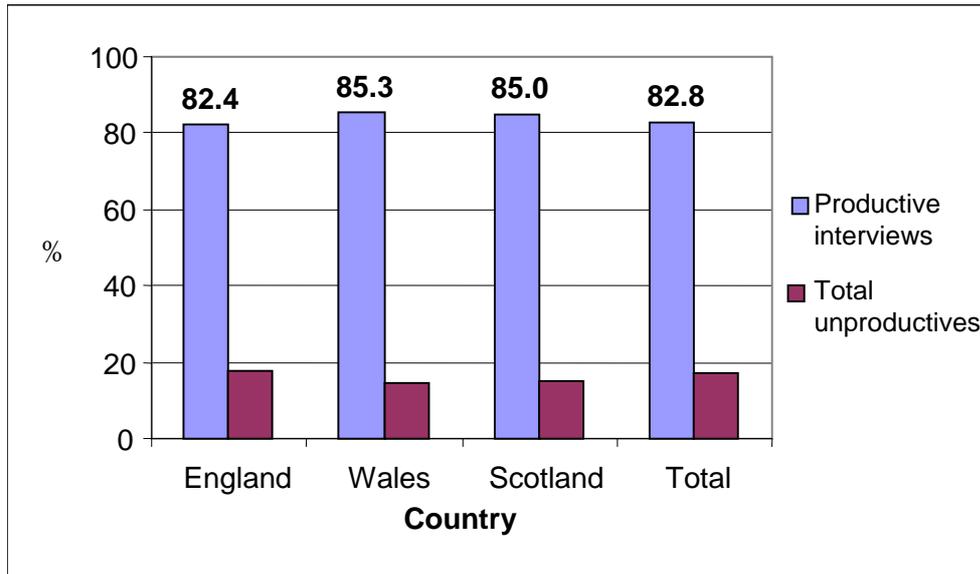
Contacted non-productive cases can be split into two groups – those due to a refusal and those where an interview did not occur for some other reason.

Across all samples there were 832 refusals by eligible respondents, which represents nine per cent of the sample and of those contacted. The majority of these refusals were personal refusals by the respondent to the interviewer (625 cases, three-quarters of all refusals to main interview). There were a small number of cases (56) 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 re-contact the respondent – 151 cases, just under a fifth of all refusals of eligible respondents (Table 5-6).

In a further 83 cases (one per cent of the sample) a main interview could not be carried out for reasons other than refusal (Table 5-6).

## **5.3 Regional response variations**

Figure 5-1 summarises survey outcomes across England, Wales and Scotland. Overall, the rate of productive interviews achieved was highest in Wales and Scotland (85 per cent respectively). England had a lower productive interview rate of 82 per cent.

**Figure 5-1 Response rates by country**

#### 5.4 Partner-proxy interview

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

- Twenty-nine per cent of interviews were with lone parent families, and 71 per cent with couples.
- In two-fifths of participating families (39 per cent) – or 55 per cent of couple families – a full interview was conducted with both partners in a couple.

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 2,512 main respondents were asked whether they would provide this information with 2,448 (97 per cent) agreeing to this request.

There were a further 64 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.

Table 5-7 shows the partner interview outcomes for couple families. Some information about the partner was obtained in all but one per cent of couple households. This breaks down to 55 per cent of cases providing a full partner interview and 44 per cent a proxy partner interview (see Section 5.5). The rates across different sample types vary slightly - with panel cases marginally more likely to have a full partner interview than booster cases (55 per cent compared to 54 per cent).

**Table 5-7 Outcome of partner interview, by sample type**

	Sample type		
	Panel (Col %)	Booster (Col %)	All couple families (Col %)
Full interview obtained with partner	2705 54.5	301 53.9	3006 54.5
Proxy partner interview	2201 44.4	247 44.3	2448 44.4
No partner interview	54 1.1	10 1.8	64 1.2
Total	4960 100.0	558 100.0	5518 100.0

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 (68 per cent) the reason given was a proxy refusal (i.e. by someone other than the partner); this compares to nine per cent where the partner refused in person.

## 5.5 Child self-completion questionnaire

This year was the first wave of FACS in which a child self-completion questionnaire was introduced. All children aged 11-15 were eligible to receive a self-completion, which covered issues of activities in spare time, school life, and opinions about the local neighbourhood and the family.

The self-completion booklet was either given to the children at the same time as the main interview or left with the respondent for the children to complete later. Self-completions were then either returned to the office by the interviewer (collected at the end of the interview or on a return visit) or by the respondent.

Table 5-8 shows that of 2,894 children who were eligible to receive the questionnaire, 98 per cent agreed to complete the questionnaire and of these 93 per cent were returned to the office (90 per cent of those eligible). This rate was higher among panel cases than booster cases (93 per cent compared to 89 per cent).

**Table 5-8 Child self-completion questionnaire response rates, by sample type**

	Sample type		
	Panel	Booster	All families
Total children aged 11-15	2784	110	2894
Agreed to self-completion	2715	108	2823
<i>% of those aged 11-15</i>	97.5	98.2	97.5
Returned self-completions	2518	96	2614
<i>% of those agreeing</i>	92.7	88.9	92.6
<i>% of those aged 11-15</i>	90.4	87.3	90.3

## 6 WEIGHTS

This section describes the weighting of the sample. The basic design of the 1999 (wave 1) sample was to select an equal number of families from postcode sectors selected with a probability proportional to the total number of families. 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 calculated, 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 five 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 3 to wave 5). 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 6,631 families (out of a possible 7,555 excluding the childless households removed from the wave 5 sample) for which we have information from both the 2002 and 2003 waves.

The fact that 924 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 following longitudinal weights are supplied with the 2003 data<sup>23</sup>.

eLWAF	<i>‘Longitudinal weight all families’</i> . Use for looking at waves 3-5, with a base of all families with dependent children in 2001. Only in the FACS 2002 and 2003 datasets, by definition.
eLWOF	<i>‘Longitudinal weight original families’</i> . In all datasets (but set as aLWOF=1 in the FACS 1999 dataset).

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<sup>23</sup> These longitudinal weights are defined only for those participating in every wave (i.e. waves 3-5 for eLWAF and waves 1-5 for eLWOF). This is the methodology used in the British Household Panel Study. A maximal alternative would be to construct  $2^W-1$  separate longitudinal weights to capture each pattern of participation in  $W$  waves, i.e. 31 ( $2^5-1$ ) for the five waves. To avoid such complexities many panel studies adopt the approach, as in FACS, of weighting for attrition only for completely participating respondents. See Kalton and Brick (2000).

Both eLWAF and eLWOF were used in the balanced panel analysis detailed in the 2003 FACS Annual Report.

### **6.1.1 Longitudinal weight for original families**

The balanced panel technique is often used to explore patterns in a definitive group of respondents over time, for example, trends in family circumstances and fluctuations in income and work status. This approach only uses respondents who have taken part in all years of interest.

One definitive group of FACS respondents are those who have taken part in all five waves. This is a sample of original lone parent and lower/moderate income couple families with children, as high-income families were excluded from the first two years of FACS. In FACS 2003, eLWOF is used to re-weight for attrition the families interviewed in the first wave (1999). At wave 5 (2003), this longitudinal weight is a product of the longitudinal weights calculated at each preceding wave (but set to 1 in the FACS 1999 dataset).

From wave 2 (2000) onwards, the attrition weight was calculated as the inverse of the estimated probability of responding at that particular wave, based on characteristics of both respondents and non-respondents that were thought to have been associated with non-response. The attrition weight at wave 5 was based on a model of response between waves 4 and 5 for those families having taken part in the first four waves of FACS. The variables used to predict response between wave 4 and wave 5 (2003) were:

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

A logistic regression model of response at wave 5 (1 = response, 0 = non-response) containing the above predictors was used. The modelled wave 4 to wave 5 response probabilities ranged from 0.19 to 0.99, with 95% of the response probabilities ranging from 0.50 to 0.97. To convert the response probabilities into an attrition weight at wave 5 we simply obtained their reciprocal. The weight was then trimmed at the 2.5<sup>th</sup> and 97.5<sup>th</sup> percentiles in order to reduce the influence of extreme weights. The weight was then re-scaled by dividing by the average to ensure that the weights were standardised around a mean of 1.

The longitudinal weight eLWOF used for the balanced panel analysis of the original FACS sample was then obtained by multiplying the attrition weight defined at wave 5 (2003) with the corresponding longitudinal weight defined at wave 4 (2002).

### **6.1.2 Longitudinal weight for all families**

A second definitive group of FACS respondents are those who have taken part in 2001, 2002 and 2003. This is a sample of *all* families with children (not just low/moderate income households) as all families with children were included in FACS from wave 3 (2001) onwards. In FACS 2003, eLWAF is used to weight the 2001 sample for attrition between 2001 and 2003. At wave 5 (2003), this longitudinal weight is the product of an attrition weight calculated at 2003 and the grossing weight supplied with the FACS 2002 dataset (see the next section for the discussion of grossing weights).

The attrition weight at wave 5 was based on a model of response between waves 4 and 5 for those families having taken part in 2001 and 2002. The variables used to predict response between wave 4 and wave 5 (2003) were:

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

A logistic regression model of response at wave 5 (1 = response, 0 = non-response) containing the above predictors was used. The modelled wave 4 to wave 5 response probabilities ranged from 0.44 to 0.94, with 95% of the response probabilities ranging from 0.65 to 0.92.

To convert the response probabilities into an attrition weight we simply obtained their reciprocal. The longitudinal weight eLWAF used for the balanced panel analysis of the sample of all families was then obtained by multiplying the attrition weight defined at wave 5 with the 2002 grossing weight. The final weight was then re-scaled by dividing by the average to ensure that the weights were standardised around a mean of 1.

## 6.2 Cross-sectional and grossing weights

### 6.2.1 Introduction

The following grossing weights are supplied with the 2003 data (with equivalents for 2001 and 2002, only).

wGROSSW	Grossing weight; available for FACS 2001, 2002 and 2003 datasets. Sums to sample numbers (around 7250 families with dependent children in 2003), i.e. $MEAN(wGROSSW)=1$ .
wGROSSP	Grossing weight; available for FACS 2001, 2002 and 2003 datasets. Sums to administrative numbers (around 6.97 million families with dependent children in 2003). $MEAN(wGROSSP) = 960$ in 2003.

Note that wGROSSW is simply a scaled version of wGROSSP (i.e. the weighted total of wGROSSW equals the number of families with dependent children in the 2003 dataset). It is generally recommended that analysts use the grossing weights for conducting cross-sectional analysis from 2001 onwards.

### 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 2003, an iterative procedure is used that matches to five separate distributions, whilst ensuring that the weights are not too widely spread, and not too distant from the basic cross-sectional weight.

The 'control totals' or 'calibration constraints' used to generate the grossing weights for the 2002 data were:

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

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

The calculation of the grossing weights supplied with the 2003 data has been revised to take account of the replacement of WFTC by the new tax credits (WTCs and CTCs). The 'control totals' used were:

1. Age distribution of Child Benefit recipients.
2. Number of dependent children.
3. Government Office Region.
4. Number/proportion of new tax credit recipients.
5. Proportion of lone parents.

Distributions [1-3] were derived from Inland Revenue data (published from a 5% CHB sample in November 2003), whilst the estimated proportion of lone parents remained the same as Wave 4. The control totals, [4], relating to the new tax credits were also supplied by the Inland Revenue and are set out in Table 6-1. Note that 'other families' is calculated as the difference between the sum of the first two rows subtracted from the total number of families on CHB, the latter figure also being supplied by the IR.

**Table 6-1 New Tax Credit control totals**

Category	(IR totals) : October 2003
Families claiming WTC and CTC	1.48 million <sup>1</sup>
Families claiming CTC only	2.81 million <sup>2</sup>
Other families	2.71 million
Total	7 million families with dependent children in GB claiming Child Benefit <sup>3</sup>

1. In work families claiming WTC and CTC, see Table 8.1 Child and Working Tax Credit Quarterly Statistics, October 2003 [IR 2003b].

2. In work families claiming CTC only is 2.61 million (see Table 8.1 Child and Working Tax Credit Quarterly Statistics, October 2003) and an estimated 0.2 million out-of-work families claiming CTC only (1.3 million total out-of-work families - 1.1 million claiming Income Support/Job Seekers Allowance but not the new tax credits) [IR 2003b].

3. Child Benefit Quarterly Statistics, see Table 1.3 November 2003 [IR 2003c].

Table 6-2 compares the distributions of the sample to that of the population on these five dimensions. The grossing weights supplied generally do better than would the unweighted sample in matching known national distributions for families with children.

**Table 6-2 Effects of cross-sectional and grossing weights 2003 (families with dependent children)**

Column percentages

Characteristic	Unweighted figures	Basic cross-section weight [eXSW]	Scaled grossing weight [eGROSSW]	ChB population data
<i>Age of recipient (years)</i>				
16-24	8.1	7.1	6.2	6.2
25-29	10.3	9.7	9.7	9.7
30-34	19.5	19.2	19.0	19.0
35-39	24.6	24.4	25.0	25.0
40-44	21.4	21.3	21.7	21.7
45-49	10.9	11.4	12.2	12.2
50+	5.2	6.7	6.1	6.1
<i>Number of dependent children</i>				
1	42.4	44.1	44.2	44.2
2	40.3	39.2	39.2	39.2
3	13.0	12.4	12.5	12.5
4+	4.2	4.3	4.1	4.1
<i>Lone parent</i>	28.4	25.9	25.0	25.0
<i>Region of respondent</i>				
North East	5.8	4.7	5.1	5.1
North West and Merseyside	11.4	12.3	12.1	12.1
Yorkshire and the Humber	9.6	8.8	8.6	8.6
East Midlands	8.6	7.6	7.7	7.7
West Midlands	10.5	10.0	9.4	9.4
South West	8.5	8.5	8.4	8.4
Eastern	8.0	9.6	9.6	9.6
London	9.2	11.8	11.4	11.4
South East	13.1	12.3	14	14.0
Wales	6.1	5.2	5.1	5.1
Scotland	9.3	9.2	8.6	8.6
<i>New tax credit recipients</i>				
CTCs only	38.7	39.0	40.1	40.1
WTC & CTC	22.7	22.4	21.1	21.1
Other families	38.6	38.6	38.7	38.7
<b>Total</b>	<b>7,259</b>	<b>7,259</b>	<b>7,259</b>	<b>6,969,700</b>

## 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. Researchers carried out imputation of missing data after the data had been through the data edit stage. Documentation of the data 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 interview	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 x) appear in this appendix:

Cognitive test for New Tax Credits section:

- Instructions
- Questionnaire
- Quota sample sheet
- Report
- Thank you letter

Cognitive test for Child self-completion:

- Instructions
- Questionnaire
- Quota sample sheet
- Report
- Thank you letter

Pilot:

- Child self-completion questionnaire (word doc)
- Evaluation form
- Report

## **Families and Children Study (FACS): 2003**

### **Cognitive Pilot: New Tax Credits questionnaire**

**1 May - 8 May**

#### **Interviewer Instructions**

##### **Aims of Cognitive Pilot**

The aim of this cognitive pilot is to test a new section of questions about the New Tax Credits (Working Tax Credit and Child Tax Credit) to be included in the next wave of the Families and Children Study (FACS). 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.

##### **Background to the Families and Children Study (FACS)**

The *National Centre* has been carrying out the Families and Children Study 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 8,000 families each year. This is the fifth year of the study. The scope of the study has broadened, with interest from several other government departments.

These questions on the new tax credits reflect how the study is used to look at new government policies and their impact on the family.

##### **Who and how many to interview**

We would like you to aim for **4** interviews, although we suggest you make more appointments than this, to allow for broken appointments.

We would like you to interview people from a broad range of families, including lone parents, couples, families with different incomes, and wherever possible different ethnic backgrounds.

You may have already identified possible families from screening carried out at the first stage of cognitive testing. We will collate this information and then ask you, if necessary, to try to obtain interviewees with people with specific family characteristics.

You may need to carry out further screening to identify these people in which case you should use the screening questionnaire provided.

In all cases you should attempt to interview the female mother figure in the household.

## **Respondent Payments**

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 that 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.

### Content of the interview

The tax credit questions are split in to 6 sections as follows:

Introduction	These are essentially routing questions which used for routing to the other sections of the questionnaire
Section A	These questions are asked of all people receiving Working Tax Credit (WTC) or Child Tax Credit (CTC). The questions mainly cover the tax credit award notice (sent by Inland Revenue) and how the respondent's amount of tax credit was calculated. It therefore includes questions about the respondent's income.
Section B	These questions establish how they receive their tax credits, who they are paid to and if the respondents were aware of the way the tax credits would be paid.
Section C	These questions cover the application process for the new tax credits including questions about how they became aware of the new tax credits.
Section D	This section covers questions about the impact of the new tax credits on childcare, other benefits and the impact of no-receipt of the tax credits.
Section E	This section establishes the respondent's awareness of the other benefits available to people claiming the new tax credits and the rules about the new tax credits.

The questionnaire does include filtering. We have included check and summary questions to help you make sure the right people are asked the right questions.

At the end of each section there are a set of probes about the questions. These are to give you guide about the areas we would like you probe on. However you do not need to stick just to these probes you can use the general probes wherever you feel these are appropriate.

### Serial numbers

You have each been allocated a two digit point number (see table below). Use this number adding 1, 2 3 etc to the end for each individual that you interview.

Interviewer	Pt no
Katherine Melville	10
Liz Curtis	20
Jean Hailes	30
Margaret Browning	40

### Feedback

The interviewer questionnaire provides a space for you to record your comments about each question. Please use a different questionnaire for each child that 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 interviewer questionnaires (including comments about each interview)
- The master copy of the questionnaire with collated notes
- Tax credit screening questionnaires
- Receipts for payments to respondents

**Debrief details**

Thursday 8 May

Venue: Large meeting Room, Walmsley House, 214 St John Street EC1V

Time: 11.00 am

**Contact names**

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

Anne Miers	020 7549 9516
Clare Tait	020 7549 9592
Miranda Phillips	020 7549 9515

P2221

**FAMILIES AND CHILDREN STUDY (FACS)  
COGNITIVE PILOT**

Serial Number

--	--	--

Respondent's Name

--

Respondent's Age

--

Respondent's Sex

M	F
---	---

Date of interview:

--

## 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**

## NEW TAX CREDITS QUESTIONS

### INTRODUCTION

**Q1** SHOWCARD A

Ben1a Which, if any, of these benefits or tax credits are you (and your partner) receiving at the moment?  
CODE ALL THAT APPLY

Child Benefit	1	
Child Tax Credit	2	
Working Tax Credit	3	
Income Support	4	
Job Seeker's Allowance (was Unemployment Benefit)	5	
Maternity Allowance	6	
New Deal Allowance	7	
Some other state benefit	8	<b>GO TO Q2</b>
State Retirement Pension	9	
Statutory Maternity Pay	10	
Widows Benefit, Bereavement Allowance or Widowed Parents (formerly Widowed Mother's) Allowance	11	
None of these	12	
Don't know	13	
Refused	14	

**Q2** READ EXPLANATION: The Government introduced the 'New Tax Credits' in April 2003. New Tax Credits consist of the Child Tax Credit which is a payment available to families with children and Working Tax Credit is a payment that is paid to people in work. These replaced Working Families Tax Credit which, until March 2003, was available to some working families. **GO TO Q2b**

**Q2b** INTERVIEWER CHECK: IS RESPONDENT RECEIVING WORKING TAX CREDIT OR CHILD TAX CREDIT AT Q1 (CODES 2 OR 3)?

Yes	1	<b>GO TO Q4</b>
No	2	<b>GO TO Q3</b>

**IF NOT RECEIVING WORKING TAX CREDIT OR CHILD TAX CREDIT**

**Q3** Can I just check, **since April 2003** has there been any period when you (or your partner) were receiving the Child Tax Credit or Working Tax Credit?  
NTC2

IF YES: Is that Working Tax Credit or Child Tax Credit or both?

Yes - received Working Tax Credit only	1	
Yes - received Child Tax Credit only	2	
Yes - received both	3	<b>GO TO Q4</b>
No	4	
Don't know	5	
Refused	6	<b>END</b>

**Q4** Thinking back to **March 2003**, just before the New Tax Credits were introduced. At that time were you (or your partner) receiving any of the following ...READ OUT...

NTCO  
i

CODE ALL THAT APPLY

...Working Families' Tax Credit	1	<b>GO TO Q5</b>
...Disabled Person's tax Credit	2	
...Children's Tax Credit as an employee (not self-employed)	3	
...Income support	4	
...Jobseekers allowance (income based)	5	
...or none of these?	6	
Don't know	7	
Refused	8	

**Q5** INTERVIEWER CHECK: SUMMARISE RESPONDENT'S SITUATION BELOW

Is receiving Working Tax Credit (WTC)	1	<b>GO TO Q6</b>
Is receiving Child Tax Credit (CTC)	2	
Has a partner/spouse	3	
Is a lone parent	4	
Is not receiving WTC or CTC	5	<b>END</b>

## Introduction

DON'T FORGET THE GENERAL PROBES

### Q2.

How well did the explanation work as a read out?

Did the respondents understand the explanation/was it clear?

Ask respondent "What, in your own words, was this telling you?"

If there is confusion, probe on what is seen as the difference between WTC, CTC and WFTC.

### Comments:

### Q3.

What time period are the respondents thinking about? Is it after or including April 2003?

Are respondents able to distinguish between the two different tax credits?

Understanding of key terms:

- period

- receiving

If the respondent said No or DK: Probe on why there has been a change of answer since the screening questions? What was the respondent thinking of before?

If said No or DK and in a couple: Is the respondent is unaware because partner gets/applied for the tax credits?

### Comments:

### Q4.

Was the respondent actually thinking of the specifically of the month of March or a more general time?

"How sure are you that it was the month of March?"

Probe on the response options:

- WFTC vs WTC- are these confused?

- CTC as an employee- what does this mean to the respondent?

### Comments:

**SECTION A**

**Q6** Do you (or your partner) have a tax credit award notice from Inland  
Award Revenue, which you could consult?

INTERVIEWER: CHECK THAT THIS IS THE **MOST RECENT**  
AWARD NOTICE

Yes, consulted now	1	<b>GO TO Q9</b>
To be consulted later	2	
Respondent unwilling/refused	3	<b>GO TO Q7</b>
Held by non-household member	4	
Unable to find it	5	
Other reason for not consulting (specify)	6	

**IF NO AWARD NOTICE**

**Q7** Could you consult your (or your partner's) payslip for the details?  
TxPyW

INTERVIEWER: IF BOTH RESPONDENT AND PARTNER IN WORK  
PLEASE CHECK BOTH PAY SLIPS

Latest payslip consulted	1	<b>GO TO Q11</b>
Old payslip consulted	2	
Payslip not consulted: refusal	3	<b>GO TO Q8</b>
Payslip not consulted: not found	4	
No payslip provided by employer	5	
Not in employment	6	

**IF NO AWARD NOTICE AND NO PAYSLIP**

**Q8** ...or is there a bank statement you could consult?  
TxStmt

Yes	1	<b>GO TO Q11</b>
No	2	
Don't know	3	
Refused	4	

**IF HAS AN AWARD NOTICE**

**Q9** From the award notice can you tell me the year from which income was  
NTCDat used to calculate your tax credit award?

2003/4	1	<b>GO TO Q10</b>
2001/2	2	
One or more applicants receive IS/JSA(income based)/MIG/Pension credit so info not on Award	3	
Don't know	4	
Refused	5	

**Q10** From the award notice what was the total income (of you and your partner) which was used to calculate your tax credit award?  
NTCinc

INTERVIEWER: THIS FIGURE WILL BE THE 'TOTAL INCOME' FIGURE AT THE BOTTOM OF THE 'YOUR INCOME' SECTION ON PAGE 2.

ENTER AMOUNT  
 IF 'DON'T KNOW', ENTER 999  
 IF 'REFUSED' ENTER 888

--

**GO TO Q11**

**ASK ALL**

**Q11** Initial applications for Working Tax Credit and Child Tax Credit have been based on family income between April 2001 and March 2002. Since that time have you contacted the Inland Revenue to report an estimate of income for April 2003 to March 2004?  
FRS1

Yes - have contacted to report  
 No - have not contacted to report  
 Don't know  
 Refused

1	<b>GO TO Q11b</b>
2	
3	
4	

**Q11b** INTERVIEWER CHECK: DOES RESPONDENT HAVE AN AWARD NOTICE (CODES 1 OR 2 AT Q6)?

Yes  
 No

1	<b>GO TO Q12b</b>
2	<b>GO TO Q12</b>

**IF NO AWARD NOTICE**

**Q12** SHOWCARD B  
IncOld I would like you to think about your gross total family income between April 2001 and March 2002. Which one of the categories on this card best describes your annual income?

INTERVIEWER: CHECK RESPONDENT IS THINKING OF INCOME RECEIVED FOR THE WHOLE YEAR

A	<b>GO TO Q12b</b>	
B		
C		
D		
E		
F		
G		
H		
I		
J		
Don't know		11
Refused		12

**Section A Probes:**

**DON'T FORGET THE GENERAL PROBES**

**Q6.**

Do respondents know what the award notice is?

Is it helpful to refer to the award notice as coming from the Inland revenue?

Understanding of term- consult

How well do the response categories work? Do they fit with the answers?

If other answer given- any consistent answers?

Interviewer instruction: Did you check the award notice/read the instruction?

**Comments**

**Q7.**

Does it make sense to the respondent to ask for the payslip? Does it seem relevant?

Interviewer instruction: Did you read this? What do you think is meant by 'check' payslips?

**Comments**

**Q8.**

Is it meaningful/relevant to the respondent to check the bank statement?

Whose bank statement is brought to mind?

Do respondents think this question is too sensitive/intrusive?

**Comments**

**Q9.**

How easy was it to use the award notice? Did they actually use the award notice?

Did the respondent know where to look, if not, could they easily find the information?

Understanding of: - used to calculate

- the year from which income

Do the respondents understand that the answer is given in tax years?

**Comments:**

**Q10.**

Understanding of - total income

Do you find this question too personal/intrusive?

Interviewer instruction: Did you read the instruction? Was the instruction helpful?

**Comments**

**Q11.**

Understanding of key terms: - Initial applications

- family income? What are they including?

“Since that time” - what time period are they thinking of?

Is the change in time period confusing for respondents? Do they actually think about the year in the future ie 2003-2004?

If say ‘yes’: probe for what they have contacted IR about

If DK- probe on why

**Comments:**

**Q12.**

What does the respondent think of as their ‘gross family income’?

How easy is it for them to remember the time period 2001-2002?

How sure are they of their answer? “Can you give an estimate of how accurate your answer is on a scale of 1-10?”

How well does the showcard work?

How do respondents feel about answering this question?

**Comments:**

**SECTION B**

**METHOD OF PAYMENT**

**Q12b** INTERVIEWER CHECK: DOES RESPONDENT RECEIVE WORKING TAX CREDIT (CODE 1 AT **Q4**)?

Yes	1	<b>GO TO Q13</b>
No	2	<b>GO TO Q13b</b>

**IF RECEIVES WTC**

**Q13** How is your Working Tax Credit paid?  
NTC3a

IF WAGES AND IN COUPLE: Is this into your own wages or your partner's wages?

IF BANK ACCOUNT AND IN COUPLE: Is this into your own account, your partners account or is it paid into a joint account?

IN CASES WHERE THERE ARE TWO METHODS OF PAYMENT, PLEASE RECORD ONLY PAYMENT THROUGH WAGES.

By giro	1	<b>GO TO Q14</b>
Through wages (own)	2	
Through wages (partner)	3	
Bank account (own)	4	
Bank account (partners)	5	
Bank account (joint)	6	
Don't know	7	
Refused	8	

**Q13b** INTERVIEWER CHECK: DOES RESPONDENT RECEIVE **CHILD** TAX CREDIT (CODE 2 AT **Q4**)?

Yes	1	<b>GO TO Q14</b>
No	2	<b>GO TO Q14b</b>

**IF RECEIVES CTC**

**Q14** How is your Child Tax Credit paid?  
NTC3a  
(again)

IF BANK ACCOUNT AND IN COUPLE: Is this into your own account, your partners account or is it paid into a joint account?

By giro	1	<b>GO TO Q14b</b>
Bank account (own)	2	
Bank account (partners)	3	
Bank account (joint)	4	
Don't know	5	
Refused	6	

**Q14b** INTERVIEWER CHECK: IS RESPONDENT RECEIVING WORKING TAX CREDIT AS PART OF A COUPLE (CODES 1 AND 3 AT Q4)?

Yes	1	GO TO Q15
No	2	GO TO Q15b

**IF COUPLE, AND RECEIVES WTC**

**Q15** Thinking back to before you received your first payments of Working Tax Credit in (April) 2003. Were you aware that Working Tax Credit would be paid to the person in work?  
FC15c3

Yes (was aware)	1	GO TO Q16
No (was not aware)	2	
Can't remember/Don't know	3	
Refused	4	

**Q15b** INTERVIEWER CHECK: IS RESPONDENT RECEIVING CHILD TAX CREDIT AS PART OF A COUPLE (CODES 2 AND 3 AT Q4)?

Yes	1	GO TO Q16
No	2	GO TO Q18

**IF COUPLE, AND RECEIVES CTC**

**Q16** Thinking back to before you received your first payments of Child Tax Credit in (April) 2003. Were you aware that Child Tax Credit would be paid to the main carer?  
FC15c3  
b

Yes (was aware)	1	GO TO Q17
No (was not aware)	2	
Can't remember/Don't know	3	
Refused	4	

**IF COUPLE, AND RECEIVES CTC**

**Q17** Do you feel that the payment of Child Tax Credit to the 'main carer' been helpful to you, unhelpful to you, or has this made no difference?  
NTCco2

Helpful	1	GO TO Q18
Unhelpful	2	
Made no difference	3	
Don't know	4	
Refused	5	

## Section B Probes

### DON'T FORGET THE GENERAL PROBES

#### Q13.

Do the respondents' answers match the response?

If respondent is a lone parent, how well does this question work?

If there are respondent has two methods of payment, how well does the instruction work?

Is the term "giro" familiar and meaningful?

#### Comments:

#### Q14.

Do the respondents' answers match the response?

If respondent is a lone parent, how well does this question work?

Is the term "giro" familiar and meaningful?

#### Comments

#### Q15.

What time are people thinking about when answering this question?

Is this time period meaningful?

How they can be sure that it is before the first payment.?

If in couple: How is the question answered if both are working?

#### Comments:

#### Q16

What time are people thinking about when answering this question?

Is this time period meaningful?

How they can be sure that it is before the first payment.

What is meant by the 'main carer'?

#### Comments:

**Q17.**

How do they decide whether helpful or not?

Are the respondents comparing to payment to worker in WFTC or something else?

How is it helpful?

Is the respondent thinking in terms of help to the whole family or just themselves?

**Comments**

**SECTION C**

**THE APPLICATION PROCESS**

**ASK ALL**

**Q18** When did you make your most recent application for Working Tax  
NTC5a Credit and/or Child Tax Credit?

INTERVIEWER NOTE: MAKE SURE THAT THE RESPONDENT KNOWS YOU ARE TALKING ABOUT THEIR **MOST RECENT CLAIM FOR WORKING TAX CREDIT/CHILD TAX CREDIT NOT WORKING FAMILIES TAX CREDIT**

Before April 2003	1	<b>GO TO Q19</b>
April 2003	2	<b>GO TO Q20</b>
May 2003	3	
Don't know	4	<b>GO TO Q22</b>
Refused	5	

**IF APPLIED before APRIL 2003**

**Q19** When did you begin to receive the Child Tax Credit and/or Working  
NTC5b Tax Credit?

INTERVIEWER: CANNOT BE BEFORE APRIL 2003

April 2003	1	<b>GO TO Q22</b>
May 2003	2	
Don't know	3	
Refused	4	

**IF APPLIED since APRIL 2003**

**Q20** As far as you can remember, how long did you have to wait between  
FC16a making your most recent application for the New Tax Credits - that is Working Tax Credit and/ Child Tax Credit - and receipt of your first payment?

FIRST, ENTER WEEKS...

IF LESS THAN ONE WEEK ENTER '0'  
 IF DON'T KNOW ENTER 97  
 IF REFUSED ENTER 98

<b>GO TO Q20</b>
------------------

**Q21** NOW ENTER DAYS...  
FC16a  
(again)

IF DON'T KNOW ENTER 97  
 IF REFUSED ENTER 98

<b>GO TO Q22</b>
------------------

**ASK ALL**

**Q22** Did you (or your partner) put in your claim as soon as you first thought  
FC10 you might be able to get the New Tax Credits (that is Working Tax  
Credit and Child Tax Credit) or did you let some time go by before  
putting in a claim?

INTERVIEWER NOTE: MAKE SURE THAT THE RESPONDENT  
KNOWS YOU ARE TALKING ABOUT THEIR MOST RECENT CLAIM  
FOR **WORKING TAX CREDIT/CHILD TAX CREDIT** NOT  
*WORKING FAMILIES* TAX CREDIT

Put in as soon as aware of NTC	1	<b>GO TO Q25</b>
Allowed time to pass	2	<b>GO TO Q23</b>
Can't remember/Don't know	3	<b>GO TO Q25</b>
Refused	4	

**IF WAITED TO MAKE A CLAIM**

**Q23** About how much time did you (or your partner) let go by before  
FC11a applying for Working Tax Credit and Child Tax Credit?

Answer in WEEKS	1	<b>GO TO Q24</b>
Answer in MONTHS	2	
Can't remember / Don't know	3	<b>GO TO Q25</b>
Refused	4	

**IF ANSWER IN WEEKS/MONTHS**

**Q24** ENTER NUMBER OF WEEKS / MONTHS....  
FC11a  
(again)

IF LESS THAN ONE WEEK/MONTH ENTER '0'  
IF DON'T KNOW ENTER 97  
IF REFUSED ENTER 98

--

**GO TO Q25**

**ASK ALL**

**Q25** Thinking back, from where did you first hear about the New Tax  
FC13a Credits, that is Working Tax Credit and Child Tax Credit?  
PROBE FULLY CODE BELOW ALL THAT APPLY

INTERVIEWER NOTE: MAKE SURE THAT THE RESPONDENT KNOWS YOU ARE TALKING ABOUT **NEW TAX CREDITS** i.e. WORKING TAX CREDIT/CHILD TAX CREDIT NOT WORKING FAMILIES TAX CREDIT

Received application pack	1	<b>GO TO Q26</b>
TV adverts	2	
Newspaper/magazine	3	
Other advert	4	
Just started claiming Child Benefit	5	
Notice in Child Benefit book	6	
Department of Work and Pensions (formerly DSS) office/official/local DSS office	7	
Leaflet in Post Office	8	
Citizen's Advice Bureau	9	
Welfare Rights Worker	10	
Employer	11	
Workmates	12	
Relatives	13	
Friends, neighbours	14	
Internet	15	
Job Centre/Job Centre Plus/ New Deal advisor	16	
Tax Credit Office or Inland Revenue Official	17	
Other (SPECIFY)	18	
<hr/>		
Can't remember/don't know	19	
Refused	20	

**Q26** How did you make your most recent application for Working Tax  
App1 Credit/Child Tax Credit?

Posted a form to the Inland Revenue	1	<b>GO TO Q27</b>
On-line	2	
Through local Inland Revenue Office	3	
Through my local job centre/Jobcentreplus	4	
Don't know	5	
Refused	6	

## Section C Probes

### DON'T FORGET THE GENERAL PROBES

#### Q18

Is respondent only thinking of themselves, or if in a couple, or partner too?

How easy is it to remember?

How precise is their answer? Does it fit the response categories?

Interviewer instruction: Is the interviewer note read? Is it helpful?

#### Comments

#### Q19

How precise is the or answers? Does it fit the response categories

What do they understand by the phrase 'begin to receive' mean?

#### Comments

#### Q20/Q21

How did respondents calculate the time period? How accurate is their answer?

What do they understand by "receipt of payment"?

#### Comments:

#### Q22

Understanding of terms:

- claim

- let some time go by – what counts as some time?

- putting in a claim

#### Comments:

**Q23**

How did respondents calculate the time period? How accurate is their answer?  
How well did they remember this?

**Comments:****Q25**

What is meant by first hear about?  
Do respondents want to give more than one answer or only one?  
How well does the codeframe work?  
Are the options inclusive/comprehensive?

**Comments:****Q26**

What is understood by the term to “make an application”?  
Do respondents answers fit the response options?

**Comments:**

**SECTION D**

**NEW TAX CREDITS & CHILDCARE**

**ASK ALL**

**Q27** Do you receive extra money as part of your New Tax Credit payments  
NTCcc1 to cover the costs of childcare?  
r

INTERVIEWER: PAGE 3 OF TAX CREDIT AWARD WILL SHOW IF PARENTS ARE IN RECEIPT OF CHILD CARE ELEMENT

Yes	1	<b>GO TO Q28</b>
No	2	
Don't know / can't remember	3	
Refused	4	

**Q28** And does your receipt of Working Tax Credit and/or Child Tax Credit  
NTCcc1 affect the type of childcare you use?  
a

IF YES PROBE: In what way?

Yes	1	<b>GO TO Q29</b>
Began using/used more registered childcare	2	
Other (SPECIFY)	3	
No	4	
Don't know / can't remember	5	
Refused	6	

**Q29** And does your receipt of Working Tax Credit and/or Child Tax Credit  
NTCcc1 affect the amount of childcare you use?

Yes	1	<b>GO TO Q30</b>
No	2	<b>GO TO Q31</b>
Don't know / can't remember	3	
Refused	4	

**IF AMOUNT OF CHILDCARE AFFECTED**

**Q30** How does receiving the New Tax Credits change the number of hours a  
NTCcc2 week you use childcare?

Childcare hours increased	1	<b>GO TO Q31</b>
Childcare hours decreased	2	
Childcare hours have not changed	3	
Don't know / can't remember	4	
Refused	5	

**NON-RECEIPT OF NTCS**

**ASK ALL**

**Q31** FC17 Has there ever been any period of a week or more when you were short of money because you had yet to receive a Working Tax Credit and/or Child Tax Credit payment that was due?

INTERVIEWER NOTE: MAKE SURE THAT THE RESPONDENT KNOWS YOU ARE TALKING ABOUT WORKING TAX CREDIT/CHILD TAX CREDIT NOT WORKING FAMILIES TAX CREDIT

Yes	1	<b>GO TO Q32</b>
No	2	
Don't know / can't remember	3	<b>GO TO Q34</b>
Refused	4	

**IF HAS BEEN SHORT OF MONEY**

**Q32** FC18a How long did this period last?

FIRST ENTER WEEKS...

IF LESS THAN ONE WEEK ENTER '0'  
IF DON'T KNOW ENTER 97  
IF REFUSED ENTER 98

**GO TO Q33**

**Q33** FC18a (again) NOW ENTER NUMBER OF DAYS...

IF DON'T KNOW ENTER 97  
IF REFUSED ENTER 98

**GO TO Q34**

**NTCS AND HOUSING BENEFIT/COUNCIL TAX BENEFIT**

**ASK ALL**

**Q34** FC25 In (April) 2003 when you first received Working Tax Credit and/or Child Tax 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 claiming Working Tax Credit or Child Tax Credit?

INTERVIEWER: PLEASE CHECK THAT RESPONDENT IS THINKING ABOUT CLAIM FOR NEW TAX CREDITS IN 2003 AND NOT ANY PREVIOUS CLAIMS FOR WORKING FAMILIES TAX CREDIT

Yes	1	<b>GO TO Q35</b>
No	2	
Don't know	3	<b>GO TO Q36</b>
Refused	4	

**IF YES**

**Q35**  
FC26a

What benefits were these, that you did not expect to lose or be reduced?

CODE ALL THAT APPLY BUT DO NOT PROMPT

Housing Benefit/Rent Rebate	1	<b>GO TO Q36</b>
Council Tax rebate	2	
Free school meals	3	
Mortgage interest	4	
Other benefit (SPECIFY)	5	
<hr/>		
Don't know	6	
Refused	7	

**Section D Probes:**

**DON'T FORGET THE GENERAL PROBES**

<p><b>Q27</b> Do respondents think of childcare element as 'extra money'? Are they aware of the childcare element? Does it cause confusion?</p>
<p><b>Comments:</b></p>
<p><b>Q28</b> What is understood by "type of childcare"? What are they including? Do the respondents' answers fit the response options</p>
<p><b>Comments:</b></p>
<p><b>Q29</b> What is understood by "amount" of childcare? Understanding of 'receipt' How easy/difficult is it for them to answer this question?</p>
<p><b>Comments:</b></p>
<p><b>Q30</b> Do respondents' answers fit the response options? How do they calculate the number of hours they use childcare? How do they decide whether it has increased or decreased? What are they comparing it to?</p>
<p><b>Comments:</b></p>
<p><b>Q31</b> Understanding of terms: - ever - are respondents thinking of "ever" or some other time period? - short of money - that was due</p>
<p><b>Comments:</b></p>

SECTION E

PASSPORTED BENEFITS

**ASK ALL**

**Q36** SHOWCARD C

Pass1 As far as you know, which, if any, of the following are also available to some families if they are claiming the New Tax Credits – that is working tax credit and/or child tax credit? You can select as many or as few as you like?

CODE ALL THAT APPLY

Baby milk at reduced prices	1	<b>GO TO Q37</b>
Free NHS dental treatment	2	
Help toward loft insulation	3	
Help towards transport costs to get to school	4	
Help with childcare costs	5	
Help with eye tests or spectacles	6	
Help with fares to hospital	7	
Help with home improvements (painting and decorating)	8	
Help with prescription charges	9	
Loans to help buy things you need to start work (tools, uniforms etc)	10	
Vouchers towards the cost of training at local colleges	11	
Other (SPECIFY)	12	
None of these	13	
Don't know	14	
Refused	15	

## AWARENESS OF NTC RULES

### ASK ALL

**Q37** READ INTRODUCTION: I am going to read out a series of statements about the New  
NTC38c Tax Credits. For each could you tell me, from what you know, whether you think it is true or false.

		True	False	Don't know	Refused
<b>37a</b>	If you have been awarded New Tax Credits you must tell the Inland Revenue immediately about any increase in your income.	1	2	3	4
<b>37b</b>	Once you have been awarded New Tax Credits, the amount you receive per week will stay the same for 12, months regardless of any change in your personal circumstances.	1	2	3	4
<b>37c</b>	It is possible to receive an increase in income of up to £2,500 per year without it affecting the amount of New Tax Credits you receive.	1	2	3	4
<b>37d</b>	If you are receiving New Tax Credits and your income falls, you will not be entitled to receive any extra money until your claim is renewed.	1	2	3	4
<b>37e</b>	I feel confident I would know who to contact if I had any questions about New Tax Credits.	1	2	3	4
<b>37f</b>	If you are receiving New Tax Credits and are using registered childcare, you may be eligible for further help towards childcare costs.	1	2	3	4
<b>37g</b>	Couples who work for more than 30 hours a week are eligible for a higher Working Tax Credit Award.	1	2	3	4

**ASK ALL**

**Q38** READ INTRODUCTION: When you are given an award for New Tax Credits it lasts for twelve months. During that 12 months you are obliged to tell the Inland Revenue if some of your circumstances change.

NTC3  
8d

**SHOWCARD D**

I am going to read out a list of different changes in family circumstances. From this card could you tell me, as far as you know, when, if at all, you would need to inform the Inland Revenue of each change.

	Immediately	By end of the tax year (March or April) at the latest	Would not need to tell the Inland Revenue at all	Don't know	Refused
<b>38a</b> You are in a couple and split up with your partner	1	2	3	4	5
<b>38b</b> You are a lone-parent and move in with a new partner	1	2	3	4	5
<b>38c</b> You are using registered childcare and the provider changes or stops	1	2	3	4	5
<b>38d</b> Your childcare costs change or stop	1	2	3	4	5
<b>38e</b> You have a new child	1	2	3	4	5
<b>38f</b> Your family income increases by £2,000 per year	1	2	3	4	5
<b>38g</b> Your family income increases by £3,000 per year	1	2	3	4	5
<b>38h</b> Your child finishes full time education	1	2	3	4	5

**ASK ALL**

**Q39** If your personal circumstances changed, what do you think you would  
NTC38e do to find out about how these changes would affect your entitlement  
to New Tax Credits. What else?

