

1970 British Cohort Study (BCS70)

Twenty one-year Sample Survey

A Guide to the BCS70 21-year Data

available at the

Economic and Social Research Council Data Archive

Deposited by:

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The Twenty-one-year Sample Survey was funded mainly by three sources, the Adult Literacy and Basic Skills Unit (ALBSU), The Paul Hamlyn Foundation, and the Leverhulme Trust. Other funding sources include the Dulverton Trust, the International Centre for Child Studies, the Mirror Group Newspapers Plc and the Trustee Savings Bank Plc.

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The MORI research organisation assisted with the development of the survey instrumentation, undertook the pilot and main surveys, coding and initial data entry and data cleaning.

Preface

This document is a guide to the 1970 British Cohort Study (BCS70) Twenty one-year Sample Survey. It is designed to accompany the first deposit of data from this survey with the Economic and Social Research Council Data Archive, at the University of Essex. The documentation and data have been prepared initially by the Social Statistics Research Unit (SSRU) at City University, which took over responsibility for BCS70 in 1991, and subsequently by the Centre for Longitudinal Studies (CLS) at the Institute of Education.

In Section 1, a short history is given of the whole longitudinal study. This is followed by a more detailed account of the Twenty one-year survey begun in 1991. Section 2 provides an in-depth guide to using the 21-year data, outlining amongst other issues, the data cleaning policy, response bias and reliability of specific questions. In Section 3 the annotated questionnaire is reproduced. In Section 4, there are 3 appendices. The first gives a summary of topics covered by BCS70 surveys to date. The second appendix is the list of publications. The third provides the syntax used to generate the derived variables included on the deposited dataset.

Everyone is strongly advised to read Section 1 first, as the historical context facilitates a clearer interpretation of the data.

Summary of the Data Deposit

1970 Birth Cohort Study: Twenty one-year Sample Survey

Principal Investigator	John Bynner, Director, Social Statistics Research Unit, City University, EC1V OHB.
Original Organisation	City University, Social Statistics Research Unit
Depositor	John Bynner, Director, Centre for Longitudinal Studies (CLS), Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL.
Documentation	Prepared at CLS by Sofia Despotidou, Brian Dodgeon and Peter Shepherd.
Acknowledgements	Fieldwork, data entry and initial data cleaning: MORI.
Purpose	To investigate the processes and outcomes of transition from secondary education to employment; and to investigate levels of literacy and numeracy.
Variables	Three survey instruments were used: Self-Completion Questionnaires (Cohort), an interview and literacy and numeracy assessments
Population	Children born 5-11 April 1970.
Sampling Procedures	The sample was drawn from cohort members who were resident in England and Wales. Interviews conducted in 25 clusters based on 26 post code areas.
Cases (target)	More than 10,000 (those with current address available)
Cases (obtained)	1,647
Method of Data Collection	Self-completion questionnaires, a face-to-face interview and an assessment
Date of Data Collection	1992

SECTION 1

INTRODUCTION TO THE 1970 BRITISH COHORT STUDY, WITH PARTICULAR REFERENCE TO THE TWENTY ONE-YEAR SAMPLE SURVEY

INTRODUCTION

1.1 Britain has a unique tradition in conducting longitudinal birth cohort studies. Four continuing studies have been embarked upon. These were in 1946 (National Survey of Health and Development, NSHD), in 1958 (National Child Development Study, NCDS), in 1970 (1970 British Cohort Study, BCS70), and in 2001 (Millennium Cohort Study). The first three were launched as a study of antenatal/postnatal service provision, and morbidity or perinatal mortality. All those three studies collected information about almost all births occurring nationwide in a target week in 1946 (NSHD, n=13,687), in 1958 (NCDS, n=17,414), and in 1970 (BCS70, n=17,198) respectively. Each of those studies has subsequently carried out multidisciplinary follow-up surveys (or sweeps) on health, education, family and social influences at various ages (Douglas, 1964; Douglas et al 1968; Wadsworth 1979, 1991; Butler and Bonham, 1963; Butler and Alberman, 1969; Davie et al, 1972; Fogelman, 1976, 1983; Ferri, 1993; Chamberlain et al, 1973, 1975; Osborn et al, 1984). The studies present individually and in combination an unprecedented opportunity to investigate the forces and patterns that have shaped and continue to shape the lives of three overlapping generations of people living in Great Britain. The Millennium Study will add a longitudinal dimension to a fourth cohort in the coming years, when follow-up sweeps have been completed.

1.2 This document is designed to accompany the deposit of data from the *BCS70 Twenty one-year Sample Survey* with the Economic and Social Research Council Data Archive at the University of Essex. The deposit of this data means that the Data Archive now holds data for the complete longitudinal record from birth to thirty-year data from the other BCS70 follow-ups having been deposited some time ago.

1.3 The present section is in two parts. The first provides details of the background to BCS70 in general, and describes the availability of the data, and some of the publications arising from research using the BCS70 data. The second, focuses on the BCS70 Twenty-one-year Sample Survey in particular, providing details of the design and conduct of the survey, and the initial data preparation. Later sections provide a guide to using the 21-year data, and an annotated copy of the survey instrument employed. An outline of additional data cleaning and documentation undertaken by the Centre for Longitudinal Studies (CLS) is also included.

The documentation and data have been prepared by the Centre for Longitudinal Studies at the Institute of Education, which is responsible for BCS70, as well as for NCDS and the Millennium Cohort Study.

BACKGROUND TO THE 1970 BRITISH COHORT STUDY

Outline of the Longitudinal Study

1.4 BCS70 began in 1970 when data were collected about the 17,198 babies born in England, Scotland, Wales and Northern Ireland in the week 5-11 April. At this time, the study was named the British Births Survey (BBS) and it was sponsored by the National Birthday Trust Fund, in association with the Royal College of Obstetricians and Gynaecologists. Since 1970, there have been five attempts to gather information from the full cohort - when they were aged 5, 10, 16, 26 and 30 years.

1.5 As Table 1.1 shows, information has been obtained from a number of different sources, and by varying types of instruments. With each successive attempt, the scope of enquiry has broadened from a strictly medical focus at birth, to encompass physical and educational development at the age of five, and physical educational and social development at the age of ten. This wider and more comprehensive approach has been continued in the 16-year, 26-year and 30-year sweeps.

1.6 In the birth survey, information was collected by means of a questionnaire completed by the midwife present at the birth, and supplementary information was obtained from clinical records. The five-year and ten-year follow-ups were carried out by the Department of Child Health, Bristol University and the survey at these times was named the Child Health and Education Study (CHES). On both occasions parents of the cohort members were interviewed by Health Visitors, the children themselves undertook tests of ability, and the school health service gathered medical information on each child. This was supplemented at ten years by information gathered on a questionnaire completed by head and class teachers, and the children had

completed a medical examination. In 1975 and 1980, the cohort was augmented by the inclusion of immigrants to Britain who were born in the target week in 1970. Subjects from Northern Ireland who had been included in the birth survey, were dropped from the study in all subsequent sweeps.

The sixteen-year follow-up was carried out by the International Centre For Child Studies and named Youthscan. In this sweep, sixteen separate survey instruments were employed, including parental questionnaires, head and class teacher questionnaires and medical examinations. The cohort members completed questionnaires, kept two four-day diaries and undertook some educational assessments.

The twenty-six year follow-up was carried out by the Social Statistics Research Unit, City University and it was now called the BCS70 26-year survey.

The 30-year survey was carried out by the Centre for Longitudinal Studies after the SSRU moved to the Institute of Education.

Table 1.1: BCS70 Follow-ups, sample surveys and sources of information 1970-2000

pBBS (1970) Birth	BBS*** (1972) 22 mths	BBS*** (1973) 42 mths	CHES (1975) 5	CHES (1980) 10	Youthscan (1986) 16	BCS70 (1991) 21***	BCS70 (1996) 26	BCS70 (2000) 30
Mother	Mother	Mother	Parents	Parents	Parents			
	Test	Test	Test	Tests	Tests	Tests		
Medical	Medical	Medical	Medical	Medical	Medical			
				Subject	Subject	Subject	Subject	Subject
16,135 *	2,457	2,315	13,135	14,875	11,628	1,647	9,003	11,261
98%**	15%	14%	80%	93%	72%	10%	56%	70%

Notes: * Achieved Sample - at least one survey instrument partially completed.
(The figure for the BBS comprises cohort members living in GB known to be alive at the end of one week).

** Per cent response.

*** Sample surveys: 22 months, 42 months, and 21 years.

1.7 In the 1972 and 1973 sample surveys the British Births Child Survey took as its subjects three sub-samples: all twins in the original cohort were included, as were low birthweight and post-mature births. A random ten per cent sample of the original cohort acted as a control group. The South-West Region Survey, carried out at the age of 3^{1/2} surveyed ninety five per cent of the cohort members who lived in the south west of England and Glamorgan, South Wales. These smaller-scale surveys were undertaken in order to bridge what was a large gap in child development terms between birth and five years of age (when the next full sweep was planned). In 1977, an attempt was made to obtain details about those who had not responded in the five-year survey. A postal questionnaire was completed by parents of 1,917 of the non-responders.

Availability of Data

1.8 Data for the *birth survey*, the *22-month* and *42-month sample surveys*, the *five-year*, the *ten-year*, *sixteen-year*, *twenty six-year* and *thirty-year* follow-ups are already lodged at the *ESRC Data Archive*, and are available to the research community for analysis.

1.9 Data for the *twenty-one year* sample survey accompany this document.

A fully documented database containing all BCS70 data, is now being prepared by Centre for Longitudinal Studies and will be made available via the ESRC Data Archive. Until data are generally available in this way, it is possible to obtain data not already lodged with the Data Archive from the Centre for Longitudinal Studies directly - see *paragraph 1.35* below for more details.

Some Examples of Published Material

1.10 Wide-ranging use has already been made of the data arising from the birth survey and the five follow-ups of BCS70. It is not within the scope of this document to review the literature, but it is useful when considering the background to the project to mention some key works. The birth sweep provided a valuable insight into the patterns at that time of obstetric and neonatal care in the United Kingdom (Chamberlain et al 1973, 1975). The birth and five-year findings relating to health were discussed in Butler, Golding and Howlett's (1986) *From Birth to Five: A Study of the Health and Behaviour of Britain's 5-Year Olds*, and general findings from the first two sweeps were also outlined in a book written by Osborn, Butler and Morris (1984). Chamberlain and Simpson (1979) also concentrated on the health data arising from the birth, 22 and 42 month surveys in their book *The Prevalence of Illness in Childhood*. An account of early findings from the 26-year follow-up is given in *Twenty-Something in the 1990s*, Bynner, et al. (1997).