PROBE DO NOT PROMPT

CODE ALL THAT APPLY

Ring the Inland Revenue	1
Ring the local council	2
Use the Internet	3
Ask friends and family	4
Citizens Advice Bureau	5
Visit a financial Adviser	6
Visit the local jobcentre	7
Visit the local tax office	8
Other (specify)	9
<hr/>	
Don't know	10
Refused	11

## Section E Probes

DON'T FORGET THE GENERAL PROBES

### Q36

How easy or difficult was this to answer?

Did respondents select more than one answer?

**Comments:**

### Q37

Understanding of terms

- been awarded

- your income

- personal circumstances

- claim is renewed

- registered childcare

How or difficult was it to answer these questions?

Do respondents answer in terms of true/false statements?

**Comments:**

### Q38

Understanding of terms:

- obliged

- registered childcare

- provider changes or stops

- full time education

How do respondents feel about answering these questions? Are they able to make projection?

How do the response categories work? What is meant by immediately?

**Comments:**

**Q39**

Understanding of terms:

- personal circumstances
- entitlement

Is there a difference between personal and family circumstances for the respondent?

Are the options in the codeframe useful? Do the respondents' answers fit the categories?

**Comments:**

Those are all the questions I have to ask you.

Thank you very much for your time.

P2221

## FAMILIES AND CHILDREN STUDY (FACS): 2003

### COGNITIVE PILOT: Screening questionnaire for tax credits

Serial no:

#### Introduction:

I am from the *National Centre for Social Research*, an independent research institute. We have been commissioned by the Department for Work and Pensions (formerly the Department of Social Security) to carry out an important survey about families bringing up children.

I am calling to ask whether you would be willing to take part in the research which will involve an interview in your home. It will last about an hour and, if you are eligible to take part, you will be paid £15 for your time. All information will be treated in the strictest confidence and used for research purposes only.

IF WILLING TO TAKE PART CONTINUE. IF NOT, THANK THEM AND END.

First can I just ask you a few questions to see if you are eligible to take part in the interview?

**Q1** Are you the parent, guardian or foster parent of at least one child aged between 0 and 16 living in this household?

Yes	1	GO TO Q2
No	2	END

**Q2** Are you living in this household with a partner?

Yes, with a partner	1	GO TO Q3
No, alone	2	GO TO Q4

#### IF LIVING WITH PARTNER

**Q3** Are you or your partner currently working?  
IF YES, CHECK...

Yes, both working	1	GO TO Q5
Yes, only partner working	2	
Yes, only respondent working	3	
No, neither working	4	

#### IF LONE PARENT

**Q4** Are you currently working?

Yes	1	GO TO Q5
No	2	

**Q5** Have you / Have you or your partner ever received Working Families' Tax Credit?

Yes	1	
No	2	GO TO Q6
Don't know	3	

**Q6** Are you / Are you or your partner currently receiving any of the New Tax Credits?  
(ADD IF NECESSARY: These are financial supports the government gives to families with children or people in work. The New Tax Credits were introduced in April 2003.)

INTERVIEWER NOTE:

CODE NO IF APPLIED BUT NOT HEARD WHETHER SUCCESSFUL

CODE YES IF HAS RECEIVED SUCCESSFUL AWARD NOTICE BUT NOT FIRST PAYMENT

Yes	1	CHECK QUOTA
No	2	END
Don't know	3	PROBE & END

### STAGE II SCREENING

(For families initially screened during first cognitive test)

Introduction:

You may remember that when we talked last week, I asked you a few questions to see if you were eligible to take part in this question testing.

**Q7** Can I just check, are you (or your partner) currently **receiving** any of the New Tax Credits?

(ADD IF NECESSARY: These are financial supports the government gives to families with children or people in work. The New Tax Credits were introduced in April 2003.)

INTERVIEWER NOTE:

CODE NO IF APPLIED BUT NOT HEARD WHETHER SUCCESSFUL

CODE YES IF HAS SUCCESSFUL AWARD NOTICE BUT NOT YET RECEIVED FIRST PAYMENT

Yes	1	INTERVIEW
No	2	END
Don't know	3	PROBE & END

P2221

**Families and Children Study (FACS)  
Wave 5 - 2003**

**Cognitive Testing: New Tax Credits**

*Findings & Recommendations*

National Centre for Social Research

## **Outcomes**

### **Achieved interviews**

Interviewers achieved a total of 16 interviews (4 per interviewer). Interviewers used screening questions to identify people receiving the New Tax Credits. They were asked to get a mix of couples/lone parents, working/not working and people who had previously received Working Families' Tax Credit.

10 Couples – in all couples at least one person was working. Three had previously received WFTC and all were currently receiving Child Tax Credit (CTC). One was receiving CTC and Working Tax Credit (WTC).

6 lone parents – all currently working. All had previously received WFTC and all were currently receiving CTC and WTC.

### **Length**

As the cognitive test was set up so the interviewers probed after each section of questions it was not possible to get an accurate picture of the questionnaire length. However interviewers commented that proportionally the questions took up very little of the interviewing time.

### **General comments**

It was reassuring that the respondents were aware of the New Tax Credits and when the change took place. However there was clearly a recency effect and it is not clear how aware people at the mainstage of fieldwork.

On first impressions respondents could answer the questions easily but probing revealed that there was confusion with Working Families' Tax Credit. There was also some indication that the ability to answer the questions will depend on whether the respondent is the one who completed the application and/or controls the family's finances.

### **Recommendations:**

Consider a question asking who the completed the application for the NTCs.

## INTRODUCTION

### Q1 SHOWCARD A

Ben1a Which, if any, of these benefits or tax credits are you (and your partner) receiving at the moment?  
CODE ALL THAT APPLY

Child Benefit	1	
Child Tax Credit	2	
Working Tax Credit	3	
Income Support	4	
Job Seeker's Allowance (was Unemployment Benefit)	5	
Maternity Allowance	6	
New Deal Allowance	7	
Some other state benefit	8	<b>GO TO Q2</b>
State Retirement Pension	9	
Statutory Maternity Pay	10	
Widows Benefit, Bereavement Allowance or Widowed Parents (formerly Widowed Mother's) Allowance	11	
None of these	12	
Don't know	13	
Refused	14	

Q2 READ EXPLANATION: The Government introduced the 'New Tax Credits' in April 2003. New Tax Credits consist of the Child Tax Credit which is a payment available to families with children and Working Tax Credit is a payment that is paid to people in work. These replaced Working Families Tax Credit which, until March 2003, was available to some working families. **GO TO Q2b**

- The explanation was felt to work well in some cases but interviewers said it was important to read it out clearly and slowly.
- It was apparent from the probing that the explanation worked better for those who had previous experience of WFTC and therefore a general understanding of how the system worked.
- One respondent whose partner had completed the application form said that the explanation did not mean anything to her.
- There was some vague understanding of the difference between CTC and WTC and how they differed from WFTC. Interviewers commented that it was not the *names* of the tax credits that were important, but the *amount* that the respondent was going to receive that made it significant.

#### Recommendations:

Consider removing the last sentence to make the explanation shorter.

Important to brief interviewers to read this slowly.

**IF NOT RECEIVING WORKING TAX CREDIT OR CHILD TAX CREDIT**

**Q3** Can I just check, **since April 2003** has there been any period when you  
 NTC2 (or your partner) were receiving the Child Tax Credit or Working Tax  
 Credit?

IF YES: Is that Working Tax Credit or Child Tax Credit or both?

Yes - received Working Tax Credit only	1	<b>GO TO Q4</b>
Yes - received Child Tax Credit only	2	
Yes - received both	3	
No	4	
Don't know	5	
Refused	6	<b>END</b>

**Comments**

- None of the respondents were asked this question.

**Q4** Thinking back to **March 2003**, just before the New Tax Credits were  
 NTCOr introduced. At that time were you (or your partner) receiving any of  
 i the following ...READ OUT...

CODE ALL THAT APPLY

...Working Families' Tax Credit	1	<b>GO TO Q5</b>
...Disabled Person's tax Credit	2	
...Children's Tax Credit as an employee (not self-employed)	3	
...Income support	4	
...Jobseekers allowance (income based)	5	
...or none of these?	6	
Don't know	7	
Refused	8	

**Comments:**

- Very few respondents thought back to specifically to the month of March. On probing they made comments like 'some time in general'. It appeared that the phrase 'just before the New Tax Credits were introduced' was a more important than the reference period.
- It is important to note that one respondent had particular difficulty with the phrase 'Thinking back to March 2003' and this caused considerable confusion.
- People were generally able to answer whether they had previously received WFTC or not and were confident with their answers.
- There was some confusion about Children's Tax Credit. Most hesitated over this one and were unsure whether they had previously received this. The phrase 'as an employee (not self-employed)' appeared to have added to the confusion. Some thought this meant it came from your employer. One only heard 'self employed' so said no.

**Recommendations:**

- Possibly change 'Thinking back to March 2003' to 'In March 2003'
- Suggest the response options at Q4 are put on a show card.
- Consider whether the text '(not self-employed)' is necessary.

## SECTION A

**Q6** Do you (or your partner) have a tax credit award notice from Inland  
Award Revenue, which you could consult?

INTERVIEWER: CHECK THAT THIS IS THE **MOST RECENT**  
AWARD NOTICE

Yes, consulted now	1	<b>GO TO Q9</b>
To be consulted later	2	
Respondent unwilling/refused	3	<b>GO TO Q7</b>
Held by non-household member	4	
Unable to find it	5	
Other reason for not consulting (specify)	6	

**Comments:**

- Of the 16 respondents, 13 were able to consult their award notices. Of the 3 who weren't one knew where it was but was reluctant to get it as it was in her husband's personal file. One didn't have a notice, only a letter from IR. One couldn't find the notice.
- Several commented that they didn't think of it as an 'award notice', but as a letter. In some cases it wasn't until the interviewer showed them the example that they understood. As pointed out by one respondent it does not say 'award notice' on the document.
- Most worked out what was required by picking up on the terms 'tax credit' and 'Inland Revenue'.
- There were no obvious sensitivities about be asked to produce this document.
- One interviewer pointed out that it was hard to know what to code when the award notice was not available, she had to do some extra probing to be able to code the reason.

**Recommendations:**

Consider giving interviewers examples of the award notice to show to respondents.

Need to be aware that it may be more difficult for respondents to find this document at the mainstage of interviewing.

Consider simpler range of answers: yes/no

Researcher comment: code 2 is not relevant, as the next question asks these respondents to refer to their award notice. Suggest removing.

**IF NO AWARD NOTICE**

**Q7** Could you consult your (or your partner's) payslip for the details?

TxPyW

INTERVIEWER: IF BOTH RESPONDENT AND PARTNER IN WORK

PLEASE CHECK BOTH PAY SLIPS

Latest payslip consulted	1	<b>GO TO Q11</b>
Old payslip consulted	2	
Payslip not consulted: refusal	3	<b>GO TO Q8</b>
Payslip not consulted: not found	4	
No payslip provided by employer	5	
Not in employment	6	

**IF NO AWARD NOTICE AND NO PAYSLIP**

**Q8** ...or is there a bank statement you could consult?

TxStmt

Yes	1	<b>GO TO Q11</b>
No	2	
Don't know	3	
Refused	4	

- Only three respondents were filtered to these questions. The main comment here was that the respondents could not see the relevance of being asked to consult a payslip/bank statement.
- One respondent pointed out that there was no point looking at the bank statement as the payment had come by giro.

**Recommendations:**

Need to add an explanation to the respondents why a pay slip or bank statement may be useful.

Will CTC ever be paid through a payslip? If not, then Q7 should have an additional filter so it is not asked of those receiving just CTC.

**IF HAS AN AWARD NOTICE**

**Q9** From the award notice can you tell me the year from which income was  
NTCDat used to calculate your tax credit award?

2003/4	1	<b>GO TO Q10</b>
2001/2	2	
One or more applicants receive IS/JSA(income based)/MIG/Pension credit so info not on Award	3	
Don't know	4	
Refused	5	

**Comments:**

- Most were able to scan the award notice and find the relevant information without any prompting from the interviewer.
- A couple of respondents took the year from the front of the award (the award period).
- There was some confusion over the word 'year' because the answer is in terms of tax years.

**Recommendations:**

Add interviewer instruction about where this information is located.

Consider changing 'calculate' to 'work out'.

Consider changing 'the year' to 'the years'

**Q10** From the award notice what was the total income (of you and your  
NTCinc partner) which was used to calculate your tax credit award?

INTERVIEWER: THIS FIGURE WILL BE THE 'TOTAL INCOME'  
FIGURE AT THE BOTTOM OF THE 'YOUR INCOME' SECTION ON  
PAGE 2.

ENTER AMOUNT  
IF 'DON'T KNOW', ENTER 999  
IF 'REFUSED' ENTER 888

**GO TO Q11**

**Comments:**

- Respondents appeared to be happy to give their income. Respondents commented that although they were happy to give their income other people may not.
- All were able to find this information in their award notice.

**Recommendations**

Accept that there may be refusals at this question.

Change 'calculate' to 'work out'

Route DK and RF to Q12 to try to establish income bracket

**ASK ALL**

**Q11** Initial applications for Working Tax Credit and Child Tax Credit have  
FRS1 been based on family income between April 2001 and March 2002.  
Since that time have you contacted the Inland Revenue to report an  
estimate of income for April 2003 to March 2004?

Yes - have contacted to report	1	<b>GO TO Q11b</b>
No - have not contacted to report	2	
Don't know	3	
Refused	4	

**Comments:**

- Although respondents' responses to this question suggested that they were very clear whether they had or hadn't done this, probing revealed some problems.
- One respondent had contacted IR but said no because it was not to provide an 'estimate' of income it was to provide an 'exact figure'. Another said no, although she had attempted to contact IR but hadn't got through.
- For those who had made no attempt to contact IR the reference periods were confusing especially those who were not aware that it was based on tax years.

**Recommendations:**

Suggest simplifying question to the following:

"Since your initial application for Working Tax Credit and/or Child Tax Credit, have you contacted the Inland Revenue to give an estimate of income for April 2003 to March 2004?"

**IF NO AWARD NOTICE**

**Q12** SHOWCARD B

IncOld I would like you to think about your gross total family income between April 2001 and March 2002. Which one of the categories on this card best describes your annual income?

INTERVIEWER: CHECK RESPONDENT IS THINKING OF INCOME RECEIVED FOR THE WHOLE YEAR

	A	
	B	
	C	
	D	
	E	
	F	GO TO
	G	Q12b
	H	
	I	
	J	
Don't know	11	
Refused	12	

**Comments:**

- NB Question only answered by a few respondents
- Using brackets for income on showcard worked well – one respondent felt she wouldn't have given exact amount, but happy to use showcard
- One respondent was not thinking of 01/02 income
- 'gross family income' could be explained further – e.g. add 'before tax and other deductions'
- Some respondents consider 'income' to mean earnings, therefore excluding benefits or other sources of income. Others include all benefits
- Interviewer instruction is hard to use, as interviewers don't know whether respondents are referring to weekly/monthly/annual amount.

**Recommendations:**

Add explanation of 'gross family income' (wages before tax/deductions, some benefits, interest from savings)

Emphasise the tax year we are asking about by putting it at the end of the question.

## SECTION B

### METHOD OF PAYMENT

#### **IF RECEIVES WTC**

**Q13** How is your Working Tax Credit paid?  
NTC3a

IF WAGES AND IN COUPLE: Is this into your own wages or your partner's wages?

IF BANK ACCOUNT AND IN COUPLE: Is this into your own account, your partners account or is it paid into a joint account?

IN CASES WHERE THERE ARE TWO METHODS OF PAYMENT, PLEASE RECORD ONLY PAYMENT THROUGH WAGES.

By giro	1	<b>GO TO Q14</b>
Through wages (own)	2	
Through wages (partner)	3	
Bank account (own)	4	
Bank account (partners)	5	
Bank account (joint)	6	
Don't know	7	
Refused	8	

#### **IF RECEIVES CTC**

**Q14** How is your Child Tax Credit paid?  
NTC3a  
(again)

IF BANK ACCOUNT AND IN COUPLE: Is this into your own account, your partners account or is it paid into a joint account?

By giro	1	<b>GO TO Q14b</b>
Bank account (own)	2	
Bank account (partners)	3	
Bank account (joint)	4	
Don't know	5	
Refused	6	

#### **Comments:**

- Some respondents gave the time period of payment (i.e. every two weeks)
- Respondents generally knew the method of payment, though one respondent changed answer from 'through my employer' to 'bank account' after referring to award notice - could refer to award notice here
- Q13: Confusion caused over interviewer instruction about 'two methods of payment'. Need to clarify what this refers to - e.g. two subsequent methods, or the notified method vs the actual method. What is it we want interviewers to code.
- Follow up probes seemed to work well
- 'giro' was understood. One respondent said 'giro cheque'.
- Researcher comment: could be accounts other than 'bank account'

#### **Recommendations:**

Change questions to: 'Is your WTC paid by giro, through wages, or into a bank account?'

Revise the interviewer note to make this clear about how this should be coded.

**IF COUPLE, AND RECEIVES WTC**

**Q15** Thinking back to before you received your first payments of Working  
FC15c3 Tax Credit in (April) 2003. Were you aware that Working Tax Credit  
would be paid to the person in work?

Yes (was aware)	1	<b>GO TO Q16</b>
No (was not aware)	2	
Can't remember/Don't know	3	
Refused	4	

**IF COUPLE, AND RECEIVES CTC**

**Q16** Thinking back to before you received your first payments of Child Tax  
FC15c3 Credit in (April) 2003. Were you aware that Child Tax Credit would be  
b paid to the main carer?

Yes (was aware)	1	<b>GO TO Q17</b>
No (was not aware)	2	
Can't remember/Don't know	3	
Refused	4	

**IF COUPLE, AND RECEIVES CTC**

**Q17** Do you feel that the payment of Child Tax Credit to the 'main carer'  
NTCco2 been helpful to you, unhelpful to you, or has this made no difference?

Helpful	1	<b>GO TO Q18</b>
Unhelpful	2	
Made no difference	3	
Don't know	4	
Refused	5	

**Comments:**

- Q15: Only one respondent asked this question - the respondent's partner was receiving WTC, even though not currently in work (due to change in circumstance since application) so this question didn't work for her.
- Q16: 'Main carer' was generally understood as the person who did childcare or organised it, bought food and did washing. However, some respondents felt this meant 'mother' regardless, others said it could be either parent. Some defined main carer as 'not working' or 'not the provider'.
- Q16: Respondents were thinking back to some months prior to receiving the tax credit - e.g. when aware of NTC or when filling in application form
- Q15/Q16: Researcher comment - question suggests a textfill of month first received NTC, however, we have not asked this yet, and in addition, we don't ask everyone for the date/month of first payment.
- Q17: This question did not work very well. The question is ambiguous - some thought it referred to whether getting money was helpful or not. We need to emphasise that we are asking about the payment to the main carer.
- Q17: Not clear whether respondents thinking of helpful to respondent or to family
- Q17: Couples with joint finances said it didn't matter who received the money.
- Q17: Worked better for those who had previously received WFTC, as they could compare to the old system. Others had not picked up on this change
- Q17: Researcher comment: should also ask the partner how they feel about change of payment to main carer (SM)

**Recommendations:**

Q15/16: Need to consider how the textfill for the month will be dealt with.

Q17 has several problems especially for those who are new to the tax credits. Suggest rewording and only asking this question of those who previously received WFTC.

## SECTION C

### THE APPLICATION PROCESS

#### **ASK ALL**

**Q18** When did you make your most recent application for Working Tax  
NTC5a Credit and/or Child Tax Credit?

INTERVIEWER NOTE: MAKE SURE THAT THE RESPONDENT KNOWS YOU ARE TALKING ABOUT THEIR **MOST RECENT CLAIM FOR WORKING TAX CREDIT/CHILD TAX CREDIT NOT WORKING FAMILIES TAX CREDIT**

Before April 2003	1	<b>GO TO Q19</b>
April 2003	2	<b>GO TO Q20</b>
May 2003	3	
Don't know	4	<b>GO TO Q22</b>
Refused	5	

#### **Comments:**

- Respondents tried to think of a precise date/month, when actually for the first step we needed to establish whether before April 2003 or not
- Most were sure it was before April 2003 but couldn't be more specific. This will become more problematic by mainstage fieldwork, as we are asking for a specific month
- It wasn't possible to test 'most recent' for this group of respondents, as all had made only one application
- For those who had previously received WFTC there was no confusion that this question was about the NTC (though this may have been due to extensive probing by interviewers on this point which won't apply in the mainstage)

#### **Recommendations:**

Could split question: first ask whether it was before April 2003 or after. If after, ask: Which month/year?

Accept that many respondents will not be able to answer accurately.

**IF APPLIED before APRIL 2003**

**Q19** When did you begin to receive the Child Tax Credit and/or Working Tax Credit?  
NTC5b

INTERVIEWER: CANNOT BE BEFORE APRIL 2003

April 2003	1	<b>GO TO Q22</b>
May 2003	2	
Don't know	3	
Refused	4	

**Comments:**

- 'begin to receive' meant different things: first payment / receiving the award notice
- 'begin to receive' sounded too formal to some - preferred 'when did you first get' or 'when did you get first payment'
- Some respondents referred to their tax award notice for the date given on p3 - is this ok, or could first payment differ from the intended payment date on the notice?
- Some gave a more precise date than we needed - may be worth specifying 'in which month'
- It was noted that for most of these respondents they were only having to recall 1 week or so ago, therefore the question will be harder to answer precisely at the mainstage
- For those who are paid direct into bank accounts, it was mentioned that this is less likely to be noticed than receiving a giro, or a payslip notification.

**Recommendations:**

Change wording to "When did you get your first payment of CTC/WTC. Can you tell me which month?"

If it is ok to refer to award notice, give interviewer instruction to refer to this.

NB If respondents can't be sure of the precise month, consider what implications this has for the answer to this question being used as a textfill in the rest of the interview.

**IF APPLIED since APRIL 2003**

**Q20** As far as you can remember, how long did you have to wait between making your most recent application for the New Tax Credits - that is Working Tax Credit and/ Child Tax Credit - and receipt of your first payment?  
FC16a

FIRST, ENTER WEEKS...

IF LESS THAN ONE WEEK ENTER '0'  
IF DON'T KNOW ENTER 97  
IF REFUSED ENTER 98

**GO TO Q20**

**Q21** NOW ENTER DAYS...  
FC16a  
(again)

IF DON'T KNOW ENTER 97  
IF REFUSED ENTER 98

**GO TO Q22**

**Comments:**

- As all had applied before April 2003 Q20 & Q21 were not answered by any respondents.

**ASK ALL**

**Q22** Did you (or your partner) put in your claim as soon as you first thought  
FC10 you might be able to get the New Tax Credits (that is Working Tax  
Credit and Child Tax Credit) or did you let some time go by before  
putting in a claim?

INTERVIEWER NOTE: MAKE SURE THAT THE RESPONDENT  
KNOWS YOU ARE TALKING ABOUT THEIR MOST RECENT CLAIM  
FOR WORKING TAX CREDIT/CHILD TAX CREDIT NOT  
WORKING FAMILIES TAX CREDIT

Put in as soon as aware of NTC	1	GO TO Q25
Allowed time to pass	2	GO TO Q23
Can't remember/Don't know	3	GO TO Q25
Refused	4	

**Comments:**

- There was large variation in the definitions of 'as soon as aware' and 'allowed time to pass'. For example, some felt 'allowed time to pass' would be more than 2-3 days, whereas others felt it would be a month or two. Because of this difference, it was suggested that cutting Q22 and then asking everyone Q23 & Q24 might be better. (However, see comment below Q24).
- If respondent not sure what to answer, the interviewers would appreciate guidelines of how to code 'a couple of weeks' or 'a few days' etc.
- 'put in your claim' - this was thought of as submitting the form - do we need to consider how to code those who sent off for application form straight away?
- Researcher suggestion that should say 'application' rather than 'claim'
- 'first thought you might be able to get the NTCs' - some people apply for NTCs even though not sure if they are eligible so this wasn't relevant to them- could we change to 'as soon as you first heard of the NTCs' or 'as soon as you first thought you could apply for the NTCs'?

**IF WAITED TO MAKE A CLAIM**

**Q23** About how much time did you (or your partner) let go by before  
FC11a applying for Working Tax Credit and Child Tax Credit?

Answer in WEEKS	1	GO TO Q24
Answer in MONTHS	2	
Can't remember / Don't know	3	GO TO Q25
Refused	4	

**IF ANSWER IN WEEKS/MONTHS**

**Q24** ENTER NUMBER OF WEEKS / MONTHS....

FC11a  
(again)

IF LESS THAN ONE WEEK/MONTH ENTER '0'  
IF DON'T KNOW ENTER 97  
IF REFUSED ENTER 98

--

**GO TO Q25**

**Comments:**

- Respondents found this very difficult. It was hard because even if they knew when they had *applied*, they weren't able to pinpoint the time they became *aware*. Consequently,

answers were vague – one respondent said her answer was probably correct within 3 months.

**Recommendations (for Q22-24):**

Consider how accurate/useful these answers will be. As there is no fixed reference period for becoming aware of something, these three questions are very problematic for respondents, and will result in vague answers.

Evidence is that some respondents who wait a month or so will not even be routed to Q23 if they feel that counts as 'as soon as aware'.

If these questions are essential, consider putting in time periods at Q22 – e.g. did you apply within a few days... or did you wait for two weeks or more... OR put a time period instruction for interviewers so they know how to code answers. However, note point above about people not being able to pinpoint when they became aware.

Change 'claim' to 'application'

**ASK ALL**

**Q25** Thinking back, from where did you first hear about the New Tax  
FC13a Credits, that is Working Tax Credit and Child Tax Credit?  
PROBE FULLY CODE BELOW ALL THAT APPLY

INTERVIEWER NOTE: MAKE SURE THAT THE RESPONDENT  
KNOWS YOU ARE TALKING ABOUT **NEW TAX CREDITS** i.e.  
WORKING TAX CREDIT/CHILD TAX CREDIT NOT WORKING  
FAMILIES TAX CREDIT

Received application pack	1	<b>GO TO Q26</b>
TV adverts	2	
Newspaper/magazine	3	
Other advert	4	
Just started claiming Child Benefit	5	
Notice in Child Benefit book	6	
Department of Work and Pensions (formerly DSS) office/official/local DSS office	7	
Leaflet in Post Office	8	
Citizen's Advice Bureau	9	
Welfare Rights Worker	10	
Employer	11	
Workmates	12	
Relatives	13	
Friends, neighbours	14	
Internet	15	
Job Centre/Job Centre Plus/ New Deal advisor	16	
Tax Credit Office or Inland Revenue Official	17	
Other (SPECIFY)	18	
<hr/>		
Can't remember/don't know	19	
Refused	20	

**Comments:**

- Asking when 'first hear' about Tax Credits might be interpreted literally. Could change to 'first find out'.
- As this is a code all that apply, and a 'probe fully' instruction, it suggests that we are happy to hear about many different sources, whereas asking 'from where did you first hear about' suggests a single code. Please clarify.
- If respondent was aware of 2/3 sources, it was often hard to pinpoint which of these was the first. In fact, the most salient source is likely to be remembered.
- Need new answer codes: 'letter from Inland Revenue/DWP/WFTC' 'the Budget' 'other leaflets' (or just have one leaflet code, with no reference to Post Office)
- NB answer code list is already very long, and interviewers found it hard to find the right code. Can any be combined?

**Recommendations:**

Change wording to 'first find out'

Clarify whether want multi-code or not

Add answer codes: 'letter from Inland Revenue/DWP/WFTC' 'the Budget' 'other leaflets'

Combine any answer codes where possible to make list shorter

**Q26** How did you make your most recent application for Working Tax  
App1 Credit/Child Tax Credit?

Posted a form to the Inland Revenue	1	<b>GO TO Q27</b>
On-line	2	
Through local Inland Revenue Office	3	
Through my local job centre/Jobcentreplus	4	
Don't know	5	
Refused	6	

**Comments:**

- This question caused problems - some respondents did not understand what this question was asking: "What do you mean?"
- Some respondents started to recount the whole process, from sending off for the form, one puzzled, said 'they sent the form to me'.
- The word '*make* your application' was considered slightly odd - some suggested 'submit' or similar.
- One answer (given by a few respondents) 'filled in the form' was not sufficient information to be coded.
- One respondent thought 'over the phone' was a possible answer

**Recommendations:**

Either use a show card or a running prompt so that respondents know what is required of them.

## SECTION D

### NEW TAX CREDITS & CHILDCARE

#### **ASK ALL**

**Q27** Do you receive extra money as part of your New Tax Credit payments  
NTCcc1 to cover the costs of childcare?  
r

INTERVIEWER: PAGE 3 OF TAX CREDIT AWARD WILL SHOW IF  
PARENTS ARE IN RECEIPT OF CHILD CARE ELEMENT

Yes	1	<b>GO TO Q28</b>
No	2	
Don't know / can't remember	3	
Refused	4	

#### **Comments:**

- Some respondents found this difficult to answer – they weren't sure what this meant, or whether getting it or not. Others did know what this was referring to and knew whether they were getting it or not. The award notice did not necessarily help to answer this.
- The word 'extra' caused confusion, as some felt that NTC's cover childcare, so didn't understand what 'extra money' could be referring to. One suggested this might be for special needs (perhaps confused by the disabled child element?)
- It was felt that this question didn't apply so much for families with older children – suggestion that 'not applicable' could be added.
- Researcher comment: Could we refer to page 1 of award notice to see whether child care element is received?

#### **Recommendations:**

Remove the word 'extra'.

Add text:

READ EXPLANATION IF NEEDED: This is called the "child care element" on your tax credit award notice

We need conformation that the reference to the "child care element" will always be on Page 3 of the award notice as it appears to be also mentioned on page one.

**Q28** And does your receipt of Working Tax Credit and/or Child Tax Credit affect the type of childcare you use?  
 NTCcc1  
 a

IF YES PROBE: In what way?

Yes	1	<b>GO TO Q29</b>
Began using/used more registered childcare	2	
Other (SPECIFY)	3	
No	4	
Don't know / can't remember	5	
Refused	6	

**Q29** And does your receipt of Working Tax Credit and/or Child Tax Credit affect the amount of childcare you use?  
 NTCcc1

Yes	1	<b>GO TO Q30</b>
No	2	
Don't know / can't remember	3	<b>GO TO Q31</b>
Refused	4	

**IF AMOUNT OF CHILDCARE AFFECTED**

**Q30** How does receiving the New Tax Credits change the number of hours a week you use childcare?  
 NTCcc2

Childcare hours increased	1	<b>GO TO Q31</b>
Childcare hours decreased	2	
Childcare hours have not changed	3	
Don't know / can't remember	4	
Refused	5	

**Comments:**

- Some respondents and interviewers found it odd to ask these questions if the answer to Q27 was 'no'.
- As with Q27, some respondents were only thinking about childcare for younger children in these questions (e.g. one ignored the fact her child went to after school club). Could add 'not applicable' code.
- Q28: there seemed to be awareness that we were interested in 'registered' or 'approved' childcare.
- Q29: One respondent asked "Does this mean 'how many hours'?" Could change 'amount' to 'number of hours/sessions'.
- Q30: Hardly any respondents were asked this question

**Recommendations:**

Move Q27 to after Q30, so that respondents do not think only about childcare element at Q28-30

Q29: "Does your receipt of WTC/CTC affect the **number of hours or sessions** of childcare you use?"

Try to ensure families with older children feel these questions are relevant - many simply gave answers as 'not applicable'.

## NON-RECEIPT OF NTCS

### ASK ALL

**Q31** Has there ever been any period of a week or more when you were short  
FC17 of money because you had yet to receive a Working Tax Credit and/or  
 Child Tax Credit payment that was due?

INTERVIEWER NOTE: MAKE SURE THAT THE RESPONDENT  
 KNOWS YOU ARE TALKING ABOUT WORKING TAX  
 CREDIT/CHILD TAX CREDIT NOT WORKING *FAMILIES* TAX  
 CREDIT

Yes	1	<b>GO TO Q32</b>
No	2	
Don't know / can't remember	3	<b>GO TO Q34</b>
Refused	4	

### Comments:

- Reference period 'Has there ever been' doesn't help focus respondents on the NTCs. Indeed, some respondents said they would include times on WFTC. Also, this wording doesn't fit a panel study.
- One respondent missed 'a week or more' and answered yes because a payment was 4 days late.
- 'Yet to receive a ... payment' was felt to be overly formal, and difficult for those with language difficulties, as they would pick up on the word 'receive', rather than 'yet to'. Alternative suggestions included changing to 'a payment of ... was later than expected'.
- Being 'short of money' was understood in similar ways by most respondents, as having problems paying bills, buying essentials, not getting money when expected. However, one included the amount of money going down compared to WFTC.
- Interviewers felt the note is not going to have much impact, partly as it is used so much, but also as the onus is on them to check each answer. Consider rethinking, or re-writing as a probe that they are more likely to read out if needed. Essentially however, we need to ensure question wording is as clear as possible in the first place.

### Recommendations:

Change to: "Since the New Tax Credits started, has there been any period of a week or more when you were short of money because a Working Tax Credit and/or Child Tax Credit payment was later than expected?"

Could re-draft interviewer note as a probe.

**IF HAS BEEN SHORT OF MONEY**

**Q32** How long did this period last?

FC18a

FIRST ENTER WEEKS...

IF LESS THAN ONE WEEK ENTER '0'

IF DON'T KNOW ENTER 97

IF REFUSED ENTER 98

**GO TO Q33**

**Q33** NOW ENTER NUMBER OF DAYS...

FC18a

(again)

IF DON'T KNOW ENTER 97

IF REFUSED ENTER 98

**GO TO Q34**

**Comments:**

These questions were not answered by many respondents.

**NTCS AND HOUSING BENEFIT/COUNCIL TAX BENEFIT**

**ASK ALL**

**Q34** In (April) 2003 when you first received Working Tax Credit and/or  
FC25 Child Tax 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 claiming Working Tax Credit or Child Tax Credit?

INTERVIEWER: PLEASE CHECK THAT RESPONDENT IS THINKING ABOUT CLAIM FOR NEW TAX CREDITS IN 2003 AND NOT ANY PREVIOUS CLAIMS FOR WORKING FAMILIES TAX CREDIT

Yes	1	<b>GO TO Q35</b>
No	2	
Don't know	3	<b>GO TO Q36</b>
Refused	4	

**IF YES**

**Q35** What benefits were these, that you did not expect to lose or be reduced?  
FC26a

CODE ALL THAT APPLY BUT DO NOT PROMPT

Housing Benefit/Rent Rebate	1	
Council Tax rebate	2	
Free school meals	3	
Mortgage interest	4	
Other benefit (SPECIFY)	5	<b>GO TO Q36</b>
<hr/>		
Don't know	6	
Refused	7	

**Comments:**

**Q34:**

- This was very wordy - interviewers didn't like reading it, and respondents said it was hard to process/understand.
- Two respondents mentioned an exemption certificate which they used to get with WFTC, which indicated which benefits they would get.
- A couple of respondents were not yet aware of any changes to other benefits as they had only just started to receive NTCs.

**Q35:**

- A few other items were mentioned: change in tax, prescription charges, eye tests

**Recommendations:**

**Q34:** Reduce length. Suggestions for reductions include:

- finish question after 'reduced'
- refer to New Tax Credits instead of both credits by name
- replace 'working and claiming' with 'receiving'

**Q35:** Consider whether to add the other answer codes suggested

## SECTION E

### PASSPORTED BENEFITS

**ASK ALL**

**Q36**

SHOWCARD C

Pass1

As far as you know, which, if any, of the following are also available to some families if they are claiming the New Tax Credits – that is working tax credit and/or child tax credit? You can select as many or as few as you like?

CODE ALL THAT APPLY

Baby milk at reduced prices	1	<b>GO TO Q37</b>
Free NHS dental treatment	2	
Help toward loft insulation	3	
Help towards transport costs to get to school	4	
Help with childcare costs	5	
Help with eye tests or spectacles	6	
Help with fares to hospital	7	
Help with home improvements (painting and decorating)	8	
Help with prescription charges	9	
Loans to help buy things you need to start work (tools, uniforms etc)	10	
Vouchers towards the cost of training at local colleges	11	
Other (SPECIFY)	12	
None of these	13	
Don't know	14	
Refused	15	

**Comments:**

- Some respondents felt uncomfortable at their lack of knowledge – a sense they were being tested.
- Some of the showcard options (e.g. prescription charges) are not applicable to children which caused confusion
- Some respondents were thinking about what their children could receive, rather than the family as a whole. Could be clearer in question, or re-order showcard so that baby milk is not first.
- Query about whether question is asking which of these things are **only** available to NTC recipients, or whether the things are available to others, and question is asking whether NTC recipients are still eligible for these
- Level of knowledge varied – previous receipt of WFTC seemed to help.
- Should free school meals be on the list.

**Recommendations:**

Add preamble to put respondents at ease about these knowledge questions

Specify which options are only applicable to adults

## AWARENESS OF NTC RULES

### ASK ALL

**Q37** READ INTRODUCTION: I am going to read out a series of statements about the New  
NTC38c Tax Credits. For each could you tell me, from what you know, whether you think it is true or false.

		True	False	Don't know	Refused
<b>37a</b>	If you have been awarded New Tax Credits you must tell the Inland Revenue immediately about any increase in your income.	1	2	3	4
<b>37b</b>	Once you have been awarded New Tax Credits, the amount you receive per week will stay the same for 12, months regardless of any change in your personal circumstances.	1	2	3	4
<b>37c</b>	It is possible to receive an increase in income of up to £2,500 per year without it affecting the amount of New Tax Credits you receive.	1	2	3	4
<b>37d</b>	If you are receiving New Tax Credits and your income falls, you will not be entitled to receive any extra money until your claim is renewed.	1	2	3	4
<b>37e</b>	I feel confident I would know who to contact if I had any questions about New Tax Credits.	1	2	3	4
<b>37f</b>	If you are receiving New Tax Credits and are using registered childcare, you may eligible for further help towards childcare costs.	1	2	3	4
<b>37g</b>	Couples who work for more than 30 hours a week are eligible for a higher Working Tax Credit Award.	1	2	3	4

#### Comments:

- As with previous question, this felt like a test to some respondents.
- Most respondents wanted to say 'Don't know', but weren't aware they could - we could add don't know into question text, and an interviewer note to encourage guesses
- As statements are very wordy, could list on a showcard as well as being read out
- Some respondents referred to award notice for some options – this could change their answer
- a: what does immediately mean? This would affect respondent's answers
- b: some said this depends on whether you tell IR or not. Could add that into statement
- e: 'who' misunderstood by some as an actual named individual
- f: most problematic option – confused those who knew about childcare element – is this referring to something over and above that? Remove word 'further'
- g: not sure if this meant 30 hours between the two, or 30 hours each

#### Recommendations:

Change question text to offer 'Don't know' and to encourage guesses

Amend options b, e, f, g to overcome problems listed above

**ASK ALL**

**Q38** READ INTRODUCTION: When you are given an award for New Tax Credits it lasts for twelve months. During that 12 months you are obliged to tell the Inland Revenue if some of your circumstances change.

NTC3  
8d

**SHOWCARD D**

I am going to read out a list of different changes in family circumstances. From this card could you tell me, as far as you know, when, if at all, you would need to inform the Inland Revenue of each change.

	Immediately	By end of the tax year (March or April) at the latest	Would not need to tell the Inland Revenue at all	Don't know	Refused
<b>38a</b> You are in a couple and split up with your partner	1	2	3	4	5
<b>38b</b> You are a lone-parent and move in with a new partner	1	2	3	4	5
<b>38c</b> You are using registered childcare and the provider changes or stops	1	2	3	4	5
<b>38d</b> Your childcare costs change or stop	1	2	3	4	5
<b>38e</b> You have a new child	1	2	3	4	5
<b>38f</b> Your family income increases by £2,000 per year	1	2	3	4	5
<b>38g</b> Your family income increases by £3,000 per year	1	2	3	4	5
<b>38h</b> Your child finishes full time education	1	2	3	4	5

**Comments:**

- Generally this approach seemed to work well, though some answers were guesses
- 'Obliged' might not be understood – change to 'must'
- Respondents would like to know they can say 'Don't know' – add to showcard?
- 'Immediately' will be interpreted in different ways – this ranged from 'within a day or so', to 'within a month'
- Most did not refer to award notice here
- d: it depends how big the change is
- f/g: these were difficult for some, especially as award notice gives an amount that IR need to be told about, and it's not the same. Suggestion these should be reversed
- h: variation in what counts as 'full time education' – not clear whether this includes sixth form college or university,

**Recommendations:**

Change 'obliged' to 'must'

Specify an amount of change at option d -- or just say 'childcare costs stop' to keep simple

Clarify what 'full time education' means in this context

Could add 'don't know' to the showcard, or mention in question

**ASK ALL**

**Q39** If your personal circumstances changed, what do you think you would  
NTC38e do to find out about how these changes would affect your entitlement  
to New Tax Credits. What else?

PROBE DO NOT PROMPT

CODE ALL THAT APPLY

Ring the Inland Revenue	1
Ring the local council	2
Use the Internet	3
Ask friends and family	4
Citizens Advice Bureau	5
Visit a financial Adviser	6
Visit the local jobcentre	7
Visit the local tax office	8
Other (specify)	9
<hr/>	
Don't know	10
Refused	11

**Comments:**

- Respondents tended to put this in their own words – ‘how would I go about...’. Could change wording to ‘how would you find out about...’
- The most common answer was ‘phone the helpline’ (this is referred to on the award notice). Interviewers were not sure whether to code this as code 1 or ‘other’.
- Other answers given were ‘write to IR’, ‘check award notice’, ‘refer to application pack / form / booklet’ ‘employer’, ‘DSS’
- This question refers to personal circumstances, whereas Q38 talks about family circumstances. Are we intending this to mean the same thing? If so, change wording to match. NB Respondents tended to think about things that were mentioned at Q38 anyway.

**Recommendations:**

Change ‘what do you think you would do to find out...’ to ‘how would you find out...’

Decide whether ‘personal’ is correct – if not, change to ‘family’.

Add codes, particularly ‘Ring the Helpline’ – or combine this with code 1

May 2003

Dear

**QUESTION TESTING FOR FAMILIES AND CHILDREN STUDY (FACS)**

Thank you for taking part in question testing for Families and Children Study (FACS). The *National Centre for Social Research* has been commissioned by the Department of Work and Pensions to carry out this study, and we are currently developing and testing new questions for inclusion in the 2003 survey. It is only by asking people how they answer survey questions, and what they understand particular terms to mean, that we can be sure the questions work in the way they were intended. Your help in this process has been invaluable and we hope you enjoyed taking part.

All the information you have provided in this interview will be treated in **strict confidence**. Your name and address will not be passed to any other organisation or linked to the answers you have given. We may use quotes from interviews when reporting our findings, but these will not be attributed to named individuals.

Once again, many thanks for your help.

Yours sincerely,

A handwritten signature in black ink that reads "Clare Tait". The signature is written in a cursive, flowing style.

Clare Tait  
Research Director

## **Families and Children Study (FACS): 2003**

### **Cognitive Pilot: Child self completion questionnaire**

**24 April - 1 May**

#### **Interviewer Instructions**

##### **Aims of Cognitive Pilot**

The aim of this cognitive pilot is to test a new self completion questionnaire for children (aged 10-15) to be used in the next wave of the Families and Children Study (FACS). 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.

As this a self completion, we also like to look at other aspects such how well the layout of the questionnaire works, and whether respondents can understand the instructions about how to complete the questionnaire.

##### **Background to the Families and Children Study (FACS)**

The *National Centre* has been carrying out the Families and Children Study 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 8,000 families each year.

This is the fifth year of the study. The scope of the study has broadened, with interest from additional government departments including the Children's and young Person's Unit (CYPU) and Department for Education and Skills (DfES). Over the last two years we have added more questions about child outcomes which were cognitively tested during the development phase. This year we are planning to interview children in these families for the first time, using a self-completion questionnaire. 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 children from a broad range of families - those with different incomes, and wherever possible different ethnic backgrounds. You have been provided with a screening questionnaire to help you choose families and children to interview.

Once you have selected the family, we would like you to interview one child aged between 10 and 15 years.

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 10 and 15 years. Select one child to interview and record their name and age on the front of the questionnaire.

### **Parental consent**

As this cognitive testing is with children it is important that you obtain parental consent before you start any interviewing. Explain the purpose of the testing to the parent first and ask if they are willing for their child to take part. If they do not give consent, then you cannot do the interview with the child. However, don't forget to ask the child if they are willing to take part too!

### **How many to interview**

We would like you to aim for 4 interviews with children aged 10-15, 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).

Below are numbers we like you to interview in each age group:

Aged 10: minimum of 1 interview

Age 11-14: minimum of 2 interviews

Age 15: minimum of 1 interview

We appreciate that you may not be able to achieve these exact numbers in the different age groups in your area. If this were the case, we would like you to try to obtain interviews with children lower end of the age groups (ie age 10, 11 or 12)

### **Respondent Payments**

Respondents will be paid £15, as a token of our thanks for taking part. The money should go to the child, not the parent. You will be given this money in the form of individual cheques, made payable to yourself that 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.**

### **The self completion**

The self completion comprises 41 questions. They cover a large range of subject areas which reflect the different policy interests of the government departments. The subjects covered include:

- What children do in their spare time (including questions about watching TV, use of PC, playing computer games, and participation in sports and other activities).
- Diet

- Smoking and drinking
- Self esteem
- School, homework and future aspirations
- Parental control
- Working and money

### **Explaining the purpose of the interview**

Below are is a script to help you introduce the cognitive testing.

“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 a new questionnaire for people age 10-15 and wish to test it among people, 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 to complete a paper questionnaire by yourself. I am then going to ask you to tell me how you went about answering the questions. For example, what you thought of the questions, how easy or difficult did you find it to answer the questions, 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 word, this is a problem with the question, and we need to put it right.

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.”

### **Conducting the interview**

First record the serial number on the front page of the self completion (see the next section about serial numbers). You should also record this serial number on your interviewer questionnaire.

Give respondent the paper self completion to fill in. Ask them to let you know when they have finished. Please make a note of approximate time it took the respondent to complete the questionnaire on the front of the interviewer questionnaire.

Switch on the tape recorder at this point and introduce the example.

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.*

Then use the interviewer questionnaire together with the self completion to conduct the cognitive interview. The interviewer questionnaire includes the questions in the paper self completion together with suggested probes. You have also been provided with a sheet of example probes that you can use in addition to the suggested probes.

We estimate the self completion and cognitive interview 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.

### **Serial numbers**

You have each been allocated a two digit point number (see table below). Use this number adding 1, 2 3 etc to the end for each individual that you interview.

<b>Interviewer</b>	<b>Pt no</b>
Katherine Melville	10
Liz Curtis	20
Jean Hailes	30
Margaret Browning	40

### **Feedback**

The interviewer questionnaire provides a space for you to record your comments about each question. Please use a different questionnaire for each child that 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.

### **Recruitment for wave two of cognitive testing**

The next wave of cognitive testing will involve testing a new set of questions for FACS about the new Tax Credits. For this wave you will need to recruit people who have had different experiences of the Tax Credits.

It is possible that the families who participated in the first round of cognitive interviewing may also be eligible for the second round of interviewing. Therefore at the end of the interview please ask the parent/guardian of the child if they would be willing to be interviewed again. If yes, then ask Q2 and Q3 on the Tax credits screening questionnaire.

You won't be able to tell the respondent if they will definitely be interviewed for the second round but "leave the door open" should you need to go back.

**What to bring to the debrief**

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

**Debrief details**

Thursday 1 May

Venue: Large meeting Room, Walmsley House, 214 St John Street EC1V

Time: 10.15, for 10.30 start.

**Contact names**

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

Anne Miers	020 7549 9516
Clare Tait	020 7549 9592
Miranda Phillips	020 7549 9515

SN:			
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P2221/CT



## Families and Children Study

### Tell me about you...

- Here are some questions for you to answer on your own.
- We are interested in your honest answers.
- We will not tell anyone what your answers are.
- Look at the instructions on the **next page** and read what to do.
- Ask the interviewer for help if you do not understand a question or are not sure what to do.

# How to answer the questions

- Please read each question carefully
- Most of the questions can be answered by putting a tick in the box next to the answer that applies to you like this

Yes

No

- Sometimes you have to write a number in a box, for example

*Write in the number of hours*

- Next to some of the boxes are instructions. They tell you which question to answer next. If there are no special instructions, just answer the next question.

Yes

No

**Go to Q3**

**Go to Q4**

***First, some questions about what you do in your spare time...***

**Q1** How many hours do you spend watching TV on a normal school day?

*(Tick one box)*

- None
- Less than an hour
- 1 – 3 hours
- 4 – 6 hours
- 7 hours or more

**Q2** Do you have a personal computer (PC) at home?

*(Tick one box)*

- Yes  **Go to Q3 below**
- No  **Go to Q4 below**

**Q3** Thinking back over the **last 7 days**, on how many days have you used your computer? (Please don't include time spent playing PC games.)

*(Tick one box)*

- None, or only used it to play games
- 1 – 2 days
- 3 – 5 days
- 6 days or more

**Q4** How many hours do you play computer games on a normal school day? Include things like Gamecube, X-box, Dreamcasts, Playstations, N64's, Gameboys, or any **game** you play on a PC.

*(Tick one box)*

- None
- Less than an hour
- 1 – 3 hours
- 4 – 6 hours
- 7 hours or more

**Q5** Thinking back over the **last 7 days**, on how many days have you had friends round to your house?

*(Tick one box)*

- None
- 1 – 2 days
- 3 – 5 days
- 6 days or more

**Q6** And in the **last 7 days**, on how many days have you visited your friends at their houses?

*(Tick one box)*

- None
- 1 – 2 days
- 3 – 5 days
- 6 days or more

**Q7** Thinking about your spare time (not at school) in the **last 7 days**. On how many days have you done sports or physical activities?

Please include things like football, skateboarding, aerobics, running around, dance classes and swimming.

*(Tick one box)*

- None
- 1 – 2 days
- 3 – 5 days
- 6 days or more

**Q8** Thinking about your spare time (not at school) in the **last 4 weeks**. Which of the following organised activities have you taken part in?

*(Tick all that apply)*

- School holiday play schemes
- Environmental clubs/groups
- Political clubs/groups
- Debating clubs/groups
- Computer clubs/groups
- Art, drama, dance or music clubs/groups
- Human rights groups
- Religious groups or organisations
- Youth clubs
- Animal (welfare) groups
- Voluntary groups helping people
- Safety, First Aid groups
- Local community or neighbourhood groups
- Other clubs/groups
- None of these

**Q9** How often you have eaten the following things in the **last 4 weeks**. Please include food you eat at home, at school and elsewhere.

	Daily	More than twice a week	Once or twice a week	Less than once a week	Rarely or never
	<i>(Tick one box per line)</i>				
Breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chips, burgers, pizza, fried chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fruit, vegetables or salad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pasta, rice, bread or potatoes (not including chips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Milk, cheese or yoghurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crisps, cakes, biscuits or chocolate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q10** In the **last 4 weeks**, have you been to any of these things in your local area?

*(Tick all that apply)*

- Local library
- Park/playground
- Swimming pool/leisure centre
- Church/mosque/temple/other place of worship
- Community hall
- Cinema/theatre
- Bowling alley
- Outdoor sports pitch/ground
- Internet cafe
- None of these

**Q11** How satisfied are you with parks in your local area?

*(Tick one box)*

- Very satisfied
- Fairly satisfied
- Neither satisfied nor dissatisfied
- Fairly dissatisfied
- Very dissatisfied

**Q12** Please say how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
This area is a place I enjoy living in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry about being robbed or mugged on the street in this area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I trust most people who live in this area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would be afraid to walk alone in this area after dark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most people in this area are friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*(Tick one box per line)*

**Q13** Which of these statements apply to you?

*(Tick all that apply)*

- I have been to see a family doctor or GP in the last 12 months
- I have been to see a dentist in the last 12 months
- I have been on holiday in the UK in the last 12 months
- I have been on holiday abroad in the last 12 months
- I own a mobile phone
- I use the internet and/or email
- None of these statements apply to me

**Q14** Read the following sentences carefully and tick the box next to the one that best describes you.

*(Tick one box)*

- I have never drunk alcohol
- I have drunk alcohol only once or twice
- I used to drink alcohol but I don't now
- I sometimes drink alcohol, but I don't drink alcohol every week
- I drink alcohol regularly, once a week or more

**Q15** Now read the following sentences carefully and tick the box next to the one that best describes you.

*(Tick one box)*

- I have never smoked
- I have smoked only once or twice
- I used to smoke but I don't now
- I sometimes smoke, but I don't smoke every week
- I smoke regularly, once a week or more

**Q16** Have you ever been offered any illegal drugs?

*(Tick one box)*

- Yes
- No

**Q17** Do any of your friends ever use illegal drugs?

*(Tick one box)*

- Yes
- No

**The next few questions are about how you feel about different things. There are some faces showing different types of feelings. Please tick the box that comes closest to showing how you feel about the following things.**

**Q18** Your school work?

*Please tick the box that best describes how you feel about school work.*

						
1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>					

**Q19** Your appearance?

*Please tick the box that best describes how you feel about your appearance.*

						
1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>					

**Q20** Your health?

*Please tick the box that best describes how you feel about your health.*

						
1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>					

**Q21** Your family?

*Please tick the box that best describes how you feel about your family.*

						
1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>					

**Q22** Your life as a whole?

*Please tick the box that best describes how you feel about your life as a whole.*

						
1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>					

**Q23** In the **last 12 months**, has anyone bullied you in a way that frightened or upset you?

*(Tick one box)*

Never

Once or twice

Several times

Often

**Q24** In the **last 12 months**, have you bunked or skipped school without an excuse?

*(Tick one box)*

Never

Once or twice

Several times

Often

**Q25** How important is it to you to do well at school?

*(Tick one box)*

Not at all important

Not very important

Fairly important

Very important

I don't go to school

**Q26** How often, if ever, are you punished at school e.g. detention, sent to see the head teacher, sent out of the classroom?

*(Tick one box)*

Never

Rarely

Sometimes

Often

**Q27** About how much of your homework do you usually complete?

*(Tick one box)*

- All or almost all of it
- Most of it
- About half of it
- Some, but less than half
- Not much
- None
- I don't get homework

**Q28** Do you usually have a quiet place to do your homework at home?

*(Tick one box)*

- Yes
- No
- I don't get homework

**Q29** What would you like to do when you are 16 and can leave school?

*(Tick one box)*

- Get a job
- Study at sixth form or college
- Start a family
- Go travelling
- Something else
- Don't know

**Q30** What would you like to be doing when you are in your mid 20s?

*(Tick one box)*

- Working in a job
- Studying
- Looking after home or family
- Travelling
- Something else
- Don't know

**Q31** Do your parents set any limits on the amount of TV you can watch?

*(Tick one box)*

Yes

No

No TV at home

**Q32** Do your parents ever stop you watching a particular programme, because they don't think it's suitable?

*(Tick one box)*

Yes

No

No TV at home

**Q33** When you go out, do you tell your parents where you are going?

*(Tick one box)*

Always

Usually

Sometimes

Not usually

Never

**Q34** In the **last 4 weeks**, have you stayed out after nine o'clock at night without your parents knowing where you were?

*(Tick one box)*

Yes – once

Yes – more than once

No

**Q35** In the **last 7 days**, have you done any work for money?

*(Tick one box)*

Yes  **Go to Q36 below**

No  **Go to Q38 below**

**Q36** How many hours did you spend working for money in the **last 7 days**?

*Write in number of hours*

**Q37** How much money did you earn in the **last 7 days**?

Do **not** include pocket money or allowances.

If you did not earn any money write '0' in both boxes.

£	p
<input type="text"/>	<input type="text"/>

*Write in £ and pence*

**Q38** Now think about any pocket money and any allowance you get. But do **not** include money you earned in a job, or money for a birthday.

How much money did you receive in the **last 7 days** to spend on yourself?

If you did not receive any money write '0' in both boxes.

£	p
<input type="text"/>	<input type="text"/>

*Write in £ and pence*

**Q39** Which of the following describes what you usually do with your money?

*(Tick one box)*

I save money and try not to spend it

I save up and then buy things I want

I spend money as soon as I get it

I never have any money

**Q40** Which, if any, of the following do you like to do in your spare time?

*(Tick all that apply)*

- Listen to music
- Meet friends
- Watch TV or videos
- Go to the cinema
- Surf the web (internet/www)
- Email
- Play music
- Play sports
- Go shopping
- Read books and magazines
- Something else

**Q41** Which of the following things do you think would improve this area as a place for you to live?

*(Tick all that apply)*

- Better schools
- Better, cleaner parks
- Less crime or safer area
- Fewer drugs
- Better public transport
- More shops
- More sports facilities
- More youth clubs or facilities for young people
- Other
- None of these

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Thank you for your help with this study

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P2221

## FAMILIES AND CHILDREN STUDY (FACS): 2003

### COGNITIVE PILOT: Screening questionnaire for child self-completion

Serial no

#### Introduction:

I am from the *National Centre for Social Research*, an independent research institute. We have been commissioned by the Department for Work and Pensions (formerly the Department of Social Security) to carry out an important survey about families bringing up children.

I am calling to ask whether your family would be willing to take part in the research which will involve an interview in your home. It will last about an hour and, if anyone in your family is eligible to take part, they will be paid £15 for their time. All information will be treated in the strictest confidence and used for research purposes only.

IF WILLING TO TAKE PART CONTINUE. IF NOT, THANK THEM AND END.

First can I just ask you a few questions to see if your family is eligible to take part in the interview?

**Q1** Are you the parent, guardian or foster parent of at least one child aged between 10 and 15 living in this household?

Yes      1    GO TO Q2  
No        2        END

**Q2** How many children aged between 10 and 15 live in this household (Please include children for whom you are the guardian or foster parent)?

WRITE IN NUMBER: 

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**Q3** And can I check what is/are his/her/their name(s) and age(s)?  
INTERVIEWER: Write in age at last birthday starting with oldest child.

NAME	AGE

INTERVIEWER: Check quota sheet to decide if eligible and which child to interview.  
If eligible, record selected child's name and age on the front of the questionnaire.

**P2221**

**FACS 5  
CHILD SELF-COMPLETION  
INTERVIEWER QUESTIONNAIRE**

Serial Number

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Respondent's First Name

Respondent's Age

Respondent's Sex

M	F
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Respondent's Address

Date of Interview

Time taken to complete self-completion

mins

**FACS 5  
CHILD SELF COMPLETION**

INTERVIEWER PLEASE GIVE THE RESPONDENT THE SELF COMPLETION.

I would like you to answer some questions on your own. When you have finished the questions please let me know. I will then ask you about some of the questions in the booklet – I do **not** need to know what answer you gave.

Please ask for help if there is anything you don't understand. Your answers are private.

INTERVIEWER BELOW ARE THE QUESTIONS FROM THE SELF COMPLETION. PLEASE ASK THE RESPONDENT TO READ EACH QUESTION/INSTRUCTION BEFORE PROBING.

**Intro and instructions probes:**

Did the respondent read the instructions?  
Was there anything they didn't understand?

**Comments:**

*First, some questions about what you do in your spare time...*

**Q1** How many hours do you spend watching TV on a normal school day?

**Q1 and intro probes:**

Understanding of key phrases:

- spare time
- normal school day

Did the response options fit with your answer?

How did you go about calculating the number of hours? Was this easy to do?

What kind of things did you include for this question?

**Comments:**

**Q2** Do you have a personal computer (PC) at home?

**Q2 Probes**

Understanding of key terms

– ‘personal computer’

- PC

Are you thinking about a computer within the home (eg used by all the family) or actually your **own** computer?

**Comments:**

**Q3** Thinking back over the **last 7 days**, on how many days have you used your computer?  
(Please don't include time spent playing PC games.)

**Q3 probes**

How easy or difficult was it to answer this question?

How did you think about the last 7 days?

PROMPT IF NECESSARY: for example, Monday to Monday, Sunday to Sunday etc

Did you read the instruction in brackets?

Did you include PC games in your answer?

What did you include/exclude in PC games?

**Comments**

**Q4** How many hours do you play computer games on a normal school day? Include things like Gamecube, X-box, Dreamcasts, Playstations, N64's, Gameboys, or any **game** you play on a PC.

**Q4 probes**

How easy or difficult was it to answer this question/calculate the number of hours?  
Did you only include school days or were weekends included too?  
What does 'game' mean to you?  
What other things did you include?  
Is the list of 'dreamcasts' etc. read and meaningful to respondents?  
Is it inclusive / comprehensive?

**Comments**

**Q5** Thinking back over the **last 7 days**, on how many days have you had friends round to your house?

**Q5 Probes**

How easy or difficult was it to answer this question?  
How did you feel about answering this question?  
Understanding of 'on how many days'  
What do you think this question was asking you?

**Comments**

**Q6** And in the **last 7 days**, on how many days have you visited your friends at their houses?

**Q6 probes**

How easy or difficult was it to answer this question?

How did you feel about answering this question?

What did you think this question was asking? How is it similar/different to the previous question?

**Comments**

**Q7** Thinking about your spare time (not at school) in the **last 7 days**. On how many days have you done sports or physical activities? Please include things like football, skateboarding, aerobics, running around, dance classes and swimming.

**Q7 probes**

How easy or difficult was it to answer that question?

Understanding of key terms:

- spare time

- physical activities

What do you think the question is trying to ask you about?

What kind of sports/activities did you include?

Is the list of examples read? Is it inclusive/comprehensive?

Is 'running around' something that the older children feels applies to them?

**Comments**

**Q8** Thinking about your spare time (not at school) in the **last 4 weeks**. Which of the following organised activities have you taken part in?

**Q8 probes**

How easy or difficult was it to answer that question?

Change of recall period- is this noticed? Is it easy to follow?

Understanding of key terms

- organised activities

- human rights

- debating

Did you think only about your spare time or did you include school time too?

Did you read all of the options? Was the list too long/about the right length?

Any other organised activities included?

**Comments**

**Q9** How often you have eaten the following things in the **last 4 weeks**? Please include food you eat at home, at school and elsewhere.

1. Breakfast
2. Chips, burgers, pizza, fried chicken
3. Fruit, vegetables or salad
4. Pasta, rice, bread or potatoes (not including chips)
5. Milk, cheese or yoghurt
6. Crisps, cakes, biscuits or chocolate

**Q9 probes**

How easy or difficult was it to answer this question?

How did you go about remembering what you have eaten?

What types of places were you thinking about when answering that question?

Did you think about all of the food that you eat? If no, what food were you thinking about?

Do the groupings make sense to respondents?

**Comments**

**Q10** In the **last 4 weeks**, have you been to any of these things in your local area?

**Q10 probes**

How easy or difficult was it to answer this question?

Understanding of key terms:

- local area

- internet café

What are you including in local area?

What do you think this question is asking?

**Comments**

**Q11** How satisfied are you with parks in your local area?

**Q11 probes**

How easy or difficult was it to answer this question?

What types of park are you including in your answer?

How did you decide that you were satisfied or dissatisfied?

How is the question answered if there are no parks or lots of parks in the local area?

**Comments**

**Q12** Please say how much you agree or disagree with the following statements.

- a) This area is a place I enjoy living in
- b) I worry about being robbed or mugged on the street in this area
- c) I trust most people who live in this area
- d) I would be afraid to walk alone in this area after dark
- e) Most people in this area are friendly

**Q12 probes**

Check understanding of key terms

- robbed/mugged

- trust

- most people

- friendly

- this area (nb is this different area to local area)

How did you decide that you agreed/disagreed with the statements?

d) – is this easy to answer if have never walked in the area after dark?

c) & e) - Do respondents feel they know ‘most people’ in this area? If not, how do they answer questions c and e?

**Comments**

**Q13** Which of these statements apply to you?

1. I have been to see a family doctor or GP in the last 12 months
2. I have been to see a dentist in the last 12 months
3. I have been on holiday in the UK in the last 12 months
4. I have been on holiday abroad in the last 12 months
5. I own a mobile phone
6. I use the internet and/or email
7. None of these statements apply to me

**Q13 probes**

How did you feel answering these questions?

Did you feel embarrassed answering any of these?

Change of recall period to 12 months-

How did you go about remembering?

What recall period is thought of as last 12 months?

Understanding of terms

- holiday in the 'UK'

- holiday abroad

- internet/e-mail (any different terms for 'internet'?)

- statements

- What is being included for the doctor and dentist- regular check ups, emergencies etc?

Number 6 – did you think about the using the internet at home/school?

Was it clear that the last option should only be used on its own?

**Comments**

**Q14** Read the following sentences carefully and tick the box next to the one that best describes you.

1. I have never drunk alcohol
2. I have drunk alcohol only once or twice
3. I used to drink alcohol but I don't now
4. I sometimes drink alcohol, but I don't drink alcohol every week
5. I drink alcohol regularly, once a week or more

**Q15** Now read the following sentences carefully and tick the box next to the one that best describes you.

1. I have never smoked
2. I have smoked only once or twice
3. I used to smoke but I don't now
4. I sometimes smoke, but I don't smoke every week
5. I smoke regularly, once a week or more

**Q14 - 15 probes**

How did you feel answering these questions?  
Do you find these questions too personal/intrusive?  
How easy or difficult was it to answer these questions?  
Did the answer categories make sense to you?

**Comments**

**Q16** Have you ever been offered any illegal drugs?

**Q17** Do any of your friends ever use illegal drugs?

**Q16 - 17 probes**

How did you feel answering these questions?

Do you find these questions too personal/intrusive?

Understanding of term

- illegal drugs

- ever use

What things did you think of as illegal drugs?

PROMPT IF NECESSARY: why not including alcohol or cigarettes

What time period did you have in mind while answering these questions?

**Comments**

**Q18 -** The next few questions are about how you feel about different things.

**Q22** There are some faces showing different types of feelings. Please tick the box that comes closest to showing how you feel about the following things.

Refer to self-comp for questions

**Q18 – Q22 probes**

How did you feel answering these questions?

How easy or difficult was it to answer these questions?

Observation prompt: Are the instructions read at the beginning and in each question?

Did the instructions help you to answer these questions?

How did you go about choosing your answer?

If respondent doesn't use the 2 extremes of the scale- probe on whether there is any difference perceived between 1,2 and 6,7.

**Comments**

**Q23** In the **last 12 months**, has anyone bullied you in a way that frightened or upset you?

**Q23 probes**

How did you feel answering these questions?

Did you find this question too personal/embarrassing?

What time period did you have in mind when answering this question?

Who were you thinking about?

Where were you thinking about?

What do you understand by the term 'bullied'; does it include being frightened and/or upset?

**Comments**

**Q24** In the **last 12 months**, have you bunked or skipped school without an excuse?

**Q24 probes**

How did you feel answering this question?

Is it too personal?

Understanding of key terms

- skipped

- bunked

- without an excuse

**Comments**

**Q25** How important is it to you to do well at school?

**Q25 probes**

How easy or difficult was it to answer this question?  
What does it mean to you to do well at school? What does this include?  
How did you go about deciding the importance of doing well?

**Comments**

**Q26** How often, if ever, are you punished at school (e.g. detention, sent to see the head teacher, sent out of the classroom)?

**Q26 probes**

How easy or difficult was it to answer this question?  
How did you feel answering this question?  
Did you find this question too personal or intrusive?  
Understanding of key terms:  
- punished  
- detention

**Comments**

**Q27** About how much of your homework do you usually complete?

**Q27 probes**

How easy or difficult was it to answer this question?

Understanding of terms:

- Usually
- complete

How did you arrive at your answer?

What did you include/exclude as homework?

**Comments**

**Q28** Do you usually have a quiet place to do your homework at home?

**Q28 probes**

Understanding of term 'quiet place'

How do respondents answer the question if they don't do any homework at home?

**Comments**

**Q29** What would you like to do when you are 16 and can leave school?

**Q29 probes**

How easy or difficult was it to answer this question?

Did you think about what you would like to do or what you think you will actually be doing?

Did respondent know that they can leave school at age 16?

**Comments**

**Q30** What would you like to be doing when you are in your mid 20s?

**Q30 probes**

How easy or difficult was it to answer this question?

How easy is it for respondent to think about being in mid 20s?

Does respondent know what he/she would like to be doing at that age?

Is the list inclusive / comprehensive?

**Comments**

**Q31** Do your parents set any limits on the amount of TV you can watch?

**Q31 probes**

How easy or difficult was it to answer this question?

Understanding of terms

- set any limits
- amount

Did you think only about your parents or other members of your family eg grandparents?

Did you have a particular time period in mind?

**Comments**

**Q32** Do your parents ever stop you watching a particular programme, because they don't think it's suitable?

**Q32 probes**

How easy or difficult was it to answer this question?

Understanding of term 'suitable'

What types of programme aren't you allowed to watch?

Did you have a particular time period in mind?

**Comments**

**Q33** When you go out, do you tell your parents where you are going?

**Q33 probes**

How easy or difficult was it to answer this question?  
What were you including in 'going out'? eg weekend/weeknights  
Did you have a particular time period in mind?

**Comments**

**Q34** In the **last 4 weeks**, have you stayed out after nine o'clock at night without your parents knowing where you were?

**Q34 probes**

How easy or difficult was it to answer that question?  
Understanding of phrase 'stayed out'

**Comments**

**Q35** In the **last 7 days**, have you done any work for money?

**Q36** How many hours did you spend working for money in the **last 7 days**?

*Write in number of hours*

**Q35 - 36 probes**

How easy or difficult was it to answer these questions?

What does 'spend working for money' mean to you? What does it include?

How did you go about calculating the number of hours worked?

Did you make an estimate?

What was the exact time period that you had in mind?

**Comments**

**Q37** How much money did you earn in the **last 7 days**? Do not include pocket money or allowances. If none, write '0'.

Write in £ and pence

**Q37 probes**

How easy or difficult was it to answer that question?

Understanding of term 'earn'

What do you think this question is asking?

What did you include in your answer?

How did you calculate your answer? Did you make an estimate?

If the respondent hasn't done any paid work how do they deal with the routing/answer the question?

**Comments**

**Q38** Now think about any pocket money and any allowance you get. But do not include money you earned in a job, or money for a birthday.  
How much money did you receive in the **last 7 days** to spend on yourself?

*Write in number of £ and pence*

**Q38 probes**

How easy or difficult was it to answer this question?  
Observation probe: Are all of the instructions read?  
What do you think is meant by 'spend on yourself'?  
What did you include in your answer?  
How did you go about calculating the amount?

**Comments**

**Q39** Which of the following describes what you usually do with your money?

**Q39 probes**

How easy or difficult was it to answer this question?  
Understanding of term – usually  
Did you have a particular time period in mind?

**Comments**

**Q40** Which, if any, of the following do you like to do in your spare time?

**Q40 probes**

Is the list inclusive/comprehensive?

Understanding of terms:

- spare time
- surf the web

Did you know that you could tick more than one answer?

**Comments**

**Q41** Which of the following things do you think would improve this area as a place for you to live?

**Q41 probes**

How easy or difficult was it to answer this question?

Understanding of key terms:

- improve
- area- what area is thought of?

Did the list cover the types of things you were thinking about? Is there anything missing from the list?

**Comments**

**General Probes for the whole questionnaire**

- 1 How did respondent feel doing the questionnaire- like or dislike? Comfortable?
- 2 How did they feel after the questionnaire- positive/negative/indifferent?
- 3 Was it easy to understand and follow? Was the routing understood?
- 4 Did the respondents understand the nature of confidentiality?
- 5 How easy was it to be able to complete the questionnaire in private?

**Families and Children Study (FACS)  
Wave 5 - 2003**

**Cognitive Testing: Child self-completion**

*Findings & Recommendations*

## Outcomes

### Achieved interviews

Overall there were 15 achieved interviews spread across the age group (see summary below) and including boys and girls. While most respondents were of secondary school age, some of the younger children were still at primary school. The families were a mixture of couple and lone parent families, living in urban and rural areas.

Age	Achieved interviews
10	3
11	3
12	3
13	0
14	2
15	4

### Length

There was quite a large variation in the length of time taken to complete the questionnaire: it ranged from 8 – 25 minutes. In 5 out of 15 interviews, children took 20 – 25 minutes to complete the questionnaire.

### Co-operation/consent

There were two cases where initial agreement to take part was retracted – in one case the parents changed their minds, and in the other the child was too tired. Apart from this, there was little difficulty in achieving the interviews. However we cannot compare this with the mainstage, as we were paying an incentive and taking an hour over the interview in this test.

### General comments:

- Children generally enjoyed filling in the questionnaire, finding it relevant, comprehensive and interesting.
- The overall view of interviewers was that children felt happy and good about themselves after completing the questionnaire.
- While none complained about length, some took over 20 minutes to complete it.
- Results did vary by age of the child. 10 year old children did not understand some questions and terms which the older children coped with. Also, it was generally the younger respondents who took a long time to complete the questionnaires.
- In this test setting, children asked the interviewers for help when they needed it. Need to consider that many children in the mainstage will be completing this with no interviewer present.

### Recommendations:

Length: for some children the questionnaire takes too long time to fill in, and this may affect concentration and interest. In addition the original suggestion was that the self completion would be no more than 8 pages.

Suggest that self completion is for age 11-15. Feedback from the debrief suggests that the results from age 10 may not be as reliable as for older children, due to a lack of understanding.

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## Families and Children Study

### Tell me about you...

- Here are some questions for you to answer on your own.
- We are interested in your honest answers.
- We will not tell anyone what your answers are.
- Look at the instructions on the **next page** and read what to do.
- Ask the interviewer for help if you do not understand a question or are not sure what to do.

## How to answer the questions

- Please read each question carefully
- Most of the questions can be answered by putting a tick in the box next to the answer that applies to you like this  
Yes   
No
- Sometimes you have to write a number in a box, for example  
*Write in the number of hours*
- Next to some of the boxes are instructions. They tell you which question to answer next. If there are no special instructions, just answer the next question.  
Yes  **Go to Q3**  
No  **Go to Q4**

### Comments:

- Some children did not read all the instructions (either none, or just one page). However, interviewers pointed out that this age cohort are familiar with the format of self-completion questionnaires
- Confidentiality was not a concern for the children. One respondent was reassured by the fact that there was no name or initials on the questionnaire. Some were verbally reassured by the interviewer, and it should be noted that at the mainstage many children will be completing the questionnaire without an interviewer present.
- There is no instruction about what to do when the wrong answer has been ticked or multicode.

### Recommendations:

Consider how to explain confidentiality bearing in mind that at the mainstage children may be even less likely to read instructions as there will be no interviewer with them. This also means there will be no chance for the interviewer to explain that their answers are confidential.

Could have instructions on just one page, though this would then be fairly dense and might put children off reading to the end of the instructions. This can be discussed with the designer.

Add an instruction about how to change an answer if it is wrong and how to answer multi codes.

***First, some questions about what you do in your spare time...***

**Q1** How many hours do you spend watching TV on a normal school day?

*(Tick one box)*

- None
- Less than an hour
- 1 – 3 hours
- 4 – 6 hours
- 7 hours or more

**Comments:**

- 'Spare time' was understood in different ways. Some included playtime at school, even in later questions which specified '(not at school)'. Some children did not include time out of school which was spent doing planned or regular activities – i.e. if felt this was not a choice.
- 'normal school day' did appear to cause any problems. However, some children were thinking about recent school days, rather than more generally – there may well be a seasonal effect on this question as dark winter mornings/evenings may encourage more time indoors.
- Generally it was felt that the children were able to estimate the amount of time the spent watching TV fairly accurately eg by working out the programmes they usually watched.
- Children did not necessarily include time spent watching TV in the mornings before school.
- It was also unclear whether the children included watching videos/dvds.
- One younger child also included the time when the TV was on in the background.

**Recommendations:**

Add instruction to include watching TV in the morning and evening and also to include watching videos/dvds.

**Q2** Do you have a personal computer (PC) at home?

*(Tick one box)*

Yes  **Go to Q3 below**

No  **Go to Q4 below**

**Comments:**

- The phrase 'personal computer' caused big problems, as some children thought that 'personal' meant belonging to them, i.e. not a family computer. However the abbreviation 'PC' was understood. All interviewers agreed that children refer to this simply as a/the computer. NB It is possible that the phrase 'do you have' may be adding to this problem, implying personal ownership (though this did not come out in testing).
- Routing generally worked, though a couple of children did not understand or follow the instruction. In particular, 'Go to Q3' was not understood by one child to mean 'Go to question 3'.

**Recommendations:**

Remove the word 'personal' from the question.

Use an arrow rather than text to explain the question filter.

Could change 'do you' to 'do you or your family'

**Q3** Thinking back over the **last 7 days**, on how many days have you used your computer? (Please don't include time spent playing PC games.)

*(Tick one box)*

None, or only used it to play games

1 – 2 days

3 – 5 days

6 days or more

**Comments:**

- The 'last 7 days' reference period worked well – most had thought about the previous seven days leading up to the interview.
- It appeared that children had read the information in brackets as the commented about using the computer to help with homework or searching the internet.

**Recommendations:**

If Q2 is changed to read "a computer" will need to change Q3 to "used the computer".

**Q4** How many hours do you play computer games on a normal school day? Include things like Gamecube, X-box, Dreamcasts, Playstations, N64's, Gameboys, or any **game** you play on a PC.

*(Tick one box)*

- None
- Less than an hour
- 1 – 3 hours
- 4 – 6 hours
- 7 hours or more

**Comments:**

- Here the instruction 'on a normal school day' was not noticed by some children.
- Answer codes did not fit particularly well for those who do not play regularly - e.g. if child played occasionally for a couple of hours, there was uncertainty about how to code this. One such child who 'averaged out' her answer ended up coding 'none', while another coded '1-3 hours'.
- The list of games to be included was familiar to the children, even if they didn't know exactly what they were. One respondent included/suggested games played on a mobile phone.

**Recommendations:**

The assumption here is that playing computer games follows the same pattern as TV watching ie can be coded into average number of hours per day but feedback suggests the pattern is more varied. It is suggested that the answers may be more reliable if children are instead asked about the number of days in the last 7 days (as in Q3) they have played computer games.

Consider whether to add mobile phone games to the list

**Q5** Thinking back over the **last 7 days**, on how many days have you had friends round to your house?

*(Tick one box)*

None

1 – 2 days

3 – 5 days

6 days or more

**Q6** And in the **last 7 days**, on how many days have you visited your friends at their houses?

*(Tick one box)*

None

1 – 2 days

3 – 5 days

6 days or more

**Comments:**

- For both questions, the 'last 7 days' reference was noticed and used – children thought back over the previous week rather than giving a more general answer.
- Children had different notions of what they would include as a visit from a friend – however, most suggested that it had to be for some length of time and involving an activity such as playing.
- The different wording for the two questions was not picked up on as meaningful – respondents answered the two questions in the same way.
- Children did not mind ticking 'none' – this was not seen as meaning having no friends.

**Recommendations:**

No changes needed.

**Q7** Thinking about your spare time (not at school) in the **last 7 days**. On how many days have you done sports or physical activities?

Please include things like football, skateboarding, aerobics, running around, dance classes and swimming.

*(Tick one box)*

None

1 – 2 days

3 – 5 days

6 days or more

**Comments:**

- As mentioned earlier, for some children spare time includes playtime/lunchtime at school, so the phrase 'spare time (not at school)' did not make sense to them.
- The list was helpful to respondents, and most were not limited by this – other sports were mentioned.
- There was a tendency to focus on sports, rather than any kind of physical activity – perhaps due to the wording of the question and the examples given.
- Some children misunderstood “physical activity” to mean contact sports.
- ‘Running around’ was meaningful to most children, and the older ones did not feel the expression was too young for them. However, for some in Scotland this can have a different meaning (ie hanging about/going out with friends)
- It was suggested that ‘dance classes’ was too formal/organised, and could be changed to ‘dancing’.
- Interviewers suggested adding: tennis, rugby, riding a bike/scooter, jogging, squash, badminton, horse riding

**Recommendations:**

Decide whether spare time at school is to be included or not

Suggest changing the changing question to the following

“Thinking about your spare time (not at school) in the **last 7 days**. On how many days have you done sports or other active things?

Please include things like riding a bike, football, skateboarding, running around, dancing and swimming.”

**Q8** Thinking about your spare time (not at school) in the **last 4 weeks**. Which of the following organised activities have you taken part in?

*(Tick all that apply)*

- School holiday play schemes
- Environmental clubs/groups
- Political clubs/groups
- Debating clubs/groups
- Computer clubs/groups
- Art, drama, dance or music clubs/groups
- Human rights groups
- Religious groups or organisations
- Youth clubs
- Animal (welfare) groups
- Voluntary groups helping people
- Safety, First Aid groups
- Local community or neighbourhood groups
- Other clubs/groups
- None of these

**Comments:**

- This question did not work well. This was largely due to answer codes being unsuitable for this age group.
- In particular, environmental, political, debating, human rights, and animal groups were either not understood, or seen as irrelevant to this age group.
- A glaring omission was cubs/brownies/scouts/guides/boy's or girls' brigade
- Another omission (though perhaps deliberate) was any sporting organisation
- When an answer option was missing, respondents did not seem to tick the 'other' option - it had to be named for them to tick it.
- The long list of options was thought to make children feel they had to tick something.
- 'The last 4 weeks' was noticed, but children found it difficult to think about this time period precisely. The answers tended to be given for what they generally do, as long as it is fairly recent.
- 'organised activities' was understood by one child as meaning 'when you have told somebody' - and therefore it could include doing things by yourself. However, the answer codes suggested that it was groups/clubs that were appropriate activities.

**Recommendations:** Suggest returning to older version of this question which included the following Youth club, Scouts, guides, cadets, Sports team or club, Exercise or dance class, Drama, arts or music groups, After school club, Other activities or organisations, None of these.

**Q9** How often you have eaten the following things in the **last 4 weeks**. Please include food you eat at home, at school and elsewhere.

	Daily	More than twice a week	Once or twice a week	Less than once a week	Rarely or never
	<i>(Tick one box per line)</i>				
Breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chips, burgers, pizza, fried chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fruit, vegetables or salad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pasta, rice, bread or potatoes (not including chips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Milk, cheese or yoghurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crisps, cakes, biscuits or chocolate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

- The change of format generally worked well, with most children understanding what to do.
- However, the answer codes were not particularly useful – in particular the gap in-between ‘daily’ and ‘more than twice a week’ was noted. If a child ate a particular food type every day at school but not at weekends, this fell into the gap.
- ‘Last 4 weeks’ was difficult again. This time period is too long to consider precisely, and children tended to answer for their general eating habits.
- ‘Breakfast’ caused a few problems – it was generally considered to mean eating cereal or toast, and therefore other forms of food were not included. One child thought it meant cooked breakfast, and therefore ticked ‘rarely or never’.
- There is some problem with proteins – chicken (not fried) might be included in with the fast food category, as there is no opportunity to code this elsewhere, and we don’t allow ‘fish’ to be coded anywhere
- Interviewers pointed out that various food types were not included in the question, meaning we do not get an overview of the child’s diet.

**Recommendations:**  
Strongly suggested this is dropped.

**Q10** In the **last 4 weeks**, have you been to any of these things in your local area?

*(Tick all that apply)*

- Local library
- Park/playground
- Swimming pool/leisure centre
- Church/mosque/temple/other place of worship
- Community hall
- Cinema/theatre
- Bowling alley
- Outdoor sports pitch/ground
- Internet cafe
- None of these

**Comments:**

- 'local area' was interpreted in different ways – depending on the item and the respondent. Eg local park/playground was likely to be close by, whereas the local cinema could be miles away. In other words, this was often interpreted as 'nearest' – but sometimes children ruled out a place because they felt it was too far away to be considered 'local'.
- As with other questions, 'last 4 weeks' was usually not used precisely. Interviewers commented that respondents tended to think about whether they had been to items on the list first and then whether they had done this fairly recently.
- The different options were all understood, though one young respondent didn't know what an 'internet café' was.
- Suggestion that 'shops/shopping centre' could be added.

**Recommendations:**

Researchers to decide what interested in – what children do in their spare time, or use of **local** services. If the former, then suggest removing 'in your local area' as this causes confusion. If the latter, consider defining local area – or saying that it is up to the respondent to define it.

'Last 4 weeks' implies (false) precision – could change to 'last few weeks'.

**Q11** How satisfied are you with parks in your local area?

*(Tick one box)*

Very satisfied

Fairly satisfied

Neither satisfied nor dissatisfied

Fairly dissatisfied

Very dissatisfied

**Comments:**

- Some respondents had difficulty with the terms in this question– for example, one respondent did not know what ‘satisfied’ meant, and one didn’t understand the ‘neither’ answer code
- ‘local area’ could mean a different area to the previous question – as mentioned above, a fairly small area of parks tends to be thought about.
- Older children who didn’t go to parks ticked ‘neither satisfied nor dissatisfied’ – i.e. they didn’t give their opinion about the parks, just felt the question wasn’t relevant to them.
- It was noted that as the previous question asked about parks and playgrounds together, children were tending to think of playgrounds as well at this question.
- Satisfaction rating tended to be calculated by weighing up the facilities vs. litter, graffiti etc.

**Recommendations:**

Strongly suggest this is dropped.

**Q12** Please say how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	<i>(Tick one box per line)</i>				
This area is a place I enjoy living in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry about being robbed or mugged on the street in this area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I trust most people who live in this area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would be afraid to walk alone in this area after dark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most people in this area are friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

- Young respondent found the task difficult, and when helped by the interviewer, thought in terms of ‘true/false’; also didn’t understand what the ‘neither’ option meant
- It was felt that a ‘double negative’ was particularly hard
- ‘robbed or mugged on the street’ implied stealing, theft, violence to most respondents. One thought ‘robbed’ meant indoors and ‘mugged’ meant out of doors.
- ‘most people’ was a difficult concept for young people, as they felt they didn’t really know many people in the area
- walking alone after dark was felt to be relevant, as it could be dark quite early on winter evenings, and therefore children were aware of this and some had done it.
- Definition of ‘this area’ caused problems for some – as answers would be different depending on whether thinking of local streets compared to local town etc.

**Recommendations:**

Suggest changing this to true false statements though this loses subtlety.

Consider how useful the ‘most people’ statements are

Consider defining ‘this area’

**Q13** Which of these statements apply to you?

*(Tick all that apply)*

I have been to see a family doctor or GP in the last 12 months

I have been to see a dentist in the last 12 months

I have been on holiday in the UK in the last 12 months

I have been on holiday abroad in the last 12 months

I own a mobile phone

I use the internet and/or email

None of these statements apply to me

**Comments:**

- The style of question worked, even though different from what had gone before.
- Problems with the understanding 'last 12 months'. Either the children found it hard to remember things that happened this long ago or did not have a concept of what counted as the last 12 months. There was some inaction that children were thinking in terms of a school year (e.g. a holiday taken last summer was not included). Suggestion that 'this time last year' might work better
- Options were understood, apart from the two holiday statements - 'UK' was understood in a variety of ways by respondents, as was 'abroad'. While some knew the definition, others were confused, so that Wales or an island counted as 'abroad', and London was 'abroad' to one Scottish respondent as had travelled there by plane.
- Holiday was generally interpreted as going away, and therefore included short breaks and time staying with relatives.

**Recommendations:**

Suggest combine holiday in UK and abroad into one state "I have been on holiday in the last 12 months".

Regarding the time period there are two suggestions:

Stick with 12 months but accept that respondents do not use this reference period the same way OR give the children a reference date eg since January 2003 and accept that the reference period will be different depending on when the interview takes place.

**Q14** Read the following sentences carefully and tick the box next to the one that best describes you.

*(Tick one box)*

- I have never drunk alcohol
- I have drunk alcohol only once or twice
- I used to drink alcohol but I don't now
- I sometimes drink alcohol, but I don't drink alcohol every week
- I drink alcohol regularly, once a week or more

**Q15** Now read the following sentences carefully and tick the box next to the one that best describes you.

*(Tick one box)*

- I have never smoked
- I have smoked only once or twice
- I used to smoke but I don't now
- I sometimes smoke, but I don't smoke every week
- I smoke regularly, once a week or more

**Comments:**

- Sensitivity – this was not a problem, apart from a couple of children worrying that they would get their parents into trouble about the alcohol consumption
- Problems of deciding how to code occasional drinking or smoking, and for sips of alcohol or puffs of a cigarette – both of which are common behaviour patterns.
- Code 2 implies once or twice ‘ever’ – but respondent used it to mean occasional smoking – e.g. once or twice a year.
- Code 3 for both questions felt to be in the wrong place (researcher comment)
- Q14 – alcohol understood by all, and things like alcopops included
- Q15 – smoking understood by all, one included cannabis. Could specify ‘cigarettes’

**Recommendations:**

Q14 – Suggest adding an instruction to only “include whole drinks, not sips”.  
There is a concern among the researchers that the current response options are not giving a true picture of the child’s drinking behaviour – especially those who only drink very occasionally. It therefore suggested that the way this is asked on other surveys is reviewed again.