1.11 In addition to these general accounts of the findings of BCS70, a number of specific projects have been undertaken in a wide range of fields. In the area of health, investigations have ranged from vision problems (Atkinson and Butler, 1985; Stewart-Brown, 1986) to childhood accidents (Bijur, 1984; Wadsworth et al, 1983a), appendicitis (Barker et al, 1988), breast-feeding (Taylor et al, 1983a, 1984) teenage mothering (Taylor et al, 1983b; Wadsworth et al, 1983b) and much more. Special educational problems and needs have formed the scope of some of the research arising from the BCS70 data. For example, Haslum and Butler (1985) considered the special education needs of ten year olds, and Rodgers (1983) investigated the prevalence of reading retardation. Different forms of social behaviour and their influence on health and development have also been investigated. Rush and Cassano (1983) considered the influence of parental smoking on perinatal mortality; Haslum, Morris and Golding (1984) reported on the diets of Britain's ten year olds; Osborn (1984) considered maternal employment and depression and their influence on child behaviour; and Osborn and Morris (1982) investigated fathers' roles in child care. Osborn and Milbank (1987) showed the longer term value of pre-school education and day-care. A full bibliography of publications and reports arising from BCS70 is reproduced in Appendix 3.

1.12 The data already collected provide a remarkably rich research resource in a large number of areas. Future data collection by means of regular sweeps, and the adoption of an integrated approach to the design and analysis of this study with the 1958 cohort study (NCDS) will present exciting new possibilities and dimensions for research.

THE BCS70 TWENTY-ONE-YEAR SAMPLE SURVEY

Rationale and Overall Design

1.13 The *BCS70 Twenty one-year Sample Survey* is the fourth sample survey of the 1970 cohort born in Great Britain 5-11 April 1970. The cohort has been surveyed comprehensively at birth, five, ten, 16, 26 and 30 years, and samples were seen at 22 months, 42 months, seven and 21 years. The study was originally titled the *British Births Survey*, then the *Child Health and Education Study* (CHES), then *Youthscan*, then in 1991 renamed the British Cohort Study 1970 (BCS70).

1.14 A number of considerations influenced the development of the survey instrumentation used for the BCS70 Twenty one-year Sample Survey.

They can be said to fall under two broad headings:-

- **Literacy and Numeracy (Basic Skills)**
- **Education, Training and Employment**

1.15 Adult *literacy and numeracy* problems are a central concern in modern societies. They affect not only employment prospects and the ability to perform well at work, but how adults function in every area of their social and domestic lives and as citizens. Moreover, they point to serious failings of an education system which, over the years of compulsory schooling, has failed to impart the most basic of all educational skills to a proportion of children. During the decade prior to this sample survey, programmes directed at rectifying reading and numeracy deficiencies in adults were carried out in which the Adult Literacy and Basic Skills Unit (ALBSU) had the main coordinating role. But the problem persisted, not least because schools had yet to achieve the goal of literacy and numeracy for all the children passing through them. Nor had training schemes of the kind that burgeoned in the late 70s and the 80s bridged the gap. Gaining a better understanding of the types of problems adults have and how these develop are essential to making literacy and numeracy teaching effective.

Attitudes towards literacy and its definition have changed over the past century. No longer is it sufficient or desirable to classify people according to a simple dichotomy literate/illiterate on the basis of their ability to accomplish a simple task (like writing their name). Recent studies in this country and abroad have suggested that large percentages of the adult populations of developed countries are unable to apply literacy skills which are advanced enough to meet the varying demands placed upon them in their every day lives. This has serious implications both for the individuals themselves (lifechance) and for society in general (in terms of human resource management).

"Literacy" should be seen as a dynamic and context specific concept. Changing environments place ever-changing demands on the individuals within them. Literacy levels necessary for one person or group of people may be very different to those necessary for another. It is thus important to attempt to develop measures of literacy, which are relevant to the people who will be assessed by them. Obviously, the more generally applicable the tests are made, the less personal they can be. It is important therefore also to collect information on people's own views of their abilities and their shortcomings.

The first objective in this sphere was to obtain an estimate of the proportion of English and Welsh young adults who had experienced any reading, writing, spelling or numeracy problems in their adult lives. This was, in part, directed at updating information collected eleven years previously from 23-year olds in the National Child Development Study - the cohort study based on the sample of approximately 17,000 people born in a single week in 1958 (ALBSU, 1987).

Thirteen percent of the NCDS cohort members said that they had had literacy or numeracy problems since leaving school. This BCS70 sample survey offered the opportunity to repeat the questions in order to obtain fresh estimates and see whether there was any evidence of a marked change between the two surveys (such comparisons could, of course, only be crude, because of the differences in age and in the constitution of the sample between the two studies).

The second objective was to develop an assessment scheme for adult reading, writing and numberwork difficulties, which could be administered to respondents by professional survey interviewers. This would enable comparisons to be made between BCS70 cohort members' subjective appraisals of their difficulties and an objective assessment based on performance in a number of everyday tasks. The practical limitations on the design were that the assessment should take no more than 30 minutes to complete, should be simple to administer and be as enjoyable and unthreatening as possible to interviewees. The assessment needed to cover a range of performance at the four levels for communication skills and the three levels for numeracy as defined by ALBSU's Basic Skills Standards. These emphasise 'functional' performance, i.e. the ability to apply basic skills in every day life situations (ACACE, 1982).

The third objective was to investigate the kinds of difficulty people *claimed* to have and were *found* to have from the assessments. Are there particular types of task that people find exceptionally difficult and do these differ between men and women? Time limitations would of course restrict this part of the study to a very limited range of examples.

The fourth objective was to investigate the present and past circumstances and other personal characteristics of people found to have difficulties. This would bring in data from other parts of the survey and from the earlier stages of the study, exploiting its longitudinal features.

1.16 In looking at *Education, Training and Employment* in the context of a survey of 21-year-olds, it is important to note how routes to employment for young people have evolved in recent decades. Apprenticeship was traditionally viewed as the main way that young people learnt the skills and amassed the experience necessary to enter an occupation. As apprenticeships became rarer, other forms of education and training became more important in the transition from school to work. Although education and training at schools and colleges is invaluable, acquiring work experience and learning 'on the job' is increasingly important.

With increasing age, an individual's ability to influence their career path may diminish. Someone with poor school qualifications may find it difficult to secure a desirable job or to get the necessary training and experience. Relevant courses may not be available locally, or there might be financial or other personal constraints that prevent young people enhancing their qualifications and abilities. Occupational aspirations of some young people may not be matched by their examination performance at school. What are the vital factors that contribute to relative failure? Undeniably, those who leave school with few qualifications will have fewer courses open to them than those who are well qualified. To what extent does poor performance at school persist in influencing the adult working life? In investigating the routes through postcompulsory education and training it is possible to identify the strategies or circumstances that lead to a relatively successful career route, despite early educational failure.

(a) **Youth Training:** In developing a typology, Youth Training was of particular interest because it should represent a genuine transition stage between full-time education and employment. YT has been modified since it was introduced by the government with the objective of improving young people's employment prospects (Department of Education and Science, 1981; Department of Employment, 1986) and providing them with the skills required for modern industry (Department of Employment, 1988). YTS began as a one year scheme designed to reduce youth unemployment and was extended to two years in 1978. The 1988 Employment Act replaced the national scheme with Youth training, (YT) which was to be run by the newly established Training and Enterprise Councils (TECs). BCS70 cohort members experienced both one year and two year YT/YTS schemes.

The variation in type of YT available to cohort members requires some consideration. Differences in local labour market skill requirements should be taken into account (Ashton and Maguire, 1986). These differences in skill requirements should affect the kind of training that is offered. Training and Enterprise Councils were set up by the government so that local training requirements could be met (Department of Employment, 1988). This diversity in the provision of YT has made it undesirable to classify everybody who experienced YT in a single YT category.

Three YT sectors were identified by Roberts and Parsell (1989): the sponsored sector, the contest sector and sink schemes, which can be defined as follows.

Trainees who entered the sponsored sector were the most likely to find employment at the end of the scheme through qualifications or apprenticeships. Possibly more importantly, trainees in this sector had more chance of a permanent job with the sponsoring employer when the scheme was over. The contest sector schemes could also provide qualifications and work experience, although there was less certainty of achieving permanent employment with the firm that provided the training. The third YT sector, described as sink schemes by Roberts and Parsell (1989), tended to be community-based rather than employer-led: there were virtually no opportunities for trainees on these programmes to be offered employment when their schemes came to an end.

The different YT sectors tended to provide differing levels of training quality: highest quality training being provided by the sponsored and contest sectors, while the sink schemes offered the least to their trainees. These differences were reflected in recruitment, as those with the poorest qualifications tended to enter the sink schemes. The differences between the sectors were also reflected in the training for qualifications that was provided for trainees. Sink schemes were less likely to provide or lead to qualifications for their trainees.

(b) Full-Time Education: Recruitment into the different categories of the typology is determined by a combination of choice and opportunity (Roberts and Parsell, 1988). It has been argued that although the ambitions of school leavers can shape their careers, the consequences of their decisions were trivial in comparison to other factors such as their educational attainment and the jobs that are available in the local labour market. Roberts and Parsell also supported the argument that further constraints were made on opportunities when some choices were made. For instance, a decision to leave fulltime education may be practically irrevocable after an individual has entered the labour market. It is therefore important to describe the categories of the typology in terms of school qualifications and age of leaving full-time education.

(c) Post-School Vocational Qualifications: The most commonly achieved post-school vocational qualifications included were: Royal Society of Arts awards (RSA); City and Guilds; Joint Industry Board and National Joint Council awards (JIMNC); National Diplomas and Certificates; TEC BEC and BTEC awards (TEC/BEC). Other types of qualification are excluded due to the relatively small numbers.

(d) Unemployment: Youth unemployment is one of the most important outcomes in measuring failure in transition from education to employment. Unemployment is defined here as not having a job and seeking work. Only those who have had one or more periods of three consecutive months of unemployment were categorised as having experienced a significant period of unemployment.

(e) Current or Most Recent Employment: Respondents were asked about the main thing, other than the minimum entry qualifications for the job, that helped them obtain that position. The available response categories for this question were: experience, contacts, other qualifications, specific skills or abilities, or 'something else'.

Tracing

1.17 The continued success of longitudinal studies like BCS70, is dependent on knowing the whereabouts of the study subjects. For the purposes of the follow-ups in 1975, 1980 and 1986, the cohort members were traced mainly through schools, and no effort was made to maintain contact in the intervening years. Following the 1986 survey, it was no longer possible to trace the 16,000 cohort members anew in this way, and after responsibility for the study was assumed by SSRU in 1991, efforts were made to maintain contact with those for whom a current address was still available, by mailing an annual birthday card. This was designed to give cohort members feedback about the use of information they had already given, and to advise them of plans for future surveys. It also provided an opportunity to confirm address details and other helpful information. As a result of these efforts, information about the current whereabouts of some 10,000 of the 16,000 BCS70 cohort members was available at the time that preparations for the 1991 Sample Survey began in autumn 1991.