**Q16** Have you ever been offered any illegal drugs?

*(Tick one box)*

Yes

No

**Q17** Do any of your friends ever use illegal drugs?

*(Tick one box)*

Yes

No

**Comments:**

- Sensitivity – no apparent problems – one pointed out that it’s good not to ask them what they actually do, and one liked the fact they could see there was no follow-up questions.
- ‘illegal drugs’ seemed to be understood similarly by all respondents – definitions included ‘things you go to prison for’, ‘not medicine’, ‘drugs sold on streets’, and respondents mentioned cannabis, heroin, speed, cocaine. One included cigarettes.
- Q17 – ‘ever use’ was understood to included even just once
- Q17 – ‘friends’ meant different things to different people – some people thought about close friends, others thought about people that they knew

**Recommendations:**

No changes needed

**The next few questions are about how you feel about different things. There are some faces showing different types of feelings. Please tick the box that comes closest to showing how you feel about the following things.**

**Q18** Your school work?

*Please tick the box that best describes how you feel about school work.*

1 2 3 4 5 6 7

1  2  3  4  5  6  7

**Q19** Your appearance?

*Please tick the box that best describes how you feel about your appearance.*

1 2 3 4 5 6 7

1  2  3  4  5  6  7

**Q20** Your health?

*Please tick the box that best describes how you feel about your health.*

1 2 3 4 5 6 7

1  2  3  4  5  6  7

**Q21** Your family?

*Please tick the box that best describes how you feel about your family.*

1 2 3 4 5 6 7

1  2  3  4  5  6  7

**Q22** Your life as a whole?

*Please tick the box that best describes how you feel about your life as a whole.*

1 2 3 4 5 6 7

1  2  3  4  5  6  7

**Comments:**

- On the whole these questions worked very well for all children, including those in the upper age range. Very positive comments were made such as “really good”, “cool” and “fun”.
- The format of the questions was a welcome change for respondents, breaking up the questionnaire. However, the feedback did not suggest that more questions should be put into this format and that the number of questions was sufficient.
- The ‘smiley faces’ answer options were very easy to use and clearly understood by all respondents. Although one 15 year old girl commented that they were ‘childish’, she did not feel that they were inappropriate to the questionnaire.
- There was some difference of opinion about the number of options that should be used, and whether having a 7 point scale was unnecessary. While some children liked the 7 point scale, others felt that there was little difference between the upper and lower ends of the scale.
- These questions were not too sensitive for children, including the question about family.

**Recommendations:**

We suggest that these questions be used in their present format.

Given that there is not strong evidence to change the scale to 5 and not 7 points, it is put forward that the 7 point scale is used, which will allow for comparability across other studies. However, this decision requires the agreement of the full research team.

**Q23** In the **last 12 months**, has anyone bullied you in a way that frightened or upset you?

*(Tick one box)*

Never

Once or twice

Several times

Often

**Comments:**

- Most respondents had a good understanding of the key terms in this question:  
*Frightened*- this was often described in relation to some form of violent bullying  
*Upset*- this was described in relation to some form of emotional bullying, or bullying that 'hurt your feelings'
- Most respondents were not including all places where bullying may occur, e.g. the home, and were really only thinking about school.
- The time period was useful for the older respondents, however some respondents found it hard to think about the last year, perhaps because the testing took place in the middle of the school year.
- One respondent commented that only very bad bullying episodes would be remembered, and it may be that children only remember those events that are most salient, thus we may be missing some minor occurrences, for example within the home.
- There was not a problem with sensitivity of this question, however one child did comment that it might be difficult for other children to answer honestly.
- The response options 'Often' and 'Several times' caused some difficulty with respondents, some found it difficult to describe the difference between these and they were used in different ways by different respondents.

**Recommendations:**

The question needs to be more clear that we are not just asking for episodes of bullying in school. Suggested solutions include; a) adding an instruction within the question, or b) moving the question out of the section that covers school.

Suggest response options are changed to Never, Once or twice, Three times or more.

See comments on Q13 regarding 12 month reference periods.

**Q24** In the **last 12 months**, have you bunked or skipped school without an excuse?

*(Tick one box)*

- Never
- Once or twice
- Several times
- Often

**Comments:**

- The comprehension of the terms used in this question was good, and all understood what the question was asking.
- Other terms suggested included 'Skived'.
- 'Without an excuse' was explained as meaning something untrue, in contrast to a reason, which would be true.
- Respondents were including single lessons as well as whole days.
- The phrase 'without an excuse' was not read by all respondents.

**Recommendations:**

We suggest removing the reference to 'without an excuse'.

Suggest changing the term 'bunked' to 'bunked off'.

Suggest response options are changed to Never, Once or twice, Three times or more.

**Q25** How important is it to you to do well at school?

*(Tick one box)*

- Not at all important
- Not very important
- Fairly important
- Very important
- I don't go to school

**Comments:**

- Respondents understood what it meant to 'do well at school' in a number of different ways, some focused on academic aspects such as exams and test results while others thought about behaviour, not getting into trouble.

**Recommendations:**

The question is not currently measuring the importance of academic success for all respondents. It is therefore suggested to add do well "in exams or tests". Alternatively this question could be considered for cutting.

**Q26** How often, if ever, are you punished at school e.g. detention, sent to see the head teacher, sent out of the classroom?

*(Tick one box)*

Never

Rarely

Sometimes

Often

**Comments:**

- The term 'punished' was well understood by respondents, including the younger age group.
- The absence of a reference period caused difficulties with some respondents, consequently very vague periods of time were described.
- Other examples mentioned for punishment included doing lines, being sent to the head of year, time out. However there was also suggestion that some respondents did not understand the 'eg' and therefore did not see the examples as a list of different types of punishment.
- The response options, with the lack of a time period were not particularly meaningful for respondents.
- No sensitivity issues around this question.

**Recommendations:**

Although it may not always be used consistently this question needs a reference period.

Suggest change question to the following: In the last 12 months, how often, if ever, have you been punished at school please include things like detention, doing lines, being sent to see the head teacher, being sent out of the classroom? (Never, Once or twice, three times or more.)

**Q27** About how much of your homework do you usually complete?

*(Tick one box)*

- All or almost all of it
- Most of it
- About half of it
- Some, but less than half
- Not much
- None
- I don't get homework

**Comments:**

- There were some differences in what was included in 'homework'. Some respondents included coursework ,while others excluded it. For the younger children this differentiation was not really as salient, and all work done at home was thought of as homework.
- This question also posed difficulties in terms of deciding between homework that is just 'done' and homework that is actually completed.
- It was felt that there were too many response options which caused some difficulty in answering.

**Recommendations:**

The research team need to agree on what should be included in homework, and revise the question wording/ give instructions to this effect.

Possibly consider reducing the response options by combining them.

This may be a candidate for cutting.

**Q28** Do you usually have a quiet place to do your homework at home?

*(Tick one box)*

Yes

No

I don't get homework

**Comments:**

- The term 'quiet place' elicited a wide range of interpretations. The younger children took the term literally and explained it in terms of having a place that is not noisy. Other children said that it meant not having distractions, whilst for others quiet included choosing to not have music on whilst doing homework.
- There was also some indication that children may have a quiet place but not necessarily use it.
- These differences meant that a number of children may have answered 'no' when they actually did have a quiet place, but due to the subjectivity of the term, the answers are not an accurate reflection of the child's situation.

**Recommendations:**

Strongly suggest this is dropped.

**Q29** What would you like to do when you are 16 and can leave school?

*(Tick one box)*

- Get a job
- Study at sixth form or college
- Start a family
- Go travelling
- Something else
- Don't know

**Comments:**

- The ability of younger respondents to be able to think ahead to the age of 16 varied quite considerably. One 10 year old had a very definite idea of what he wanted to do at this age, whilst an 11 year old had great difficulty thinking ahead to this age.
- 'Get a job' had different meanings, some thought that it included having a part-time job whilst others thought it just included a full-time job.
- 'Go travelling' was not very well understood by respondents.
- Two female respondents were surprised that the option 'start a family' is included.
- A very strong finding was that respondents wanted to be able to choose more than one answer.

**Recommendations:**

Suggest the response options are reduced to: Get a full time job, Study full time, Get a job and study, Do something else, Don't know. This could then be kept as a single coded question.

**Q30** What would you like to be doing when you are in your mid 20s?

*(Tick one box)*

- Working in a job
- Studying
- Looking after home or family
- Travelling
- Something else
- Don't know

**Comments:**

- It was evident that the concept of being in 'your mid 20s' was hard to grasp, especially for the younger respondents.
- Some children were merely thinking of post 18 years.
- As with question 29 the majority of respondents wanted to choose more than one answer.
- Again this was easier to answer for those who had definite plans.

**Recommendations:**

Strongly suggest this is dropped.

**Q31** Do your parents set any limits on the amount of TV you can watch?

*(Tick one box)*

- Yes
- No
- No TV at home

**Comments:**

- This question proved very difficult for respondents. Most used a very rigid definition of 'set any limits' that included ideas about punishment and having fixed rules.
- On probing, most respondents had a set amount of time that they could watch tv but did not see this as a limit not see this as a limit set by their parents.
- Overall the answers therefore did not reflect the true situation.

**Recommendations:**

Strongly suggest this is dropped.

**Q32** Do your parents ever stop you watching a particular programme, because they don't think it's suitable?

*(Tick one box)*

Yes

No

No TV at home

**Comments:**

- Most children had good comprehension of this question and included relevant terms for 'suitable', e.g. violence, sex. post 9 o'clock, film certificates
- However, some of the younger respondents interrupted this question in a literal sense and thought that it meant being physically stopped by parents.
- There is some concern that the answers do not actually reflect what may actually happen and that we are not getting the right information.

**Recommendations:**

No change needed.

**Q33** When you go out, do you tell your parents where you are going?

*(Tick one box)*

Always

Usually

Sometimes

Not usually

Never

**Comments:**

- Most respondents were including any time they went out in this question and all types of communicating where they are going were thought of e.g. leaving a note, face to face.
- A couple of children commented that their parents always ask anyway.
- For those children that don't go out, this question had less relevance.
- The response options were sometimes thought to be confusing.
- Some children commented that their parents always knew where they were so didn't need to tell them.

**Recommendations:**

Suggest the response options are changed to Always/nearly always, Sometimes, Hardly ever/Never.

**Q34** In the **last 4 weeks**, have you stayed out after nine o'clock at night without your parents knowing where you were?

*(Tick one box)*

Yes – once

Yes – more than once

No

**Comments:**

- A few problems with this question:
- This wasn't seen as relevant for all children, especially the younger children who wouldn't stay out after this time/were already in bed at this time.
- Most children didn't read the end of the question so were answering in terms of whether they had stayed out or not, not whether they had told their parents.
- Researcher comment: The question is probably asking the children to perform too many tasks hence the unreliable responses – whether they have stayed out past nine, if so did they tell their parents, and was this in the last 4 weeks.

**Recommendations:**

It is difficult to suggest how the question can be changed to ensure the children read and understand how to answer therefore suggest this is dropped.

**Q35** In the **last 7 days**, have you done any work for money?

*(Tick one box)*

Yes  **Go to Q36 below**

No  **Go to Q38 below**

**Q36** How many hours did you spend working for money in the **last 7 days**?

*Write in number of hours*

**Comments:**

- There were differences in what was included in 'work for money' - for some children this included household chores but not for others.
- There was a general impression that those who had paid jobs found this easier to answer.
- The time period was read and used by respondents, they were able to think of a 7 day period.
- The routing was not understood by some respondents.
- Children who answered 'yes' to Q35 were able to give an answer in hours and describe how they reached this answer. However, probing suggested these answers may not be very accurate.

**Recommendations:**

Changes in layout should help with routing problems.

Suggest that the question should tell children what to include or exclude at this question eg whether this should include money for household chores.

**Q37** How much money did you earn in the **last 7 days**?

Do **not** include pocket money or allowances.

If you did not earn any money write '0' in both boxes.

£	p
<input type="text"/>	<input type="text"/>

*Write in £ and pence*

**Q38** Now think about any pocket money and any allowance you get. But do **not** include money you earned in a job, or money for a birthday.

How much money did you receive in the **last 7 days** to spend on yourself?

If you did not receive any money write '0' in both boxes.

£	p
<input type="text"/>	<input type="text"/>

*Write in £ and pence*

**Comments:**

- Respondents were able to follow the instructions for writing in the £ and pence, however the answers may not be entirely accurate.
- Q37 may pick up those children who are doing household chores but also miss those who are working for pocket money.
- Some respondents put their answer in the wrong place, ie from Q35 answered in Q37.
- For those children who understood the routing these questions generally worked ok.
- There was more difficulty with Q38 in terms of what should be included; the term 'spend on yourself' caused problems and elicited a variety of meanings. For example, some children thought only of money that they spend on themselves, whilst others included spending their own money but on other people.
- It was noted that the amount received in the last 7 days may not actually be a weekly amount of money, as it could be a monthly allowance that was given to the respondent in the last 7 days.

**Recommendations:**

Change the layout to improve routing instructions.

Need to clarify why birthday money is not included at Q38.

Revise Q38 to the following.

In the last 7 days how much pocket money or allowance did you receive?

Do not include money earned by doing a job.

**Q39** Which of the following describes what you usually do with your money?

*(Tick one box)*

I save money and try not to spend it

I save up and then buy things I want

I spend money as soon as I get it

I never have any money

**Comments:**

- Overall this question did not work very well. The term 'usually' was not helpful and it was difficult to answer.
- Respondents were sure of what to include in 'your money'.
- Most respondents wanted to give more than one answer, and found that their answers did not fit the options.

**Recommendations:**

Suggest adding an instruction about what to include:

"Please include money from a job, pocket money, allowances"

Also change response options to:

Save it all

Spend it all

Spend some, save some

Never have any money

**Q40** Which, if any, of the following do you like to do in your spare time?

*(Tick all that apply)*

- Listen to music
- Meet friends
- Watch TV or videos
- Go to the cinema
- Surf the web (internet/www)
- Email
- Play music
- Play sports
- Go shopping
- Read books and magazines
- Something else

**Q41** Which of the following things do you think would improve this area as a place for you to live?

*(Tick all that apply)*

- Better schools
- Better, cleaner parks
- Less crime or safer area
- Fewer drugs
- Better public transport
- More shops
- More sports facilities
- More youth clubs or facilities for young people
- Other
- None of these

**Comments:**

- Overall, these respondents liked being asked these questions and they were seen as positive.
- Q40 generally worked well, although a couple of the terms were not distinct enough.
- ‘Play music’ should actually refer to a musical instrument, otherwise it can be confused with ‘listen to music’.
- ‘Play sports’ restricted the activities that were included in this group as sports that are not team sports were excluded, such as horse riding or swimming.
- Q41 did not work as well as Q40. Some of the children found this question difficult to answer. On probing there was a suggestion that some children just ticked a box because they felt they needed to tick something.

- There were differences in what was included in 'this area', for some this was just a village whilst for others it was a larger town area.

**Recommendations:**

Suggest that the response options for Q40 be revised e.g.. 'Play a musical instrument', 'do sports'.

Strongly suggest dropping Q41.

April/May 2003

Dear

**QUESTION TESTING FOR FAMILIES AND CHILDREN STUDY (FACS)**

Thank you for letting your child take part in question testing for the Families and Children Study (FACS). The *National Centre for Social Research* has been commissioned by the Department of Work and Pensions to carry out this study, and we are currently developing and testing new questions for inclusion in the 2003 survey. It is only by asking people how they answer survey questions, and what they understand particular terms to mean, that we can be sure the questions work in the way they were intended. Your help in this process has been invaluable and we hope you enjoyed taking part.

All the information your child has provided in this interview will be treated in **strict confidence**. Their name and address will not be passed to any other organisation or linked to the answers you have given. We may use quotes from interviews when reporting our findings, but these will not be attributed to named individuals.

Once again, many thanks for your and your child's help.

Yours sincerely,

A handwritten signature in black ink that reads "Clare Tait". The signature is written in a cursive, flowing style.

Clare Tait  
Research Director



## Families and Children Study

### Tell me about you...

- Here are some questions for you to answer on your own.
- We are interested in your honest answers.
- We will not tell anyone what your answers are.
- You can miss out any question that you don't want to answer.
- Look at the instructions below and read what to do.

### How to answer the questions

- Please read each question carefully
- Most of the questions can be answered by putting a tick in the box next to the answer that applies to you like this:
 

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>
- Sometimes you have to write a number in a box, for example:
 

*Write in the number of hours*
- Next to some of the boxes are instructions. They tell you which question to answer next. If there are no special instructions, just answer the next question.
 

Yes	<input checked="" type="checkbox"/>	<b>Go to Q3</b>
No	<input type="checkbox"/>	<b>Go to Q4</b>
- If you make a mistake, just cross through the wrong answer, and then write in – or tick – the right answer, like this:
 

Agree	<input checked="" type="checkbox"/>
Disagree	<input checked="" type="checkbox"/>

## First, some questions about what you do in your spare time...

**Q1** How many hours do you spend watching TV, including videos and DVDs, on a normal school day?

Remember to include time before and after school.

(Tick one box)

- None
- Less than an hour
- 1 – 3 hours
- 4 – 6 hours
- 7 hours or more

**Q2** Do you or your family have a computer at home?

(Tick one box)

- Yes  **Go to Q3 below**
- No  **Go to Q4 below**

ANSWER THIS QUESTION IF YOU DO HAVE A COMPUTER AT HOME

**Q3** Thinking back over the **last 7 days**, on how many days have you used the computer?

Please don't include time spent playing computer games.

(Tick one box)

- None, or only used it to play games
- 1 – 2 days
- 3 – 5 days
- 6 days or more

**Q4** Thinking back over the **last 7 days**, on how many days have you had friends round to your house?

(Tick one box)

- None
- 1 – 2 days
- 3 – 5 days
- 6 days or more

**Q5** And in the **last 7 days**, on how many days have you visited your friends at their houses?

(Tick one box)

- None
- 1 – 2 days
- 3 – 5 days
- 6 days or more

**Q6** In the **last 7 days**, on how many days have you done sports or other active things?

Please include things like riding a bike, football, skateboarding, running around, dancing and swimming.

(Tick one box)

- None
- 1 – 2 days
- 3 – 5 days
- 6 days or more

**Q7** Thinking about your spare time (not at school) in the **last few weeks**. Which of the following organised activities have you taken part in?

(Tick all that apply)

- Youth club
- Scouts, guides, cadets
- Sports team or club
- Exercise or dance class
- Drama, arts or music groups
- After school club
- Other organised activities
- None of these

**Q8** In the **last few weeks**, have you been to any of these things in your local area?

(Tick all that apply)

- Library
- Park
- Playground
- Swimming pool/leisure centre
- Church/mosque/temple/other place of worship
- Community hall
- Cinema/theatre
- Bowling alley
- Outdoor sports pitch/ground
- Internet cafe
- None of these

**Q9** How satisfied or dissatisfied are you with the parks in your local area?

(Tick one box)

- Very satisfied
- Fairly satisfied
- Neither satisfied or dissatisfied
- Fairly dissatisfied
- Very dissatisfied
- Don't know /Don't go to local parks

**Q10** Please say how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
	<i>(Tick one box per line)</i>				
This area is a place I enjoy living in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry about being robbed or mugged on the street in this area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would be afraid to walk alone in this area after dark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most people in this area are friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q11** Which of these apply to you?

You can tick as many or as few boxes as you like.

(Tick all that apply)

- I have been to see a family doctor or GP in the last year
- I have been to see a dentist in the last year
- I have been on holiday in the last year
- I have my own mobile phone
- I use the internet and/or email
- None of these statements apply to me

**Q12** Read the following sentences carefully and tick the box next to the one that best describes you.

Please include whole drinks, not just a sip.

(Tick one box)

- I have never drunk alcohol
- I have drunk alcohol only once or twice
- I used to drink alcohol but I don't now
- I sometimes drink alcohol, but I don't drink alcohol every week
- I drink alcohol regularly, once a week or more

**Q13** Now read the following sentences carefully and tick the box next to the one that best describes you.

(Tick one box)

- I have never smoked cigarettes
- I have smoked cigarettes only once or twice
- I used to smoke cigarettes but I don't now
- I sometimes smoke cigarettes, but I don't smoke every week
- I smoke cigarettes regularly, once a week or more

**Q14** Have you ever been offered any illegal drugs?

(Tick one box)

- Yes
- No

**Q15** Do any of your friends ever use illegal drugs?

(Tick one box)

- Yes
- No

The next few questions are about how you feel about different things. There are some faces showing different types of feelings. Please tick the box that comes closest to showing how you feel about the following things...

**Q16** Your school work?

*Please tick the box that best describes how you feel about school work.*

						
1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>					

**Q17** Your appearance?

*Please tick the box that best describes how you feel about your appearance.*

						
1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>					

**Q18** Your health?

*Please tick the box that best describes how you feel about your health.*

						
1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>					

**Q19** Your family?

*Please tick the box that best describes how you feel about your family.*

						
1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>					

**Q20** Your life as a whole?

*Please tick the box that best describes how you feel about your life as a whole.*

						
1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>					

**Q21** In the **last year**, has anyone bullied you in a way that frightened or upset you?

Please include bullying in or out of school.

(Tick one box)

Never

Once or twice

Three times or more

**Q22** In the **last year**, have you skipped or bunked off school?

(Tick one box)

Never

Once or twice

Three times or more

**Q23** How important is it to you to get good marks in your school work, exams or tests?

(Tick one box)

Not at all important

Not very important

Fairly important

Very important

I don't go to school

**Q24** In the **last year**, how often have you been punished at school?

Please include things like detention, doing lines or being sent to see the head teacher.

(Tick one box)

Never

Once or twice

Three times or more

**Q25** About how much of your homework do you usually complete?

(Tick one box)

- All or most of it
- About half of it
- Not much
- None
- I don't get homework

**Q26** What would you most like to do when you are 16 and can leave school?

(Tick one box)

- Get a full time job
- Study full time
- Get a job and study
- Do something else
- Don't know

**Q27** Do your parents set any limits on the kinds of TV programmes you can watch?

(Tick one box)

- Yes
- No
- No TV at home

**Q28** When you go out, do you tell your parents where you are going?

(Tick one box)

- Always/nearly always
- Sometimes
- Hardly ever
- Never

**Q29** In the **last few weeks**, have you been out after nine o'clock at night without your parents knowing where you were?

(Tick one box)

- Yes – once
- Yes – more than once
- No

**Q30** In the **last 7 days**, have you done any work for money?

Please include things you do around the house that you get paid for.

(Tick one box)

- Yes  **Go to Q31 below**
- No  **Go to Q33 below**

**ANSWER THIS QUESTION IF YOU HAVE WORKED IN THE LAST 7 DAYS**

**Q31** How many hours did you spend working for money in the **last 7 days**?

*Write in number of hours*

**Q32** How much money did you earn in the **last 7 days**?

Do **not** include pocket money or allowances.

If you did not earn any money write '0' in both boxes.

£	p
<input type="text"/>	<input type="text"/>

*Write in £ and pence*

**Q33** In the **last 7 days**, how much pocket money or allowance did you receive?

Do **not** include money you earned in a job or for doing things around the house.

If you did not receive any money write '0' in both boxes.

£	p
<input type="text"/>	<input type="text"/>

*Write in £ and pence*

**Q34** Which of the following describes what you usually do with your money?

Please include money from a job, pocket money, allowances.

(Tick one box)

I save money and try not to spend it

I save up and then buy things I want

I spend money as soon as I get it

I spend some and save some

I never have any money

**Q35** Which, if any, of the following do you like to do in your spare time?

You can tick as many or as few boxes as you like.

(Tick all that apply)

- Listen to music
- Meet friends
- Watch TV or videos/DVDs
- Play computer/console games (like Gamecube, X-box or Playstations)
- Go to the cinema
- Surf the web (internet/www)
- Email
- Play a musical instrument
- Do sports
- Go shopping
- Read books and magazines
- Something else

**Q36** Which **three** things, if any, do you think would most improve this area as a place for you to live?

(Tick up to 3 boxes)

- Better schools
  - Better, cleaner parks
  - Less crime or safer area
  - Fewer drugs
  - Better public transport
  - More shops
  - More sports facilities
  - More youth clubs or facilities for young people
  - Other (please write in)
- 
- Nothing (fine as it is)

---

Thank you for your help with this study

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**FAMILIES AND CHILDREN STUDY (WAVE 5)  
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**

A1) 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 {Blue ARFs}

A2) How many did you **interview**?

**Panel:**

Lone Parents

Couples

**Booster:**

Lone Parents

Couples

A3) Of those interviewed last time (panel), 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**

A4) 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**

A5) Were there any problems with the sample, apart from movers?

Yes

No

**IF YES:** *please give details*

A6) 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**

A7) How many families were in receipt of New Tax Credits (Working Tax Credit and/or Child Tax Credit)?

**Number of households in receipt of NTC**

## **B TRACING OF MOVERS**

B1) In how many cases were you able to obtain new contact information for movers?

**Number of cases in which new contact details obtained**

B2) 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)**

C1) How long did your MAIN respondent interviews take?

a) For Panel people interviewed last time?

Between  and  mins

b) For new people (booster)?

Between  and  mins

C2) Were there particular types of respondents for whom the interview was much longer than others?

No

Yes -give details \_\_\_\_\_

C3) 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:*

C4) 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*

C5) 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 NEW TAX CREDIT SECTION**

D1) Generally how well did this section work - were there any specific problems?

*Give details:*

D2) How long did this section take?

Between  and  mins

D3) Were respondents generally able to find their Award notices?

- Mostly found Award notice
- Mostly did not find Award notice
- About half and half

D4) Did respondents generally know what New Tax Credits are – did the questions make sense?

*Please give examples of any comments made by respondents:*

D5) Did the questions ‘flow’ well – both for those receiving NTCs and for those who were not?

*IF NO give details of questions, and any comments made by respondents:*

D6) How easy was it for the respondent to answer the ‘awareness’ questions at the end of this section? Did he/she refer to the award notice to answer these?

*Give details of any comments made by respondents, or difficulties:*

## **E OTHER QUESTIONS**

E1) 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*

E2) 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**

F1) Were you always able to get a partner interview?

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

*IF NO: please give reasons?*

F2) How long did the full partner interview take?

Between  and  mins

## **G THE CHILD SELF COMPLETION QUESTIONNAIRE**

G1) Did all eligible children (or their parents) agree to complete a questionnaire?

- Yes  
 No

*IF NO – please give details of why parent or child refused – was it before or after seeing the booklet?*

G2) Did any children complete the booklet with you in the household?

Yes       **GO TO G3**

No       **GO TO G8**

G3) How long did the self-completion questionnaire take?

Between  and  mins

G4) Did the children seem to have any difficulties completing the questionnaire?

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

G5) Did the children seem to enjoy completing the booklet or not? Did this vary by age or sex?

*Give details:*

G6) Were there any concerns about confidentiality, or sensitive questions?

*If yes, please give details, including any specific questions or comments:*

G7) Were there any comments / problems about the design or layout?

*If yes, give details, including any specific questions or pages:*

G8) How well did the different gifts work? Were there any favourites? Did this vary by age or sex?

*Give details:*

**H OTHER FEEDBACK**

H1) Do you have any comments or suggestions on additional documents or information interviewers need?

*Comments:*

H2) 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 3rd July. Thank you.***

## Families and Children Study (FACS) – Wave 5

### Pilot Report

This report summarises the main findings from the pilot, which was conducted between 19<sup>th</sup> June and 3<sup>rd</sup> July 2003.

#### 1 Sample

Ten areas (postcode sectors) across Britain were selected (listed below):

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

These areas were originally selected in 1999 (Wave 1), when FACS was a survey of low-income 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 this, Census data on the proportion of lone parent households were used. These sample areas were then used for the pilot in the first four waves of the study (1999 – 2002).

#### *Booster sample*

Since Wave 3 (2001) FACS has been expanded to cover all families with children, regardless of income but this has not been reflected in the pilot sample. Therefore in Wave 5 the pilot booster sample was taken from 10 new postcode sectors with the aim of obtaining interviews with families with higher levels of income.

The selection of these new postcode sectors were based on the following:

1. Postcode sectors where the proportion of lone parent families was low in comparison to the original postcode sector.
2. Postcode sectors that were close in proximity to the original postcode sector.

Twenty cases were selected per sector, a total booster sample of 200 cases.

#### *Opt-out*

Booster cases were sent an opt out letter on 27<sup>st</sup> 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, 32 of the 200 booster cases opted out (16 per cent). This is a higher percentage opt out than at Wave 4 (five per cent). It should be noted that the opt out letter was sent on Inland Revenue letterhead (it was previously sent from the Department for Work

and Pensions). However, it is not possible to know whether this had an effect on the opt out rate.

*Panel sample*

The issued panel sample was made up of all the respondents interviewed at least once in a previous wave, except those who had said they did not wish to be recontacted at the end of the last wave's interview.

There were 161 panel cases issued in Wave 5.

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

*Issued sample*

After the opt out, a total of 329 addresses were issued to interviewers (161 panel cases, 168 booster cases). The workload for interviewers ranged from 25 to 38 addresses. Interviewers were asked to achieve a maximum of 10 interviews: 4-6 with panel cases, and the remainder with booster cases.

## 2 Addresses contacted, interviews achieved

*Movers*

Around 180 addresses were visited during the pilot, of which 10 addresses were 'movers' (around 6 per cent).

*Achieved interviews*

Interviewers made contact at 130 addresses, and achieved 98 interviews: 55 panel cases and 43 booster cases.

**Table 1 Distribution of achieved interviews by sample type**

Type of interview	Panel	Booster	Total
<b>Lone Parent</b>			
- full	26	5	31
- partial	1	-	1
<b>Couple</b>			
- Main respondent and partner	18	16	34
- Main respondent and proxy partner	7	21	28
- Main respondent, no partner interview (full or proxy)	3	1	4
-			
<b>Total</b>	<b>55</b>	<b>43</b>	<b>98</b>

### 3 Length of main interviews<sup>1</sup>

The table below shows the mean, median, minimum and maximum interview lengths for the main respondent interview, by sample type and number of children in the household taken from the CAPI program times.

**Table 2: Length of main interviews - CAPI timings**

	Length of CAPI interview (minutes)				
	All cases	Panel	Booster	1 child	3+ children
Mean	57	53	63	51	63
Median	58	53	61	51	65
Max	106	93	106	77	93
Min	22	22	33	23	22
<b>Base</b>	<b>97<sup>2</sup></b>	<b>54</b>	<b>43</b>	<b>34</b>	<b>20</b>

An additional measure of how long FACS takes to administer comes from interviewers' timings (in comparison to the CAPI timings shown in Table 2). These are likely to reflect the time the whole interview process takes, including setting up and giving the respondent any explanations needed. It should be noted that these timings may also include partner interviews where applicable.

**Table 3: Length of main interviews - Interviewer timings**

	Length of CAPI interview (minutes)		
	All cases	Panel	Booster
Mean	76	71	82
Max	140	140	140
Min	32	32	45
Base	97	54	43

The next table displays timings for the New Tax Credit Section, which replaced the Working Families' Tax Credit section from Wave 4. This is the section that contains the majority of new questions for Wave 5.

**Table 4: Length of New Tax Credit Section-CAPI timings**

	Length of Section - CAPI interview (minutes)		
	All cases	Receiving NTC	Not receiving NTC
Mean	8	14	4
Median	6	12	3
Max	26	26	19
Min	1	8	1
Base	97	39	58

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

<sup>2</sup> Timings data was incomplete in 1 case (a partial interview). Timings are therefore based on 97 cases

However, the New Tax Credit section was not the longest overall (in terms of mean length); the Child health and outcomes block (including Child Maintenance) was the longest with a mean of 11 minutes, followed by the Hardship and Expenditure block at with a mean of 9 minutes.

Finally, Table 5 shows the length of the CAPI partner interview. It should be noted that bases are less than 50. Overall, the mean partner interview length was 12 minutes, ranging from 10 minutes for panel cases to 15 minutes for booster cases.

**Table 5: Length of Full Partner Interview - CAPI Timings**

	Length of Interview - CAPI interview (minutes)		
	All cases	Panel	Booster
Mean	12	10	15
Median	11	9	12
Max	34	20	34
Min	3	3	6
Base	34	18	16

*Comments and recommendations*

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 one and a half hours.

Feedback at the debrief was generally very clear that the interview was over long. Many interviewers made comments that the respondents were flagging towards the end. Some panel respondents also commented about the length of the questionnaire.

Furthermore, this year we did not include the respondent self-completion which means the CAPI times is all face-to-face interview time hence the comments from some respondents about the interview length.

We would strongly encourage some cuts being made to the questionnaire before the mainstage. Below are some suggested areas to be considered for reducing interview length.

- Child health and outcomes- this block has been added to year on year and is becoming increasingly burdensome for those families with more than one child. This is clearly displayed in the summary interview times at the end of the report where the mean time for this section for a family with three or more children is 17 minutes.
- New Tax Credits – it is important to note that this section took on average 14 minutes for those respondents who were currently receiving the NTCs. It is expected that the proportion who are asked this section will be higher at the

mainstage and so have a significant impact on the overall average interview length.

- Hardship and Expenditure block – as the majority of these questions are asked of all respondents cuts in this section would have a noticeable impact on the average interview length for all respondents regardless of circumstances.
- Childcare – as only one person was asked the new questions about employer provided childcare we do not have any useful timings to suggest the impact at the mainstage. However, due to the number of questions, this section will increase interview length for some respondents.

## 4 Interviewer Feedback

The pilot fieldwork generally went well, with procedures working efficiently and the achieved number of interviews 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.

### 4.1 CAPI

#### Children's Fund Questions

Overall, these questions worked well. Respondents were able to understand the services listed on the card and were confident whether or not they had used any. For those who had used one of the services, they were able to make a satisfaction judgement. However, it must be noted that we cannot be sure that the services respondents reported using are only Children's Fund services as this is not made explicit anywhere in the question.

Points raised by interviewers:

- On showcard C17 put 'England Only' to help interviewers
- At question *UseCF* put the instruction before the showcard reference.
- At question *SatCF* add 'AGAIN' after the showcard reference (nb, this can be done whenever the same showcard is used twice in the CAPI).

#### Childcare Arrangements

It was notable that these questions did not work as well for informal childcare arrangements, in particular where the father or mother is the main carer. Furthermore, some of the follow up questions were felt to be inappropriate or not applicable for informal child care eg number of hours this person spends caring for the child.

The current ordering of questions at the beginning of this section caused some problems and it was felt that it would work better if the respondent's childcare arrangements were established first.

Some of the question wording was felt to be clumsy and could be improved.

It is not possible to provide feedback on the new questions about employer provided childcare as these only applied to one respondent.

*Recommendations:*

- Move *Wrkch2* to before *Wrkch1a*

- Two new questions at the beginning *Wrkch1*, *Wrkch1c* were confusing to respondents who were not using paid childcare. The wordings of the questions were difficult for the majority of respondents.
- *Wrkch3* change question text so that the type of childcare is mentioned first ie 'How many hours per week does (*type of childcare*) look after (*child's name*) etc'
- Need to check the routing for this block to ensure that it is only asked of respondents who are in work.

*Comments from interviewers:*

- Have a better definition of childcare at the beginning of this section or use showcard F4 upfront as this is a very useful card.
- Have showcard F9 separate from the rest of the cards
- Showcard F9 came before showcard F8
- *CCplaces*- Check the reference to the showcards in this question

## **New Tax Credits**

*General comments*

A general lack of awareness about the New Tax Credits was a recurrent theme reported by the interviews particularly among those respondents not currently in receipt of the NTCs and those on Income support. There was also some expression of anger from respondents who felt that they were financially worse off under the New Tax Credits.

It was also clear that interviewers were unaware of the importance of not giving respondents information about the New Tax Credits. This highlighted the importance of discussing this in detail at the briefings but it must be noted that this will be difficult to monitor and we need to consider allowing interviewers to give respondents some information.

*Number receiving the NTCs*

From the interview data only 39 respondents reported that were currently receiving one or both of the New Tax Credits (8 receiving WTC only, 15 receiving CTC only and 16 receiving CTC & WTC).

A further 3 reported they had received the NTCs in the past but were not currently receiving them. A review of these respondent's data suggests some uncertainty about receipt of the NTCs due to a large number of don't knows in the follow up questions.

*Award Notice*

Less than half of the respondents in receipt of the New Tax Credits consulted an Award Notice when requested to do so. The main reasons given were because it would take too long to find or because they had not received an award notice.

Interviewers were concerned that the proportion of people who would have this document to hand at the time of the mainstage of the study would be very low and the time taken to locate the document would increase the interview length.

*Awareness questions*

Problems with the section about awareness of the New Tax Credits was raised by all interviewers and in particular those respondents with no knowledge or experience of

the NTCs. For these people the questions did not seem relevant. Interviewers reported that although respondents gave valid answers to these questions (rather than saying don't know) they felt that these were mainly guesses. This section was also considered to be too lengthy.

#### *Flow*

There was impression that the questions the NTCs block did not flow very well and some consideration should be given to more a logical sequence of questions. Also it is suggested that the whole block of questions would be more appropriately located after the benefits block.

#### *Specifics*

- NTCExp – Add 'even if they don't have children' at the end of the explanation.
- FC48a – replace 'WTC/CTC' with 'New Tax Credits'.

### **Expenditure & Hardship**

This block was expanded this year, to include more questions about overall levels of debt and credit. There were also new questions about the condition of white goods in the home. Generally, interviewers feel this section to be repetitive.

This was the second-longest block of the questionnaire, at 9 minutes on average. As this is at the end of the questionnaire, and asks questions about debt and financial hardship, the length of it could be affecting whether we leave respondents feeling good about themselves and the FACS study.

- The new questions about condition of white goods in the home (*ExpCFrid* – *ExpCDish*) were felt to add to the length and repetitiveness of this section. It is possible that 'condition' of item was interpreted as cleanliness rather than mechanical condition.
- There was confusion over the question about credit card amounts (*Exp13a*), as to whether one should include a balance which would be paid off at the end of the month. Steve McKay has suggested that a phrase could be added which is used on other surveys: "Please do not include credit card and other bills being fully paid off in the current month."
- The other new questions about levels of debt and repayment plans generally worked without problems, though it is probable that only a small number of respondents were asked some of these questions.

## **4.2 Child Self-completion**

This year a self-completion questionnaire was given to all children aged 11-15 years in the household. The main and partner respondents did not have a self-completion.

Children took between 5 and 20 minutes to fill in the self-completion questionnaire. Overall, interviewers felt that the younger (11, 12 years) children took longer to complete the questionnaire.

### *Response*

A total of 38 children were eligible for the child self-completion. 23 (60%) were collected by the interviewer at the time of interview and 15 (40%) were left for the child to return by post. To date, 33 (87%) self-completions have been received in the office.

### *Consent*

All children agreed to complete a questionnaire and there were no problems obtaining the consent of parents. Of those children who completed the booklet in the household at the time of the interview, interviewers observed that the children did tend to read the instructions on the first page and that there were no difficulties understanding these.

### *Recommendations:*

- To ensure that children are able to give their 'informed consent' we suggest providing a card or leaflet that explains in simple/child friendly language the nature of the task and what it involves. This could be left behind in the household.

### *Completing the questionnaire*

Almost all children had no difficulties completing the questionnaire, and the majority enjoyed doing it. There were no clear differences between age or sex.

- One child was a poor reader and struggled a little, however this child was able to finish it.
- One interviewer commented that it may be more difficult for children with language difficulties.

### *Confidentiality/sensitivity*

There were no concerns expressed by the parents or children about the sensitivity of the questions or about confidentiality. As would be expected, some of the parents wanted to look at the questionnaire before the child could complete it, but all who did so were happy to let the child/children fill it in.

### *Design/Layout*

- One girl described the questionnaire as 'cool'.
- One interviewer requested that the boxes used to record information about the child on the front of the questionnaire are made clearer.
- Interviewers didn't always write the child's name on the self-completion.

### *Recommendations:*

- Make the boxes on the front page white like the box to write the name in.  
- Put the box to write the name of the child in the same place as the rest of the information collected.

### *Gifts*

Generally the gifts worked well, they were appreciated and liked, however it was felt that the children would have completed the questionnaire regardless of whether they were given gifts. There wasn't a clear difference in age or sex in terms of which gift was preferred, however a couple of older children were not 'impressed' by any of the gifts.

- The frisbee seemed to be the least favourite, and described as plain.

- The key-ring was seen as 'cool' by some children.
- Overall the pen was the best although the lids kept falling off.

*Recommendation:*

- Use only the pen with the FACS logo and colours on it, and a style that doesn't have a lid.

*Findings from the data*

A visual check of the returned self-completions suggests that most children were able to complete the booklet without problems and had followed the instructions at the front of the booklet.

Although based on a small sample, data from self-completion gave some indications about problematic questions:

- Q33 – pocket money question. Five respondents missed this question which suggests the previous filter may be causing some problems. In addition, the amount at Q33 was sometimes the same as Q32 which suggested that money for doing household chores is not always distinct from pocket money.
- Q36 – 3 items to improve the area. Only six children had written in an 'other' answer here. Although based on a small number it is doubtful how useful this information will be.
- Q15 – Friends using drugs. One child had written 'Don't know' at this question as it not currently offered as an option.

*Recommendations:*

- Consider only asking about total amount of money received in the last 7 days rather than splitting between pocket money and money earned from working.
- Add don't know option at Q15.
- Drop the write in for other answers at Q36.

## FACS5 Pilot

### Summary of interview lengths: all cases (h:mm:ss)

	Mean	Median	Minimum	Maximum	Count
Household grid	0:03:38	0:03:03	0:00:53	0:13:21	97
Respondent's health block	0:01:38	0:01:16	0:00:20	0:07:37	97
Children's health and outcomes	0:11:11	0:09:17	0:00:49	0:39:04	97
Housing block	0:05:15	0:04:37	0:01:41	0:19:33	97
Respondent's education block	0:02:38	0:01:57	0:00:21	0:12:03	97
Respondent's work block	0:05:48	0:05:57	0:00:20	0:13:08	97
Childcare block	0:03:24	0:02:38	0:00:30	0:16:07	97
Respondent's job search block	0:02:10	0:01:42	0:00:11	0:09:46	97
Benefit block	0:02:52	0:02:18	0:00:21	0:11:32	97
Other income block	0:00:11	0:00:07	0:00:02	0:01:36	97
Savings block	0:02:09	0:01:45	0:00:09	0:24:54	97
Income Support block	0:00:54	0:00:09	0:00:02	0:07:23	97
NTC block	0:07:56	0:05:46	0:00:35	0:26:14	97
Hardship block	0:09:22	0:08:34	0:03:02	0:24:05	97
Total interview length	0:57:28	0:58:20	0:21:38	1:46:08	97
Interviewer's estimate of interview length	1:16.00	1:15.00	0:32.00	2:20:00	97

## FACS5 Pilot

### Summary of interview lengths: families headed by a couple (h:mm:ss)

	Mean	Median	Minimum	Maximum	Count
Household grid	0:03:49	0:03:23	0:01:07	0:13:21	66
Respondent's health block	0:01:37	0:01:10	0:00:20	0:07:37	66
Children's health and outcomes	0:09:48	0:07:27	0:00:49	0:37:08	66
Housing block	0:05:26	0:04:44	0:02:07	0:19:33	66
Respondent's education block	0:02:50	0:02:09	0:00:21	0:12:03	66
Respondent's work block	0:06:15	0:06:35	0:00:20	0:13:08	66
Childcare block	0:03:33	0:02:38	0:00:31	0:16:07	66
Respondent's job search block	0:02:21	0:01:44	0:00:11	0:09:46	66
Benefit block	0:02:48	0:02:18	0:00:21	0:11:01	66
Other income block	0:00:12	0:00:08	0:00:02	0:01:36	66
Savings block	0:02:35	0:01:59	0:00:29	0:24:54	66
Income Support block	0:00:43	0:00:08	0:00:02	0:07:23	66
NTC block	0:08:29	0:07:34	0:01:01	0:26:14	66
Hardship block	0:09:36	0:08:29	0:03:02	0:24:05	66
Total interview length	0:58:37	0:58:30	0:26:42	1:46:08	66
Interviewer's estimate of interview length	1:21:00	1:15:00	0:38:00	2:20:00	66

## FACS5 Pilot

### Summary of interview lengths: lone parents (h:mm:ss)

	Mean	Median	Minimum	Maximum	Count
Household grid	0:03:13	0:02:25	0:00:53	0:10:51	31
Respondent's health block	0:01:40	0:01:32	0:00:23	0:04:00	31
Children's health and outcomes	0:14:01	0:12:42	0:02:14	0:39:04	31
Housing block	0:04:53	0:04:35	0:01:41	0:09:38	31
Respondent's education block	0:02:12	0:01:21	0:00:26	0:08:57	31
Respondent's work block	0:04:51	0:04:19	0:00:24	0:11:16	31
Childcare block	0:02:52	0:02:24	0:00:30	0:07:09	31
Respondent's job search block	0:01:46	0:01:29	0:00:15	0:04:48	31
Benefit block	0:03:01	0:02:10	0:00:40	0:11:32	31
Other income block	0:00:08	0:00:05	0:00:02	0:00:56	31
Savings block	0:01:12	0:00:56	0:00:09	0:03:20	31
Income Support block	0:01:17	0:01:22	0:00:03	0:04:32	31
NTC block	0:06:46	0:04:33	0:00:35	0:19:29	31
Hardship block	0:08:50	0:08:40	0:03:55	0:19:47	31
Total interview length	0:55:02	0:53:13	0:21:38	1:42:36	31
Interviewer's estimate of interview length	1:06:00	1:05:00	0:32:00	2:05:00	31

## FACS5 Pilot

### Summary of interview lengths: booster sample (h:mm:ss)

	Mean	Median	Minimum	Maximum	Count
Household grid	0:04:32	0:04:05	0:01:21	0:13:21	43
Respondent's health block	0:01:33	0:01:05	0:00:30	0:05:55	43
Children's health and outcomes	0:11:23	0:09:12	0:01:04	0:39:04	43
Housing block	0:05:44	0:05:07	0:02:32	0:19:33	43
Respondent's education block	0:03:50	0:03:03	0:01:02	0:12:03	43
Respondent's work block	0:07:12	0:07:11	0:01:50	0:13:08	43
Childcare block	0:03:42	0:02:52	0:00:31	0:16:07	43
Respondent's job search block	0:02:16	0:01:42	0:00:17	0:07:04	43
Benefit block	0:02:39	0:02:15	0:00:28	0:11:01	43
Other income block	0:00:11	0:00:06	0:00:02	0:01:36	43
Savings block	0:02:29	0:02:07	0:00:41	0:14:23	43
Income Support block	0:00:34	0:00:07	0:00:02	0:06:43	43
NTC block	0:08:24	0:07:44	0:01:20	0:26:14	43
Hardship block	0:09:26	0:08:10	0:03:02	0:21:56	43
Total interview length	1:03:14	1:01:09	0:33:25	1:46:08	43
Interviewer's estimate of interview length	1:22:00	1:20:00	0:45:00	2:20:00	43

## FACS5 Pilot

### Summary of interview lengths: panel sample (h:mm:ss)

	Mean	Median	Minimum	Maximum	Count
Household grid	0:02:54	0:02:22	0:00:53	0:07:58	54
Respondent's health block	0:01:42	0:01:19	0:00:20	0:07:37	54
Children's health and outcomes	0:11:01	0:09:35	0:00:49	0:37:08	54
Housing block	0:04:53	0:04:21	0:01:41	0:14:44	54
Respondent's education block	0:01:40	0:01:35	0:00:21	0:07:06	54
Respondent's work block	0:04:40	0:04:19	0:00:20	0:11:37	54
Childcare block	0:02:56	0:02:32	0:00:30	0:08:36	54
Respondent's job search block	0:02:05	0:01:42	0:00:11	0:09:46	54
Benefit block	0:03:02	0:02:21	0:00:21	0:11:32	54
Other income block	0:00:11	0:00:08	0:00:02	0:00:56	54
Savings block	0:01:52	0:01:23	0:00:09	0:24:54	54
Income Support block	0:01:10	0:00:16	0:00:03	0:07:23	54
NTC block	0:07:33	0:04:56	0:00:35	0:25:55	54
Hardship block	0:09:19	0:08:35	0:03:55	0:24:05	54
Total interview length	0:52:53	0:53:09	0:21:38	1:33:21	54
Interviewer's estimate of interview length	1:11:00	1:10:00	0:32:00	2:20:00	54

## FACS5 Pilot

### Summary of interview lengths: no children (h:mm:ss)

	Mean	Median	Minimum	Maximum	Count
Household grid	0:02:38	0:02:57	0:01:13	0:03:28	4
Respondent's health block	0:03:01	0:03:01	0:01:10	0:04:53	4
Children's health and outcomes	0:03:16	0:03:16	0:02:39	0:03:54	4
Housing block	0:04:01	0:03:53	0:03:08	0:05:13	4
Respondent's education block	0:01:47	0:01:49	0:01:06	0:02:25	4
Respondent's work block	0:03:26	0:03:22	0:00:20	0:06:43	4
Childcare block	.	.	.	.	4
Respondent's job search block	0:01:19	0:01:15	0:00:30	0:02:17	4
Benefit block	0:02:11	0:01:44	0:00:21	0:04:56	4
Other income block	0:00:09	0:00:08	0:00:05	0:00:14	4
Savings block	0:01:39	0:01:32	0:00:52	0:02:40	4
Income Support block	0:00:29	0:00:11	0:00:05	0:01:29	4
NTC block	0:03:34	0:02:15	0:01:28	0:08:20	4
Hardship block	0:09:19	0:06:39	0:04:14	0:19:45	4
Total interview length	0:34:43	0:30:17	0:26:48	0:51:32	4
Interviewer's estimate of interview length	1:03:00	0:58:00	0:38:00	1:40:00	4

## FACS5 Pilot

### Summary of interview lengths: one child (h:mm:ss)

	Mean	Median	Minimum	Maximum	Count
Household grid	0:02:40	0:02:13	0:01:07	0:06:25	34
Respondent's health block	0:01:41	0:01:16	0:00:20	0:07:37	34
Children's health and outcomes	0:06:58	0:05:52	0:00:49	0:17:38	34
Housing block	0:05:19	0:05:07	0:02:22	0:14:44	34
Respondent's education block	0:02:23	0:01:49	0:00:35	0:07:06	34
Respondent's work block	0:05:11	0:04:43	0:00:43	0:10:02	34
Childcare block	0:02:07	0:02:05	0:00:30	0:04:25	34
Respondent's job search block	0:02:20	0:01:32	0:00:11	0:09:46	34
Benefit block	0:02:59	0:02:15	0:00:28	0:11:32	34
Other income block	0:00:13	0:00:08	0:00:02	0:01:36	34
Savings block	0:02:48	0:01:38	0:00:14	0:24:54	34
Income Support block	0:01:09	0:00:10	0:00:03	0:07:23	34
NTC block	0:07:11	0:04:36	0:00:35	0:19:29	34
Hardship block	0:09:11	0:08:27	0:03:58	0:24:05	34
Total interview length	0:51:23	0:50:47	0:23:00	1:16:54	34
Interviewer's estimate of interview length	1:09:00	1:13:00	0:32:00	2:05:00	34

## FACS5 Pilot

### Summary of interview lengths: two children (h:mm:ss)

	Mean	Median	Minimum	Maximum	Count
Household grid	0:03:47	0:03:01	0:00:53	0:10:14	39
Respondent's health block	0:01:34	0:01:19	0:00:30	0:05:07	39
Children's health and outcomes	0:11:48	0:11:13	0:01:30	0:39:04	39
Housing block	0:05:20	0:04:33	0:01:45	0:19:33	39
Respondent's education block	0:02:44	0:02:08	0:00:27	0:12:03	39
Respondent's work block	0:06:47	0:07:11	0:00:24	0:13:08	39
Childcare block	0:04:17	0:03:39	0:01:07	0:16:07	39
Respondent's job search block	0:02:15	0:01:42	0:00:15	0:07:04	39
Benefit block	0:02:46	0:02:10	0:00:31	0:11:13	39
Other income block	0:00:09	0:00:07	0:00:02	0:00:51	39
Savings block	0:02:02	0:02:02	0:00:14	0:04:38	39
Income Support block	0:00:38	0:00:08	0:00:02	0:04:32	39
NTC block	0:09:45	0:08:31	0:01:31	0:26:14	39
Hardship block	0:09:48	0:08:42	0:03:02	0:21:56	39
Total interview length	1:02:20	0:58:47	0:27:28	1:46:08	39
Interviewer's estimate of interview length	1:21:00	1:25:00	0:42:00	2:20:00	39

## FACS5 Pilot

### Summary of interview lengths: three + children (h:mm:ss)

	Mean	Median	Minimum	Maximum	Count
Household grid	0:05:10	0:04:19	0:01:49	0:13:21	20
Respondent's health block	0:01:32	0:01:05	0:00:23	0:06:04	20
Children's health and outcomes	0:17:55	0:18:30	0:06:45	0:37:08	20
Housing block	0:05:15	0:04:30	0:01:41	0:09:38	20
Respondent's education block	0:03:02	0:01:47	0:00:21	0:08:57	20
Respondent's work block	0:05:22	0:05:14	0:01:06	0:11:09	20
Childcare block	0:03:42	0:02:32	0:01:41	0:08:36	20
Respondent's job search block	0:01:53	0:01:47	0:00:20	0:05:12	20
Benefit block	0:03:00	0:02:52	0:00:40	0:11:01	20
Other income block	0:00:11	0:00:05	0:00:02	0:00:56	20
Savings block	0:01:21	0:01:10	0:00:09	0:03:20	20
Income Support block	0:01:05	0:00:13	0:00:03	0:03:52	20
NTC block	0:06:32	0:06:36	0:00:35	0:22:36	20
Hardship block	0:08:50	0:07:39	0:03:55	0:17:50	20
Total interview length	1:02:53	1:04:37	0:21:38	1:33:21	20
Interviewer's estimate of interview length	1:20:00	1:18:00	0:35:00	2:00:00	20

## FACS5 Pilot

### Summary of interview lengths: working (h:mm:ss)

	Mean	Median	Minimum	Maximum	Count
Household grid	0:03:53	0:03:12	0:00:53	0:10:51	50
Respondent's health block	0:01:24	0:01:10	0:00:30	0:05:55	50
Children's health and outcomes	0:11:55	0:11:38	0:00:49	0:25:16	50
Housing block	0:04:54	0:04:33	0:02:07	0:09:38	50
Respondent's education block	0:02:47	0:02:09	0:00:21	0:12:03	50
Respondent's work block	0:07:47	0:07:32	0:04:05	0:13:08	50
Childcare block	0:03:12	0:02:38	0:00:30	0:08:36	50
Respondent's job search block	0:01:44	0:01:00	0:00:11	0:05:54	50
Benefit block	0:03:18	0:02:25	0:00:21	0:11:32	50
Other income block	0:00:10	0:00:05	0:00:02	0:01:36	50
Savings block	0:02:53	0:02:04	0:00:23	0:24:54	50
Income Support block	0:00:13	0:00:07	0:00:02	0:01:30	50
NTC block	0:10:25	0:09:33	0:00:35	0:26:14	50
Hardship block	0:09:15	0:08:26	0:03:58	0:21:56	50
Total interview length	1:03:32	1:04:51	0:26:48	1:46:08	50
Interviewer's estimate of interview length	1:22:00	1:15:00	0:40:00	2:20:00	50

**FACS5 Pilot****Summary of interview lengths: not working (h:mm:ss)**


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	Mean	Median	Minimum	Maximum	Count
Household grid	0:03:22	0:03:01	0:01:12	0:13:21	47
Respondent's health block	0:01:53	0:01:22	0:00:20	0:07:37	47
Children's health and outcomes	0:10:24	0:07:16	0:01:04	0:39:04	47
Housing block	0:05:38	0:05:07	0:01:41	0:19:33	47
Respondent's education block	0:02:29	0:01:48	0:00:26	0:08:57	47
Respondent's work block	0:03:40	0:02:47	0:00:20	0:11:09	47
Childcare block	0:04:48	0:04:05	0:00:41	0:16:07	47
Respondent's job search block	0:02:37	0:01:57	0:00:15	0:09:46	47
Benefit block	0:02:24	0:02:10	0:00:28	0:06:13	47
Other income block	0:00:12	0:00:08	0:00:02	0:00:56	47
Savings block	0:01:22	0:01:10	0:00:09	0:03:43	47
Income Support block	0:01:38	0:01:19	0:00:03	0:07:23	47
NTC block	0:05:17	0:03:35	0:00:35	0:22:36	47
Hardship block	0:09:29	0:08:40	0:03:02	0:24:05	47
Total interview length	0:51:01	0:50:10	0:21:38	1:42:36	47
Interviewer's estimate of interview length	1:10:00	1:09:00	0:32:00	2:00:00	47

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**FACS5 Pilot**

**Summary of interview lengths: receiving NTC (h:mm:ss)**

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	Mean	Median	Minimum	Maximum	Count
Household grid	0:03:29	0:02:42	0:00:53	0:10:51	39
Respondent's health block	0:01:16	0:01:08	0:00:30	0:03:56	39
Children's health and outcomes	0:10:09	0:09:09	0:00:49	0:23:15	39
Housing block	0:04:56	0:04:22	0:02:10	0:09:38	39
Respondent's education block	0:03:01	0:02:10	0:00:21	0:07:20	39
Respondent's work block	0:07:20	0:06:48	0:01:50	0:12:52	39
Childcare block	0:03:12	0:02:38	0:00:41	0:08:18	39
Respondent's job search block	0:02:12	0:01:43	0:00:15	0:05:54	39
Benefit block	0:04:19	0:03:24	0:01:29	0:11:32	39
Other income block	0:00:11	0:00:06	0:00:02	0:01:36	39
Savings block	0:02:08	0:02:02	0:00:23	0:04:38	39
Income Support block	0:00:07	0:00:08	0:00:02	0:00:18	39
NTC block	0:13:34	0:11:30	0:07:31	0:26:14	39
Hardship block	0:08:53	0:08:11	0:04:16	0:16:33	39
Total interview length	1:04:30	1:04:51	0:33:22	1:46:08	39
Interviewer's estimate of interview length	1:23:00	1:15:00	0:45:00	2:20:00	39

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## FACS5 Pilot

### Summary of interview lengths: not receiving NTC (h:mm:ss)

	Mean	Median	Minimum	Maximum	Count
Household grid	0:03:43	0:03:11	0:01:13	0:13:21	58
Respondent's health block	0:01:53	0:01:20	0:00:20	0:07:37	58
Children's health and outcomes	0:11:52	0:09:56	0:01:04	0:39:04	58
Housing block	0:05:28	0:04:51	0:01:41	0:19:33	58
Respondent's education block	0:02:23	0:01:44	0:00:26	0:12:03	58
Respondent's work block	0:04:48	0:04:18	0:00:20	0:13:08	58
Childcare block	0:03:42	0:02:41	0:00:30	0:16:07	58
Respondent's job search block	0:02:08	0:01:35	0:00:11	0:09:46	58
Benefit block	0:01:56	0:01:17	0:00:21	0:06:13	58
Other income block	0:00:11	0:00:08	0:00:02	0:00:56	58
Savings block	0:02:09	0:01:21	0:00:09	0:24:54	58
Income Support block	0:01:24	0:00:57	0:00:03	0:07:23	58
NTC block	0:04:18	0:03:26	0:00:35	0:19:29	58
Hardship block	0:09:40	0:08:40	0:03:02	0:24:05	58
Total interview length	0:52:57	0:51:19	0:21:38	1:42:36	58
Interviewer's estimate of interview length	1:21:00	1:10:00	0:32:00	2:15:00	58

**FACS5 Pilot**

**Summary of interview lengths: partner int (h:mm:ss)**

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	Mean	Median	Minimum	Maximum	Count
Partner's health block	0:01:30	0:01:09	0:00:24	0:06:31	34
Partner's education block	0:01:52	0:01:37	0:00:22	0:05:05	34
Partner's work block	0:05:39	0:06:11	0:00:04	0:24:48	34
Partner's jobsearch block	0:03:10	0:02:14	0:00:28	0:17:35	34
Partner's total interview length	0:12:11	0:10:59	0:03:17	0:34:09	34

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**FACS5 Pilot**

**Summary of interview lengths: panel (h:mm:ss)**

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	Mean	Median	Minimum	Maximum	Count
Partner's health block	0:01:52	0:01:24	0:00:37	0:06:31	18
Partner's education block	0:01:41	0:01:32	0:00:36	0:03:36	18
Partner's work block	0:03:30	0:02:45	0:00:04	0:08:33	18
Partner's jobsearch block	0:02:41	0:02:07	0:00:28	0:08:33	18
Partner's total interview length	0:09:46	0:08:57	0:03:17	0:20:06	18

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**FACS5 Pilot**

**Summary of interview lengths: booster (h:mm:ss)**

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	Mean	Median	Minimum	Maximum	Count
Partner's health block	0:01:04	0:01:02	0:00:24	0:02:09	16
Partner's education block	0:02:05	0:01:49	0:00:22	0:05:05	16
Partner's work block	0:08:04	0:06:36	0:00:45	0:24:48	16
Partner's jobsearch block	0:03:43	0:02:27	0:00:29	0:17:35	16
Partner's total interview length	0:14:54	0:11:55	0:06:26	0:34:09	16

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## **APPENDIX B MAIN FIELDWORK DOCUMENTS**

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

- Opt out letter
- Opt in letter
- Advance letter – panel/booster
- Mover letter – panel
- Address Record Form (ARF) – panel/booster
- Fieldwork update report
- Self – completion information sheet
- Self-completion questionnaire – for children
- FACS study leaflet

Originally, some documents were coloured, rather than black or white (for example, the letter head logo, front cover of ARFs, study leaflet, child self-completion and information sheet). However, original colours have not been replicated here.

5 August 2003

Our ref: P2221/

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 Inland Revenue and the Department for Work and Pensions by an independent research organisation, the *National Centre for Social Research* (NatCen).

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.**

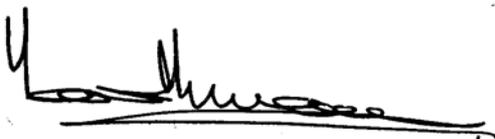
An interviewer from NatCen will be calling on you at home some time during the next few weeks, to explain more about the study and ask you to take part. The interviewer will carry an identification card.

This is a voluntary study and your answers will be treated in **strict confidence** in accordance with the Data Protection Act. 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 NatCen.

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 the following FREEPOST address - NatCen, Freepost CL499, Brentwood, CM 4ZP or telephone NatCen during office hours (Monday-Friday 9.30am to 5.30pm) on **0800 652 0501** before **19 August 2003**. 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



Mehdi Hussain  
Analysis and Research  
Inland Revenue

Our Ref: P2221/

Dear

**Families and Children Study: Wave 5**

Someone from our telephone unit recently contacted you about this study. You kindly agreed to take part so we are letting you know that one of our interviewers will be in contact soon.

**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 will make an appointment to come and interview you

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.

Yours sincerely

S.A. Coomber



Sandra Coomber  
On behalf of the research team

Our Ref: P2221/

Dear

**Families and Children Study: Wave 5**

In the past you kindly took part in this important study. It is a panel study, which means that we go back to the same families and speak to the same people every year. Your contribution, along with nearly eight thousand other families, has helped to make it a great success.

We are writing to you to let 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 in accordance with the Data Protection Act 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 for Social Research (NatCen)*.

I 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,



Sandra Comber  
On behalf of the research team



Our Ref: P2221/

Dear

**Families and Children Study: Wave 5**

In early August, Mehdi Hussain from the Inland Revenue 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 in accordance with the Data Protection Act 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 for Social Research* (*NatCen*).

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 "S.A. Comber". The signature is written in a cursive style. To the right of the signature is a vertical red line.

Sandra Comber  
On behalf of the research team

**B**

Our Ref: P2221

Serial Number: \_\_\_\_\_

Dear \_\_\_\_\_

### **Families and Children Study: Wave 5**

In the past you kindly took part in this important study. It is a panel study, which means that we go back to the same families and speak to the same people every year. Your contribution, along with nearly eight thousand other families, has helped to 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 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. All your answers will be treated in strict confidence in accordance with the Data Protection Act 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 for Social Research (NatCen)*.

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



Sandra Comber  
On behalf of the research team



## MY NEW ADDRESS

Please complete using BLOCK CAPITALS

Title:	First Name:	Surname:
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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:

**Sandra Comber on 01277 200 600**

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**THANK YOU FOR YOUR HELP**

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**P2221 FAMILIES AND CHILDREN STUDY 2003**  
**ADDRESS RECORD FORM (ARF)**  
**PANEL ORANGE TEAM**

<b>P</b>	ASSIGNMENT/SLOT NAME:	
	TRIP/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 for taking part
- Give self-completion questionnaire to all eligible children aged 11-15 years

<p style="text-align: center;">Title &amp; Surname</p> <p>Respondent name: <input style="width: 80%;" type="text"/></p> <p>Respondent Phone No: <input style="width: 80%;" type="text"/></p> <p>Respondent Mobile No: <input style="width: 80%;" type="text"/></p>	<p>Interviewer name: <input style="width: 80%;" type="text"/></p> <p>Interviewer number: <input style="width: 15%;" type="text"/> <input style="width: 15%;" type="text"/></p> <p>No Tel: <input style="width: 20px; text-align: center;" type="text" value="2"/> No. refused / ex-directory: <input style="width: 20px; text-align: center;" type="text" value="3"/> Total no of calls: <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p>
--	--

Call No.	Date DD/MM	Day of week	Call Start Time 24hr Clock	CALLS RECORD (Note all calls, including telephone calls)	*Call Status (Enter codes only)	Call End Time 24hr Clock
1	/		:			:
2	/		:			:
3	/		:			:
4	/		:			:
5	/		:			:
6	/		:			:
7	/		:			:
8	/		:			:
9	/		:			:
10	/		:			:

**Call Status Codes: 1=No Reply, 2=Contact Made, 3=Appointment Made, 4=Any Interviewing done, 5=Any Other Outcome (describe in calls record)**

## 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).

<b>A1</b>	<p><b>Is the <i>main respondent</i> living at this address?</b></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 F1</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 F1	BB	GO TO A3	CC	GO TO A2	410	RETURN TO OFFICE	700	900	
AA	GO TO F1												
BB	GO TO A3												
CC	GO TO A2												
410	RETURN TO OFFICE												
700													
900													
<b>A2</b>	<p><b>Please code the reason why you are unable to establish whether the <i>main respondent</i> is living at this address.</b></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;">420</td><td rowspan="2" style="text-align: center;">RETURN TO OFFICE</td></tr> <tr><td style="text-align: center;">310</td></tr> </table>	620	CALL OFFICE BEFORE RETURNING	420	RETURN TO OFFICE	310	<p style="text-align: right;">*</p> <p style="text-align: right;">*</p> <p style="text-align: right;">*</p>					
620	CALL OFFICE BEFORE RETURNING												
420	RETURN TO OFFICE												
310													
<b>A3</b>	<p><b>Were you able to obtain a follow-up address for the <i>main respondent</i>?</b></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 &amp; 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> <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												
<b>A4</b>	<p><b>WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR MAIN RESPONDENT</b></p> <p><i>Fill in any details at B1 (p.3). Record whether left tracing letter with present occupants.</i></p>	<p><b>RETURN TO OFFICE</b></p>											



## C. Tracing *main respondent* - attempt 2

<b>C1</b>	<p><b>RECORD FOLLOW UP ADDRESS/ TELEPHONE NUMBER OF RESPONDENT</b></p> <p>ADDRESS:</p>   <p>POSTCODE: <span style="float: right;">PHONE NO: (<i>incl. STD code</i>)</span></p> <p>Notes on address location <span style="float: right;">MOBILE NO:</span></p>											
<b>C2</b>	<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 F1</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 F1	BB	GO TO C4	CC	GO TO C3	410	RETURN TO OFFICE	700	900
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410	RETURN TO OFFICE											
700												
900												
<b>C3</b>	<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					
620	CALL OFFICE BEFORE RETURNING											
651	RETURN TO OFFICE											
652												
<b>C4</b>	<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 &amp; 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				
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											
<b>C5</b>	<p><b>WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR MAIN RESPONDENT</b></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;"><b>RETURN TO OFFICE</b></p>											



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

F1	<b>DID YOU CARRY OUT AN INTERVIEW WITH THE MAIN RESPONDENT? (RING ONE CODE ONLY)</b>			
	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> , <b>proxy</b> partner interview	112	GO TO F5	*
	Yes, full interview with <i>main respondent</i> , <b>no</b> partner interview (proxy or full)	113		
	Yes, <b>partial</b> interview obtained with <i>main respondent</i> (no partner in hhld)	210	GO TO F4	*
	Yes, <b>partial</b> interview obtained with <i>main respondent</i> , <b>full</b> partner interview	211		
	Yes, <b>partial</b> interview obtained with <i>main respondent</i> , <b>proxy</b> partner interview	212		
	Yes, <b>partial</b> interview with <i>main respondent</i> , <b>no</b> partner interview (proxy or full)	213		
	No interview	FF	GO TO F2	
F2	<b>CODE REASON FOR NO INTERVIEW WITH MAIN RESPONDENT (RING ONE CODE ONLY)</b>			
	Personal refusal	431	GO TO F3	*
	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		
F3	<b>IF <u>NO</u> INTERVIEW WITH MAIN RESPONDENT, PLEASE GIVE DETAILS</b>			
			RETURN TO OFFICE	
F4	<b>IF <u>PARTIAL</u> INTERVIEW WITH MAIN RESPONDENT, PLEASE GIVE REASON(S).</b>			
			GO TO F7	

F5	<p><b>WHY WERE YOU UNABLE TO CARRY OUT THE FULL PARTNER INTERVIEW?</b></p> <p>Personal refusal by partner</p> <p>Proxy refusal on behalf of partner</p> <p>Partner broke appointment, no re-contact</p> <p>Partner ill at home during survey period</p> <p>Partner away/in hospital during entire survey period</p> <p>Partner physically or mentally unable/incompetent</p> <p>Partner had language difficulties</p> <p>Other (please specify) _____</p>	<table border="1"> <tr><td>81</td></tr> <tr><td>82</td></tr> <tr><td>83</td></tr> <tr><td>84</td></tr> <tr><td>85</td></tr> <tr><td>86</td></tr> <tr><td>87</td></tr> <tr><td>88</td></tr> </table>	81	82	83	84	85	86	87	88	<p><b>GO TO F6</b></p>
81											
82											
83											
84											
85											
86											
87											
88											
F6	<p><b>IF NO FULL PARTNER INTERVIEW, PLEASE GIVE DETAILS</b></p> <p><b>GO TO F7</b></p>										
F7	<p><b>DID YOU GIVE THE MAIN RESPONDENT A £10 VOUCHER?</b>  <b>PLEASE ENSURE THAT THE RESPONDENT SIGNS THE VOUCHER RECEIPT FORM, ON THE BACK OF THIS ARF</b></p> <p>Yes, and signed receipt</p> <p>No</p>	<table border="1"> <tr><td>1</td></tr> <tr><td>2</td></tr> </table>	1	2	<p><b>GO TO F8</b></p>						
1											
2											
F8	<p><b>ENTER TOTAL LENGTH OF INTERVIEW</b></p> <p>Enter length of <b>Main</b> interview (including child self-completion): <input type="text"/></p> <p>Enter length of <b>full</b> partner interview: <input type="text"/></p> <p>Enter <b>Total</b> length: <input type="text"/></p> <p><b>GO TO G1</b></p>										

## G. CHILD SELF COMPLETION

**G1** RECORD HOW SELF-COMPLETION IS BEING RETURNED (YOUR PLANS NOW) BELOW:  
*Please record self-completion return details for each eligible child (11-15 years) by entering the self-completion status code (see bottom of page).  
 If self-completion is not expected (code 4) please record reason(s) why at G2.*

Person number	Age	First Name	Self-comp Status
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>		<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>		<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>		<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>		<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>		<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>		<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>		<input style="width: 100%; height: 20px;" type="text"/>

Person number	Age	Reason why self-completion not expected
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	

**RETURN TO OFFICE**

### SELF-COMPLETION STATUS

- 1 (Plan is) to post it at the same time as transmitting the interview
- 2 (Plan is) to collect it yourself and return it separately
- 3 (Plan is) to ask the respondent to post it back to the office
- 4 Not expected

**P2221 FAMILIES AND CHILDREN STUDY 2003**  
**ADDRESS RECORD FORM (ARF)**  
**BOOSTER ORANGE TEAM**

<b>B</b>	ASSIGNMENT/SLOT NAME:	
	TRIP/RETURN NO:	
	FINAL OUTCOME:	

**ADDRESS LABEL**

**CHANGE OF ADDRESS**

**FOR THIS CASE YOU NEED TO:**

- Send out advance letter B
- Check that the main respondent has dependent children living with them as part of their household
- Carry out the main interview (and partner where appropriate) if family eligible
- Give self-completion questionnaire to all eligible children aged 11-15 years

<p style="text-align: center;">Title &amp; Surname</p> <p>Respondent name: <input style="width: 80%;" type="text"/></p> <p>Respondent Phone No: <input style="width: 80%;" type="text"/></p> <p>Respondent Mobile No: <input style="width: 80%;" type="text"/></p>	<p>Interviewer name: <input style="width: 80%;" type="text"/></p> <p>Interviewer number: <input style="width: 15%;" type="text"/> <input style="width: 15%;" type="text"/></p> <p>No Tel: <input style="width: 20px; text-align: center;" type="text" value="2"/> No. refused / ex-directory: <input style="width: 20px; text-align: center;" type="text" value="3"/> Total no of calls: <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p>
--	--

Call No.	Date DD/MM	Day of week	Call Start Time 24hr Clock	CALLS RECORD (Note all calls, including telephone calls)	*Call Status (Enter codes only)	Call End Time 24hr Clock
1	/		:			:
2	/		:			:
3	/		:			:
4	/		:			:
5	/		:			:
6	/		:			:
7	/		:			:
8	/		:			:
9	/		:			:
10	/		:			:

**Call Status Codes: 1=No Reply, 2=Contact Made, 3=Appointment Made, 4=Any Interviewing done, 5=Any Other Outcome (describe in calls record)**

## 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).

<b>A1</b>	<p><b>Is the <i>main respondent</i> living at this address?</b></p>	Yes  No  Don't know  Office Refusal  <i>Main respondent</i> died  Re-allocated to another interviewer	AA BB CC 410 700 900	GO TO E1 GO TO A3 GO TO A2 RETURN TO OFFICE	*       *
<b>A2</b>	<p><b>Please code the reason why you are unable to establish whether the <i>main respondent</i> is living at this address.</b></p>	Address inaccessible  Information refused about whether <i>main respondent</i> is resident at address Unknown if <i>main respondent</i> resident due to non-contact at address after 4+ calls	620 651 652	CALL OFFICE BEFORE RETURNING RETURN TO OFFICE	*  *
<b>A3</b>	<p><b>Were you able to obtain a follow-up address for the <i>main respondent</i>?</b></p>	Yes, follow up address in area  Yes, but follow up address outside area  No, follow up address unknown	DD 681 682	RECORD ADDRESS AT B1 (p.3) RECORD ADDRESS AT B1 (p.3) and RETURN TO OFFICE RECORD TRACING ATTEMPTS AT A4 & RETURN TO OFFICE	*  *
<b>A4</b>	<p><b>WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR MAIN RESPONDENT</b></p> <p><i>Fill in any details at B1 (p.3). Record whether left tracing letter with present occupants.</i></p>				
	<p><b>RETURN TO OFFICE</b></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 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 6 <sup>th</sup> FORM/COLLEGE)	<input type="text"/>		GO TO E2c	
E2c	ENTER TOTAL NUMBER OF DEPENDENT CHILDREN (SUM OF E2a & E2b)	<input 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	<b>DID YOU CARRY OUT AN INTERVIEW WITH THE MAIN RESPONDENT? (RING ONE CODE ONLY)</b>		
	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> <b>and</b> partner	111	
	Yes, full interview with <i>main respondent</i> , <b>proxy</b> partner interview	112	GO TO F5
	Yes, full interview with <i>main respondent</i> , <b>no</b> partner interview (proxy or full)	113	
	Yes, <b>partial</b> interview obtained with <i>main respondent</i> (no partner in hhld)	210	GO TO F4
	Yes, <b>partial</b> interview obtained with <i>main respondent</i> , <b>full</b> partner interview	211	
	Yes, <b>partial</b> interview obtained with <i>main respondent</i> , <b>proxy</b> partner interview	212	
	Yes, <b>partial</b> interview with <i>main respondent</i> , <b>no</b> partner interview (proxy or full)	213	
	No interview	JJ	
F2	<b>CODE REASON FOR NO INTERVIEW WITH MAIN RESPONDENT (RING ONE CODE ONLY)</b>		
	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	<b>IF <u>NO</u> INTERVIEW WITH MAIN RESPONDENT, PLEASE GIVE DETAILS</b>		
			RETURN TO OFFICE
F4	<b>IF PARTIAL INTERVIEW WITH MAIN RESPONDENT, PLEASE GIVE REASON(S).</b>		
			GO TO F7

F5	<p><b>WHY WERE YOU UNABLE TO CARRY OUT THE FULL PARTNER INTERVIEW?</b></p> <p>Personal refusal by partner</p> <p>Proxy refusal on behalf of partner</p> <p>Partner broke appointment, no re-contact</p> <p>Partner ill at home during survey period</p> <p>Partner away/in hospital during entire survey period</p> <p>Partner physically or mentally unable/incompetent</p> <p>Partner had language difficulties</p> <p>Other (please specify) _____</p>	<table border="1"> <tr><td>81</td></tr> <tr><td>82</td></tr> <tr><td>83</td></tr> <tr><td>84</td></tr> <tr><td>85</td></tr> <tr><td>86</td></tr> <tr><td>87</td></tr> <tr><td>88</td></tr> </table>	81	82	83	84	85	86	87	88	<p><b>GO TO F6</b></p>
81											
82											
83											
84											
85											
86											
87											
88											
F6	<p><b>IF NO FULL PARTNER INTERVIEW, PLEASE GIVE DETAILS</b></p> <p><b>GO TO F7</b></p>										
F7	<p><b>ENTER TOTAL LENGTH OF INTERVIEW</b></p> <p>Enter length of <b>Main</b> interview (including self-completion):</p> <p>Enter length of <b>full</b> partner interview:</p> <p>Enter <b>Total</b> length:</p>	<table border="1"> <tr><td><input type="text"/></td></tr> <tr><td><input type="text"/></td></tr> <tr><td><input type="text"/></td></tr> </table>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<p><b>GO TO G1</b></p>					
<input type="text"/>											
<input type="text"/>											
<input type="text"/>											

## G. CHILD SELF COMPLETION

**G1 RECORD HOW SELF-COMPLETION IS BEING RETURNED (YOUR PLANS NOW) BELOW:**  
*Please record self-completion return details for each eligible child (11-15 years) by entering the self-completion status code (see bottom of page).  
 If self-completion is not expected (code 4) please record reason(s) why at G2.*

Person number	Age	First Name	Self-comp Status
<input type="text"/>	<input type="text"/>		<input type="text"/>
<input type="text"/>	<input type="text"/>		<input type="text"/>
<input type="text"/>	<input type="text"/>		<input type="text"/>
<input type="text"/>	<input type="text"/>		<input type="text"/>
<input type="text"/>	<input type="text"/>		<input type="text"/>
<input type="text"/>	<input type="text"/>		<input type="text"/>
<input type="text"/>	<input type="text"/>		<input type="text"/>

Person number	Age	Reason why self-completion not expected
<input type="text"/>	<input type="text"/>	

**RETURN TO OFFICE**

### SELF-COMPLETION STATUS

- 1 (Plan is) to post it at the same time as transmitting the interview
- 2 (Plan is) to collect it yourself and return it separately
- 3 (Plan is) to ask the respondent to post it back to the office
- 4 Not expected

## FACS Summary response

Data from 17/12/03

	Panel		Booster		Opt in		All cases	
	n	%	n	%	n	%	n	%
Issued cases	7,901		1,245		206		9,352	
Outcome not finalised	547		114		55		716	
Covered cases	7,354	93.1	1,131	90.8	151	73.3	8,636	92.3
<b>Ineligible cases</b>								
Respondent deceased	4	0.1	1	0.1	0		5	0.1
No dependent children	0	0.0	17	1.5	0		17	0.2
<b>Eligible cases (=covered-ineligible)</b>	7,350		1,113		151		8,614	
<b>Productive cases</b>								
Full interview with main respondent	6,440	87.6	733	65.9	118	78.1	7,291	84.6
Partial interview with main respondent	3	0.0	2	0.2			5	0.1
Total productives	6,443	87.7	735	66.0	118	78.1	7,296	84.7
<b>Unproductive cases</b>								
Refusal to Head Office	108	1.5	36	3.2	5	3.3	149	1.7
Refusal to interviewer	547	7.4	159	14.3	31	20.5	737	8.6
Non-contact	308	4.2	191	17.2	3	2.0	502	5.8
Other unproductive	83	1.1	24	2.2	5	3.3	112	1.3



## **Families and Children Study**

If you are aged 11 to 15 years the interviewer will ask you to fill in a booklet. The booklet is for you to fill in by yourself.

### **What is the booklet about?**

In the booklet there are questions about things like...

- What you do in your spare time
- Where you live
- Going to school

### **How do I fill in the booklet?**

- Open the booklet and read the instructions on the first page carefully
- Answer all questions on your own
- You can miss out any question that you do not want to answer
- Please be honest
- We will not tell anyone what your answers are

### **What do I do when I have finished?**

- Please give the booklet back to the interviewer or post it back in the envelope provided.
- If you have lost your envelope please post it back in another envelope to the address on the back of the booklet. Please remember to use a stamp.

**THANK YOU FOR YOUR HELP**



Here are some questions for you to

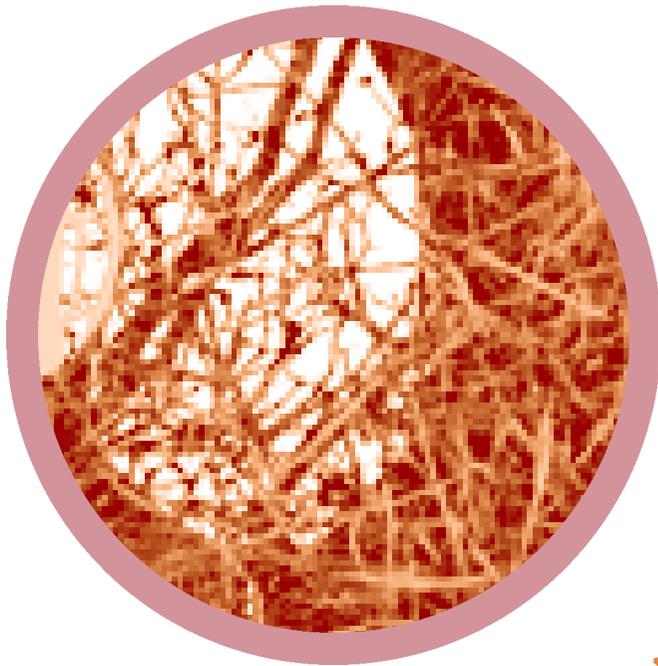
We are interested in your honest answers. We will

You can miss out any question that you don't want to answer. Look at the



answer on your own.

not tell anyone what your answers are.



instructions on the right and read what to do.

## How to answer the questions

Please read each question carefully.

Most of the questions can be answered by putting a tick in the box next to the answer that applies to you like this:

(Tick one box)

Yes

No

Sometimes you have to write a number in a box, for example:

Write in the number of hours:

Next to some of the boxes are instructions. They tell you which question to answer next. If there are no special instructions, just answer the next question.

(Tick one box)

Yes  → go to question 3 (below)

No  → go to question 4 (right)

If you make a mistake, just cross through the wrong answer, and then write in – or tick – the right answer, like this:

(Tick one box)

Agree

Disagree

## First, some questions about what you do in your spare time...

### 1 How many hours do you spend watching TV, including videos and DVDs, on a normal school day?

Remember to include time before and after school.

(Tick one box) <sup>220</sup>

- None**  <sub>1</sub>  
**Less than an hour**  <sub>2</sub>  
**1–3 hours**  <sub>3</sub>  
**4–6 hours**  <sub>4</sub>  
**7 hours or more**  <sub>5</sub>

### 2 Do you or your family have a computer at home?

(Tick one box)

<sup>221</sup>

- Yes**  <sub>1</sub> → go to question 3 (right)  
**No**  <sub>2</sub> → go to question 4 (opposite page)

*Answer this question if you DO have a computer at home:*

### 3 Thinking back over the **last 7 days**, on how many days have you used the computer?

Please don't include time spent playing computer games.

(Tick one box)

<sup>222</sup>

- None, or only used it to play games**  <sub>1</sub>  
**1–2 days**  <sub>2</sub>  
**3–5 days**  <sub>3</sub>  
**6 days or more**  <sub>4</sub>

4 Thinking back over the **last 7 days**, on how many days have you had friends round to your house?

(Tick one box) 223

- None  1
- 1–2 days  2
- 3–5 days  3
- 6 days or more  4

5 And in the **last 7 days**, on how many days have you visited your friends at their houses?

(Tick one box) 224

- None  1
- 1–2 days  2
- 3–5 days  3
- 6 days or more  4

6 In the **last 7 days**, on how many days have you done sports or other active things?

Please include things like riding a bike, football, skateboarding, running around, dancing and swimming.

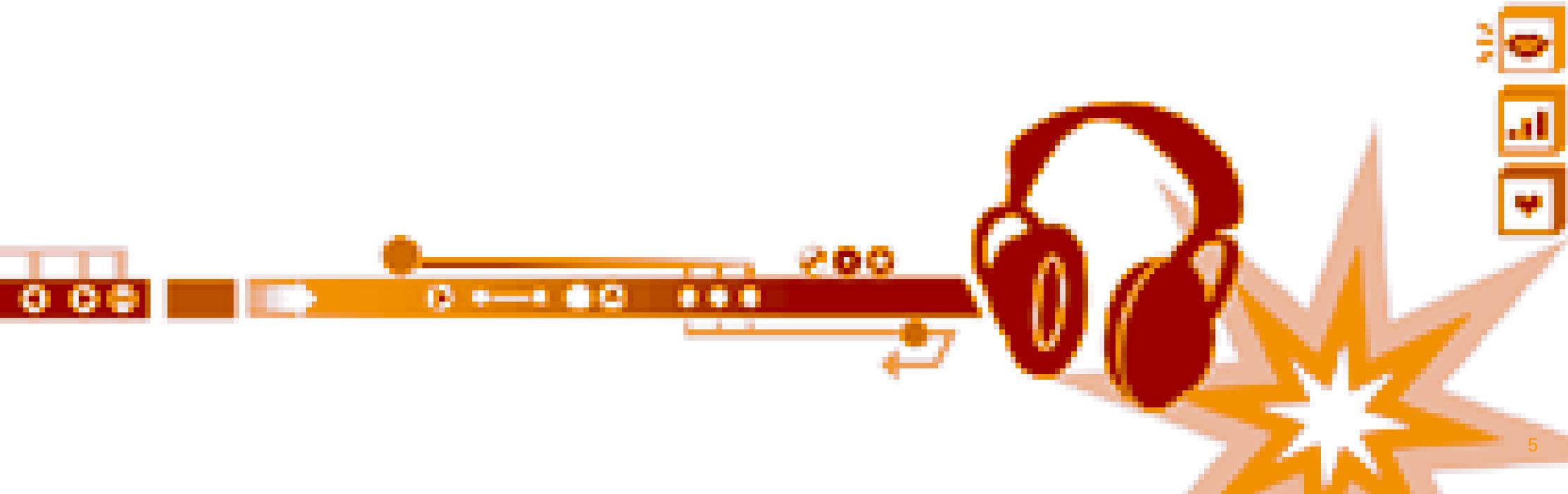
(Tick one box) 225

- None  1
- 1–2 days  2
- 3–5 days  3
- 6 days or more  4

7 Thinking about your spare time (not at school) in the **last few weeks**, Which of the following organised activities have you taken part in?