Survey Instruments

1.18 The *BCS70 Twenty one-year Sample Survey* made use of four questionnaires, “Your Life Since 1986”, “Your Views”, “Interview”, and “Literacy and Numeracy Assessments”. This was developed by the cohort studies research team at SSRU, in consultation with those who had been involved with the design and analysis of earlier BCS70 sweeps, and those familiar with the 1958 National Child Development Study (NCDS). It was based on survey instruments used for the 23-year NCDS follow-ups, and was designed to provide details of the views and current circumstances of the cohort members in a number of key areas, plus more limited information on their experiences since the last follow-up in 1986. Successive drafts of the questionnaire were piloted on 50 cohort members which were not part of the sample. The final version included questions concerning: employment and education histories since age 16, qualifications, training,

unemployment, reading and writing behaviour, literacy and numeracy self-appraisal and assessments, household composition, relationships, children, housing, income, health, attitudes to employment, education, literacy and numeracy, and self efficacy.

Sample Design

1.19 The main survey achieved 1,650 interviews using a clustered sample of 25 sampling points based on 26 postcode areas throughout England and Wales. The sample was obtained using interval sampling of all postcode areas in England and Wales with a random starting point. To ensure that the sample would be representative, the characteristics of cohort members resident in the sample areas were compared with those of 21 year olds who participated in the 1989 Labour Force Survey (LFS89). The regional distribution and characteristics of cohort members resident in the sample areas was very similar to the distribution and characteristics of LFS89 respondents.

Pilot

1.20 The instruments and fieldwork procedures were piloted by MORI interviewers between 25th November and 9th December, 1991. The following instruments were piloted: the interview schedule, the self-completion questionnaire and the literacy and numeracy assessments.

Cohort members were initially contacted by telephone (or by personal call where no telephone number was available), an interview date was arranged and a self-completion questionnaire, was then posted to respondents. The questionnaires were collected at the time of interview. If the self-completion questionnaire had not been filled in, interviewers waited for the questionnaire to be completed before starting the interview, as the employment and education history section was required to provide dates. Cohort members were generally very happy to participate in the pilot and were not put off by the initial telephone call or by being asked to complete the questionnaire before the interview.

A total of 85 cohort members' addresses were issued; 33 in South East London and 52 in the Reading area. 49.4% of respondents completed the interview, assessment and self completion questionnaire; 4.7% refused to participate in the survey and 45.9% could not be contacted or were unavailable for the duration of the pilot. The proportion of cohort members who completed the interview was lower than might be expected. This was partly due to the short duration of the fieldwork period, which made it difficult to arrange a convenient time to interview some cohort members or to contact those cohort members who had moved house or were away at college/university. The majority of those who were contacted were very willing to participate.

The mean completion time for the literacy and numeracy assessments was 28 minutes. The average duration of the interview was 54 minutes. Although the assessments were accomplished within the designated time (30 minutes), the interview was, on average, nine minutes longer than planned. A small number of cohort members could not complete the self-completion questionnaire due to literacy difficulties and were assisted by the interviewer.

The pilot was successful, indicating the suitability of fieldwork procedures and questionnaire design, which required only minor modifications for use in the main survey. Initial concern about the literacy and numeracy assessments was unjustified as both interviewers and respondents appeared to be comfortable with the assessments. Overall, The numeracy tests presented more problems to respondents than the literacy assessments.

Data Collection

1.21 Fieldwork for the survey was successfully conducted by MORI between February and May, 1992. MORI were also responsible for data entry. All data collected by the survey was delivered to SSRU on magnetic media.

All initial contact with cohort members made by interviewers was by telephone or personal visit to their home. This procedure was adopted to minimise non-response amongst cohort members, especially those with literacy difficulties. Interviewers were instructed to persuade cohort members to agree to an Interview, arrange a date and time when this would be carried out, and then explain that the two self-completion questionnaires would be sent to them by post. Although the two questionnaires were designed to be completed before the Interview was conducted, it was stressed to cohort members that they did not have to finish completing them before the interviewer arrived. Where cohort members experienced difficulty in answering the questions in the 'Your Life Since 1986' questionnaire, the interviewer completed, or assisted in the completion, of this instrument before the Interview was conducted. The 'Your Life Since 1986' questionnaire was used as a reference document by interviewers throughout the interview to ensure that dates and reported activities were consistent.

A postage-paid envelope was left with those respondents who had not completed the 'Your Views' questionnaire, so that it could be returned at a later time. Interviewers were instructed to explain the meanings of questions in the Your Views questionnaire, but not to help complete it, so that interviewer would not influence the cohort members' answers to attitude questions.

The Literacy and Numeracy Assessments were administered after the Interview was completed.

Fieldwork outcome

1.22 The target of 1,650 interviews was achieved, representing 70 per cent of the 2,359 addresses which were included in the sample. A breakdown of response is given below.

Table 1.2: Interview response

Outcome	%	Number
Interview completed	70	1,650
Refusal	6	141
Respondent had moved to different area	6	140
Respondent had moved – no new address	7	158
No contact	7	176
Incapable of doing interview	-	5
Other	4	89
TOTAL	100	2,359

The largest cause of non-response was that cohort members had moved house in the 9 months prior to fieldwork. Due to the short duration of the fieldwork period and the clustered nature of the sample, it was not possible to pursue interviews with the majority of cohort members who had moved house. The low refusal rate of 6 per cent indicates the extremely cooperative nature of BCS70 cohort members.

Details of the distribution of the sample by region and postcode area are given in Table 1.3 below.

Table 1.3: Distribution of the BCS70 sample by region and postcode area

Region	Postcode area	Planned sample	Interviews achieved
		%	%
North	NE	6.31	6.24
North West	LA	2.92	2.18
	WA	5.24	5.58
Mersey	L	3.22	2.18
Manchester	M	3.03	3.52
West Yorkshire	WF	4.35	4.55
Yorkshire & Humberside	YO	3.37	3.88
South Yorkshire	S	3.17	3.33
East Midlands	NG	4.12	4.30
	NN	2.54	2.73
Anglia	NR	5.03	5.45
South East	SS	3.98	4.61
	RH	3.59	3.45
	SO	4.53	4.67
	OX	4.83	4.79
	DA	2.69	2.79
London	UB	2.84	3.09
	E/SE	6.24	5.94
	W	2.25	1.88
South West	BH	2.56	2.97
	BS	5.50	5.15
Wales	SA	6.42	5.27
West Midlands	ST	2.53	2.61
W Midlands Conurbation	B	6.57	6.91
	WV	1.77	1.94
Total %		100.00	100.00
Total n		1,650	1,650

Data Processing

1.23 Completed questionnaires were returned by cohort members to MORI, who were responsible for a preliminary visual edit agreed with SSRU. Following data entry of all pre-coded information, a preliminary computer edit (again agreed with SSRU) was carried out by MORI to check that data was valid (i.e. single-coded, 0-9), and within range (i.e. as specified in the questionnaire).

1.24 Qualifications were coded using a scheme based on that used for recent NCDS follow-ups, but because of an improved approach to the survey also provided information on each qualification identified.

Sample representativeness

1.25 The 1989 Labour Force Survey (LFS) has been used as a basis for comparison as it claims to be representative of the population in England and Wales, and because we were able to select information for a narrow age band of respondents (21-year-olds). The employment characteristics and marital status of respondents in the BCS70 21-year survey and the LFS are compared below.

The tables show that, on the basis of economic activity and marital status, the two samples are broadly similar. The slight difference between the LFS and BCS70-21 economic activity data can be largely explained by differences in coding conventions. A slightly higher proportion were cohabiting in the BCS70 sample and females outnumber males by 53 to 47 per cent, reflecting expected patterns of response bias in BCS70 data. On the basis of comparison with the LFS data, we are confident that the sample can be used to conduct reliable research on 21 year olds living in England and Wales.

Table 1.4 Economic activity of respondents

Economic activity	LFS %	BCS70-21 %
Employed	67	70
Training scheme	1	1
Looking for work	7	9
Full-time education	9	10
Keeping house	7	7
Other	9	2
TOTAL &	100	100
TOTAL n	1,869	1,650

Table 1.5 Economic activity of respondents

Marital status	LFS %	BCS70-21 %
Married	15	13
Cohabiting	8	13
Single	77	73
Separated/divorced	1	-
TOTAL %	100	100
TOTAL n	1,869	1,650

Response bias

1.26 Although a generally acceptable response rate has been achieved, anything less than a perfect response raises the question of whether those who completed a questionnaire are representative of the sampled population - in this case, the cohort members living in Great Britain (England, Wales and Scotland) for whom SSRU had a current address. This issue has been explored by exploiting a possibility only available to longitudinal studies: comparison of the achieved sample - those cohort members who returned a questionnaire - with the target sample - the cohort at birth, and in subsequent follow-ups.

1.27 Comparisons between the achieved sample and the target sample have been extensive. They are based on variables selected from the earlier BCS70 follow-ups. The variables chosen include many relating to

demography, education, literacy and numeracy problems, social and economic circumstances, financial problems, the family and relationships, housing and household, and health.

1.28 Table 1.7 reports on just some of the comparisons made. It contrasts the characteristics of the target sample and those of the achieved sample for the 21-year follow-up, using a range of variables selected to represent the areas identified above. The absolute difference between the target and achieved samples, and the percentage bias are reported for each variable, indicating the extent of the difference between the cohort and the sample. For this table percentage bias is calculated as follows:

$$\text{((Per cent in the achieved sample - Per cent in the target population)/Per cent in the target population) } \times 100$$

A negative percentage bias indicates under-representation in the 21-year follow-up, and a positive percentage bias shows over-representation. When looking at the contrasts for variables taken from the 1975, 1980, and 1986 follow-ups it is important to remember that the target percentage will itself reflect differential response to these surveys.

1.29 Nevertheless, the analysis provides an important, and generally encouraging, insight into differential response. Absolute differences between the sampled population and the achieved sample are, on the whole, small and this is reflected in many of the figures for percentage bias. However, small absolute differences can result in a relatively large figure for percentage bias where the percentage in the sampled population is small. Levels of statistical significance are not reported, but it should be noted that, in samples of this size, tests of statistical significance are sensitive to very small differences. In general, the achieved sample does not differ greatly from the sampled population.

1.30 Overall, it appears that men, those born outside Britain, and those with minority ethnic background are under-represented in the BCS70 21-year follow-up. This also holds for those born to single mothers, teenage mothers, and unemployed fathers; as well as for those with low school achievement; those with a disability, those who have been in care, those with origins in the lower social classes, those who grew-up in families with financial problems, and those who have experienced poor housing conditions.

1.31 Perhaps not surprisingly, this picture is similar to that emerging from the analyses of differential response to other surveys, and especially the NCDS follow-ups.

Table 1.6: Response bias – by Region

Region	<i>Planned</i>	<i>Achieved</i>	<i>Difference</i>	<i>Bias</i>
	%	%	%	%
North	6.31	6.24	-0.1	-1.1
North West	8.16	7.76	-0.4	-4.9
Mersey	3.22	2.18	-1.0	-32.3
Manchester	3.03	3.52	0.5	16.2
West Yorkshire	4.35	4.55	0.2	4.6
Yorkshire & Humberside	3.37	3.88	0.5	15.1
South Yorkshire	3.17	3.33	0.2	5.0
East Midlands	6.66	7.03	0.4	5.6
Anglia	5.03	5.45	0.4	8.3
South East	19.62	20.31	0.7	3.5
London	11.33	10.91	-0.4	-3.7
South West	8.06	8.12	0.1	0.7
Wales	6.42	5.27	-1.2	-17.9
West Midlands	2.53	2.61	0.1	3.2
W Midlands Conurbation	8.34	8.85	0.5	6.1

Table 1.7: Response bias – the sample compared with earlier BCS70 follow-ups

	<i>Cohort</i>	<i>Sample</i>	<i>Difference</i>	<i>Bias</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
Male respondents	51.8	45.7	-6.1	-11.8
<i>1970 Birth Survey</i>				
Mother born outside Britain	10.5	8.3	-2.2	-21.0
Father born outside Britain	11.1	9.2	-1.9	-17.1
Mother completed education aged less than 15 years	7.0	6.5	-0.5	-7.1
Father completed education aged less than 15 years	8.8	6.8	-2.0	-22.7
Teenage mother	9.7	8.5	-1.2	-12.4
Single mother	5.8	3.8	-2.0	-34.5
Premarital conception	8.2	8.2	0.0	0.0
Twin at birth	2.2	1.8	-0.4	-18.2
Father's social class - Manual	64.7	67.7	3.0	4.6
Father unemployed	3.5	2.2	-1.3	-37.1
<i>1975 Follow-up</i>				
Child's ethnic group - West Indian	1.2	1.4	0.2	16.7
Parents have no educational qualifications	40.0	39.0	-1.0	-2.5
Mother aged over 40 years	2.3	2.2	-0.1	-4.3
Child living with both natural parents	90.2	91.7	1.5	1.7
Mother and child ever separated for one month or more	5.0	4.7	-0.3	-6.0
Father's social class - Manual	64.7	67.8	3.1	4.8
Weighed under 5lbs at birth	6.9	7.1	0.2	2.9
No congenital abnormality	93.0	93.5	0.5	0.5
No disability	93.2	93.4	0.2	0.2
Family has moved 3 or more times since 1970	10.6	8.7	-1.9	-17.9
Accommodation is crowded (> 1 person/room)	17.9	14.5	-3.4	-19.0
Accommodation rented privately	6.3	6.3	0.0	0.0
Social rating of neighbourhood - Poor	8.2	7.5	-0.7	-8.5

continued...

Table 1.7: Response bias – the sample compared with earlier BCS70 follow-ups (continued)

	<i>Cohort</i> %	<i>Sample</i> %	<i>Difference</i> %	<i>Bias</i> %
1980 Follow-up				
Has great difficulty with mathematics	3.8	2.8	-1.0	-26.3
Has great difficulty with reading	3.4	2.2	-1.2	-35.3
Has great difficulty with writing	2.7	2.0	-0.7	-25.9
Child has lived with the same parents since birth	85.5	87.1	1.6	1.9
Child has lived with only one parent	17.7	14.7	-3.0	-16.9
Child living in residential institution	0.7	0.4	-0.3	-42.9
Father's social class - Manual	53.5	54.4	0.9	1.7
Family receives Supplementary Benefit	9.7	6.6	-3.1	-32.0
Has a disability	7.9	7.5	-0.4	-5.1
Child has never smoked	74.0	75.1	1.1	1.5
Family lived at 4+ places since 1975	14.3	13.3	-1.0	-7.0
Accommodation rented privately	3.3	4.0	0.7	21.2
1986 Follow-up				
Child born outside Britain	2.4	2.2	-0.2	-8.3
Pupil's reading ability impaired	9.2	6.7	-2.5	-27.2
Child assessed as top of academic ability range	4.9	3.7	-1.2	-24.5
Child wishes to stay at school to take 'A' levels	44.4	38.5	-5.9	-13.3
Child lives with natural parents	80.5	82.1	1.6	2.0
Child has been "in care"	1.4	1.2	-0.2	-14.3
Child wants to leave home as soon as possible	5.4	3.2	-2.2	-40.7
Father's social class - Manual	49.2	54.6	5.4	11.0
Family receives Supplementary Benefit	12.2	11.8	-0.4	-3.3
Has disability	10.3	6.1	-4.2	-40.8
Child does not smoke	78.3	79.3	1.0	1.3
Four+ addresses since 1980	1.9	1.1	-0.8	-42.1
Accommodation is rented privately	2.8	2.5	-0.3	-10.7

Cohort % = Per cent in BCS70.
Difference = Sample %-Cohort %.

Sample % = Per cent in achieved sample.
Bias % = ((Sample % - Cohort %)/Cohort %) x 100.

Further Information on BCS70

1.32 For more information about the BCS70 Twenty-one-year Sample Survey, contact the BCS70 User Support Group by post, telephone, fax, or email as shown below:

Post:	BCS70 User Support Group Centre for Longitudinal Studies Institute of Education University of London 20 Bedford Way London WC1H 0AL	Tel:	020-7612-6860
		Fax:	020-7612-6880
		Email:	cohort@cls.ioe.ac.uk

User Support Group

1.33 The *BCS70 User Support Group* provides advice and guidance on the use of BCS70 data; produces documentation; collates and disseminates information on uses of the data, publications, and other developments; produces and distributes a newsletter and working papers; provides access to non-computerised BCS70 data; collects additional information; and services the User Group.

User Group

1.34 The *BCS70 User Group* is open to all users of BCS70 data. It provides opportunities for users to get together to explore developments, problems, and other issues of mutual interest. Ad hoc "Updates" on BCS70 data and developments are circulated to members.

Membership is free on application to the User Support Group.

Acquiring BCS70 Data for Research

1.35 As noted above, data sets containing the birth, 22-month, 42-month, 5-year, 10-year, 16-year, 21-year, 26-year and 30-year data are already lodged at the ESRC Data Archive, and are available to the research community for analysis.

1.36 A fully documented longitudinal database, which will contain all BCS70 data, is also being prepared by CLS and, when complete, a copy will also be made available via the ESRC Data Archive. Until data are generally available in this way, it is possible to obtain data not already lodged with the Data Archive from the CLS directly (see *paragraph 1.35* above). In the meantime, longitudinal datasets may be created by researchers by merging data from the individual follow-ups already held in the ESRC Data Archive (see *paragraph 2.13* below).

The ESRC Data Archive may be contacted by post, telephone, fax, or email as shown below:

Post:	ESRC Data Archive University of Essex Colchester CO4 3SQ	Tel:	(01206) 872001
		Fax:	(01206) 872003
		Email:	archive@essex.ac.uk www.data-archive.ac.uk

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1.37 Details of the publications cited in this section are given below. A full list of publications arising from BCS70 is given in *Appendix 3*.

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SECTION 2

USING THE 21-YEAR DATA

INTRODUCTION

2.1 As mentioned in Section 1, the *BCS70 Twenty one-year Sample Survey* made use of self-completion questionnaires, an interview and assessments. An introduction to the development and use of this document has been outlined in *Section 1*. A copy of the questionnaire is reproduced in Section 3.

2.2 This section is designed to assist users of the data by describing:

- Variable names
- Data cleaning undertaken by CLS
- The coding of missing values
- The derived variables included on the dataset
- An introduction to using the Interactive Data Dictionary
- Linkage of *BCS70 Twenty one-year Sample Survey* data to data from other sweeps

VARIABLE NAMES

2.3 The *variable names* for the BCS70 Twenty one-year dataset have been allocated as follows:

- *Precoded questions* - variable names are based on card and column numbers taken from the card images used for data entry.
- *Derived variables* - variable names are those allocated by those responsible for the code. They are most commonly mnemonics.

Details of all variable names are to be found on the annotated questionnaire in Section 3 below.

CLEANING OF THE BCS70 21-YEAR DATA BY SSRU AND CLS

2.4 As noted above, the MORI research organisation who distributed the questionnaires, were also responsible for a preliminary visual edit of each questionnaire; and following data entry of all pre-coded information, for a preliminary computer edit to check that data was valid (i.e. single-coded, 0-9), and within range (i.e. as specified in the questionnaire). Both visual and preliminary computer edit were agreed with SSRU.

2.5 The work undertaken by SSRU, and later by CLS, has concentrated on the setting-up of an SPSS dataset; and the completion of additional checking and updating. The latter has focused, mainly, on repeating and extending the checks for validity and range, and carrying out new checks for consistency.

A brief outline of the approach to data cleaning is given below.

Overall data cleaning policy

2.6 Extensive checks of data validity, range and consistency were carried out. To be valid the value for any data item for any case must be *numeric* (a number, 0-9, etc) or *alphanumeric* (text, A-Z/a-z, etc) as specified in the questionnaire/coding frame/data definition. To be *within range*, the value for any data item for any case must be within the range of values specified in the questionnaire/coding frame/data definition. To be *consistent* the value of any data item for any case must conform to the filter structure of the survey instrument.

2.7 The data for the Twenty one-year Sample Survey have been cleaned through computer editing, using checks for validity, range, and consistency derived from the questionnaire. Due to limited resources and record storage problems, it has often been impossible at this stage to check 'errors' against the original questionnaires themselves. As a result, the 'errors' have been 'corrected' according to the rules outlined in Table 2.1 below. Thus, the identification of 'errors' was followed by a check of the raw data to identify data entry problems. For 'errors' of range and consistency, this was followed by review of the editing rules. Consistency 'errors' were investigated further by back-checking the consistency of the primary filter, and updating this if necessary. Where updates to the edit and/or values had been made, the edit was re-run to check that the 'corrections' had been correctly applied and no new 'errors' introduced. Where no correction could be identified, the 'error' value was set to missing. All edits were iterated until no 'errors' were identified.

2.8 It is important to stress that this procedure differs in one important aspect from that adopted for the cleaning of the BCS70 16-year data which is deposited with the ESRC Data Archive. For this dataset *forward coding* was employed to 'correct' filter 'errors'. With *forward coding*, if the primary question is answered in a way that does not lead on to the subsidiary questions then any responses in the subsidiary sections are set to a missing value. For example, if the question is 'Have you ever been to hospital?' then only those that have ticked 'Yes' will be included in the subsidiary questions on 'date', 'reason', etc for admittance to hospital. With an interview based questionnaire, this is obviously what would happen during the interview. However, with self-completion questionnaires, sometimes respondents change their minds when they see the subsidiary questions without changing the answer to the primary question and with forward coding these subsidiary answers are lost.

2.9 For the 21-year data, the filter was checked both *forward* and *backward* in order to ensure that the loss of data was kept to a minimum. This is consistent with the approach adopted for the cleaning of data from the Ten-year Follow-up.

Table 2.1: Outline of ‘correction’ rules adopted for editing the 21-year data

Type of ‘error’	Priority	‘Correction’ rules
Not valid	1	Check and correct any obvious data format problem (eg: left/right-shifted data)
	2	Set to missing
Out of range	1	Check and correct any obvious data format problem (eg: left/right-shifted data)
	2	Check if range appropriate, and modify and re-run edit if necessary
	3	Set to missing
Not consistent	1	Check and correct any obvious data format problem (eg: left/right-shifted data)
	2	Check filter structure, and modify and re-run edit if necessary
	3	Check and update value of primary filter if necessary and re-run edit
	4	Set to missing

Missing values

2.10 As part of the work to check and update the 21-year data, efforts have been made to standardise the allocation of missing values.