(Tick all that apply) 226–39

- Youth club  01
- Scouts, guides, cadets  02
- Sports team or club  03
- Exercise or dance class  04
- Drama, arts or music groups  05
- After school club  06
- Other organised activities  07
- None of these  08



8 In the **last few weeks**, have you been to or used any of these things in your local area?

(Tick all that apply) 240-59

- Library  01
- Park  02
- Playground  03
- Swimming pool/leisure centre  04
- Church/mosque/temple/  
other place of worship  05
- Community hall  06
- Cinema/theatre  07
- Bowling alley  08
- Outdoor sports pitch/ground  09
- Connexions  10
- None of these  11

9 How satisfied or dissatisfied are you with the parks in your local area?

(Tick one box) 260

- Very satisfied  1
- Fairly satisfied  2
- Neither satisfied or dissatisfied  3
- Fairly dissatisfied  4
- Very dissatisfied  5
- Don't know/don't go to local parks  6

10 Please say how much you agree or disagree with the following statements.

Strongly agree      Agree      Neither agree or disagree      Disagree      Strongly disagree

(Tick one box on each line)

- |   |                            |                            |                            |                            |                            |     |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----|
| This area is a place I enjoy living in                          | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | 261 |
| I worry about being robbed or mugged on the street in this area | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | 262 |
| I would be afraid to walk alone in this area after dark         | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | 263 |
| Most people in this area are friendly                           | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | 264 |



**11 Which of these apply to you?**

You can tick as many or as few boxes as you like.

(Tick all that apply) 265-69

I have been to see a family doctor or GP in the last year  1

I have been to see a dentist in the last year  2

I have been on holiday in the last year  3

I have my own mobile phone  4

I use the internet and/or email  5

None of these statements apply to me  6

**12 Read the following sentences carefully and tick the box next to the one that best describes you.**

Please include whole drinks, not just a sip.

(Tick one box) 270

I have never drunk alcohol  1

I have drunk alcohol only once or twice  2

I used to drink alcohol but I don't now  3

I sometimes drink alcohol, but I don't drink alcohol every week  4

I drink alcohol regularly, once a week or more  5

**13 Now read the following sentences carefully and tick the box next to the one that best describes you.**

(Tick one box) 271

I have never smoked cigarettes  1

I have smoked cigarettes only once or twice  2

I used to smoke cigarettes but I don't now  3

I sometimes smoke cigarettes, but I don't smoke every week  4

I smoke cigarettes regularly, once a week or more  5

**14 Have you ever been offered any illegal drugs?**

(Tick one box) 272

Yes  1

No  2

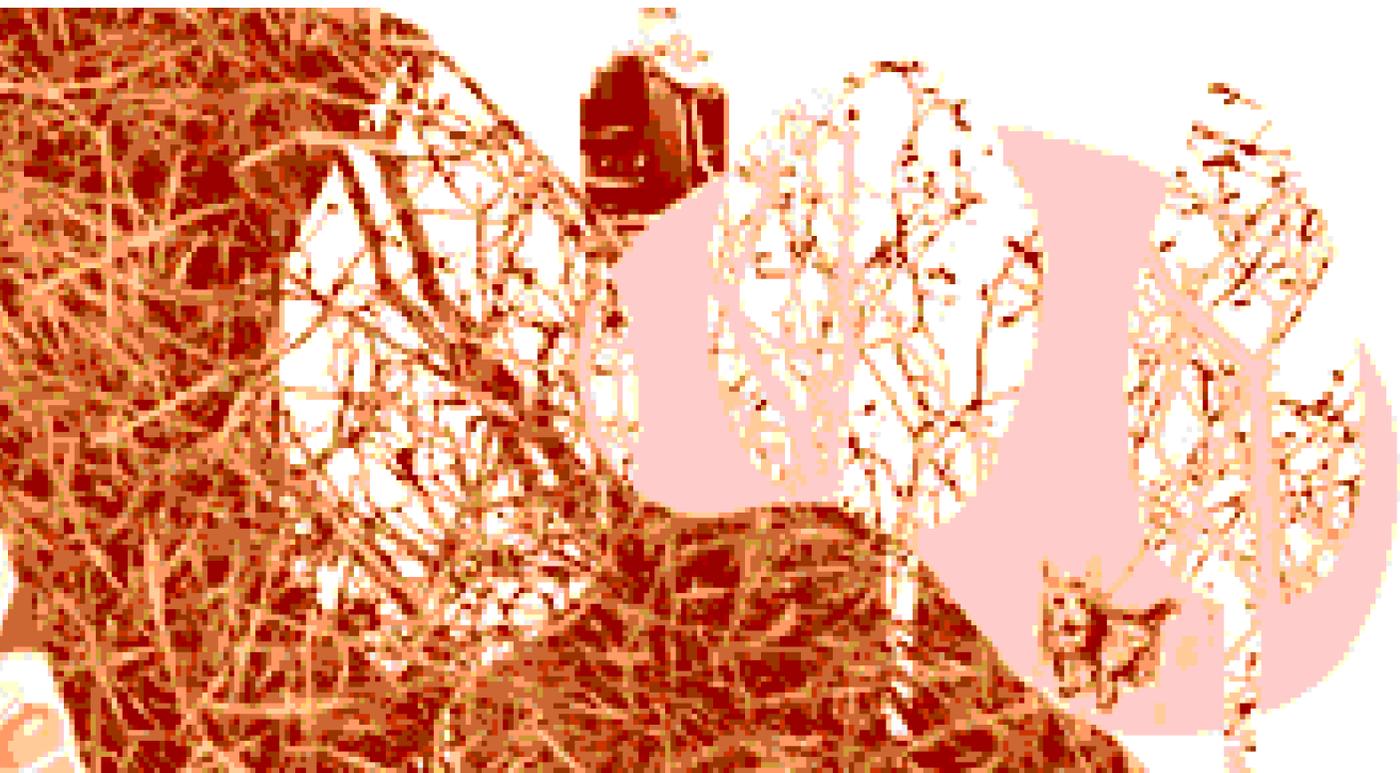
**15 Do any of your friends ever use illegal drugs?**

(Tick one box) 273

Yes  1

No  2

Don't know  3



The next few questions are about how you feel about different things.

There are some faces showing different types of feelings.

Please tick the box that comes closest to showing how you feel about the following things...

**16 Your school work?**

Please tick the box that best describes how you feel about school work.

274



**17 Your appearance?**

Please tick the box that best describes how you feel about your appearance.

275



**18 Your health?**

Please tick the box that best describes how you feel about your health.

276



**19 Your family?**

Please tick the box that best describes how you feel about your family.

277



**20 Your life as a whole?**

Please tick the box that best describes how you feel about your life as a whole.

278



21 In the **last year**, has anyone bullied you in a way that frightened or upset you?  
Please include bullying in or out of school.

(Tick one box) 315

- Never  1  
Once or twice  2  
Three times or more  3

22 In the **last year**, have you skipped or bunked off school?

(Tick one box) 316

- Never  1  
Once or twice  2  
Three times or more  3

23 How important is it to you to get good marks in your school work, exams or tests?

(Tick one box) 317

- Not at all important  1  
Not very important  2  
Fairly important  3  
Very important  4  
I don't go to school  5

24 In the **last year**, how often have you been punished at school?  
Please include things like detention, doing lines or being sent to see the head teacher.

(Tick one box) 318

- Never  1  
Once or twice  2  
Three times or more  3

25 About how much of your homework do you usually complete?

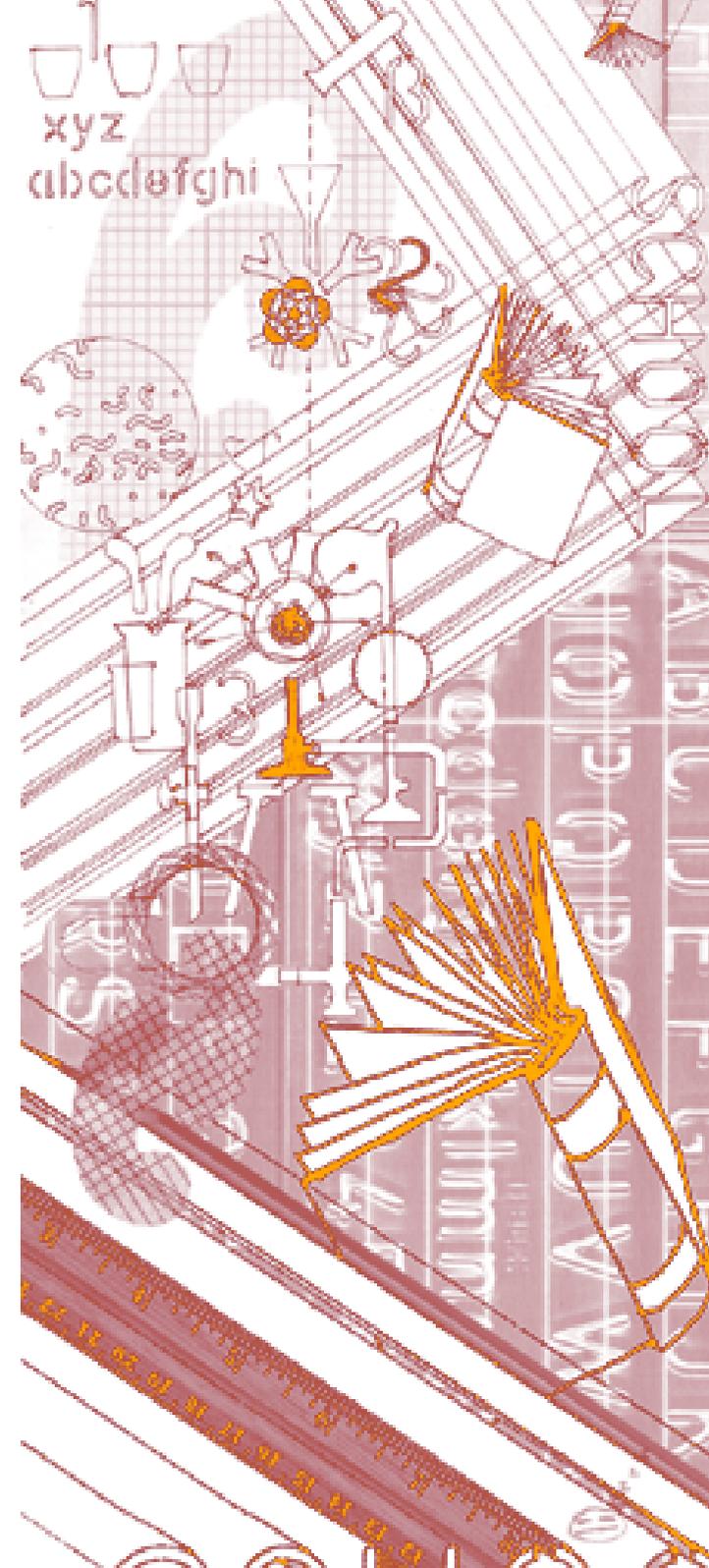
(Tick one box) 319

- All or most of it  1  
About half of it  2  
Not much  3  
None  4  
I don't get homework  5

26 What would you most like to do when you are 16 and can leave school?

(Tick one box) 320

- Get a full time job  1  
Study full time  2  
Get a job and study  3  
Do something else  4  
Don't know  5





**\$P£ND...**

**27 Do your parents set any limits on the kinds of TV programmes you can watch?**

(Tick one box) 321

Yes  1

No  2

No TV at home  3

**28 When you go out, do you tell your parents where you are going?**

(Tick one box) 322

Always/nearly always  1

Sometimes  2

Hardly ever  3

Never  4

**29 In the last few weeks, have you been out after nine o'clock at night without your parents knowing where you were?**

(Tick one box) 323

Yes – once  1

Yes – more than once  2

No  3

**30 In the last 7 days, have you done any work for money?**

Please include things you do around the house that you get paid for.

(Tick one box)

Yes  1 → go to question 31

No  2 → go to question 32

Answer this question if you have worked in the last 7 days:

**31 How many hours did you spend working for money in the last 7 days?**

325–27

Write in number of hours:

**32 In the last 7 days, how much money did you receive?**

Please include pocket money or allowances and money you earned in a job or for doing things around the house. If you did not receive any money write '0' in both boxes.

328–32

Write in £ and pence: £   p

**33 Which of the following describes what you usually do with your money?**

Please include money from a job, pocket money, allowances.

(Tick one box) 333

I save money and try not to spend it  1

I save up and then buy things I want  2

I spend money as soon as I get it  3

I spend some and save some  4

I never have any money  5

**34 Which, if any, of the following do you like to do in your spare time?**

You can tick as many or as few boxes as you like.

(Tick all that apply) 334-55

- Listen to music  01
- Meet friends  02
- Watch TV or videos/DVDs  03
- Play computer/console games (like Gamecube, X-box or Playstations)  04
- Go to the cinema  05
- Surf the web (internet/www)  06
- Email  07
- Play a musical instrument  08
- Do sports  09
- Go shopping  10
- Read books and magazines  11
- Something else  12

**35 Which **three** things, if any, do you think would most improve this area as a place for you to live?**

(Tick up to 3 boxes) 356-61

- Better schools  01
- Better, cleaner parks  02
- Less crime or safer area  03
- Fewer drugs  04
- Better public transport  05
- More shops  06
- More sports facilities  07
- More youth clubs or facilities for young people  08
- Other (please write in) \_\_\_\_\_  09
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- Nothing (fine as it is)  00

**Thank you for your help with this study.**

**Please give the booklet to the interviewer**

**or post it back in the envelope provided.**

**National Centre for Social Research  
100 Kings Road  
Brentwood  
Essex  
CM14 4LX**



If you have lost the envelope that came with this booklet you can put it another and post it back to this address.

**What is the National Centre for Social Research?**

The National Centre for Social Research is Britain's largest independent non-profit social research institute. We carry out many important national research studies for government departments, research councils and charitable foundations. You can find out more at our web site [www.natcen.ac.uk](http://www.natcen.ac.uk)

**What should you do if you have any further queries?**

Please contact the National Centre for Social Research on: 01277 200600 or you can look on our web site [www.natcen.ac.uk/facs](http://www.natcen.ac.uk/facs)

# The Families and Children Study

# What is the Families and Children Study?





The Families and Children Study is a national study of families in Britain. The study started in 1999 and it is carried out every year.

The results from the study help departments across the government to:

- Be aware of the important issues facing families in Britain today
- Develop policies which will work to address these issues
- Check that policies are working well and, if not, how they can be changed for the better

To put it another way, there is little point in the Government working on new initiatives without reliable data to show that these initiatives are needed and that they will work.

*As part of this study we would like to conduct an interview with you about you and your family.*

### **Why us?**

It is not possible to ask everyone in Britain to take part, so we have selected families at random from everyone who receives Child Benefit.

Once we have selected our families we rely on everyone taking part so that we can get accurate results. It is not possible for us to talk to a different family instead.

We talk to people from all different walks of life, from families who live in the big cities like London, Glasgow and Liverpool to families in isolated rural communities. It is only by speaking to everyone that we get a true picture of people's experiences and priorities for the future.

Although your participation is voluntary it is important that, if chosen, you take part because:

- Your unique experiences are vital in helping us to build a true picture of families in Britain today
- Whatever your circumstances – your views are important to us
- You will probably enjoy it!

### **What is the Study about?**

It is about your family, how you are getting on and the issues which are important to you. By speaking to you the Government is able to introduce policies which help families in similar circumstances.

The questions cover, amongst other things:

- Housing
- Education and schools
- Local services
- Employment
- Family life

### **The study doesn't seem relevant to me?**

The study covers a range of different subject areas some of which will seem relevant to you, some of which will not. It is only by asking for everyone's views and about their circumstances that we can get a real picture of what family life is like and what policies are needed to help people. We apologise if some questions don't seem relevant to you and your family – it is very hard to design a questionnaire which suits absolutely everyone!

### **How will it work?**

The interviewer has been given a list of families including your own. They will be in touch to find a time when it is convenient for you to take part. When you take part is up to you, but if you have to cancel at short notice, please try and let us know, they may have travelled a long way to come and see you.

### **I have already completed an interview last year...**

The most important part of the Families and Children Study is that it is a panel study. This means that we go back to the same families and speak to the same people every year.

Because of this we can see how family life is changing over time. It also means that we can look at how government policies, such as the Working Families Tax Credit, are working for people who move in and out of work.

*Your continued support is very important to us.*

### **Is it confidential?**

Yes – and your privacy is protected. Your answers, given in strict confidence, are used for statistical research purposes only. Names and addresses are never included with the results.

Your name and details will never be passed on to anyone else. You will not receive 'junk mail' as a result of taking part.

### **Who will use the results?**

The results of the study will be used by:

- Government departments such as the Department for Work and Pensions, Department for Education and Skills, The Scottish Office, The Welsh Office, Department for Transport,
- Inland Revenue – right across the



## **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/tax credits 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/tax credits section an amount which is usually £16.05 per week has been recorded as £1605 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 rent/mortgage payments and disabilities/health conditions provided in the 'Other Items' section. You do not need to 'action' these comments.

Similarly, the 'Main Respondent Questionnaire' section includes one variable (WTCdif) for which verbatim text is recorded but *no coding* is required. Where a respondent has mentioned two different amounts of Working Tax Credit (WTC) received in two different sections of the questionnaire, and where the respondent says that both amounts are correct, or that they do not know the correct amount, WTCdif records their reason for saying so.

## *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 under 'remarks'. 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.

More specifically:

- If there are any notes in the **admin block** about names, address, phone numbers, and other information about the interview we need to know about (e.g. unsafe to interview), flag to researcher (who will make a record of it).
- If there are any notes about people in the household in the **household grid**, such as incorrect names, ages, or the wrong people appearing, etc., flag to researcher (who will make a record of it).

#### *Resolving Benefits/Tax Credits data inconsistencies*

Many of the edit checks in the FACS edit program relate to benefit/tax credit data. Your task here is to look for any extra information which is relevant to the benefit/tax credit data (such as who is claiming the benefit/tax credit, 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/tax credits 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.

NB: Do not make any changes to Ben6.

**Do not change the data in other circumstances** - Where the data is clearly wrong and you have not been able to resolve the inconsistency flag to your supervisor (who will make a record of it). However, if the amount is fairly close (e.g. within £10 of the advised amount/range), you do not need to flag this.

**Income Benefit and Income Support:** Respondents often combine these two benefits when asked the amount they receive for each. In such cases, interviewers have been instructed to record which benefits are covered in a note. In all cases where there is a note, flag to researcher (who will make a record of it).

**New Tax Credits** (Child Tax Credit and Working Tax Credit) are a new element of the survey this year, thus, we are not sure how questions pertaining to them will work. It is possible that, on occasion, the respondent will lump the amounts for both tax credits together. If that happens, please flag to researcher (who will make a record of it).

#### *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.

If this happens in the **current and ex-partner block** (a parallel block, accessed by pressing CTRL + S), enter CTRL+R as instructed above. However, where questions **FC12a, Follup and AltAd299** are 'empty', code as '**Not asked in interview**', and proceed.

<b>Section</b>	<b>Question name</b>	<b>Edit check</b>	<b>Instruction to editor</b>
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	SIGNAL If persage less than 16 and relextr is coded as 1 (Partner), 2 (Parent), 3 (LParent), 4 (GPARENT), 6 (Lson), 7 (SParent), 8 (FParent), 9 (OthAdult) or 10 (UnrAdult), flag to editor.	Check to see interviewer has correctly coded the relationship. Eg, person under 16 should not be a parent or partner of main respondent. Recode any obvious error otherwise flag to researcher.
	Relextr	SIGNAL If Relextr is coded as partner twice in one household.	Check to see interviewer has correctly coded the relationship.
	DHR / Relpar	If child's age (from persage) is less than 16 and relpar is coded as 1, 2, 3 or 4, flag to editor.	Check to see interviewer has correctly coded the relationship. Person under 16 should not be a parent or partner of the partner. Recode any obvious error otherwise flag to researcher.
Children's health, education and service use	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.

<b>Section</b>	<b>Question name</b>	<b>Edit check</b>	<b>Instruction to editor</b>
	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).
	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).

<b>Section</b>	<b>Question name</b>	<b>Edit check</b>	<b>Instruction to editor</b>
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.
	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.

<b>Section</b>	<b>Question name</b>	<b>Edit check</b>	<b>Instruction to editor</b>
	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.
	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.

Section	Question name	Edit check	Instruction to editor
Education <sup>1</sup>	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.
Work <sup>2</sup>	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.

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

<sup>2</sup> 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
	WkPay	SIGNAL If WkPay (weekly income) is less than £10 or more than £999, flag to editor.	If looking at job done and hours worked per week, the income seems fine, editor to suppress check. However, if it looks unusual, editor to look for obvious miscodes (e.g. amount or time period). If not resolved, flag to researcher.
Proxy Partner interview	Ppay, PPperd	Compute derived variable for weekly income based on Ppay and PPperd. If weekly income is less than £10 or more than £999, flad to editor.	If looking at job done and hours worked per week, the income seems fine, editor to suppress check. However, if it looks unusual, editor to look for obvious miscodes (e.g. amount or time period). If not resolved, flag to researcher.
	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.
Benefits	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). <b>Check to see who is receiving the benefit as it may be the partner who is in the age range.</b>

Section	Question name	Edit check	Instruction to editor
	Ben1	<p>SIGNAL</p> <p>If receives Attendance Allowance (code 4) and respondent and partner are both younger than 65, flag to editor.</p>	<p>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. <b>Check to see who is receiving the benefit as it may be the partner who is in the age range.</b></p>
	Ben1	<p>SIGNAL</p> <p>If receives Incapacity Benefit (code 1) and both respondent and partner are 69 or older, flag to editor.</p>	<p>Recipients of Incapacity Benefits should be younger than 69. If not, editor should remove code 1 from Ben1. <b>Check to see who is receiving the benefit as it may be the partner who is in the age range.</b></p> <p>If no other benefits coded at ben1, editor to enter 12, 'None of these'.</p>
	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>

Section	Question name	Edit check	Instruction to editor
	BenNTC, Ben2, Ben2a	<p>SIGNAL</p> <p>Compute derived variable for weekly amount of child tax credit (CTC). If receives CTC and amount received is equal to £0, or amount received is above £149 per week, flag to editor.</p>	<p>Editor to check for any obvious miscodes in amount or time period, and make changes accordingly. If receives CTC and amount = £0, flag to researcher.</p>
	BenNTC, Ben2, Ben2a	<p>SIGNAL</p> <p>Compute derived variable for weekly amount of working tax credit (WTC). If receives WTC and amount received is equal to £0, or amount received is above £199 per week, flag to editor.</p>	<p>Editor to check for any obvious miscodes in amount or time period, and make changes accordingly. If receives WTC and amount = £0, flag to researcher.</p>
	PyNTC, Ben2N, Ben2aN	<p>SIGNAL</p> <p>Compute derived variable for weekly amount of combined WTC and CTC. If receives WTC and CTC as one amount (only possible if self-employed), and amount received is greater than £250 per week, flag to editor.</p>	<p>Editor to check for any obvious miscodes in amount or time period, and make changes accordingly. If you cannot resolve, suppress check and flag to researcher.</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 you cannot resolve, suppress check and proceed.</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 £57, flag to editor.</p> <p>If receives Disability Living Allowance – care component (code 5) and Ben3 is 3, and amount received is more than £114, flag to editor.</p>	<p>Editor to check for obvious miscodes. The care component is paid at three levels: £15.15, £38.30 and £57.20. 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 £40, flag to editor.</p> <p>If receives Disability Living Allowance – mobility component (code 6) and Ben3 is 3, and amount received is more than £80, flag to editor.</p>	<p>Editor to check for obvious miscodes. The DLA mobility component is paid at two levels: £15.15, £39.95. 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	<p>SIGNAL</p> <p>If receives Incapacity Benefit and amount received is over £250 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, suppress check and proceed.</p>
	Ben1, Ben2, Ben2a	<p>SIGNAL</p> <p>If receives Invalid Care Allowance and amount received is not between £42 and £120 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, suppress check and proceed.</p>
	Ben1, Ben2, Ben2a	<p>SIGNAL</p> <p>If receives Severe Disablement Allowance and amount received is not between £42 and £120 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, suppress check and proceed.</p>
	Ben1a, Ben2, Ben2a	<p>SIGNAL</p> <p>If receives Child Benefit and amount received is not between £16 and £ 99 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 below for a guide to Child Benefit amounts. If you cannot resolve, suppress check and proceed.</p>

<b>Section</b>	<b>Question name</b>	<b>Edit check</b>	<b>Instruction to editor</b>
	Ben1a, Ben2, Ben2a	SIGNAL If receives State Retirement Pension and amount received is over £500 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, suppress check and proceed.
	Ben1a, Ben2, Ben2a	SIGNAL If receives Jobseeker’s Allowance and amount received is over £200 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, suppress check and proceed.
	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.

<b>Section</b>	<b>Question name</b>	<b>Edit check</b>	<b>Instruction to editor</b>
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 4 to missing. If no other answer coded at Jsc40a, enter code 15 'No reason'  NB Check respondent's work status and whether receiving health benefits - it is possible that Hea2 needs to change rather than Jsc40a.
	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 15 '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.
	R2q	CHECK If date first started to share a home with partner is before respondent / partner was born, 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 date after the respondent's (partner's) date of birth, and flag to researcher.
	R15q	CHECK If date first started to share a home with ex-partner is before respondent / partner was born, 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 date after the respondent's (partner's) date of birth, and flag to researcher.

Rough guide to Child Benefit amounts (weekly)

Number of children*	Couple	Lone parent
1	£16.05	£17.55
2	£26.80	£28.30
3	£37.55	£39.05
4	£48.30	£49.80
5	£59.05	£60.55

\*Paid for each child aged 0-15, and each child aged 16-18 and in full-time education

Note: Amounts for lone parents may sometimes be the same as for couples, depending on when they first became a lone parent.

## **APPENDIX D FIELDWORK QUESTIONNAIRE**

The family level questionnaire (Word format) appears in this appendix.

Families and Children Study  
(FACS):  
Wave 5 Questionnaire

National Centre for Social Research

# Families and Children Study (FACS): Wave 5 Questionnaire

National Centre for Social Research

Prepared for Department for Work and Pensions

2003

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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**<sup>^</sup>

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 then the routing is the same as the preceding question(s).

The variable name appears in bold (e.g. **Dground**). When the name is followed by <sup>^</sup> 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 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 last interview is fed forward. Interviewer to check details and ask about any new members in the household.*

Present	Gone	Name	Relextr	RelPar	DHR...	Sex	DOB	Empstat
		Person 1	96	YYYY	XXXX	FFFF <sup>1</sup>	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 (Present=2)}*

## Gone

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

- 1 Deceased
- 2 Living elsewhere

## Gdob

**FEED FORWARD VARIABLE:** Date of birth of people who've [died/living elsewhere].

## GpersAge

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

*{If age = 15 to 18 and living elsewhere (GpersAge=15 to 18 AND Gone = 2)}*

## 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

---

<sup>1</sup> 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 computed.

**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*

**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

**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

**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 [name of person] 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

**Soft check**

*if Empstat= Sick/disabled (up to 6 months) or Sick/disabled (6 months or longer)*

**INTERVIEWER CHECK, EVEN THOUGH CURRENTLY SICK, DO THEY HAVE A CONTRACT OF EMPLOYMENT?**

**IF YES, YOU MUST CHANGE CODE TO 1 OR 2.**

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?

**HOUSEHOLD GRID**

*{Asked about each household member in turn}*

**Name**

Name of person in household (for reference during interview only)

**Sex**

Gender of person in household

- 1 Male
- 2 Female

**DOB**

What is [name of person]'s date of birth?

IF DAY NOT KNOWN, ENTER 15<sup>TH</sup>

**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

**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

**DHR**

What is ([x] name's) RELATIONSHIP to ([y] name)?  
([x] name) is ([y] name'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

*{If age greater than 15}*

**Empstat**

SHOWCARD A1

Looking at this card, what is [name of person] 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

**Soft check**

*if Empstat= Sick/disabled (up to 6 months) or Sick/disabled (6 months or longer)*

INTERVIEWER CHECK, EVEN THOUGH CURRENTLY SICK, DO THEY HAVE A **CONTRACT OF EMPLOYMENT?**

IF YES, YOU MUST CHANGE CODE TO 1 OR 2.

**END GRID**

**Respond**

INTERVIEWER TO CODE: PLEASE CODE THE RESPONDENT FROM THE PEOPLE IN THE HOUSEHOLD GRID.

[List of household members]

*{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 Bangladeshi
- 10 Any other Asian background (please describe)

- 11 Caribbean
- 12 African
- 13 Any other Black background (please describe)
- 14 Chinese
- 15 Any other (please describe)
- 16 None of these
- 17 Black British

*{If Ethnicity Other White or Other Mixed or Other Asian or Other Black or Any Other background (Ethnic =2 or 6 or 10 or 13 or 15)}*

**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}*

**Septide**

(Can I check) Is the [father/mother] of [name of child] still alive?

- 1 Yes
- 2 No
- 3 Don't know

*{If person aged 0-16 and relationship to respondent is grandchild, foster child, unrelated child or other related child}*

**Legal**

Can I just check, do you (or your partner) have legal parental responsibility for [name of child]?

INTERVIEWER: IF NOT SURE, CHECK WHETHER THEY RECEIVE CHILD BENEFIT FOR THIS CHILD. IF SO, CODE YES.

- 1 Yes
- 2 No

**END TABLE**

**CHILD SELF COMPLETION**

*{If any children aged 11-15 in household}*

**CSCyet**

INTERVIEWER: ARE YOU READY TO PREPARE SELF COMPLETION BOOKLET FOR CHILD(REN) AGED 11-15?

- 1 Yes
- 2 No

*{If CSCyet=Yes}*

**TABLE FOR EACH CHILD AGED 11-15 IN HOUSEHOLD**

**CSCa**

I have a booklet which I would like to ask [name of child] to complete by [himself/herself]. It covers things that [he/she] may do at school, home, and in [his/her] spare time. May I give it to [him/her] to fill in.

IF ASKED, SHOW BOOKLET AND LEAFLET TO PARENT

- 1 Agrees
- 2 Refused

*{If agrees}*

**CSCP<sub>r</sub>**

INTERVIEWER: Prepare [name of child]'s booklet by entering the details below onto front cover

Name	Serial no	Check Ltr	Person No	Sex	Age
[name of child]	[serialno]	[Checklet]	[Person no]	[Sex]	[Age]

GIVE /LEAVE BOOKLET, LEAFLET AND PEN FOR [name of child].

## 2 Respondent's 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 has depression or mental illness (Hea3=9 or 10)}*

### 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 **Hea3**]

How old were you when this health problem started?

Range = 0..120

**Hard 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

**Soft Check**

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. BACARDI 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=Every day to 1-2 times per week}*

**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

**Soft check**

If Drk2 greater than or equal to 100

That seems rather high. Please check your coding.

*{If Drk1a=1-2 times per month to 1-2 times per 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

**Soft Check**

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

**TABLE for each child in the household**

##### Chea0

[Since your baby was born/over the last 12 months] would you say [name of child]'s health has been good, fairly good or not good?

- 1 Good
- 2 Fairly good
- 3 Not good

##### Chea1

Does [name of child] have any long-standing illness or disability? By longstanding I mean anything that has troubled [name of child] over a period of time or that is likely to affect [childs 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 [name of child] 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 [name of child] when [this problem/these problems] started?

INTERVIEWER: WHERE MORE THAN ONE PROBLEM, ASK WHEN FIRST PROBLEM STARTED

Range = 0..18

**Hard 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 [name of child] 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 [name of child] 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

*{If Chea4 = yes}*

**Chea7**

Do you do all of the work of looking after [name of child] or does someone else help with it?

- 1 Respondent does all of the work
- 2 Someone else helps

{If Chea4 = yes}

**Chea8**

Does this extra work looking after [name of child] 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

**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 [name of child] had to attend an Accident and Emergency department (casualty)?

INTERVIEWER: THIS INCLUDES ATTENDING A MINOR INJURIES CLINIC OR SIMILAR

- 1 Yes
- 2 No

{If CheaAC=Yes}

**CheaAt**

[And since your baby was born / In the last 12 months], how many separate times has [name of child] 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 C2

Now some questions about [name of child] school.

What type of school or college does [name of child] 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/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

**Soft Check**

If TypeEd = Not attending school or college

Can I check that (child's name) is **permanently** not attending school/college?

INTERVIEWER: if temporarily absent, please code type of school child usually attends.

*{If TypeEd = Other}*

**TypeO**

INTERVIEWER: ENTER OTHER TYPE OF SCHOOL

*{If TypeEd = Nursery School, Primary School, Middle School, Secondary School, CTC, Special School 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 [name of child] been identified at school as having a Special Educational Need (SEN)?

- 1 Yes
- 2 No
- 3 Child not yet at school.

*{If Cheaw1=Yes}*

**Cheaw1a**

For what reason has [name of child] been identified as having a Special Educational Need (SEN)?

INTERVIEWER: PROBE FULLY

- 1 Dyslexia,
- 2 Learning difficulties/ disabilities
- 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 Cheaw1a = other}*

**Cheaw1b**

INTERVIEWER: ENTER OTHER REASON FOR SEN

*{If Cheaw1 = yes}*

**Cheaw2**

Does [name of child] have a 'STATEMENT' of Special Educational Need?

- 1 Yes
- 2 No

*{If child aged 5 - 13}*

**Cheaw3**

Has [name of child] **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

**Soft Check**

If Cheaw3=Yes,more than once.

INTERVIEWER: YOU HAVE CODED 'Yes, more than once'. ARE YOU SURE?

*{If child is still at school and age 5 or more and Typed not equal to not attending school}*

**SchDly**

I'd now like to ask a few questions about [name of child]'s journey to and from school/college.

Does [name of child] 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 = Makes Daily Journey}*

**SchDist**

Approximately how far away from your home is [name of child]'s 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

**TravSc**

And how does [name of child] 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 = Public bus or School bus}

**Travcst**

Can I check, is [name of child] entitled to free public transport or free school transport?

- 1 Yes
- 2 No

{If aged 5-16 AND (TravSc = Tube to School bus OR Taxi to Other)}

**AccAd**

When [name of child] 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 = usually accompanied by an adult }

**NotAln^**

SHOW CARD C3

What are the reasons why [name of child] 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 reason
- 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 Child too young (no further reason given)
- 14 Other specific answer, not codeable to 1-12
- 97 Other vague answer, not codeable to 1-13

{If NotAln= other}

**NotOAln**

INTERVIEWER: PLEASE ENTER OTHER REASON

**TravBk**

You said that [name of child] [uses a type of transported 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 [name of child] 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 C4

In the last week, did [name of child] do any active things such as those on this card?

- 1 Yes
- 2 No

*{If Active = yes}*

**ActTime**

SHOW CARD C5

Now looking at this card, **in the last week**, how much **time** did [name of child] spend doing active things, such as those listed on the previous card (Show Card C4)?

- 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 [name of child] and how [he/she] has been getting on at school.

*{If child aged 16-18 and still in household}*

**Anyq^**

SHOW CARD C6

Has [name of child] 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)

*{If Anyq=GCSEs}*

**ChEd**

How many GCSEs grades A\*-G did [name of child] obtain?

Range = 1..15

**ChEd1**

How many, if any, of these GCSEs were at grades A\*- C?

Range = 0..15

**Hard 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 [name of child] obtain up to Intermediate 2 level?

Range = 1..15

**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 C7

Based on your knowledge of [his/her] school work, including [his/her] school reports and any test scores, how well did [name of child] 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

**EdEng**

SHOW CARD C7

... 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

**EdSci**

SHOW CARD C7

... science?

- 1 Well above average
- 2 Slightly above average
- 3 Average
- 4 Slightly below average
- 5 Well below average
- 5 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 C8

In the last 12 months how often, if at all, has [name of child] 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 equal to never, DK, RF}*

**Hwhelp**

In the last 12 months, have [you/you or your partner] ever helped [name of child] with [his/her] homework?

- 1 Yes
- 3 No

**HwAmt**

SHOW CARD C9

In the last 12 months, how much time each week would you say [you/you and your partner] spent talking to [name of child] 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 C10

About how much of [his/her] homework do you think [name of child] 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

*{If Hwfreq1 not equal to never}*

**HwQt**

In this house does [name of child] 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 [name of child] had friends round to your home or been out with friends?

- 0 None
- 1 1-2
- 2 3-5
- 3 6 or more

**SP2**

How often does [name of child] 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 [name of child] been temporarily excluded from school, that is 'suspended', even for a day?

- 1 Yes
- 2 No

#### **Expel**

In the last 12 months, has [name of child] been permanently excluded from school, that is 'expelled'?

- 1 Yes
- 2 No

#### **CscAtt^**

SHOW CARD C11

In the last 12 months, that is since [date 1 year ago], has [name of child] 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:

*{If child is still at school and is 5 or older}*

**Bull**

As far as you are aware in the last 12 months has [name of child] 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 [name of child]'s because of concerns about [his/her] behaviour at school?

- 1 Yes
- 3 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 [name of child] 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 C12

As far as you are aware , in the last 12 months, do you think that [name of child] 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 [name of child], 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 [name of child] because they have thought [he/she] had done something wrong?

Range = 0..997

{If Police2 > 0}

### Police3

And in the last 12 months, did [this contact/any of these contacts] with the police lead to a formal warning, fine or conviction?

INTERVIEWER NOTE: 'FORMAL WARNING' INCLUDES A REPRIMAND OR 'FINAL WARNING' FROM POLICE.

- 1 Yes
- 2 No

### CHdprob

COMPUTED VARIABLE - if any of the following problems recorded:

- 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

{If Chdprob = Yes}

#### UseP2^

SHOW CARD C13

You have told us that [name of child] [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*

*{If UseP = Other}*

**UsePO2**

INTERVIEWER: ENTER THE OTHER PERSON SPOKEN TO

**TABLE FOR EACH PROFESSIONAL SPOKEN TO apart from 'Family or friends'**

**SatP2**

SHOWCARD C14

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)**

*{if any children aged 5-15 in hhd}*

**UseCF^**

INTERVIEWER ONLY ASK FOLLOWING QUESTION IF INTERVIEWING IN ENGLAND. IF IN SCOTLAND OR WALES USE CODE 10.

SHOWCARD C15

In England there are some new services for children aged 5-15. In the last 12 months, that is since [date 1 year ago] have you or your child/any of your children used any of the services on this card?  
IF YES: Which ones?

INTERVIEWER PROBE: Which others?

INTERVIEWER: PLEASE DON'T INCLUDE SERVICES THAT CHILD RECEIVES DURING NORMAL SCHOOL HOURS

CODE ALL THAT APPLY

- 1 After school and breakfast clubs for children
- 2 Child play/leisure services e.g. day trips away, arts & crafts, music, dance, drama programmes
- 3 Child education support e.g. after-school support for maths, reading, languages, etc
- 4 Child health education e.g. after-school programmes focusing on nutrition, sexual health, drug awareness, etc
- 5 Child and family counselling e.g. one-to-one counselling services and family group conferences
- 6 Child mentoring/role model programmes e.g. befriending, 'buddying', peer mediation
- 7 Home-school liaison - support for child and/or family about school attendance, homework etc
- 8 Parenting skills support and/or education
- 9 (None of these- spontaneous code)
- 10 (Not in England)

## TABLE FOR EACH SERVICE MENTIONED

### Textfills:

- [1]='after school/breakfast club'
- [2]='child play/leisure service'
- [3]='child education support service'
- [4]='child health education service'
- [5]='child and family counselling service'
- [6]='child mentoring service'
- [7]='home-school liaison service'
- [8]='parenting skills support service'

### HearCF

How did you hear about the [service mentioned at UseCF]?

CODE ALL THAT APPLY:

- 1 School
- 2 Doctor
- 3 Family or friend
- 4 Social services
- 5 Police
- 6 Other

### SatCF

SHOWCARD C14 AGAIN

How satisfied were you with the [service mentioned at UseCF]?

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

### RunCF^

Are [you/you or your partner] or (your child/any of your children) involved in any way with the running of the [service mentioned at UseCF]?

CODE ALL THAT APPLY

- 1 Yes - respondent
- 2 Yes - partner
- 3 Yes - Child(ren)
- 4 No - none involved

### Hard Check

*{If a lone parent household and RunCF=Yes -Partner}*

THERE IS NO PARTNER IN THE HOUSEHOLD. PLEASE CHANGE.

END TABLE

### 3.4 Parental aspirations for children

#### TABLE FOR EACH CHILD OF APPROPRIATE AGE

*{If child aged 14-16}*

##### **Parasp1**

SHOW CARD C16

Looking at this card, when [name of child] 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 = Something 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 C17

And looking at this card, what **would you like** [name of child] 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.

*{If child aged 13-16}*

**Parasp3**

Have you talked to [name of child] 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 C18

What type of job would [name of child] 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 = Something 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 child aged 1 to 15}*

**UseSr^**

SHOW CARD C19

In the last 4 weeks, that is since [date 4 weeks from interview], has [name of child] used any of the following services in your local area?

- 1 Library (including toy library)
- 2 Swimming pool/leisure centre
- 3 Park/playground
- 4 None of these

**TABLE for each service mentioned at usesr**

*{If UseSr = Library, Swimming Pool or Park}*

**FreqS**

In the last four weeks, how many times has [name of child] [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 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 C20

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

*{If only one natural parent in the household and the other parent is still alive}*

**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/you or 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/you or 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?

CODE ALL THAT APPLY

- 1 Respondent
- 2 Partner
- 3 Child

{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: THIS IS THE TOTAL AMOUNT FROM COURT ORDERS AND/OR VOLUNTARY AGREEMENTS.

(AND WHERE APPLICABLE FROM 1+ PREVIOUS PARTNERS AND FOR 1+ CHILDREN)

ENTER WHOLE POUNDS ONLY.

Range = 1..9997

{If CM5 = 1 to 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}

Thinking about the amount [you/your partner] [are/is] supposed to receive, [do/does] [you/your partner] usually receive all of it, some of it, or none of it?

- 1 Yes - receives all of it
- 2 Yes - receives some of it
- 3 No - none of it
- 4 [spontaneous code] 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 not equal to No}

**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: TMonths

{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 = to respondent or to partner}

**CM19** {R93q}

Thinking about the maintenance assessed by the CSA to be paid to [you/your partner], [do/does] [you/your partner] usually receive all of it, some of it, or none of it?

- 1 Yes - receives all of it
- 2 Yes - receives some of it
- 3 No - none of it
- 4 Paid by DWP/CSA - (spontaneous code)

{If CM19 = All of it, Some of it or Paid by DWP/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 = Some of it or None of it}

**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

*{f CM23 = months}*

**CM25** {R97qc}

ENTER NUMBER OF MONTHS.

Range = 1..97

*{f CM23=money}*

**CM25a**

ENTER AMOUNT OWED: WHOLE POUNDS

Range = 1..9997

**CTMot**

COMPUTED VARIABLE: Total maintenance per week

Range = 0..9997

**CMchk**

From the information you have given me this means you are supposed to receive about [CTMot: total maintenance received] per week.

Is that correct?

INTERVIEWER: This is to check that the calculation is right.

1 Yes

2 No

*{f CMchk = no}*

**CmCorr**

INTERVIEWER: ENTER CORRECT TOTAL MAINTENANCE PER WEEK

Range = 1..997

**Remaint**

COMPUTED VARIABLE: ANY MAINTENANCE RECEIVED ie: if CM7=1 or 3 OR CM19=1,2 or 4

1 Yes

2 No

*{f Remaint=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=Something 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

**TABLE FOR EACH 'STEP' OR 'UNRELATED' CHILD, IF OTHER PARENT IS STILL ALIVE**

**ChCon** {R47q}

How often does [name of child] 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 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 **un**friendly,
- 5 ...mixed - sometimes friendly, sometimes unfriendly?
- 6 don't know/can't say

**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**

**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

**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 New Tax Credits a person may receive?

EXPLAIN IF NECESSARY: NEW TAX CREDITS WERE INTRODUCED IN APRIL 2003. THEY ARE WORKING TAX CREDIT AND CHILD TAX CREDIT

- 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

*{f Chea18=yes}*

**Chea19** {R131q}

How many children aged 16 or under do you have living elsewhere?

Range = 1..7

*{f 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  
IF MORE THAN ONE PERSON, ANSWER QUESTIONS FOR THE PERSON RESPONDENT  
SPENDS MOST TIME CARING FOR.