2.11 The standard missing value codes are as follows:

- 3 Not stated
- 8 Out of range

2.12 It is important to note that these codes are not always consistent with those allocated to other BCS70 datasets relating to the birth, 5, 10, 16, 26 and 30-year surveys. It is hoped that missing value codes will be rationalised when all BCS70 data are set up as a single database.

Derived variables

2.13 Although a number of derived variables have been created for the purposes of different projects using the 21-year data, we were only able to acquire the documentation of a limited number of derived variables, which have been included with the dataset deposited with the Data Archive.

2.14 Further details of the derived variables are given in Appendix 3.



INTERACTIVE DATA DICTIONARY

2.15 In order to help users find their way about the *BCS70 Twenty one-year Sample Survey*, CLS has prepared an *Interactive Data Dictionary* as guide to the contents of the SPSS data. This is based on the *Idealist* Information Retrieval System, and is distributed, free of charge with the deposited data. It is available from the UK Data Archive and also from the Centre for Longitudinal Studies (appropriate url here or cohort@cls.ioe.ac.uk).

Contents

2.16 The *Interactive Data Dictionary* is supplied as two files:

- BCS70_21 Data Dictionary - the *Data Dictionary* in "ZIPped" form. This holds all the files which together make-up the Data Dictionary.
- README- notes on how to load the Data Dictionary on your PC.

YOU MAY COPY THESE FILES AS MANY TIMES AS YOU WISH.

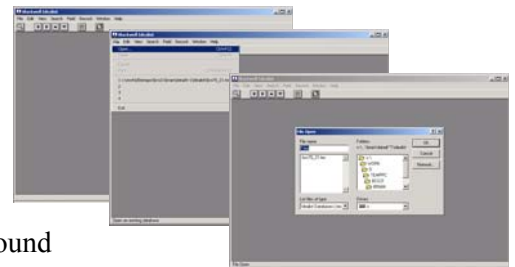
IMPORTANT

2.17 Further details of the *Interactive Data Dictionary* are given below. Please read these carefully before attempting to load/use this software. If you have any problems or queries, please contact the User Support Group (see below for full contact information).

Loading the *Interactive Data Dictionary* from disk

2.18 To load this documentation on your PC, follow the instructions given below. (See also file "READ.ME").

1. Users should extract the contents of the 'BCS70_21 Data Dictionary' ZIPfile into a separate directory
2. To use:
 - Within the Data Dictionary directory, click on 'Iwinread' – the Data Dictionary should load
 - If Idealist opens, but no database is loaded:
 - Within Idealist, click on 'File'
 - Within 'File', click on 'Open'
 - Within 'Open', select 'BCS_21.tex'
3. Opening screens will provide guidance on use and background on the survey (see also below).
4. Address queries to: cohort@cls.ioe.ac.uk



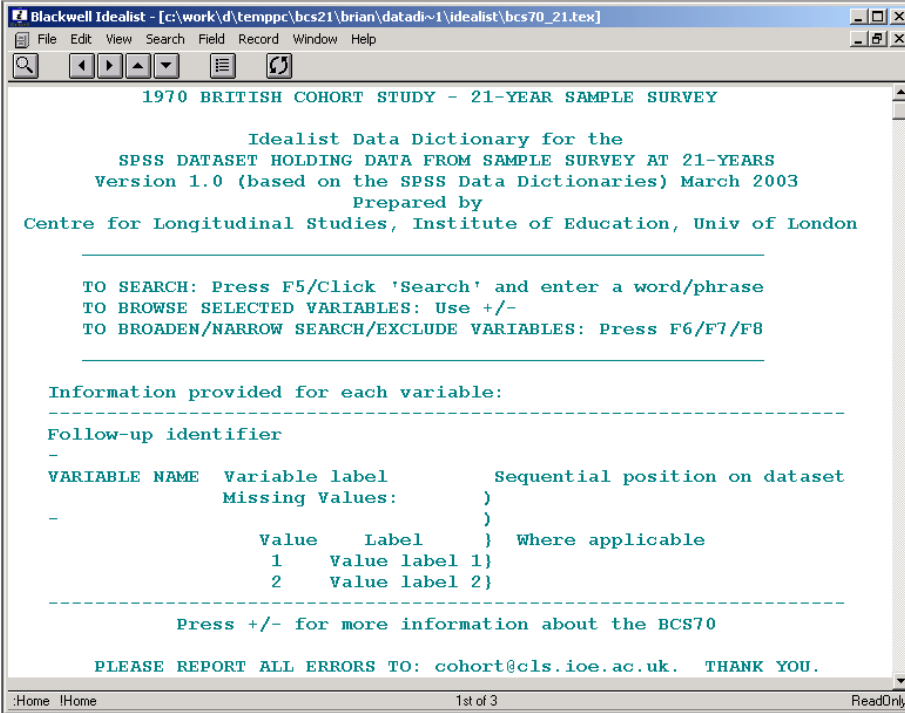
Guide to using the Interactive Data Dictionary

2.19 A brief guide to using the *Interactive Data Dictionary* is given below.

Starting the Data Dictionary

Within the Data Dictionary directory, click on 'Iwinread' to load the Data Dictionary.

You will be presented with an opening screen which includes a summary of the available search options and a guide to layout of the information, as well as access to more information about BCS70 and the 21-year Sample Survey:



```
Blackwell Idealist - [c:\work\d\temppc\bc21\brian\datadi~1\idealist\bc70_21.tex]
File Edit View Search Field Record Window Help

1970 BRITISH COHORT STUDY - 21-YEAR SAMPLE SURVEY

Idealist Data Dictionary for the
SPSS DATASET HOLDING DATA FROM SAMPLE SURVEY AT 21-YEARS
Version 1.0 (based on the SPSS Data Dictionaries) March 2003
Prepared by
Centre for Longitudinal Studies, Institute of Education, Univ of London

-----
TO SEARCH: Press F5/Click 'Search' and enter a word/phrase
TO BROWSE SELECTED VARIABLES: Use +/-
TO BROADEN/NARROW SEARCH/EXCLUDE VARIABLES: Press F6/F7/F8
-----

Information provided for each variable:
-----
Follow-up identifier
-
VARIABLE NAME  Variable label          Sequential position on dataset
Missing Values:      )
-                )
                  Value  Label      } Where applicable
                  1    Value label 1}
                  2    Value label 2}
-----

Press +/- for more information about the BCS70

PLEASE REPORT ALL ERRORS TO: cohort@cls.ioe.ac.uk.  THANK YOU.




:Home |Home                               1st of 3                               ReadOnly
```

Search options

The Data Dictionary is designed to provide an interactive guide to the information held on the BCS70 21-year SPSS dataset, and is based on the SPSS ‘data dictionary’.

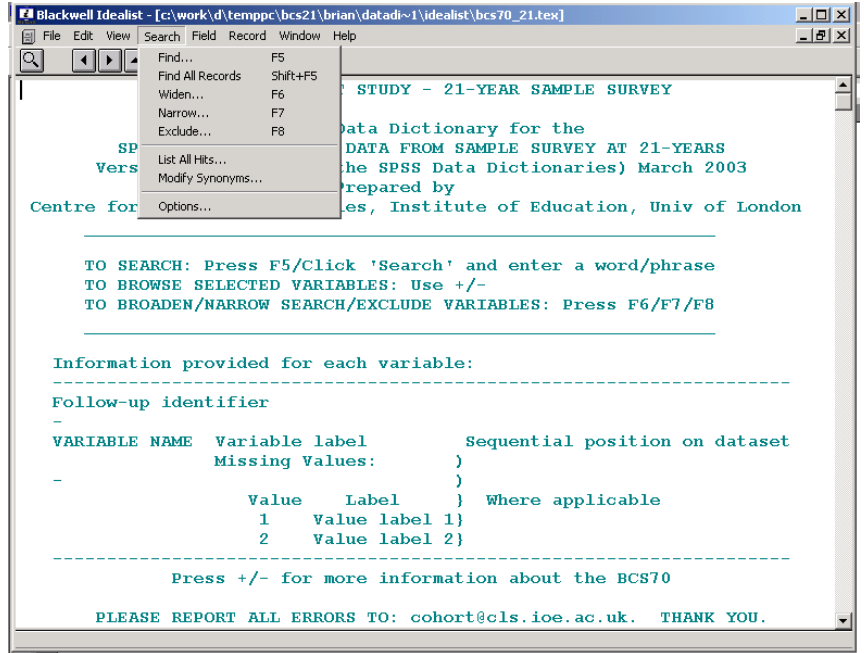
It provides the opportunity to search the variable names, variable labels and value labels for particular ‘words’ or ‘phrases’ and to generate a ‘hit list’ of all potentially relevant variables. To refine the search, the hit list can be broadened or narrowed, and selected variables may be excluded.

Searches may be initiated using the keyboard function keys; the drop down menus or menu buttons:

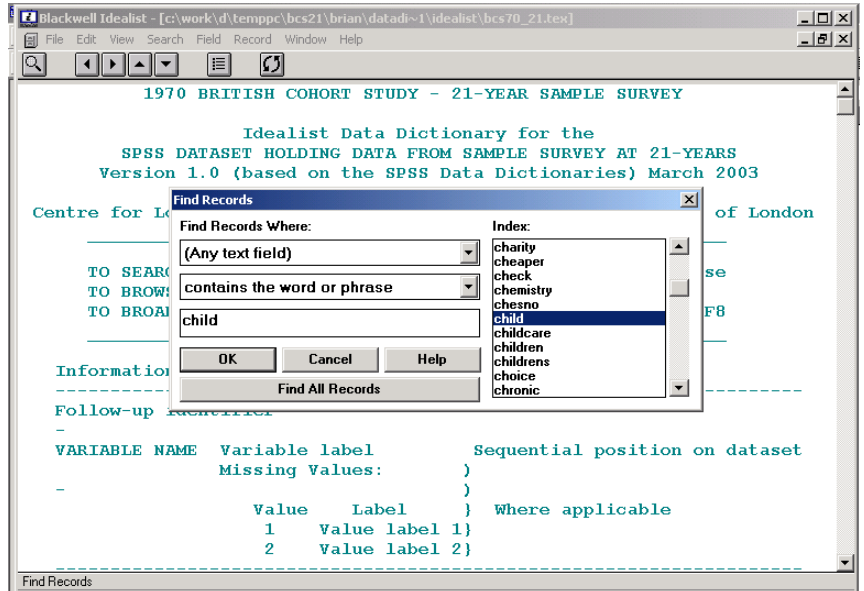
	Function key	Menu	Button
To SEARCH Use Function key/menu/button as follows:	F5	Search	
Enter	String/phrase to search for all examples of string/phrase in BCS70 21-year dataset variable names/variable labels/value labels		
NB:	A list of all indexed terms appears to the right of the dialog box. This may be browsed using cursor or by entering numbers/letters until desired string is indicated.		
Click OK	This will select all records containing the chosen string.		
Hit List:	Selected records are known as a ‘HIT LIST’		
To BROWSE hit list	+ and/or – keys on numeric keypad	Not available	 
To browse ENTRIES in hit list	Use the arrow/PgUp/PgDn/Home/End keys		
To WIDEN (add to) hit list	F6	Widen	Not available
To NARROW (shorten) hit list	F7	Narrow	Not available
To EXCLUDE (drop) from hit list	F8	Exclude	Not available