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 panel case}*

### House1

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 (in the past)
- 2 Yes (current accommodation is temporary accommodation)
- 3 No

#### Soft Check

If code 2 selected: INTERVIEWER YOU HAVE SELECTED 'currently living in temporary accommodation'. IF CORRECT SUPPRESS CHECK. IF NOT RECODE - CODE 3 IS NO

*{If Hous4 = Yes in the past}*

### Hous5

When did you last leave such accommodation?

FIRST ENTER YEAR.

Range = 1940..2050

#### Soft Check

If Hous5 greater than year of current interview Are you sure?

Please change! Hous5 can't be ^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 in the past or Yes currently}

**Hous7**

How long [had/have] you lived [there/here]?

- 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 case}

**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

**Hard Check**

(Hous9=0 OR Hous9>=1901)

ANSWER OUT OF RANGE.

**Soft Check**

Hous9<=FwYear Are you sure? ^hous9 is after ^fwyear

**Hard Check**

(Hous9<=FWYEAR+1) Please change! Hous9 can't be ^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

*{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 Relationship/marriage ended
- 17 Other

*{If Hous2a = private AND not a panel case OR House1=Yes AND Panel cases}*

**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 case OR House1=Yes AND Panel case}*

**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 case OR House1=Yes AND Panel case}*

**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)

**Soft Check**

*If Single parent household and Hous13=Respondent and Partner*  
Are you sure? This is a single parent household.

*{If Hous13 = Ex-partner Only to 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 case OR House1=Yes AND Panel case}*

**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

**Soft Check**

*If Hous17 < 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

*{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 not equal to Excellent}*

**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 rats
- 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*

*{If Hous19a = other}*

**Hous19b**

ENTER DETAILS OF OTHER REPAIRS OR PROBLEMS.

*{If Hous19a = Rising Damp to.Mould growth}*

**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 = draughts}

**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 not equal to None}

**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 = renting}

**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)

**Hous24a**

Can I just check, does this amount include ...  
READ OUT IN TURN

... any charges for water?

- 1 Yes
- 2 No

**Hous24b**

... any charges for heating?

- 1 Yes
- 2 No

**Hous24c**

... any payments for council tax?

- 1 Yes
- 2 No

**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 = renting}*

**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

**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 = renting}*

**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

**Hous30**

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 Hous28 = Proportion}*

**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

**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)

**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 = some arrears}*

**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 = Weeks}*

**Hous37**

ENTER NUMBER OF WEEKS IN ARREARS.

Range = 1..52

*{If Hous35 = Months}*

**Hous38**

ENTER NUMBER OF MONTHS IN ARREARS.

Range = 1..36

*{If paying rent and 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 = Mortgage}*

**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 Hous40 = other}*

**HousO40**

INTERVIEWER: PLEASE SPECIFY OTHER TYPE OF MORTGAGE

**Hous41**

When was this mortgage first taken out? ENTER YEAR.

Range = 1930..2050

**Soft Check**

IF Hous41 <= FwYear

Are you sure? ^hous41 is after ^fwyear

**Hard Check**

IF Hous41 <= FWYEAR+1

Please change! Hous41 can't be ^hous41

*{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

**Soft Check**

IF 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 = Mortgage}*

**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 = Behind}*

**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 = Weeks}*

**Hous48**

ENTER NUMBER OF WEEKS IN ARREARS.

Range = 1..52

*{If Hous46 = Months}*

**Hous49**

ENTER NUMBER OF MONTHS IN ARREARS.

Range = 1..36

*{If Hous22 = Mortgage}*

**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

**Hous53**

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 Hous22 = Mortgage}

**Hous54**

How much are your water charges?

IF WATER IS METERED SEEK ESTIMATE OF AVERAGE COST  
WHOLE POUNDS ONLY

Range = 0..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}*

**Hous56b**

How much Council Tax do you actually pay, if any?

ENTER WHOLE POUNDS

Range = 0..9997

**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 Hous2a=private}*

**Hous56a**

Do you receive Council Tax Benefit?

- 1 Yes
- 2 No

*{If Hous56a = Yes}*

**Hous56c**

How much Council Tax Benefit do you receive?

ENTER WHOLE POUNDS

Range = 0..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

**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
- 4 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 [SPONTANTEOUS] 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 [SPONTANTEOUS] Doesn't think will ever work

## 9 Work

ASKED FOR MAIN RESPONDENT AND PARTNER SEPARATELY

### 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 not equal to Working 16 or more hours or Working less than 16 hours}*

**Wrk2**

[Since date of last interview/Have you ever] had a paid job or worked as a self-employed person?

1 Yes

2 No

*{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

**Soft check:**

If Wrk3 = 1930 to 1970

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)

Range = 1..12

*{If last worked before April 2001}*

**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 }*

**WorkCh**

**COMPUTED VARIABLE:**CALCULATE WHETHER RESP HAS WORKED SINCE DATE OF BIRTH OF ELDEST CHILD: REFER TO HHGRID

1 Yes

2 No

**Working**

**COMPUTED VARIABLE: CALCULATE WORKING SITUATION**

- 1 Is currently in work
- 2 Not working, has worked since Apr 01
- 3 Not working, last worked before Apr 01
- 4 Never worked
- 5 Not working, has worked, date unknown

**pWorkin**

**COMPUTED 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 = Currently working or Worked since April 01 OR pWorkin = Currently Working or Worked since last interview}*

**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  
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

{If Working = Currently working or Worked since April 01 OR pWorkin = Currently Working or Worked since last interview}

**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

**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.

HELP SCREEN: 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).

OPEN VARIABLE.

**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.

OPEN VARIABLE.

**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.

OPEN VARIABLE.

**Wrk9d**

What training or qualifications [are/were] needed for that job?

ENTER FULL DESCRIPTION, INCLUDING GRADE OR LEVEL WHERE APPROPRIATE.

QUALIFICATIONS NEEDED FOR JOB

OPEN VARIABLE.

{If WrkStat = employee}

**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 = employee}*

**Wrk11**

How many employees [are/were] there at the place where you [work/worked]?

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 Working and WrkStat = employee}*

**Friend1^**

SHOW CARD F2

Which, if any, of these things are available at your workplace - it doesn't matter whether you use them or not?

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 WrkStat = self-employed}*

**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-employed and Work12a = with employees}*

**Wrk12b**

How many people [do/did] you employ at the place where you [work/worked]?

- 1 1-9
- 2 10-24
- 3 25-499
- 4 or 500 or more

**THERE IS NO WRK13**

*{If WorkStat = Employee}*

**Wrk14**

[Are/Were] you a member of a Trade Union or Staff Association?

- 1 Yes
- 2 No

*{If Currently working and WorkStat = Employee}*

**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

**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)

**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
- 3 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

**Wrk17a**

[Does/Did] this amount include a payment of Working Tax Credit?

- 1 Yes
- 2 No

*{If Wrk17a=Yes}***Wrk17b**

How much Working Tax Credit did you receive?

INTERVIEWER: ENTER WHOLE POUNDS ONLY

Range = 1..9997

**Soft Check**

IF Wrk17b&lt;=300

INTERVIEWER PLEASE CHECK - Wrk17b.

Amount recieved from WTC seems high.

Check to see if there has been any obvious miscodes (e.g. Have you not coded WHOLE POUNDS).

Please enter note to explain.

*{If Wrk17b = response}***Wrk17c**

What period does that Working Tax Credit payment 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)

*{IfWrk17c <=52}*

**WkPayTC**

COMPUTED VARIABLE. WEEKLY AMOUNT OF WTC

*{IfWrk16a = One Week to One Year}*

**WkPay**

COMPUTED VARIABLE. WEEKLY PAY

**Soft Check**

WkPay<=2000

INTERVIEWER PLEASE CHECK - Wrk17/Wrk16a.

The respondent's weekly pay seems high. Check to see if there has been any obvious miscodes (e.g. Have you not coded WHOLE POUNDS, is the period for which pay is received correct?).

*{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 VARIABLE. WEEKLY AMOUNT OF PENSION CONTRIBUTIONS

*{IfWrk16a = RESPONSE AND IfWrk14 = 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 VARIABLE. 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 VARIABLE: WEEKLY AMOUNT OF OTHER DEDUCTIONS

**GrossPay**

**COMPUTED VARIABLE: GROSS PAY**

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)

*{If Wrk16a = RESPONSE}*

**Wrk22**

[Is/Was] National Insurance usually deducted from your earnings?

- 1 Yes
- 2 No

*{If Wrk16a = RESPONSE}*

**Wrk23**

[Do/Did] you usually have Income Tax deducted from your earnings?

- 1 Yes
- 2 No

*{If Wrk16a = RESPONSE}*

**Wrk24**

You said you were paid £[Wrk17] last time. [Is/Was] this the amount you [are/were] usually paid?

- 1 Yes
- 2 No

*{If Wrk24 = 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

*{If Wrk16a = RESPONSE}*

**Wrk26**

Can I check, [are/were] you on an hourly rate of pay in this job?

- 1 Yes
- 2 No

*{If Wrk26=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.

*{If WrkStat = employee}*

**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

**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

ARE YOU SURE?

*{If WrkStat = employee 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 TravWr = Other}*

**XtravSc**

Please specify other answer.

*{If WrkStat = self-employed}*

**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

*{IfWrk31 = 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

*{IfWrkStat = Self-employed}*

**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

ARE YOU SURE?

*{IfWrk34 = 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?

*{IfWrkStat = Self-employed}*

**Wrk36**

How long have you been [self-employed and working for others/in business]?

- 1 Under 6 months
- 2 6 months or more

*{IfWrk36 = under 6 months}*

**Wrk37**

What do you think your income from the business will be over the next six months?

Range = 0..999997

{IfWrk37 = 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)

{IfWrk36 = 6 months or more}

**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

**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

{IfWrkStat = self-employed and Wrk40=Make additional profit}

**Wrk41**

So what do you estimate [is/was] your total income from the business after all expenses, taxes etc?

Range = 1..999997

{IfWrk41 = 1..999997}

**Wrk42**

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)

*{IfWrk36 = 6 months or more}*

**Wrk43**

What is the most recent year for which you have full accounts?

Range = 1990..2050

*{IfWrkStat = self-employed}*

**Wrk47**

How much National Insurance [do/did] you pay?

RECORD TO THE NEAREST WHOLE £

Range = 0..99997

**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 = Worked since April 01 OR pWorkin = Worked since last interview}*

**Wrk76**

SHOW CARD F3

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 (these could be coded as 6, you decide to leave yourself)*
- 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 Wrk76 = Problems with Transport}*

**PrbTyp^**

What sort of problems with transport were these?

INTERVIEWER: CODE ALL THAT APPLY

- 1 Too far
- 2 Car not available
- 3 Don't have a current driving licence/can't drive
- 4 Cost of petrol
- 5 Lack of parking facilities
- 6 Cost of parking
- 7 Traffic congestion/roadworks
- 8 Inadequate public transport
- 9 Cost of using public transport
- 10 Personal physical difficulties/disability
- 11 Personal safety concerns
- 12 Congestion charges
- 13 Other (Please specify)
- 14 *Other specific answer, not codeable to 1-13*
- 97 *Other vague answer, not codeable to 1-14*

*{if PrbTyp = other}*

**PrbOTyp**

What other problems?

{If Working = Currently working or Worked since April 01 OR pWorkin = Currently Working or Worked since last interview}

**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
- 5 Secretarial work
- 6 Catering
- 7 Fostering
- 8 Hairdressing
- 9 Catalogue agent
- 10 Shop assistant
- 11 Teaching
- 12 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-employed
- 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)

*{IfWrk81 = 1..9997}*

**Wrk83**

And how many hours each week [do/did] you usually work for this extra money?

Range = 1..97

*{IfWrk78 = 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

*{IfWrkStat = 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

*{IfWrk86 = yes done}*

**Wrk88**

Was that training ... READ OUT ...

- 1 ...on the job training only,
- 2 training away from your job,
- 3 or both?

**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 PARTNER SEPARATELY

For panel cases, entry into the activity 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)	(=2002)	(=month of wave 4 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 Activity 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/2002*]. 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)

HELP SCREEN: Each job recorded should be with a different employer. If the respondent moves to a different job within the same organisation this counts as the same job unless they change from working up to 16 hours to 16 hours or more hours, or vice-versa.

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[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

### **Wrkfyf[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 ITERATION 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

**Wrkhrs[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 = Unemployesd or Looking after Family}*

**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 2002 / 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 15<sup>th</sup> 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.

*{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 LPBR=Yes}*

**LPBR2**

How did you hear about this scheme?

- 1 Jobcentre / Jobcentre Plus / Benefits Office
- 2 Citizen's Advice Bureau
- 3 Welfare Rights worker
- 4 Work colleagues
- 5 Friends
- 6 Advertisement
- 7 Other

{If LPBR=Yes}

**LPBR3**

Have you [ever] benefited from this scheme yourself [since [date of last interview]]?

- 1 Yes
- 2 No

{LPBR3=Yes}

**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 not currently receiving WTC 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 Working Tax Credit
- 4 Child Tax Credit
- 5 Income Support
- 6 Family Allowances
- 7 Working Families Tax Credit
- 8 Don't know
- 9 Other name (SPECIFY AT NEXT QUESTION)

## 11 Childcare arrangements

### ASKED OF MAIN RESPONDENT ONLY

*{If respondent is currently working and any children aged 0 – 16 in household}*

#### **Cintro**

The next section is about childcare arrangements that you may use to look after your child(ren) when you are working. This includes care provided by family, friends or formal providers; unpaid and paid childcare; and any childcare provided by an employer.

### EMPLOYER-PROVIDED CHILDCARE - QUESTIONS AT OVERALL LEVEL

*{If respondent currently working as an employee}*

#### **Ech1**

First, can I just check. Does [your employer/ your employer or your partner's employer] provide childcare of any kind or offer you help to pay for the cost of your childcare, even if you do not make use of it?

INCLUDE PAYMENTS FOR CHILDCARE. INCLUDE ANY ON-SITE FRANCHISES:

- 1 Yes
- 2 No

*{If Ech1=Yes}*

#### **Ech3**

Do you make use of this childcare or help?

- 1 Yes
- 2 No

*{If Ech3=No}*

#### **Ech4**

What are the reasons for not using this childcare?

CODE ALL THAT APPLY

- 1 Quality of provision
- 2 Location
- 3 Unavailability/Not enough places
- 4 Cost
- 5 Child too old or too young
- 6 Prefer my own childcare arrangements
- 7 Other

## TABLE FOR EACH CHILD IN THE HOUSEHOLD

### **Wrkch1** (Wrk49)

ASK OR CODE: Is [name of child] old enough to go to school?

- 1 Yes
- 2 No

### **Wrkch2^** (Wrk50)

SHOW CARD F4

First, thinking about during school term-time. When you are working, what are your usual arrangements for looking after [name of child]?

CODE UP TO THREE RESPONSES. IF MORE THAN 3, CODE THE 3 MOST USED.

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 Nanny/ Au Pair/ home childcarer
- 10 After school club/ breakfast club
- 11 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

### **Wrkch1a**

When you are working, do you use the same childcare arrangements for looking after [name of child] during school term-time and in school holidays?

INTERVIEWER: IF USE MORE THAN ONE ARRANGEMENT/PROVIDER, ALL MUST BE THE SAME IN SCHOOL TIME AND HOLIDAYS TO CODE YES

- 1 Yes
- 2 No

{If Wrkch1a =yes }

### **Wrkch1c**

Are the number of hours per week used to look after [name of child] the same during school term-time and in school holidays (for each childcare provider)?

INTERVIEWER: IF DIFFERENT NUMBER OF HOURS FOR ANY ARRANGEMENT/PROVIDER, CODE 'NO'.

- 1 Yes
- 2 No

**RESPONDENT'S USE OF CHILDCARE DURING SCHOOL TERM-TIME**

**TABLE FOR EACH CHILD AND EACH TYPE OF CHILDCARE USED  
(Wrkch2 = Partner/ex partner to Holiday Play Scheme)**

*{If Wrkch2 =Nanny/Au Pair/home childcarer }*

**HcarerA**

Does the Nanny/ Au Pair/home childcarer who looks after [name of child] live in your home?

- 1 Yes
- 2 No

*{If Wrkch2 =Nanny/Au Pair/home childcarer }*

**HcarerB**

Is the Nanny/ Au Pair/home childcarer who looks after [name of child] approved?

PROBE IF UNSURE: Do you know if they have a certificate of approval? IF SO, CODE YES.

HELP SCREEN: This means the childcarer is approved by Ofsted to care for children under 8 years old in the home of the child's parents. Being approved is **not** the same as being 'registered' childcare.

- 1 Yes
- 2 No

*{For each type of childcare: Wrkch2= Partner to Holiday Play scheme}*

**Wrkch3**

How many hours per week does [name of child] spend being looked after by ... [type of childcare mentioned at Wrkch2] ... during school term-time?

Range = 1..168

**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 Wrkch4=yes}*

**Wrkch5 (Wrk54)**

How much do you pay for ... [type of childcare mentioned at Wrkch2] ... for [name of child] during school term-time? [Do not include vouchers, money or bills paid for by your/your partner's employer].

INTERVIEWER: ENTER POUNDS AND PENCE

IF AMOUNT PAID COVERS ALL CHILDREN RECORD AMOUNT AT FIRST CHILD AND CODE 9997 FOR ALL SUBSEQUENT CHILDREN

Range = 0.01..9997.00

{If Wrkch5 = 1.. 9996.99}

**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)

**Soft Check:**

IF Amount per hour or day < £1,000

INTERVIEWER: THIS AMOUNT SEEMS QUITE HIGH. PLEASE CHECK FIGURE WITH RESPONDENT

{If Wkch4=yes}

**Wkch6a**

At any time in the past year, that is since [month of current interview] [year of current interview-1], have the rates charged by ... [type of childcare mentioned at Wrkch2] ... for [name of child] increased or decreased at all?

- 1 increased
- 2 same
- 3 (spontaneous) stayed the same

{If Wkch6a=increased or decreased}

**Wrk6b**

When the charges [increased/decreased] did this affect the number of hours that you used ... [type of childcare mentioned at Wrkch2] ... for [name of child]?

INTERVIEWER: IF YES PROBE: Did the hours increase or decrease?

- 1 yes, number of hours increased
- 2 yes, number of hours decreased
- 3 no

{If doesn't pay for childcare ( Wrkch4 = No) For each type of childcare: Partner to Holiday Play scheme}

**Wrkch4a^**

SHOW CARD F5

Do you do any of the things on this card to repay ... [type of childcare mentioned at Wrkch2] ... for looking after [name of child] 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

*{If uses employer's childcare/help (Ech3=yes) ask for each type of childcare nursery to holiday play scheme}*

**Ir1**

Does [your employer/ your employer or your partner's employer] provide or help you pay for ...[type of childcare mentioned at Wrkch2] ... for [name of child] during school term-time?  
INCLUDE CHILDCARE PLACES, VOUCHERS, PAYMENTS.

- 1 Yes
- 2 No

*{If employer provided (Ir1= yes) and If doesn't pay for childcare (Wrkch4 = no)}*

**Ir4**

How does [your employer/ your employer or your partner's employer] provide or help pay for ...[type of childcare mentioned at Wrkch2] ... for [name of child]. READ OUT ...

- 1 Free places
- 2 Vouchers
- 3 Provides money to meet expenses
- 4 or, pays the bills?
- 5 [spontaneous code] Other

*{If employer provided (Ir1= yes) and respondent does pay for childcare (Wrkch4 = yes)}*

**Ir4B**

How does [your employer/ your employer or your partner's employer] provide or help pay for ...[type of childcare mentioned at Wrkch2]... for [name of child]. READ OUT...

- 1 places at normal rates
- 2 reduced charges
- 3 Vouchers
- 4 provides money to meet expenses
- 5 or, pays part of the bills?
- 6 [spontaneous code] Other

*{If employer pays for childcare in full/part (IR4 =Free places to Other) or (IR4B = Reduced charges to Other)}*

**IR5**

In return for [your employer/ your employer or your partner's employer]'s help do [you/you or your partner] have a reduced salary?

- 1 Yes
- 2 No

**Ir6**

How much does [your employer/ your employer or your partner's employer] pay for ...[type of childcare mentioned at Wrkch2] for [name of child] ...during school term-time?

INTERVIEWER: ENTER POUNDS AND PENCE

IF AMOUNT PAID BY EMPLOYER COVERS ALL CHILDREN RECORD AMOUNT AT FIRST CHILD AND CODE 9997 FOR ALL SUBSEQUENT CHILDREN

EMPLOYER CONTRIBUTION MAY BE VOUCHERS, MONEY, REDUCED CHARGES OR PAID BILLS.

Range = 0.01..9997.00

*{If IR6 = 1 .. 9996.99 }*

**IR7**

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 employer provided (Ir1= yes)}*

**Ir2**

CHILDCARE: [type of childcare mentioned at Wrkch2]

What were your reasons for choosing this childcare for [name of child]?

CODE ALL THAT APPLY: SET OF

- 1 Quality of provision
- 2 Location
- 3 Availability
- 4 Cost
- 5 Other

*{If employer provided (Ir1= yes) AND childcare type is nursery/creche (Wrkch2=Creche)}*

**Ir3**

Is the nursery/creche that you use for [name of child] provided on the employer's own premises?

- 1 Yes
- 2 No

**END TABLE (childcare arrangement)**

**END TABLE (each child)**

## **RESPONDENT'S USE OF CHILDCARE DURING SCHOOL HOLIDAYS**

**TABLE for each child whose childcare arrangements differ between school term-time and holidays**

*{IF Have same childcare provider, but different hours (Wrkch1a=Yes and Wrkch1c=No)*

*OR IF Has different childcare provider in School holidays (Wrkch1a=No )}*

**HolInt**

You said earlier that you had different arrangements for looking after [name of child] in school term-time and school holidays. The next questions are about what happens in school holidays.

{If has different childcare provider in School holidays (Wrkch1a=No )

**Wrkch7^** (Wrk51)

SHOW CARD F6

When you are working, what are your usual arrangements for looking after [name of child] during the school holidays?

CODE UP TO THREE RESPONSES. IF MORE THAN 3, CODE THE 3 MOST USED.

- 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 Nanny/ Au Pair/home childcarer
- 10 After school club/Breakfast club
- 11 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

{If Wrkch7 = Nanny/Au pair/Home childcarer and WrkCh2= Nanny/Au pair/Home childcarer}

**HcareS**

INTERVIEWER CODE OR ASK: Is the nanny/au pair/home childcarer who looks after [name of child] the same person that you use during term time?:

- 1 Yes
- 2 No

{If Wrkch7 = Nanny/Au pair/Home childcarer and WrkCh2= Nanny/Au pair/Home childcarer and HcareS=No or If Wrkch7 = Nanny/Au pair/Home childcarer and WrkCh2not equal to Nanny/Au pair/Home childcarer }

**HcarerAA**

Does the Nanny/ Au Pair/home childcarer who looks after [name of child] live in your home?

- 1 Yes
- 2 No

**HcarerBB**

Is the Nanny/ Au Pair/home childcarer who looks after [name of child] approved?

PROBE IF UNSURE: Do you know if they have a certificate of approval? IF SO, CODE YES.

HELP SCREEN: This means the childcarer is approved by Ofsted to care for children under 8 years old in the home of the child's parents. Being approved is **not** the same as being 'registered' childcare.

- 1 Yes
- 2 No

*{For each type of childcare: Wrkch7= Partner to Holiday Play scheme}*

**Wrkch8**

How many hours per week does [name of child] spend being looked after by ...[type of childcare mentioned at Wrkch7]... during the school holidays?

Range = 1..168

**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 Wrkch9=yes}*

**Wrkch10** {Wrk55}

How much do you pay for ... ..[type of childcare mentioned at Wrkch7]... for [name of child] during the school holidays. [Do not include vouchers, money or bills paid for by your/your partner's employer?]

INTERVIEWER: ENTER POUNDS AND PENCE

IF AMOUNT PAID COVERS ALL CHILDREN RECORD AMOUNT AT FIRST CHILD AND CODE 9997 FOR ALL SUBSEQUENT CHILDREN

Range = 0.01..9997.00

*{If pays in 1.. 9996.99}*

**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)

**Soft Check:**

IF Amount per hour or day < £1,000

INTERVIEWER: THIS AMOUNT SEEMS QUITE HIGH. PLEASE CHECK FIGURE WITH RESPONDENT

*{If doesn't pay for child care Wrkch9 = No}*

**Wrkch9a^**

SHOW CARD F7

Do you do any of the things on this card to repay ... [type of childcare mentioned at Wrkch7] for looking after [name of child] 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

*{Ifuses employer's childcare (Ech3=yes), ask for each type of childcare:(Wrkch7= Partner to Holiday Play scheme)}*

**Ir11**

Does [your employer] provide or help pay for ... [type of childcare mentioned at Wrkch7]... for [name of child] during the school holidays?

INCLUDE CHILDCARE PLACES, VOUCHERS, PAYMENTS.

- 1 Yes
- 2 No

*{If employer provided during school holidays (Ir11= yes) and doesn't pay during school holidays (Wrkch9 = no)}*

**Ir44**

How does [your employer] provide or help pay for ...[type of childcare mentioned at Wrkch7]... for [name of child] during the school holidays. READ OUT...

- 1 ... free places
- 2 Vouchers
- 3 provides money to meet expenses
- 4 or, pays the bills?
- 5 [spontaneous code] Other

*{If employer provided during school holidays (Ir11= yes) and respondent does pay for childcare (Wrkch9 = yes)}*

**Ir44B**

How does [your employer] provide or help pay for ...[type of childcare mentioned at Wrkch7] ... for [name of child] (during the school holidays). READ OUT ...

- 1 ... places at normal rates
- 2 Reduced charges
- 3 Vouchers
- 4 Provides money to meet expenses
- 5 or, pays part of the bills?
- 6 [spontaneous code] Other

*{If employer pays for childcare in full/part (IR44=free .. Other) or ( IR44B=Reduced .. Other)}*

**IR55**

In return for your employer's help do [you/you or your partner] have a reduced salary?

- 1 Yes
- 2 No

*{ If employer pays for childcare in school holidays (IR44=free to Other) or (IR44B=Reduced to Other) or didn't ask whether employer pays for childcare in school holidays ( IR44 and IR44b are empty) and employer does pay for childcare in school term time (IR4=free to other or IR4b = reduced to other)}*

**Ir66**

How much does your employer pay for ...[type of childcare mentioned at Wrkch7] ... for [name of child] during the school holidays?

INTERVIEWER: ENTER POUNDS AND PENCE

IF AMOUNT PAID BY EMPLOYER COVERS ALL CHILDREN RECORD AMOUNT AT FIRST CHILD AND CODE 9997 FOR ALL SUBSEQUENT CHILDREN

EMPLOYER CONTRIBUTION MAY BE VOUCHERS, MONEY, REDUCED CHARGES OR PAID BILLS.

Range = 0.01..9997.00

{If Ir66 = 1 .. 9996.99}

**IR77**

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 employer provided (Ir11= yes) }*

**Ir22^**

CHILDCARE: [type of childcare mentioned at Wrkch7]

What were your reasons for choosing this childcare for [name of child]?

CODE ALL THAT APPLY

- 1 Quality of provision
- 2 Location
- 3 Availability
- 4 Cost
- 5 Other

*{If employer provided (Ir11= yes) and childcare type is nursery/creche (Creche = wrkch7) }*

**Ir33**

Is the nursery/creche that you use for [name of child] provided on the employer's own premises?

- 1 Yes
- 2 No

**END TABLE (childcare arrangement)**

**END TABLE (for each child whose childcare arrangements differ between school term-time and holidays)**

**CHILDCARE QUESTIONS FOR NON-WORKING RESPONDENTS**  
**If any children aged 0 - 16 in household**

**TABLE for each child**

**NWrkcc^**

(Now some questions about childcare.)

SHOW CARD F8

**In the last four weeks**, which, if any, of these childcare arrangements have you used for looking after [name of child]?

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 Nanny/Au Pair/home childcarer
- 10 After school club/breakfast club
- 13 Holiday play scheme
- 14 Type of arrangement (Please enter note)
- 15 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 [name of child] spend being looked after by ... [type of childcare mentioned at NWrkcc] ... ?

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 ... [type of childcare mentioned at NWrkcc]... **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**

**KidsDep**

**COMPUTED VARIABLE:** If any dependent children aged 0-16 in the household.

- 1 Yes
- 2 No

{All with dependent children aged 0-16 KidsDep=Yes}

**Sources ^**

SHOW CARD F9

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 = Other}

**OthSourc**

INTERVIEWER: Enter details of other source(s) of information.

**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 F10

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 F11

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 F12

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 PARTNER SEPARATELY

### Intro2

#### JOB SEARCH SECTION

*{If working fewer than 16 hours or not working (Empstat = 2 or 3)}*

#### 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

*{If working 16 or more hours (empstat =1) 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

*{All except those working more than 16 hours and job started in 2001 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. [In the last 12 months] 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 are/were looking for a job (Jsc1 = 1 or 2=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

*{If are/were looking for a job (Jsc1 = 1 or 2=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: applied or intended to apply (Jsc4 = 1 or 2) or wouldn't have been able to travel (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 = hour..other }*

**Jsc13c**

...NOW ENTER AMOUNT

INTERVIEWER: ENTER POUNDS AND PENCE USING DECIMAL PLACE

Range = 0.00..99997.00

**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

**Hard Check**

IF Jsc16 < 168

ANSWER OUT OF RANGE

**Soft Check**

IF Jsc16 < 60

OVER 60 HOURS, IS THAT CORRECT?

*{If working fewer than 16 hours (Empstat = 2)}*

**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*

*{If Jsc31a = other}*

**Jsc31b**

INTERVIEWER: SPECIFY OTHER REASONS

*{If Jsc31a = problems with transport}*

**Jsc31c^**

What sort of problems with transport are these?

INTERVIEWER: CODE ALL THAT APPLY

- 1 Too far
- 2 Car not available
- 3 Don't have a current driving licence/can't drive
- 4 Cost of petrol
- 5 Lack of parking facilities
- 6 Cost of parking
- 7 Traffic congestion/roadworks
- 8 Inadequate public transport
- 9 Cost of using public transport
- 10 Personal physical difficulties/disability
- 11 Personal safety concerns
- 12 Congestion charges
- 13 Other (Please specify)
- 14 *Other specific answer, not codeable to 1-13*
- 97 *Other vague answer, not codeable to 1-14*

{If Jsc31c = other}

**JscO31c**

INTERVIEWER: ENTER OTHER PROBLEMS WITH TRANSPORT?

{If not currently working (Empstat=3)}

**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  
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*

{if Jsc40a = other}

**Jsc40b**

INTERVIEWER: SPECIFY OTHER REASONS

{If Jsc40a = problems with transport}

**Jsc40c^**

What sort of problems with transport are these?

INTERVIEWER: CODE ALL THAT APPLY

- 1 Too far
- 2 Car not available
- 3 Don't have a current driving licence/can't drive
- 4 Cost of petrol
- 5 Lack of parking facilities
- 6 Cost of parking
- 7 Traffic congestion/roadworks
- 8 Inadequate public transport
- 9 Cost of using public transport
- 10 Personal physical difficulties/disability
- 11 Personal safety concerns
- 12 Congestion charges
- 13 Other (Please specify)
- 14 *Other specific answer, not codeable to 1-13*
- 97 *Other vague answer, not codeable to 1-14*

{If Jsc40c = other}

**JscO40c**

INTERVIEWER: ENTER OTHER PROBLEMS WITH TRANSPORT?

{If not already looking for work (Jsc40a <> 1)}

**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 don't know}

**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 (Empstat = 1 or 2)}

**Jsc60**

So, may I just check, are you actively looking for a new job at the moment?

- 1 Yes
- 2 No

{If looking for work (Jsc60 = Yes or Jsc40a=1) or will look for work (Jsc42 = 1 to 4)}

**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 = 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 = 1 to 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 = 1 to 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 don't know or refusal}

**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 = week..other }

**Jsc53c**

...NOW ENTER AMOUNT [per period at Jsc53a]

INTERVIEWER: ENTER POUNDS AND PENCE USING DECIMAL PLACE.

Range = 0.00..99997.00

{If looking for work (Jsc60 = Yes or Jsc40a=1) or will look for work (Jsc42 = 1 to 4)}

**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 =Response}

**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 Tax Credit
- 2 Child Tax Credit
- 3 Income Support
- 4 Maintenance
- 5 Housing Benefit
- 6 Council Tax Benefit
- 7 Child Benefit
- 8 Other benefits
- 9 Income from lodgers
- 10 Student grant
- 11 Other source
- 12 None of these

**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 not working more than 16 hours (Empstat <>1) and is looking or will look for job (Jsc41=1 or JSC42=1 to 4)}

**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 Partner / ex-partner
- 2 Parents/in law
- 3 Older brother or sister
- 4 Other relatives/friends
- 5 Nursery/creche
- 6 Nursery school/play group
- 7 Registered childminder
- 8 Unregistered childminder
- 9 Nanny/Au Pair/home childcarer
- 10 After school club/breakfast club
- 11 Holiday play scheme
- 12 I would only work during school hours
- 13 I would take them to work
- 14 Old enough to look after themselves
- 15 I would work from home
- 16 Other arrangements (please specify)
- 17 None of these
- 18 *Other specific answer, not codeable to 1-18*
- 97 *Other vague answer, not codeable to 1-19*

{!f Jsc70=other}

**JscO70**

INTERVIEWER: PLEASE ENTER THE OTHER CHILD CARE ARRANGEMENT

{!f Jsc70 = 2 to 11}

**Jsc71**

Do you think you would usually have to pay for any of this child care?

- 1 Yes
- 2 No
- 3 Don't know

{!f Jsc71 = yes}

**Jsc72**

How much do you think you would have to pay in an **average week**?

INTERVIEWER: RECORD WHOLE POUNDS ONLY.

Range = 1..997

**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 Working Tax Credit and/or Child Tax Credit
- 2 or you would definitely NOT be entitled to Working Tax Credit and/or Child Tax 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/ you or your partner] receiving at the moment?

CODE ALL THAT APPLY

- 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 Some other benefit for people with disabilities
- 11 None of these

### BenNTC^

SHOWCARD H2

The Government introduced the New Tax Credits in April 2003. Are [you/you or your partner] currently receiving any of the tax credits on this card?

- 1 Working Tax Credit
- 2 Child Tax Credit
- 3 None of these

*{If currently receive WTC (BenNTC=1)}*

### NTC3a

Is your Working Tax Credit paid by giro, through wages or into a bank account?

IF WAGES AND IN COUPLE: Is this into your own or your partner's wages?

IF BANK ACCOUNT AND IN COUPLE: Is this into your own, your partner's or a joint account?

IF TWO METHODS OF PAYMENT, PRESS F9 FOR HELP:

- 1 By giro
- 2 Through wages (own)
- 3 Through wages (partner)
- 4 Bank account (own)
- 5 Bank account (partners)
- 6 Bank account (joint)

HELP SCREEN:IN SOME CASES PAYMENTS CAN BE MADE THROUGH A BANK ACCOUNT AND WAGES AT THE SAME TIME. IF THIS IS THE CASE, CODE AS THROUGH WAGES.

*{If currently receive CTC (BenNTC=2)}*

**NTC3b**

Is your Child Tax Credit paid by giro or into a bank account?

IF BANK ACCOUNT AND IN COUPLE: Is this into your own, your partner's or a joint account?

- 1 By giro
- 2 Bank account (own)
- 3 Bank account (partners)
- 4 Bank account (joint)

*{If currently receive WTC or CTC (BenNTC = 1 or 2)}*

**Awardb**

Do you have a recent New Tax Credits Award Notice from the Inland Revenue that you could consult, because it may be useful later in the next few questions?

INTERVIEWER: IF NECESSARY, SHOW EXAMPLE AWARD NOTICE

CHECK WITH RESPONDENT THAT THIS IS MOST RECENT AWARD NOTICE.

- 1 Yes,
- 2 No (include unwilling)

*{If no award notice and WTC paid through wages (Awardb=No AND NTC3a =1 or 2)}*

**TxPyWb**

In that case, could you consult your [or your partner's] payslip for the details?

INTERVIEWER: IF BOTH RESPONDENT AND PARTNER IN WORK PLEASE CHECK BOTH PAY SLIPS

- 1 Latest payslip(s) consulted
- 2 Old payslip(s) consulted
- 3 Payslip(s) not consulted: Refused
- 4 Payslip(s) not consulted: Not found
- 5 No payslip(s) provided by employer

*{If no award notice and WTC or CTC paid into account or payslip not consulted (Award=No) AND (NTC3a = 4, 5 or 6) OR (NTC3b=2,3, or 4) OR (TxPyW =3, 4, or 5)}*

**TxtStmtb**

[In that case/or] is there a bank statement you could consult?

- 1 Yes
- 2 No (include unwilling)

*{If couple AND respondent not self employed AND partner working AND receive WTC AND CTC}*

**Psemp**

Can I just check, is your partner self employed?

- 1 Yes
- 2 No

*{If respondent self employed OR partner self employed ( WrkStat = 2 OR Psemp=1)}*

**PyNTC**

Do you receive your payment of WTC and CTC as one amount or is it paid separately?:

- 1 One amount
- 2 Separately

*{If One Amount (PyNTC=1)}*

**Ben2N**

How much WTC and CTC do you [and your partner] receive?  
(CODE TO NEAREST £)

Range = 0..9997

**Ben2aN**

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 family}*

**Ben3N**

Who receives the WTC and CTC?

- 1 Respondent only
- 2 Partner only
- 3 Both respondent and partner

**Ben1a^**

SHOW CARD H3

And which, if any, of these benefits or tax credits other than Council Tax Benefit, Housing Benefit or rent rebate are [you/ you or your partner] receiving at the moment?

CODE ALL THAT APPLY

- 1 Income Support
- 2 Child Benefit
- 3 Maternity Allowance
- 4 Statutory Maternity Pay
- 5 Widows Benefit, Bereavement Allowance or Widowed Parents (formerly Widowed Mother's) Allowance
- 6 Job Seeker's Allowance (was Unemployment Benefit)
- 7 New Deal Allowance
- 8 State Retirement Pension
- 9 Employment Credit
- 10 Some other state benefit - NOT Housing Benefit or Council Tax Benefit (SPECIFY AT NEXT QUESTION)
- 11 None of these
- 12 *Children's tax credit*
- 13 *Other specific answer, not codeable to 1-13*
- 97 *Other vague answer, not codeable to 1-14*

**TABLE for each benefit coded at Ben1 or 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 Ben2=response}*

**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 couple household and Ben1 or 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 receiving Child Benefit / Income Support (Ben1a= 1 or 2)}*

**BenPay**

Is your [Child Benefit/Income Support] paid by order book, direct to bank account, or direct to post office card account?

- 1 Order book (cashed at the post office)
- 2 Direct to bank/building society account
- 3 Direct to post office card account

*{Error: Not asked in W5}*

*{If receiving Job seekers allowance (Ben1a =6)}*

**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 receiving Disability allowance – care component (Ben1 = 5)}*

**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 receiving Disability allowance – mobility component (Ben1 = 6)}*

**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?

**WTCWk**

**COMPUTED VARIABLE:** Weekly amount of WTC.

*{If amount of WTC in work block is different to amount of WTC in benefit block (allowing 20% either way)}*

**WTCCk**

INTERVIEWER: TWO DIFFERENT AMOUNTS OF WTC HAVE BEEN RECORDED:

IN WORK SECTION: £ [Wrk17b] received every [time period from Wrk17c]

IN BENEFITS SECTION: £[Ben2] (for WTC) received every [time period from Ben2a]

PLEASE CHECK AMOUNTS WITH RESPONDENT AND USE MOST RECENT

DOCUMENTATION TO HELP RESOLVE.

CODE ONE OF THE FOLLOWING.:

- 1 Amount in work section is correct
- 2 Amount in benefit section is correct
- 3 Both amounts are correct
- 4 Neither amounts are correct

*{If WTCCk=4 }*

**WTCnam**

INTERVIEWER: ENTER CORRECT AMOUNT OF WTC RECEIVED

Range = 1..9997

**WTCnpd**

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 WTCCk=3 or Don't know}*

**WTCdif**

INTERVIEWER: PLEASE EXPLAIN IN A NOTE WHY BOTH AMOUNTS ARE CORRECT OR WHY CORRECT AMOUNT IS NOT KNOWN

*{If more than one benefit from Ben1 or BenNTC or 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 26 months}*

**Ben6a**

Have you received a Sure Start Maternity Grant in the last year?

- 1 Yes  
2 No

**Ben8^**

SHOW CARD H4

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 Tax Credit  
3 Child Tax Credit  
4 Job Seeker's Allowance (was Unemployment Benefit)  
5 New Deal Allowance  
6 None of these

## 14 New Tax Credits

ASK MAIN RESPONDENT ONLY

### Intro

INTERVIEWER DO NOT READ OUT: NEW TAX CREDITS SECTION

*{If not currently receiving WTC or CTC (BenNTC<> 1 or 2)}*

### Newq1

Apart from Child Benefit are you aware of any financial support that the government gives to families with children or people in work?

- 1 Yes
- 2 No

### NTC1a^

[In fact there are Government payments available both to families with children and to people in work.] Do you know the name of any of these payments?

IF 'YES' ASK: Which ones do you know about?

INTERVIEWER: DO NOT READ OUT. CODE ALL THAT APPLY

- 1 Family Credit
- 2 Income Support
- 3 Family Allowance(s)
- 4 Working Families' Tax Credit
- 5 Working Tax Credit
- 6 Child Tax Credit
- 7 New Tax Credit
- 8 Child Benefit
- 9 Children's Tax Credit
- 10 Job seekers allowance
- 11 Don't know
- 12 Other (SPECIFY AT NEXT QUESTION)
- 13 *Other Tax Credits*
- 14 *New Deal*
- 15 *Other specific answer, not codeable 1-14*
- 97 *Other vague answer, not codeable to 1-15*

*{If NTC1a=other}*

### NTC1b

INTERVIEWER: ENTER OTHER NAME

*{All}*

### NTCexp

READ OUT EXPLANATION:

The Government introduced the New Tax Credits in April 2003. New Tax Credits consist of the Child Tax Credit which is a payment available to families with children and Working Tax Credit which is a payment for people in work, even if they don't have children.

*{If not currently receiving WTC or CTC (BenNTC<>1 or2)}*

**NTC2**

Although you are not currently receiving New Tax Credits, can I just check, **since April 2003** has there been any period when [you/you or your partner] were receiving the Child Tax Credit or Working Tax Credit?

IF 'YES' ASK: Is that Working Tax Credit or Child Tax Credit or both?

- 1 Yes - received Working Tax Credit only
- 2 Yes - received Child Tax Credit only
- 3 Yes - received both
- 4 No
- 5 [Spontaneous code] Currently receiving WTC or CTC

*{If NTC2 = 5}*

**Soft Check**

INTERVIEWER: YOU MUST RETURN TO Benntc AND RECORD THIS INFORMATION. THEN PRESS <END> AND FOLLOW THE NEW ROUTE.

*{If have received or currently receive WTC or CTC (BenNTC= 1 or 2 OR NTC2= 1, 2 or 3)}*

**NTCOri^**

SHOWCARD J1

In March 2003, just before the New Tax Credits were introduced were you [or your partner] receiving any of these benefits or tax credits?

CODE ALL THAT APPLY

- 1 Working Families' Tax Credit
- 2 Disabled Person's Tax Credit
- 3 Children's Tax Credit as an employee
- 4 Income support
- 5 Jobseekers allowance (income based)
- 6 None of these

*{If not currently receiving WTC or CTC (BenNTC<> 1 or 2)}*

**NTCrej1**

Since April 2003, have you [or your partner] ever applied for Working Tax Credit and/or Child Tax Credit and been turned down?

- 1 Yes
- 2 No

*{If have been turned down (NTCrej1 = Yes)}*

**NTCrej2**

Why was that?

INTERVIEWER: IF MORE THAN ONE REJECTION, ASK ABOUT MOST RECENT REJECTED APPLICATION.

- 1 Income too high
- 2 No bank account
- 3 No reason given / remembered
- 4 Other reason(s) (PLEASE SPECIFY)
- 5 Other specific answer, not codeable 1-4
- 97 Other vague answer, not codeable 1-5

*{If NTCrej2 = Other}*

**NTCrejO**

ENTER OTHER REASON

*{If have received or currently receive or have applied for WTC or CTC (BenNTC= 1 or 2 OR NTC2= 1, 2 or 3 OR NTCcrej1=Yes)}*

**FC13a^**

Thinking back, from where did you first find out about the New Tax Credits?