See examples below:

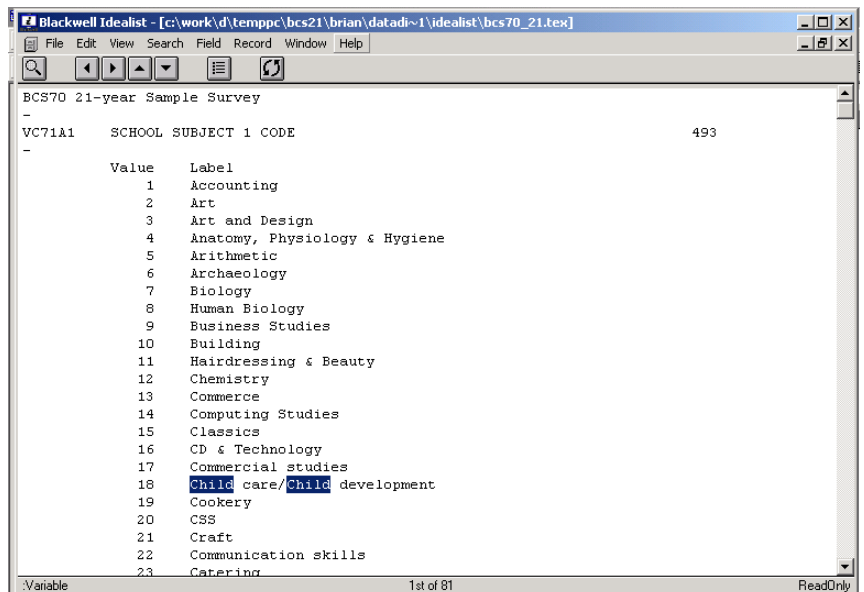
SEARCH Menu



SEARCH Dialog box for 'child'



Record #1 of the hit list for 'child'

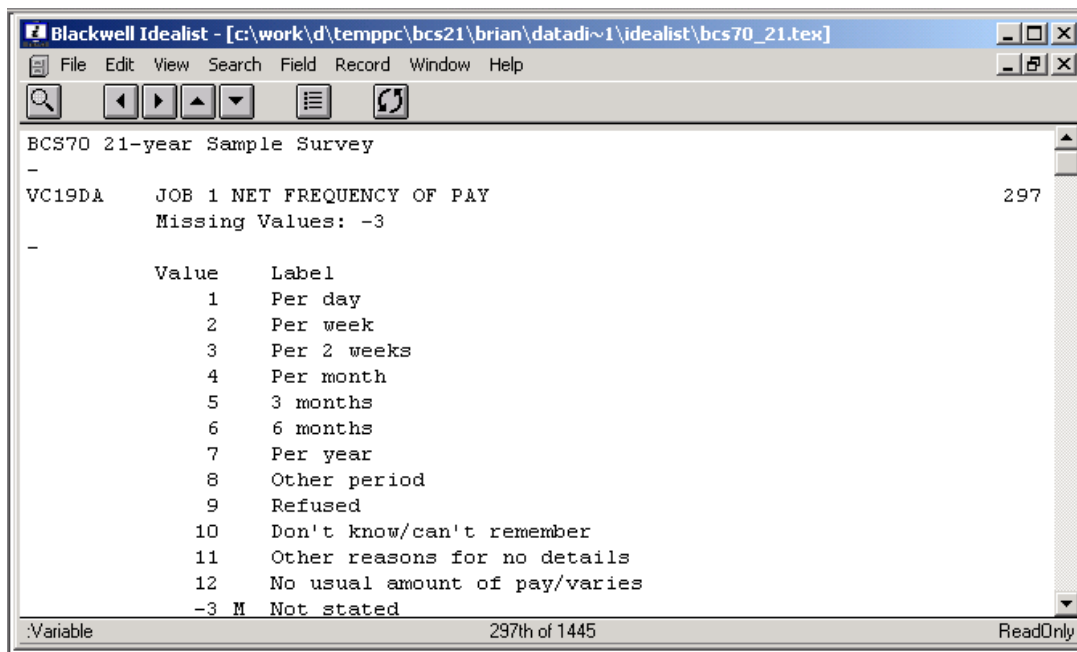


Layout of information

As the opening screen indicates, the information provided for each variable included in the 21-year dataset includes:

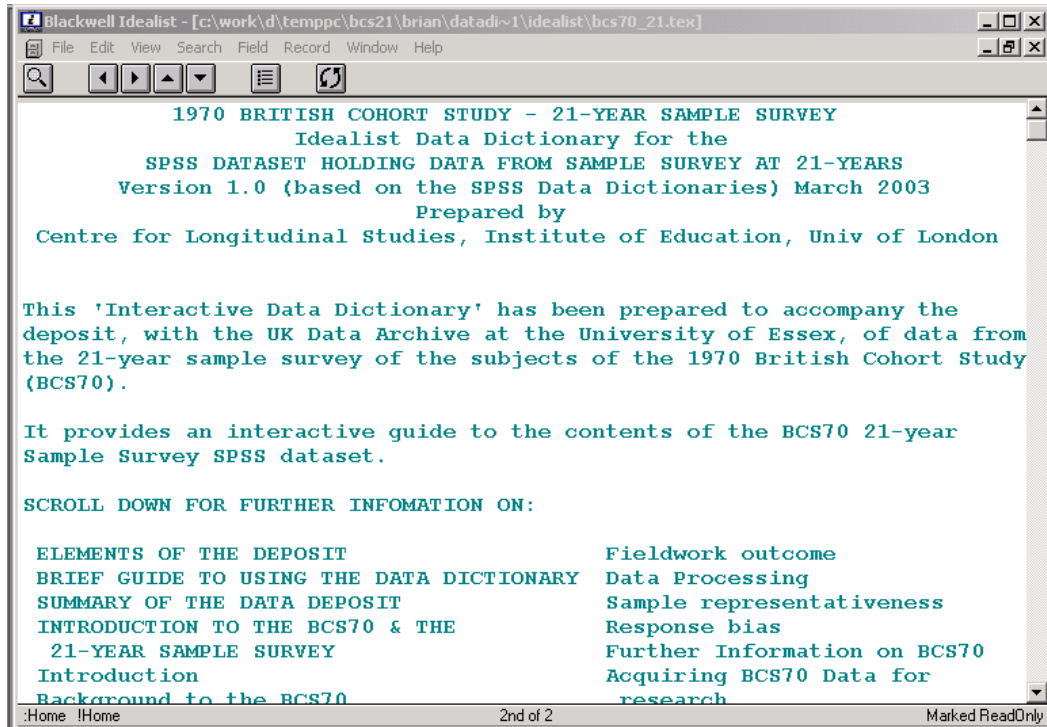
- Follow-up identifier (always 'BCS70 21-year Sample Survey')
- Variable name
- Variable label
- Missing values (where appropriate)
- Value labels (where appropriate)
- Sequential position in dataset

An example is given below:



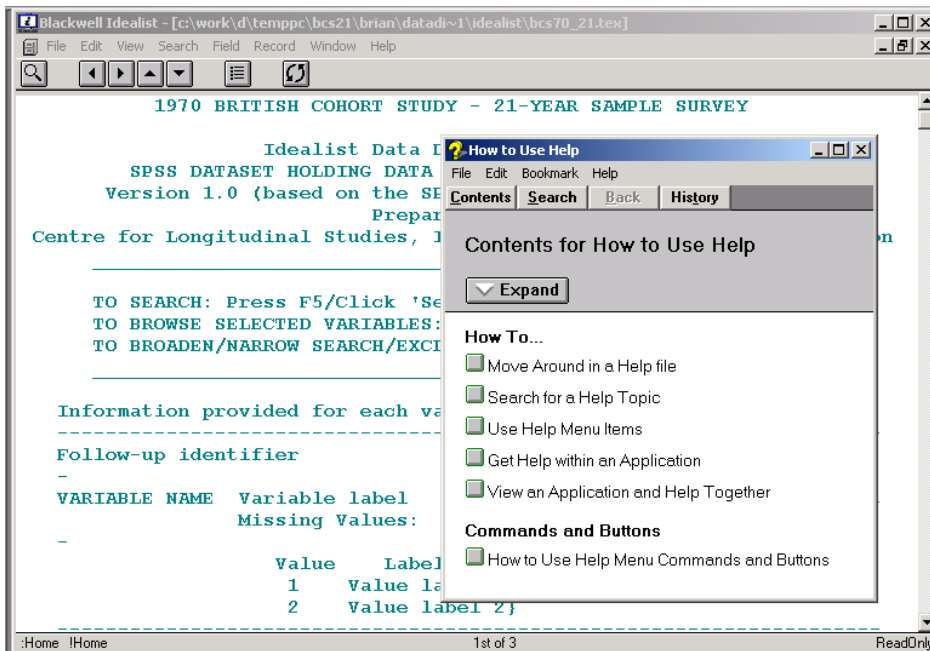
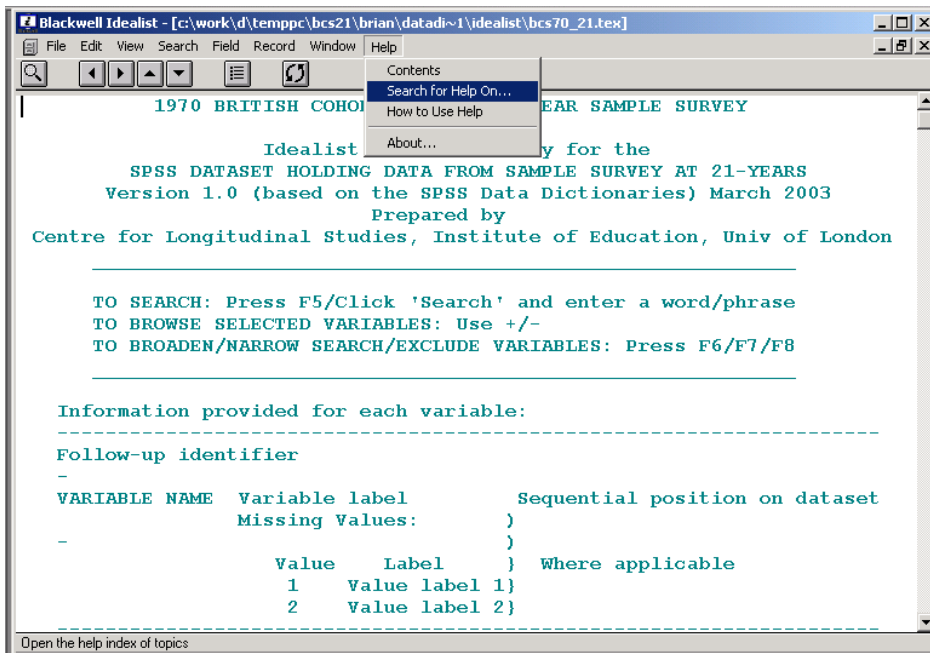
Information about BCS70 and the 21-year Sample Survey

A brief overview of BCS70 in general, and the 21-year sample survey in particular is presented after the opening screen and may be accessed by using the + and/or – keys on numeric keypad or the ◀ ▶ buttons.



Further information about ideaList

Further information about Idealist may be obtained using the built-in Help function which includes a useful guide on 'How to use help' – see below.



LONGITUDINAL LINKAGE TO EARLIER AND LATER DATASETS

2.20 The unique case identifier included with the BCS70 21-year data is the 6-digit variable KEY. The appropriate SPSS code for sorting cases and linking datasets would appear as follows:

```
sort cases by KEY.
```

```
match files file=filename1/  
           file=filename2/  
           by=KEY.
```

2.21 The population for the 1970 British Cohort Study is everyone living in Great Britain and born between 5-11th April 1970¹. This population has grown between sweeps through sustained efforts to trace those missed at the birth survey, and also through immigration. These new cohort members were recruited for the follow-ups at ages 5, 10 and 16 years, and there were even a few additional cohort members appearing as late as the 26-year and 30-year follow-ups. As a result there are new KEY numbers appearing with each sweep. These cases will of course have no linkage to earlier datasets. For the *BCS70 Five-year Follow-up*, the new members to the study were given KEY numbers values in the 300,000s and 400,000s, and these cases will have no linkage to birth data. New members at the 10-year survey were given KEY values in the 600,000s or 700,000s, and those new at the 16-year survey or later, values in the 800,000s and 900,000s.

2.22 In December 2002, the CLS produced a document 'Cohort Studies Data Note 1: Longitudinal Linkage in BCS70', which can be downloaded from the CLS website. Users encountering problems in linking BCS70 datasets should contact the BCS70 User Support Group.

¹The birth sweep covered the United Kingdom, but subsequent sweeps excluded Northern Ireland.

SECTION 3

BCS70 TWENTY ONE-YEAR SAMPLE SURVEY ANNOTATED QUESTIONNAIRES

The *BCS70 Twenty one-year Sample Survey* made use of four instruments, “Your Life Since 1986”, “Your Views”, “Interview”, and “Literacy and Numeracy Assessments”. These instruments, annotated with the names of the associated included in the deposited dataset, are reproduced below. Copies of showcards and interviewer instructions are also provided.

Y Number:
 (68) (69) (70) (71) (72) (73) (74) (75)

Address:

**1970 British Cohort Study – 1992 Sample Survey
Current Activity**

Q1 SHOW CARD A Which of the things on this card describe what you are currently doing? SINGLE CODE ONLY

	Main Activity	
	(76)	
01 Unemployed and seeking work	1	
02 Looking after home/family	2	
03 On a training scheme	3	VC1
04 Full-time education	4	
05 Full-time paid employee (30+ hours a week)	5	
06 Part-time paid employee (under 30 hours a week)	6	
07 Full-time self employed	7	
08 Part-time self employed	8	
09 Temporarily sick/disabled (less than 6 months)	9	
10 Long-term sick/disabled (6 months or longer)	0	
Other (WRITE IN AND CODE X)	X	76

DEFINITION OF A 'JOB'

INTERVIEWER REMINDER

ONLY READ OUT THESE RULES TO RESOLVE QUERIES

Include any job, full-time or part-time, which you did for at least one month

Only a change of employer counts as a change of job. If your job title or duties changed while working for an employer, this counts as the same job.

If you were "temping" or self-employed count the whole period as one job.

Count work experience, sandwich jobs or placements as full-time education

Don't count holiday jobs while you were in full-time education.

Don't count jobs while you were in full-time education.

Don't count time spent on a Government training scheme (eg Community Programme, YTS or YT etc).

If you worked in a school, hospital or Government Department, count as a change of job – any change of school, hospital or Government Department.

If you went on maternity leave or sick leave and went back to the same job, count the whole period as one job.

Include work in sheltered workshops.

TIME INTERVIEW STARTED: ^{VCTIME1} ^{VCTIME2} (24 hour clock)
 (77) (78) (79) (80)

- 2 -
All Jobs

USE THE 'CALENDAR' FROM THE 'YOUR LIFE' SELF-COMPLETION QUESTIONNAIRE TO PROVIDE INFORMATION ABOUT DATES. RESOLVE ANY INCONSISTENCIES

Q2a Now I would like you to think about all jobs that you have had, lasting a month or more, since April 1986 including any you are doing at the moment.

What were the dates that your jobs started and ended? DO NOT INCLUDE HOLIDAY JOBS WHILE IN FULL-TIME EDUCATION. START WITH FIRST JOB SINCE APRIL 1986 AND FINISH WITH MOST RECENT JOB.

Q2b SHOWCARD B What was the main reason you left this job? SINGLE CODE ONLY. CODE FROM KEY BELOW. IF CURRENT JOB CODE X, Y OR A

Q2c And was this job full or part-time? SINGLE CODE ONLY

	Q2a Start month		Q2a Start year		Q2a End month		Q2a End year		Q2b Reason	Q2c FT PT		
Job 1	VC2A1A	(10) (11)	VC2A1B	(12) (13)	VC2A1C	(14) (15)	VC2A1D	(16) (17)	VC2B1.....	1.....	2	(19)
Job 2	VC2A2A	(20) (21)	VC2A2B	(22) (23)	VC2A2C	(24) (25)	VC2A2D	(26) (27)	VC2B2.....	1.....	2	(29)
Job 3	VC2A3A	(30) (31)	VC2A3B	(32) (33)	VC2A3C	(34) (35)	VC2A3D	(36) (37)	VC2B3.....	1.....	2	(39)
Job 4	VC2A4A	(40) (41)	VC2A4B	(42) (43)	VC2A4C	(44) (45)	VC2A4D	(46) (47)	VC2B4.....	1.....	2	(49)
Job 5	VC2A5A	(50) (51)	VC2A5B	(52) (53)	VC2A5C	(54) (55)	VC2A5D	(56) (57)	VC2B5.....	1.....	2	(59)
Job 6	VC2A6A	(60) (61)	VC2A6B	(62) (63)	VC2A6C	(64) (65)	VC2A6D	(66) (67)	VC2B6.....	1.....	2	(69)
Job 7	VC2A7A	(70) (71)	VC2A7B	(72) (73)	VC2A7C	(74) (75)	VC2A7D	(76) (77)	VC2B7.....	1.....	2	(79)
Job 8	VC2A8A	(10) (11)	VC2A8B	(12) (13)	VC2A8C	(14) (15)	VC2A8D	(16) (17)	VC2B8.....	1.....	2	(19)
Job 9	VC2A9A	(20) (21)	VC2A9B	(22) (23)	VC2A9C	(24) (25)	VC2A9D	(26) (27)	VC2B9.....	1.....	2	(29)
Job 10	VC2A10A	(30) (31)	VC2A10B	(32) (33)	VC2A10C	(34) (35)	VC2A10D	(36) (37)	VC2B10.....	1.....	2	(39)

FOR JOBS 11 AND 12 PLEASE SEE NEXT PAGE

Never had a job... VC2D..... 1 GO TO INSTRUCTION BEFORE Q52 (40)

KEY FOR REASON LEFT (Q2b)

- | | |
|---|--|
| 1 It was a fixed term or temporary job | 9 You just decided to leave (INCLUDE: "Pay too low"/"Didn't like job" etc) |
| 2 You were made redundant | 0 Other reason |
| 3 You were dismissed | X Main current job |
| 4 You were pregnant | Y 2nd current job |
| 5 For other health reasons | A 3rd current job |
| 6 To look after your home or children | |
| 7 You decided to return to education or go on a training course | |
| 8 You had a better job to go to | |

Q2a – Q2c continued for Jobs 11 and 12

	Q2a Start month	Q2a Start year	Q2a End month	Q2a End year	Q2b Reason	Q2c FT PT
Job 11	VC2A11A	VC2A11B	VC2A11C	VC2A11D	VC2B11	VC2C11
Job 12	VC2A12A	VC2A12B	VC2A12C	VC2A12D	VC2B12	VC2C12

Current or Most Recent Job

IF RESPONDENT CURRENTLY EMPLOYED (ASK Q3)

IF RESPONDENT NOT CURRENTLY EMPLOYED BUT HAS HAD A JOB (ASK Q3), REFERRING TO THEIR MOST RECENT JOB

IF RESPONDENT HAS NEVER HAD A JOB GO TO INSTRUCTIONS BEFORE Q52

Q3 Can I just check, do you currently/did you have one job or more than one job at the same time. IF MORE THAN ONE ASK: How many jobs do/did you have at that time?

WRITE IN NUMBER OF JOBS VC34 (41)

JOB NUMBER ASKING ABOUT
IF JOB NO. 10, CODE X VC3AA Job 1 (42) VC3AB Job 2 (43) VC3AB CODE FROM Q2 42/43

ENSURE CURRENT OR MOST RECENT JOB IS LAST JOB RECORDED ON GRID ON PAGE 2.

IF ONE JOB ONLY, RECORD ALL ANSWERS UNDER JOB 1. IF MORE THAN ONE JOB, ASK ABOUT MAIN JOB FIRST AND THEN DO SAME FOR THE OTHER JOBS. IF MORE THAN TWO JOBS ASK ABOUT TWO MAIN JOBS

Q4 Have you been (were you) promoted since you started working for this employer (a change of job description AND a salary increase)?

VC4A JOB 1 (44) VC4B JOB 2 (45)
Yes.....1 GO TO Q51 GO TO Q5 44/
No2 GO TO Q62 GO TO Q6 45

Q5 How many times were you promoted?

VC5A JOB 1 (46) VC5B JOB 2 (47)
Once11
Twice22
Three times33
Four or more times44 46/
Can't say.....55 47

Q6 Can you tell me about the work you are/were actually doing in the job?

a) **What is/was the name or title of your job? INCLUDE RANK OR GRADE**
Job 1 48/
..... 52

Job 2 53/
..... 54

b) **What kind of work do/did you do most of the time? PROBE: Do/did you use any machinery or special materials? IF YES: What? CHECK SPECIAL SKILLS/TRAINING**

Job 1 55/
..... 57

Job 2 58/
..... 59

Q7a What were the minimum qualifications that were required when you started working with this employer?

ENTER QUALIFICATION CODE FROM QUALIFICATION CARD. RECORD HIGHEST QUALIFICATION. IF NONE ENTER 00, IF DON'T KNOW ENTER 99

Job 1	<input type="text" value=""/>	<input type="text" value=""/>	VC7AA	60/
	(60)	(61)		63
.....				
Job 2	<input type="text" value=""/>	<input type="text" value=""/>	VC7AB	64/
	(64)	(65)		68
.....				

Q7b What else helped you get this job? And what was the main thing: SINGLE CODE ONLY. ONLY CODE MAIN THING.