PROBE TO CLASSIFY. CODE ALL THAT APPLY

INTERVIEWER: MAKE SURE THAT THE RESPONDENT KNOWS YOU ARE TALKING ABOUT  
**NEW TAX CREDITS NOT WORKING FAMILIES TAX CREDIT**

- 1 Received application pack
- 2 TV adverts
- 3 Newspaper/magazine
- 4 Other advert
- 5 Just started claiming Child Benefit
- 6 Notice in Child Benefit book
- 7 Department of Work and Pensions (formerly DSS) office/official
- 8 Letter from DWP
- 9 Tax Credit Office or Inland Revenue Official
- 10 Letter from IR
- 11 Leaflet in Post Office
- 12 Other leaflets
- 13 Citizen's Advice Bureau
- 14 Welfare Rights Worker
- 15 Job Centre/Job Centre Plus/ New Deal advisor
- 16 Employer/Workmates
- 17 Relatives/Friends/ neighbours
- 18 Internet,
- 19 Other (PLEASE SPECIFY)
- 20 Accountant / solicitor / financial adviser
- 21 Hospital /surgery / clinic / GP/health visitor (include maternity/bounty pack)
- 22 Radio
- 23 Other specific answer, not codeable to 1-22
- 97 Other vague answer, not codeable to 1-23

*{If FC13a = Other}*

**FC13b**

ENTER OTHER WAY THEY FOUND OUT ABOUT THE NEW TAX CREDITS

*{If have received or currently receive WTC or CTC (BenNTC= 1 or 2 OR NTC2= 1, 2 or 3)}*

**FC11a**

Since you first heard about the New Tax Credits, about how much time did you [or your partner] let go by before applying for them?

FIRST ENTER WEEKS, IF LESS THAN ONE WEEK ENTER '0'

Range = 0..97

*{If less than one week (FC11a=0)}*

**FC11b**

...AND NOW ENTER DAYS

Range = 0..6

*{If more than two weeks until made claim (FC11a=> 2)}*

**FC12a^**

Why did you delay your application?

PROBE TO CLASSIFY. CODE ALL THAT APPLY

- 1 Not sure I was/ we were entitled to it
- 2 Not sure where to get form
- 3 Not sure if worth it
- 4 Just to think about it
- 5 No particular reason
- 6 Other (PLEASE SPECIFY)
- 7 *Other specific answer, not codeable to 1-6*
- 97 *Other vague answer, not codeable 1-7*

*{If FC12a = Other}*

**FC12b**

ENTER OTHER REASON

*{If have received or currently receive or have applied for WTC or CTC (BenNTC= 1 or 2 OR NTC2= 1, 2 or 3 OR NTCcrej1=Yes)}*

**App1**

SHOW CARD J2

How did you make your most recent application for the New Tax Credits?

- 1 Posted a form to the Inland Revenue
- 2 On-line
- 3 Through local Inland Revenue Office
- 4 Through my local job centre/Jobcentreplus

*{If did not apply through job centre (App1 <>4)}*

**App2**

Before this interview were you aware that you could make an application for the New Tax Credits through your local job centre (in some areas this is now known as Jobcentreplus)?

- 1 Yes (was aware)
- 2 No (was not aware)
- 3 Can't remember

*{If did apply through Job Centre (App1 =4)}*

**App2b**

SHOW CARD J3

And how satisfied or dissatisfied were you with the way your application was handled by your local job centre?

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

*{If have received or currently receive WTC or CTC (BenNTC= 1 or 2 OR NTC2= 1, 2 or 3) and a couple household}*

**App3**

Who completed the application for the New Tax Credits, was it yourself, your partner or did you complete the application together?

- 1 The respondent
- 2 Respondent's partner
- 3 Both

*{If have received or currently receive WTC or CTC (BenNTC= 1 or 2 OR NTC2= 1, 2 or 3)}*

**NTC5a**

When did you last apply for New Tax Credits, was it before or after April 2003?

INTERVIEWER: MAKE SURE THAT THE RESPONDENT KNOWS YOU ARE TALKING ABOUT THEIR MOST RECENT CLAIM FOR WORKING TAX CREDIT/CHILD TAX CREDIT NOT WORKING FAMILIES TAX CREDIT

- 1 Before April 2003
- 2 After April 2003

*{If applied after April 2003 (NTC5a = 2)}*

**NTC5x**

In which month (did you last apply for New Tax Credits)?

- 1 April 2003
- 2 May 2003
- 3 June 2003
- 4 July 2003
- 5 August 2003
- 6 September 2003
- 7 October 2003
- 8 November 2003
- 9 December 2003
- 10 January 2004
- 11 February 2004

*{If have received or currently receive WTC or CTC (BenNTC= 1 or 2 OR NTC2= 1, 2 or 3)}*

**NTC5b**

In which month did you get your first payment of [Working Tax Credit and/or Child Tax Credit]?

INTERVIEWER: THIS IS THE MONTH WHEN RECEIVED PAYMENT (I.E. NOT THE MONTH WHICH THE PAYMENT IS INTENDED TO COVER).

INTERVIEWER: CANNOT BE BEFORE APRIL 2003

- 1 April 2003
- 2 May 2003
- 3 June 2003
- 4 July 2003
- 5 August 2003
- 6 September 2003
- 7 October 2003
- 8 November 2003
- 9 December 2003
- 10 January 2004
- 11 February 2004

*{If applied after April 2003 (NTC5a = 2)}*

**FC16a**

As far as you can remember, how long did you have to wait between making your most recent application for the New Tax Credits and receipt of your first payment(s)?

FIRST ENTER WEEKS, IF LESS THAN ONE WEEK ENTER '0'

Range = 0..97

*{If FC16a = RESPONSE}*

**FC16b**

...AND NOW ENTER DAYS

Range = 0..6

*{If have received or currently receive WTC or CTC and experienced a delay between application and payment (FC16a = RESPONSE or FC16b=RESPONSE)}*

**FC16c (was FC16bc)**

Was the time between your application for the New Tax Credits and receipt of payments shorter than expected, longer than expected or about what you had expected?

- 1 Shorter than expected
- 2 Longer than expected
- 3 About what was expected
- 4 Can't remember

*{If have received or currently receive WTC or CTC (BenNTC= 1 or 2 OR NTC2= 1, 2 or 3)}*

**FC16d (was FC16cc)**

Did you get in touch with the Inland Revenue regarding the process of the application?

- 1 Yes
- 2 No

*{If have received WTC or CTC (NTC2= 1, 2 or 3)}*

**NTC5**

And when did this spell on [Working Tax Credit/Child Tax Credit] end?

INTERVIEWER: CANNOT BE BEFORE APRIL 2003

IF STOPPED RECEIVING WTC/CTC AT DIFFERENT TIMES CODE THE DATE THE LAST ONE STOPPED.

- 1 April 2003
- 2 May 2003
- 3 June 2003
- 4 July 2003
- 5 August 2003
- 6 September 2003
- 7 October 2003
- 8 November 2003
- 9 December 2003
- 10 January 2004
- 11 February 2004

*{If have received WTC or CTC (NTC2= 1, 2 or 3)}*

**Award**

Do you have a recent New Tax Credits Award Notice from the Inland Revenue that you could consult, because it may be useful later in the next few questions?

INTERVIEWER: IF NECESSARY, SHOW EXAMPLE AWARD NOTICE

CHECK WITH RESPONDENT THAT THIS IS MOST RECENT AWARD NOTICE.

- 1 Yes
- 2 No (include unwilling)

*{If have received WTC but no award notice (NTC2= 1 or 3) AND (Award=2)}*

**TxPyW**

In that case, could you consult [your/your or your partner's] payslip for the details?

INTERVIEWER: IF BOTH RESPONDENT AND PARTNER IN WORK PLEASE CHECK BOTH PAY SLIPS

SINGLE CODE ONLY

- 1 Latest payslip(s) consulted
- 2 Old payslip(s) consulted
- 3 Payslip(s) not consulted: Refused
- 4 Payslip(s) not consulted: Not found
- 5 No payslip(s) provided by employer

*{If have received WTC or CTC but no award notice and no payslip (NTC2= 1, 2 or 3) AND (Award=2) AND (TxPyW =3, 4 or 5)}*

**TxtStmt**

[In that case/...or] is there a bank statement you could consult?

- 1 Yes
- 2 No (include unwilling)

*{If have received or currently receive WTC or CTC and have award notice (BenNTC= 1 or 2 OR NTC2= 1, 2 or 3 AND AwardB=1 or Award=1)}*

**NTCDat**

From the award notice can you tell me the years from which income was used to work out your tax credit award?

INTERVIEWER: THIS INFORMATION WILL BE AT THE TOP OF THE 'YOUR INCOME SECTION' ON PAGE 2

- 1 2001/2
- 2 2003/4

**NTCinc**

From the award notice what was [your and your partner's] total income, which was used to work out your tax credit award?

INTERVIEWER: THIS FIGURE WILL BE THE 'TOTAL INCOME' FIGURE AT THE BOTTOM OF THE 'YOUR INCOME' SECTION ON PAGE 2.

IF RECEIVES IS/JSA/MIG OR PENSION CREDIT, ENTER '0'.

ENTER THE AMOUNT IN POUNDS AND PENCE.

Range = 0.00..99997.00

**Soft Check:**

IF NTCinc=>60000

[NTCinc] IS AN UNUSUAL AMOUNT. PLEASE CHECK!

*{If have received or currently receive WTC or CTC and have award notice (BenNTC= 1 or 2 OR NTC2= 1, 2 or 3 AND AwardB=2or Award=2)}*

**NTCcon**

Since your initial application for the New Tax Credits, have you contacted the Inland Revenue to give an estimate of income for April 2003 to March 2004?

- 1 Yes
- 2 No

*{If have received or currently receive WTC or CTC and no award notice and have not contacted IR RE: income for 2003/04 or have award notice but refused or don't know amount income award based on} notice (BenNTC= 1 or 2 OR NTC2= 1, 2 or 3 AND AwardB=2or Award=2 and NTCcon =2 or NTCinc=Ref or DK)}*

**IncOld**

SHOW CARD J4

I would like you to think about your gross total family income, that is the amount before tax deductions, some benefits and interest from savings. Which one of the categories on this card describes your annual income between April 2001 and March 2002?

	Annual	Weekly	Monthly
1	A £50,001 - £58,000	£951 - £1,100	£4,151 - £4,850
2	B £13,001 - £15,000	£251 - £300	£1,101 - £1,250
3	C £19,001 - £23,000	£351 - £450	£1,601 - £1,900
4	D £66,001 or more	£1,251 or more	£5,501 or more
5	E £11,001 - £13,000	£201 - £250	£901 - £1,100
6	F £23,001 - £50,000	£451 - £950	£1,901 - £4,150
7	G Up to £5,000	Up to £100	Up to £400
8	H £58,001 - £66,000	£1,101 - £1,250	£4,851 - £5,500
9	I £5,001 - £11,000	£101 - £200	£401 - £900
10	J £15,001 - £19,000	£301 - £350	£1,251 - £1,600

*{If currently receiving WTC or CTC (BenNTC= 1 or 2)}*

**Not1**

Since April 2003, have you [or your partner] contacted Inland Revenue to notify them about a change in circumstances that may have affected your Working Tax credit and/or Child Tax Credit award?

- 1 Yes
- 2 No

*{If have contacted IR (Not1=Yes)}*

**Not2^**

SHOW CARD J5

What changes did you notify Inland Revenue about?

CODE ALL THAT APPLY

- 1 Moved in with step-family
- 2 Birth of child
- 3 Changed childcare arrangements or stopped/started using childcare
- 4 I started earning more money/my hours increased
- 5 I had stopped working
- 6 I just got a new job
- 7 I was earning less money or my hours were reduced
- 8 Just separated/divorced
- 9 My partner started earning more money/his or her hours increased
- 10 My partner had stopped working
- 11 My partner just got a new job
- 12 My partner was earning less money or his/her hours were reduced
- 13 Other (PLEASE SPECIFY)
- 14 *Child's circumstances (e.g. age/education/employment)*
- 15 *Personal details (e.g. name/address/bank details)*
- 16 *Correction of mistake in award/on award notice*
- 17 *Start of cohabitation/marriage*
- 18 *Other specific answer, not codeable to 1-17*
- 97 *Other vague answer, not codeable to 1-18*

*{If Not2=Other}*

**NotO**

ENTER OTHER REASON FOR CONTACTING IR

*{If have contacted IR (Not1=Yes)}*

**Not3**

SHOWCARD J5

Since April 2003, how many times have you notified Inland Revenue of any of the changes on this card?

Range = 1..97

*{If have received WTC (NTC2 = 1 or 3)}*

**NTC3a**

[Is/Was] your Working Tax Credit paid by giro, through wages or into a bank account?

IF WAGES AND IN COUPLE: Is this into your own or your partner's wages?

IF BANK ACCOUNT AND IN COUPLE: Is this into your own, your partner's or a joint account?

IF TWO METHODS OF PAYMENT, PRESS F9 FOR HELP

- 1 By giro
- 2 Through wages (own)
- 3 Through wages (partner)
- 4 Bank account (own)
- 5 Bank account (partners)
- 8 Bank account (joint)

{HELP SCREEN}IN SOME CASES PAYMENTS CAN BE MADE THROUGH A BANK ACCOUNT AND WAGES AT THE SAME TIME. IF THIS IS THE CASE, CODE AS THROUGH WAGES.

*{If have received CTC (NTC2 = 2 or 3)}*

**NTC3b**

[Is/Was] your Child Tax Credit paid by giro or into a bank account?

IF BANK ACCOUNT AND IN COUPLE: Is this into your own, your partner's or a joint account?

- 1 By giro
- 2 Bank account (own)
- 3 Bank account (partners)
- 4 Bank account (joint)

*{If have received or currently receive WTC or CTC(BenNTC=1 or 2 OR NTC2 = 1, 2 or 3)}*

**FC17**

Since the New Tax Credits started, has there been any period of **a week or more** when you were short of money because a [Working Tax Credit and/or Child Tax Credit] payment was later than expected?

INTERVIEWER: MAKE SURE THAT THE RESPONDENT KNOWS YOU ARE TALKING ABOUT WORKING TAX CREDIT/CHILD TAX CREDIT NOT WORKING FAMILIES TAX CREDIT

- 1 Yes
- 2 No

*{If have been short of money (FC17 = Yes)}*

**FC18a**

How long did this period last?

FIRST ENTER WEEKS...

INTERVIEWER: MUST BE A WEEK OR MORE

Range = 1..97

*{If FC18a = RESPONSE}*

**FC18b**

...AND NOW ENTER DAYS

Range = 0..6

**FC18c**

When was this?

INTERVIEWER: RECORD THE MONTH THE PERIOD WITHOUT MONEY **STARTED**  
CANNOT BE BEFORE APRIL 2003

- 1 April 2003
- 2 May 2003
- 3 June 2003
- 4 July 2003
- 5 August 2003
- 6 September 2003
- 7 October 2003
- 8 November 2003
- 9 December 2003
- 10 January 2004
- 11 February 2004

**FC19**

SHOW CARD J6

What, if any, other money did you have coming in during this time?

CODE ALL THAT APPLY

- 1 Child benefit
- 2 Earnings
- 3 Housing Benefit/Rent rebate
- 4 Income Support
- 5 Jobseekers Allowance
- 6 Maintenance
- 7 One Parent benefit
- 8 Social Fund grant
- 9 Social Fund loan
- 10 Other source of income (PLEASE SPECIFY)
- 11 None of these (SPONTANEOUS)
- 1 Other specific answer, not codeable to 1-11
- 97 Other vague answer, not codeable to 1-12

**Fc19O**

ENTER OTHER SOURCE OF INCOME

*{If currently receive WTC or CTC and in work (BenNTC=1 or 2) AND (Working=1 OR pWorkin=1)}***FC37**

If for some reason you were unable to get [Working Tax Credit and/or Child Tax Credit], would you...READ OUT...

- 1 ...continue in your present job
- 2 Try to get another job
- 3 Stop work for a while
- 4 or do something else? (PLEASE SPECIFY)
- 5 Get a second/additional job
- 6 Other specific answer, not codeable to 1-5
- 97 Other vague answer, not codeable to 1-6

*{If FC37=Other}***FC37O**

ENTER OTHER ANSWER

*{If continue in present job (FC37 = 1)}***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 and have received or currently receive WTC (numresp[2]>=1 and (BenNTC=1) or (NTC2 =1 or 3)}***WTCwk**

Thinking back to April 2003 before you received your first payments of Working Tax Credit. Were you aware that Working Tax Credit would be paid to the person in work?

- 1 Yes, was aware
- 2 No, was not aware
- 3 Can't remember

*{If couple and have received or currently receive CTC (numresp[2]>=1 and (BenNTC=2) or (NTC2 =2 or 3)}*  
**CTCmc**

Thinking back to April 2003 before you received your first payments of Child Tax Credit. Were you aware that Child Tax Credit would be paid to the main carer, usually the mother?

- 1 Yes, was aware
- 2 No, was not aware
- 3 Can't remember

**NTCco2**

Before April 2003, Tax Credits were usually paid to the person in work. Child Tax Credit is now paid to the main carer. Do you feel this method of payment has been helpful or unhelpful to you personally, or has it made no difference?

- 1 Helpful
- 2 Unhelpful
- 3 Made no difference

*{If have received or currently receive WTC or CTC (BenNTC=1 or 2 OR NTC2 = 1, 2 or 3)}*

**NTCcc1 (was NTCcc1a)**

[Does/did] your receipt of [Working Tax Credit and/or Child Tax Credit] affect the type of childcare you [use/used]?

IF YES: In what way?

- 1 Yes - began using/used more registered childcare
- 2 Yes - affected type of childcare used in other way
- 3 No
- 4 Other specific answer, not codeable to 1-3
- 97 Other vague answer, not codeable to 1-4

*{If NTCcc1 = Other}*

**NTCcc2**

ENTER OTHER WAY TYPE OF CHILDCARE USED WAS AFFECTED

**NTCcc3**

And [does/did] your receipt of [Working Tax Credit and/or Child Tax Credit] affect the number of hours of childcare you [use/used]?

- 1 Yes
- 2 No

*{If number hours affected (NTCcc3=Yes)}*

**NTCcc4 (was NTCcc2)**

How [has/did] receiving [Working Tax Credit or Child Tax Credit] [change/changed] the number of hours a week you [use/used] childcare?

- 1 Childcare hours increased
- 2 Childcare hours decreased
- 3 Childcare hours have not changed

*{If number of childcare hours changed (NTCcc4=1 or 2)}*

**NTCcc5**

And, in total, how many [more/less] hours of childcare a week, on average, do you use because of the [Working Tax Credit or Child Tax Credit] you receive?

Range = 1..97

*{If have received or currently receive WTC (BenNTC=1) OR (NTC2 =1 or 3)}*

**NTCcc6**

[Do/did] you receive extra money as part of your New Tax Credit payments to cover the costs of childcare, this is called the **Child care element** on your tax credit award notice?

INTERVIEWER: PAGE 3 OF TAX CREDIT AWARD WILL SHOW IF PARENTS ARE IN RECEIPT OF CHILD CARE TAX CREDIT

- 1 Yes
- 2 No

*{If have received or currently receive WTC or CTC (BenNTC=1 or 2 OR NTC2 = 1, 2 or 3)}*

**NTCwk1**

[Has/Did] your receipt of the New Tax Credits [affected/affect] the number of hours that you [work/worked]?

- 1 Yes
- 2 No

**NTCwk2**

And [has/did] it [affected/affect] the number of hours your partner [works/worked]?

- 1 Yes
- 2 No

*{If working hours affected (NTCwk1=Yes)}*

**NTCwk3**

How [has/did] receiving the New Tax Credits [changed/change] the number of hours a week you [work/worked]?

- 1 Working hours increased
- 2 Working hours decreased
- 3 Working hours stayed the same

*{If partner's working hours affected (NTCwk2=Yes)}*

**NTCwk4**

And how [has/did] receiving the New Tax Credits [change/changed] the number of hours a week your partner [works/worked]?

- 1 Working hours increased
- 2 Working hours decreased
- 3 Working hours stayed the same

*{If working hours changed ( NTCwk3=1 or 2)}*

**NTCwk5 (was NTCcc3b)**

And how many [more/less] hours of work a week, on average, [do/did] you do because of help you [receive/received] through [Working Tax Credit and/or Child Tax Credit]?

Range = 1..97

*{If partner's working hours changed ( NTCwk4=1 or 2)}*

**NTCwk6 (was NTCcc3b)**

And how many [more/less] hours of work a week, on average, [do/did] your partner do because of help you [receive/received] through [Working Tax Credit and/or Child Tax Credit]?

Range = 1..97

*{If have received or currently receive WTC or CTC(BenNTC=1 or 2 OR NTC2 = 1, 2 or 3)}*

**FC25**

When you first received the New Tax Credits, were there other benefits you expected to get, but found you could no longer get or which you found were reduced?

INTERVIEWER: PLEASE CHECK THAT RESPONDENT IS THINKING ABOUT CLAIM FOR NEW TAX CREDITS IN 2003 AND NOT ANY PREVIOUS CLAIMS FOR WORKING FAMILIES TAX CREDIT

- 1 Yes
- 2 No

*{If FC25=Yes}*

**FC26a**

What were these benefits, that you did not expect to lose or be reduced?

CODE ALL THAT APPLY BUT DO NOT PROMPT

- 1 Housing Benefit/Rent Rebate
- 2 Council Tax rebate
- 3 Mortgage interest help
- 4 Free legal fees
- 5 Free school meals
- 6 School uniform/clothing grant
- 7 Baby milk/milk tokens
- 8 Childcare costs
- 9 Prescription costs
- 10 Dental treatment costs
- 11 Eye test and spectacles
- 12 Crisis/Social fund loan
- 2 Other benefit (PLEASE SPECIFY)
- 3 *Income support*
- 4 *New Tax Credits: WTC/CTC*
- 5 *'Old' Tax Credits: WFTC/DPTC/Children's Tax Credit*
- 6 *Other specific answer, not codeable to 1-16*
- 97 *Other vague answer, not codeable to 1-17*

*{If FC26a = Other}*

**FC26b**

ENTER NAME OF OTHER BENEFIT(S)

*{If have received or currently receive WTC or CTC(BenNTC=1 or 2 OR NTC2 = 1, 2 or 3)}*

**FC28**

Just before you started to receive [Working Tax Credit and/or Child Tax Credit] [in April 2003], did you receive housing benefit/rent rebate or did you receive help from the Department for Work and Pensions (formerly DSS) with mortgage interest?

INTERVIEWER: PLEASE CHECK THAT RESPONDENT IS THINKING ABOUT CLAIM FOR NEW TAX CREDITS IN 2003 AND NOT ANY PREVIOUS CLAIMS FOR WORKING FAMILIES TAX CREDIT

- 1 Yes, housing benefit/rent rebate
- 2 Yes, help with mortgage interest
- 3 No - neither of these

*{If received housing benefit or help with mortgage interest (FC28 = 1 or 2)}*

**FC29**

Once you started receiving [Working Tax Credit and/or Child Tax Credit], did you receive more [housing benefit/rent rebate/help with mortgage interest] than you did before, the same amount, less, or none at all?

- 1 More
- 2 Same
- 3 Less
- 4 None

**FC30**

Did you expect [housing benefit/rent rebate/help with your mortgage interest] to continue to be paid at the same rates as before?

- 1 Yes - expected to be the same
- 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 have received or currently receive WTC or CTC(BenNTC=1 or 2 OR NTC2 = 1, 2 or 3)}*

**FC31**

Just before you started to receive [Working Tax Credit and/or Child Tax Credit] in [April 2003], did you receive Council Tax benefit?

INTERVIEWER: PLEASE CHECK THAT RESPONDENT IS THINKING ABOUT CLAIM FOR NEW TAX CREDITS IN 2003 AND NOT ANY PREVIOUS CLAIMS FOR WORKING FAMILIES TAX CREDIT

- 1 Yes
- 2 No

*{If FC31 = yes}*

**FC32**

Once you started receiving [Working Tax Credit and/or Child Tax 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

**FC33**

Did you expect Council Tax benefit to continue to be paid at the same rates as before?

- 1 Yes - expected to be the same
- 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 have received or currently receive WTC or CTC and those familiar with NTCs (BenNTC=1 or 2 OR NTC2 = 1, 2 or 3) or (NTC1a = 5, 6 or 7)}*

**Pintro**

The next questions are to find out what you know about the New Tax Credits. It doesn't matter if you do not know all the answers

**Pass1^**

SHOW CARD J7

As far as you know, which, if any, of the following are also available to some families if they are claiming the New Tax Credits – that is Working tax credit and/or child tax credit? You can select as many or as few as you like.

- 1 Baby milk at reduced prices
- 2 Free NHS dental treatment
- 3 Help toward loft insulation
- 4 Free school meals
- 5 Help with school uniforms/clothing grant
- 6 Help towards transport costs to get to school
- 7 Help with childcare costs
- 8 Help with legal fees
- 9 Help with eye tests or spectacles
- 10 Help with fares to hospital
- 11 Help with prescription charges
- 12 Help with home improvements (painting and decorating)
- 13 Crisis/Social Fund Loans
- 14 Loans to help buy things you need to start work (tools, uniforms etc)
- 15 Vouchers towards the cost of training at local colleges
- 16 Other (PLEASE SPECIFY)
- 17 None of these (SPONTANEOUS)
- 7 *Other specific answer, not codeable to 1-17*
- 97 *Other vague answer, not codeable to 1-18*

*{If Pass1=Other}*

**Pass1O**

ENTER OTHER ANSWER

*{If have received or currently receive WTC or CTC(BenNTC=1 or 2 OR NTC2 = 1, 2 or 3)}*

**FC22^**

SHOW CARD J8

And since [April 2003] whilst you [received/have been receiving] [Working Tax Credit and/or Child Tax Credit] [did/have] you ever [make/made use] of any of the benefits on this card that you may have [been/be] entitled to?

- 1 Baby milk at reduced prices
- 2 Free NHS dental treatment
- 3 Free prescriptions
- 4 Help toward loft insulation
- 5 Help with childcare costs
- 6 Help with eye tests or spectacles
- 7 Help with fares to hospital
- 8 None of these

*{If have had free prescriptions (FC22 = 3)}*

**FC23**

[Were/are] these prescriptions for [you/you or your partner] or only for your child(ren)?

- 1 For respondent/partner
- 2 For child(ren)
- 3 Both adult(s) and child(ren)

*{If have received or currently receive WTC or CTC and those familiar with NTCs (BenNTC=1 or 2 OR NTC2 = 1, 2 or 3) or (NTC1a = 5, 6 or 7)}*

**NTC37**

I am going to read out a series of statements about the New Tax Credits. For each could you tell me whether you think it is true, false or if you don't know?

{Following questions (prefix NTC37) appear in random order in the CAPI program}

**NTC37a**

If you have been awarded New Tax Credits you must tell the Inland Revenue immediately an increase in income up to £2,500

- 1 True
- 2 False
- 9 Don't Know

**NTC37d**

If you are receiving New Tax Credits and your income falls, you will not be entitled to receive any extra money until your claim is renewed.

- 1 True
- 2 False
- 9 Don't Know

**NTC37f**

If you are receiving New Tax Credits and are using registered childcare, you may be eligible for help towards childcare costs.

- 1 True
- 2 False
- 9 Don't Know

**NTC37g**

Couples who work for more than 30 hours a week between them are eligible for a higher Working Tax Credit Award.

- 1 True
- 2 False
- 9 Don't Know

NOTE: NTC37a-g asked in a random order

**NTC38a**

Now some questions about changes in family circumstances. When you are given an award for Tax Credits it lasts for twelve months. During that 12 months you must tell the Inland Revenue if some of your circumstances change.

SHOW CARD J9

I am going to read out a list of different changes in family circumstances. From this card could you tell me, as far as you know, when, if at all, you would need to inform the Inland Revenue of each change?

You are in a couple and split up with your partner ...

- 1 Immediately
- 2 By the end of the tax year (March/ April) at the latest
- 3 Would not need to tell the Inland Revenue at all

**NTC38b**

SHOW CARD J9

You are a lone-parent and move in with a new partner...

(ADD IF NECESSARY...how soon would you need to tell the Inland Revenue?)

- 1 Immediately
- 2 By the end of the tax year (March/ April) at the latest
- 3 Would not need to tell the Inland Revenue at all

**NTC38e**

SHOW CARD J9

You have a new child...

(ADD IF NECESSARY...how soon would you need to tell the Inland Revenue?)

- 1 Immediately
- 2 By the end of the tax year (March/ April) at the latest
- 3 Would not need to tell the Inland Revenue at all

**NTC38h**

SHOW CARD J9

Your child finishes full time education at 16 or 18 years old...

(ADD IF NECESSARY...how soon would you need to tell the Inland Revenue?)

- 1 Immediately
- 2 By the end of the tax year (March/ April) at the latest
- 3 Would not need to tell the Inland Revenue at all

**NTC39^**

If your family circumstances or income changed, how would you find out if these changes would affect your entitlement to New Tax Credits? How else?

PROBE DO NOT PROMPT. CODE ALL THAT APPLY

- 1 Ring the Inland Revenue/the Helpline
- 2 Ring the local council
- 3 Use the Internet
- 4 Ask friends and family
- 5 Citizens Advice Bureau
- 6 Visit a financial Adviser
- 7 Visit the local jobcentre
- 8 Visit the local tax office
- 9 Other (PLEASE SPECIFY)
- 10 Post Office
- 11 Look at documents: Award notice/letters/leaflet
- 12 Other specific answer, not codeable to 1-11
- 97 Other vague answer, not codeable to 1-12

*{If NTC39 = Other}*

**NTC39O**

ENTER OTHER ANSWER

*{If is not currently receiving or has not received NTCs or does not have any knowledge of NTCs (BenNTC<>1 or 2 AND NTC2 = 2 AND NTC1a <> 5, 6, or 7 AND NTCrej1=2)}*

**Intr2**

Although you may have no experience of Working Tax Credit or Child Tax Credit, I would like to ask you some questions about what you may have heard about these tax credits.

*{All}*

**FC42a**

From what you know or have heard, what, do you think, is the maximum [you/you and your partner] can earn a year and still receive some Child Tax Credit?

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

**FC42b**

...NOW ENTER AMOUNT (period from FC42a)

Range = 0..99997

**FC43**

INTERVIEWER RECORD: DID RESPONDENT LOOK UP AMOUNT IN CHILD BENEFIT BOOK, OR SIMILAR SOURCE?

- 1 Yes
- 2 No

**FC46**

Do you know the minimum number of hours a week you have to work to be able to get Working Tax Credit?

- 1 Yes
- 2 No

{If FC46 = Yes}

**FC47**

How many hours a week is this?

Range = 0..97

**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 New Tax Credits, or how much you can get?

PROBE FULLY BUT DO NOT PROMPT. CODE AS MANY AS APPLY

- 1 Number of children
- 2 Age of children
- 3 Whether or not has a partner
- 4 Other income
- 5 Amount of Savings
- 6 Rent/Mortgage payments
- 7 Fares to work
- 8 Food/fuel costs
- 9 Amount of maintenance
- 10 Hours worked
- 11 Use of childcare
- 12 Don't Know
- 13 Other (PLEASE SPECIFY)
- 14 *Other out-goings*
- 15 *Child benefit*
- 16 *Other social security benefits*
- 17 *Issues relating to Health/Caring responsibility/dependants*
- 18 *Property/local area*
- 19 *Other specific answer, not codeable to 1-18*
- 97 *Other vague answer, not codeable 1-19*

{If FC48a =Other}

**FC48b**

ENTER OTHER THING(S) IR TAKES INTO ACCOUNT

## 15 Income Support

ASK FOR MAIN RESPONDENT ONLY

### Intro

INCOME SUPPORT SECTION

*{If not receiving Income Support (ben1a<>1)}*

### 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 receiving Income Support (ben1a =1)}*

### 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

### 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

### 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

{If NON PANEL and receiving Income Support (ben1a = 1)}

**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

**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 receiving Income Support (ben1a = 1) or JSA (ben1a = 2) 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=Yes)}

**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 receiving or received Income Support in the last year (Ben1a=1 or IS0=1)}

**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 Is8=Other item}*

**IS9**

INTERVIEWER: ENTER NAME OF OTHER ITEM(S).  
PROBE FULLY

**TABLE FOR EACH ITEM MENTIONED AT IS8**

**IS10**

[Item mentioned at IS8]

Was your request granted?

- 1 Yes
- 2 No

**END OF TABLE**

*{If receives Income Support or receives income-based JSA (Ben1a = 1 or Ben1a =2 and Ben5=2)}*

**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 has received Social Fund loan(s) (IS11a = Yes)}*

**IS11b**

And, thinking about your most recent application, what did you want this loan for?

- 1 furniture/household equipment
- 2 clothing/footwear
- 3 rent in advance/costs associated with moving house
- 4 improvement, maintenance and security of the home
- 5 travel expenses
- 6 expenses associated with seeking or re-entering work
- 7 general living expenses
- 8 Other

*{If receiving Income Support (Ben1a =1)}*

**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

## 16 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

### 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)

### 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

## 17 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/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

*{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

*{All}*

### Savmm3b

Have you ever been refused an account by a bank or building society?

1 Yes

2 No

*{If savmm3b=Yes}*

### 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 Savmm3c in last 3 years}*

### Savmm3d

INTERVIEWER: ENTER MONTH.

Range = 1..12

**NO SAVMM4, 5 OR 6**

*{All}*

### 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 save regularly, (Savmm8=Yes)}*

**Savmm9**

Are you saving for a particular reason, such as to pay bills or to buy something, for the future, 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 L1

Now thinking about money that you consider to be savings.

At present do you [or 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)

**TABLE for each saving type coded at Sav1**

*{If has savings (Sav1<>14)}*

**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/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 in 2001?

- 1 Yes, took one out for myself
- 2 Yes, someone took one out on my behalf
- 3 No

*{If have taken out a stakeholder pension (Sav4s = 1 or 2)}*

**Sav5s**

How much do you pay for your Stakeholder pension?

RECORD TO THE NEAREST WHOLE £

Range = 0..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. [Do not include pensions run by your employer.]?

- 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

**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 household}*

**Sav5**

SHOW CARD L2

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 (Sav5 = other)}

**Sav5a**

What other way?

{If a couple household and receiving WTC or CTC (Benntc=1 or 2)}

**Sav6**

Have you changed the way you organise your family's finances, since first claiming [Working Tax Credit, Child Tax Credit, Working Tax Credit and Child Tax Credit]?

- 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]

## 18 Expenditure and hardship

{ASKED FOR MAIN RESPONDENT ONLY}

### Intro

EXPENDITURE SECTION

{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

*{If have a refrigerator (ExpFrid=1)}*

**ExpCFrid**

SHOW CARD M2

How would you rate the condition of your refrigerator (inc fridge freezer)?

INTERVIEWER NOTE: THIS IS REGARDLESS OF WHETHER CAN AFFORD REPAIR/REPLACEMENT

- 1 in good working order
- 2 Minor problems (may need repair)
- 3 Major problems (may need replacing)

*{If have a deep freeze (ExpCFrz=1)}*

**ExpCFrz**

SHOW CARD M2

How would you rate the condition of your separate deep freeze?

INTERVIEWER NOTE: THIS IS REGARDLESS OF WHETHER CAN AFFORD REPAIR/REPLACEMENT:

- 1 in good working order
- 2 Minor problems (may need repair)
- 3 Major problems (may need replacing)

*{If have a washing machine (ExpCWash=1)}*

**ExpCWash**

SHOW CARD M2

How would you rate the condition of your washing machine?

INTERVIEWER NOTE: THIS IS REGARDLESS OF WHETHER CAN AFFORD REPAIR/REPLACEMENT:

- 1 in good working order
- 2 Minor problems (may need repair)
- 3 Major problems (may need replacing)

**Exp11^**

SHOW CARD M3

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 other (please specify)
- 11 not behind with any of these
- 12 Rent/Mortgage
- 13 Other specific answer, not codeable to 1-12
- 97 Other vague answer, not codeable to 1-13

{If Exp11= other }

**Exp11o**

PLEASE SPECIFY

**TABLE FOR EACH ITEM CODED AT EXP11**

{If behind with any bills (Exp11<>11)}

**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 M4

Do you use any of the different ways of buying things listed on this card?

- 1 Credit cards {like Master card, 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

**TABLE FOR EACH ITEM CODED AT EXP13**

{If use any of the ways of buying things mentioned at Exp13 }

**Exp13a**

How much, if anything, is outstanding on [name of card mentioned at Exp13]. Please do not include credit card and other bills being fully paid off in the current month?

ENTER WHOLE POUNDS. IF OWES NOTHING, CODE 0.

Range = 0..99997

**Exp14**

At the moment are you able to manage the repayments on [name of card mentioned at Exp13]. 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 &gt; 5000:

ARE YOU SURE? THAT'S OVER £5,000 ON ONE CARD.

**END TABLE****Exp16^**

SHOW CARD M5

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 other (please specify)
- 9 none of these
- 10 *Re-mortgage house/equity release/increase mortgage*
- 11 *Student loan*
- 12 *Other specific answer, not codeable to 1-11*
- 97 *Other vague answer, not codeable to 1-12*

*{If Exp16=Other}***Exp16o**

PLEASE SPECIFY

*{If has bank overdraft (Exp16=1)}***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}***Exp16b**

What is the total amount currently outstanding on [type of loan mentioned at Exp16]?

ENTER WHOLE POUNDS. IF OWES NOTHING, CODE 0.:

Range = 0..99997

**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 getting behind with repayments (Exp17 =2)}*

**Exp18**

How much do you now owe on these overdue payments?

INTERVIEWER: ENTER WHOLE POUNDS ONLY.

Range = 1..9997

**ExpPlan**

Do you have a repayment plan for this loan?

- 1 Yes
- 2 No

*{If ExpPlan=yes}*

**ExpWhen**

When do you expect to finish paying it back?

- 1 less than 3 months
- 2 3 to less than 6 months
- 3 6 months to less than 1year
- 4 1 to less than 3 years
- 5 3 years or more

**END TABLE**

*{If having problems with making repayments (any Exp14=no or any Exp17=2)}*

**ExpDebt**

Do you have to go without things that you or your family need because of your current debt repayments?

IF YES, PROBE TO PRECODES

- 1 Yes, most of the time
- 2 Yes, occasionally
- 3 No

**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 M6

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 situation has got worse (Exp21 = 1)}*

**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 situation has got better (Exp21 = 2)}*

**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

*{If Exp20=Response}*

**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*

*{If received help buying new items (Exp26a = 5)}*

**Exp26b**

INTERVIEWER: ASK AND RECORD TYPES OF NEW ITEM

**Exp27**

[Over the past 12 months has/does] 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

## 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?

*{If will be working 16 or more hours a week (Jsc80=2)}*

### Jsc81

...and over the next couple of years do you think you are likely to be ... READ OUT...

- 1 ...receiving New Tax Credits,
- 2 or not receiving New Tax Credits?

*{If in a couple (ask for main R and partner separately)}*

### Jsc82

SHOW CARD M7

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

*{If both working 16 or more hours a week (Jsc82=1)}*

### 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 New Tax Credits,
- 2 or not receiving New Tax Credits?

### SatAll

SHOW CARD M8

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 quite dissatisfied or very dissatisfied (SatAll = 4 or 5)}*

**AllDis^**

Why do you say that you are dissatisfied with services for children and young people in this area?

CODE ALL THAT APPLY

- 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 reason (please specify)
- 15 *Other specific answer not codeable to 1-13*
- 97 *Other vague answer not codeable to 1-14*

*{If Alldis = other}*

**AllDisO**

What other reasons?

**Improve^**

SHOW CARD M9

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

*{If couple household and non-panel case}*

#### R1q

When did you and [partner's name] first meet?

ENTER YEAR ONLY

Range = 1930..2050

#### R2q

And when did you first start to share a home together?

FIRST ENTER YEAR

Range = 1930..2050

#### R3q

...THEN 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

#### R4q

And may I just check, are you and [partner's name] married?

1 Yes

2 No

#### R6q

##### COMPUTED 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.)

Did their present relationship begin before or after the eldest child was conceived? :

1 Before - Relationship started at same time/before eldest conceived

2 After - Started after eldest conceived

*IF 'AFTER', THEY JUMP TO R11q:*

*IF 'BEFORE', THEY AVOID THE RELATIONSHIP HISTORY ALTOGETHER, AND JUST GET ASKED R7q TO R10q*

*{If panel and a couple and is same partner or Non panel and relationship started before eldest conceived (R6q=1)}*

**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}*

**R7bq**

Can I check, were any of these spells apart in the last 12 months, that is since [date 12 months ago]?

- 1 Yes
- 2 No

**R9rq**

Now thinking about spells apart since [date 12 months ago] how long did these spells last, in total?  
...ENTER NUMBER OF MONTHS.

Range = 0..11

**R10q**

And how many separate spells were there?

Range = 1..97

#### **START OF RELATIONSHIP'S HISTORY**

*{If Lone parent or Non panel and relationship started before eldest conceived (R6q=1)}*

**R11q**

Can I check, did you have a husband/wife or partner living with you regularly during the year before [name of eldest child] 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

**R11Qa**

What was his/her name?

ENTER NAME OF EX-PARTNER

*{If R11q = no}*

**R12q**

(I would now like to ask a few questions about the father of [name of child]).

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

{If R11q = yes, or if R12q = yes or R110q=Yes}

##### **R15q**

When did you first start living as a couple with this person?

FIRST ENTER THE YEAR...

HELP SCREEN: If they lived with more than one person since the birth of the eldest child, code ex-partners in date order, ie. the LEAST recent one first.

Range = 1930..2050

##### **R16q**

...THEN 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

##### **R17q**

When did you last live together as a couple with this person?

FIRST ENTER THE YEAR...

Range = 1930..2050

##### **R18q**

...THEN 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

##### **R19q**

During that time between [date from R16Q and R17Q] and [date from R18Q and 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

**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

**R23q**

Were you legally married to this person?

- 1      yes, married
- 2      No, not married

**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

**KidVar**

COMPUTED VARIABLE: Count of number if children with only one natural parent in household  
This variable counts down everytime the absent parent is established at R26q.

*{If in a couple with this person (R17q=Yes)and 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 R25q = yes}*

**R26q**

ASK OR CODE: May I ask, of which [child/children] is/was this person the other parent?

[DISPLAY NAMES OF RESP'S CHILDREN ON LIST, and code all that apply]

**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

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 respondent 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 argued (R49q <>5)}*

**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 was married to then separated from this person (R23q =1 AND R24q = 1)}*

**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

**R55qb**

...THEN 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

*{If ever lived with the ex partner or partner has died (R15q=response or R24q=2)}*

**R59q**

[Just before you separated/ At the time your partner died] was your partner working full time?

1 Yes

2 No

*{If ever lived with the ex partner (R15q=Response)}*

**R100mq (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 the amount that you received of your (former partner/other parent)'s share was worth at the time?

ENTER AMOUNT OF SHARE RESPONDENT GAINED

Range = 0..999997

**Soft Check:**

If R101q < £150,000

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 R110Bq= Yes return to R15q and repeat table of questions}*

**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 agree to proxy interview (Partun=yes or Partexp=yes)}*

#### Pphea

Does your partner have any long-standing illness, disability or infirmity of any kind? By long-standing 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

#### PpCare

Does your partner care for anyone because they have a long-standing illness, disability or infirmity?

- 1 Yes
- 2 No

*{If partner currently working (partner empstat=1 or 2)}*

#### 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

*{If partner an employee (PPemp=1)}*

#### 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 partner not working 16 or more hours (empstat <>1)}*

**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}*

**Plstwk**

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 pphours >1970

Are you sure?

*{If partner has ever worked 16 or more hours (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

*{If partner currently works or has ever worked 16 or more hours (empstat=1) OR (Peverwk=Yes)}*

**PPSIC**

What [does/did] 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 of 16 hours 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 partner currently works or has ever worked 16 or more hours)and is/was an employee (empstat=1) OR (Peverwk=Yes) AND (Pcomp=1) OR (Ppemp=1)}*

**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 partner currently or was self-employed (Pcemp=2) OR (Ppemp=2)}*

**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*

*{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*

{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