	VC7BA	Job 1	VC7BB	Job 2	
READ OUT		(69)		(70)	
Experience	.....	1	.....	1	
Contacts	.....	2	.....	2	
Other qualifications	.....	3	.....	3	
Specific skills/abilities	.....	4	.....	4	
or something else (WRITE IN AND CODE 5)	.....	5	.....	5	
.....				
Don't know	.....	6	.....	6	69/70

Q8 What is/was made or done by your organisation? DESCRIBE FULLY. PROBE MANUFACTURING/PROCESSING/DISTRIBUTING ETC. AND MAIN GOODS PRODUCED, MAIN MATERIALS USED, WHOLESALE/RESALE ETC

Job 1	.....	71/
	.....	74
Job 2	.....	75/
	.....	77

Q9 Are/were you READ OUT

	VC9A	JOB 1	VC9B	JOB 2	
		(78)		(79)	
... an employee	.....	1	GO TO Q11	.....	1 GO TO Q11
... working as a temp for an agency	.....	2	GO TO Q11	.....	2 GO TO Q11
... self-employed	.....	3	ASK Q10	.....	3 ASK Q10

Q10 IF SELF-EMPLOYED ASK Q10. OTHERS GO TO Q11
Do/did you employ any other people?

	VC10A	Job 1 (10)	VC10B	Job 2 (11)	
None		1		1	
1-24		2		2	
25+		3		3	10/ 11

ASK ALL THOSE WHO ARE/WERE AN EMPLOYEE (CODE 1 AT Q9c) OR WORKING AS A TEMP (CODE 2 AT Q9). OTHERS GO TO Q16

Q11 SHOWCARD B Which type of organisation do/did you work for?

	VC11A	Job 1 (12)	VC11B	Job 2 (13)	
01 Private firm or company (any firm however large or small)		1		1	
02 Nationalised industry/ public corporation		2		3	
03 Local Authority/Local Education Authority		3		3	
04 Health Authority/Hospital		4		5	
05 Central government/ Civil Service		5		5	
06 Charity or Trust		6		6	
07 University		7		7	
08 Polytechnic		8		8	
09 Armed forces		9		9	
Other (WRITE IN AND CODE 0)		0		0	
.....					12/ 13

Q12 Is/was the place you work(ed) from at a branch of a larger organisation or not?
Your branch/site is the building or group of buildings where you normally work or
work from?

	VC12A	Job 1 (14)	VC12B	Job 2 (15)	
Yes, branch		1		1	
No		2		2	14/ 15
Don't know		3		3	

Q13 How many people are/were employed by your employer at the place you
work/worked (at your branch)?

	VC13A	Job 1 (16)	VC13B	Job 2 (17)	
10 or less		1		1	
11 - 25		2		2	
26 - 99		3		3	
100 - 499		4		4	
500+		5		5	16/ 17
Don't know/Varies		6		6	

Q14 Do/did you have any management responsibilities or do/did you supervise the
work of others at all?

	VC14A	Job 1 (18)	VC14B	Job 2 (19)	
Yes (INCLUDE FOREMAN)		1 ASK Q15		1 ASK Q15	
No/Neither		2 GO TO		2 GO TO	18/ 19
Don't know		3 Q16		3 Q16	

Q15 How many people do you manage or supervise? USE LEADING ZERO

	Job 1		Job 2		
VC15A			VC15B		
	(20)	(21)		(22)	(23)

20/23

Q16 ASK ALL
Is/was this with a firm belonging to your family?

	VC16A	Job 1 (24)	VC16B	Job 2 (25)	
Yes		1		1	24/
No		2		2	25

Q17 Do/did you receive an income on a regular basis from this work?

	VC17A	Job 1 (26)	VC17B	Job 2 (27)	
Yes		1		1	
No		2		2	26/
Don't know		3		3	27

Q18 I would now like to ask you some questions about income from work. On the last occasion you were paid was the amount you received - that is your take home pay - the amount you usually receive?

	VC18A	Job 1 (28)	VC18B	Job 2 (29)	
Yes		1		1	
No usually different		2		2	28/
Don't know		3		3	29

Q19a What is your usual gross pay on your pay day, that is your pay before any deductions for tax and National Insurance, including any overtime, bonus, commission or tips etc. that you usually receive? RECORD AMOUNT AND FREQUENCY. PROMPT RESPONDENT TO USE DIFFERENT TIME PERIODS IF NECESSARY. USE LEADING ZERO

Q19b And what is your NET pay, that is your pay after deductions? USE LEADING ZEROS

	Q19a	Gross Amount		Q19b	Net Amount						
Job 1	NEAREST £	VC19AA			Job 1 NEAREST £	VC19AB					
		(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)
Job 2	NEAREST £	VC19BA			Job 2 NEAREST £	VC19BB					
		(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)	(49)

	Gross		Net				
	Frequency		Frequency				
	VC19CA	Job 1 (50)	Job 2 (51)	VC19DA	Job 1 (52)	Job 2 (53)	VC19DB
per day	1	1	1	1	1	1	1
per week	2	2	2	2	2	2	2
per 2 weeks	3	3	3	3	3	3	3
per month	4	4	4	4	4	4	4
3 months	5	5	5	5	5	5	5
6 months	6	6	6	6	6	6	6
per year	7	7	7	7	7	7	7
Other period (WRITE IN & CODE 8)	8	8	8	8	8	8	8
Refused	9	9	9	9	9	9	9
Don't know/ can't remember	0	0	0	0	0	0	0
Other reasons for no details (WRITE IN AND CODE)	X	X	X	X	X	X	X
No usual amount of pay/varies	Y	Y	Y	Y	Y	Y	Y

Q20 SHOWCARD C I am going to read out some things which affect how people feel about their job. Can you tell me, from this card, how satisfied or dissatisfied you are with each one in this job? IF MORE THAN ONE JOB: I am referring to the job you are talking about at the moment.

Job 1	Very satisfied	Satisfied	Neither	Dissatisfied	Very dissatisfied	Don't know/ doesn't apply
READ OUT						
a) Your usual take home pay	1	2	3	4	5	<u>6 VC20AA 54</u>
b) Your prospects	1	2	3	4	5	<u>6 VC20BA 55</u>
c) The people you work with	1	2	3	4	5	<u>6 VC20CA 56</u>
d) Your interest in the work	1	2	3	4	5	<u>6 VC20DA 57</u>
e) Taking everything into consideration how satisfied or dissatisfied are you with your job as a whole	1	2	3	4	5	<u>6 VC20EA 58</u>

Q20

Job 2	Very satisfied	Satisfied	Neither	Dissatisfied	Very dissatisfied	Don't know/ doesn't apply
READ OUT						
a) Your usual take home pay	1	2	3	4	5	<u>6 VC20AB 59</u>
b) Your prospects	1	2	3	4	5	<u>6 VC20BB 60</u>
c) The people you work with	1	2	3	4	5	<u>6 VC20CB 61</u>
d) Your interest in the work	1	2	3	4	5	<u>6 VC20DB 62</u>
e) Taking everything into consideration how satisfied or dissatisfied are you with your job as a whole	1	2	3	4	5	<u>6 VC20EB 63</u>

Q21a SHOWCARD D As far as you can remember, what were your reasons for starting work with this employer? Use the answers on this card MULTICODE OK PROBE: Anything else?

Q21b And what was the main reason? SINGLE CODE ONLY

	Q21a		Q21b		64/ 71
	Reasons		Main reason		
	Job 1 (64)	Job 2 (66)	VC21BA Job 1 (68)	VC21BB Job 2 (70)	
01 It was easy to travel to	VC21A1A 1	1VC21A1B	1	1	
02 It was a promotion	VC21A2A 2	2VC21A2B	2	2	
03 It had good career prospects/ good experience	VC21A3A 3	3VC21A3B	3	3	
04 It was well paid	VC21A4A 4	4VC21A4B	4	4	
05 The work was interesting or challenging	VC21A5A 5	5VC21A5B	5	5	
06 It has good conditions of employment	VC21A6A 6	6VC21A6B	6	6	
07 It had creche/childcare/nursery facilities	VC21A7A 7	7VC21A7B	7	7	
08 It was an easy option/less stressful than what I was doing before	VC21A8A 8	8VC21A8B	8	8	
09 You had to move to the area for another reason	VC21A9A 9	9VC21A9B	9	9	
10 It was well suited to my qualifications	VC21A10A 0	0VC21A10B	0	0	
11 It was in a good location	VC21A11A X	XVC21A11B	X	X	
12 Just needed the job/only one offered to me	VC21A12A Y	YVC21A12B	Y	Y	
Other (WRITE IN AND CODE 1)	VC21A13A 1	1VC21A13B	1	1	64/ 71

Q22 Did you move to a different area (move house) in order to start working with this employer?

	VC22A	Job 1 (72)	Job 2 (73)	VC22B	
Yes		1	1		72/ 73
No		2	2		

Q23 Is this job..... READ OUT

	VC23A	Job 1 (74)	Job 2 (75)	VC23B	
... a permanent job (full time or part time)		1	1	GO TO Q25	
... casual or temporary work		2	2	GO TO Q25	74/ 75
... for a fixed period		3	3	ASK Q24	

Q24a How long, in total, is/was your current (last) contract or agreed period of employment? USE LEADING ZERO. CONVERT TO MONTHS (EG. 2 YEARS = 24 MONTHS, 3 YEARS = 36 MONTHS)

Job 1	Months	<input type="text"/>	<input type="text"/>	VC24AA	
		(76)	(77)		
Job 2	Months	<input type="text"/>	<input type="text"/>	VC24AB	76/ 79
		(78)	(79)		

ONLY ASK Q24b IF CURRENTLY EMPLOYED
 Q24b How much longer will this contract or period of employment run for?
 USE LEADING ZERO CONVERT YEARS TO MONTHS (EG. 2 YEARS = 24 MONTHS, 3
 YEARS = 36 MONTHS)

Job 1 Months VC24BA
 (10) (11)

Job 2 Months VC24BB
 (12) (13)

10/
13

ASK ALL
 Q25 How many hours of paid work do/did you actually do in an average week including
 any paid overtime you usually do/did, but excluding meal-breaks?
 USE LEADING ZERO

Job 1 VC25A
 (14) (15)

Job 2 VC25B
 (16) (17)

14/
17

ONLY ASK Q26 IF CURRENTLY EMPLOYED
 Q26 Are you looking for a different job at the moment?

	VC26A	Job 1	Job 2	VC26B	
		(18)	(19)		
Yes		1	1		
No		2	2		18/
Don't know		3	3		19

Q27 SHOWCARD E Would you say that the skills you have gained in this job are
 useful? Which of the statements on this card best describe the skills you have
 gained in your job?

	VC27A	VC27B	
	Job 1	Job 2	
	(20)	(21)	
01 Only useful in this particular job	1	1	
02 Only useful with employers in the same line of work	2	2	
03 Also useful in jobs with quite different lines of work	3	3	
Don't know	4	4	20/ 21

Q28 How many training courses, lasting less than three days in total have been
 provided by this employer? USE LEADING ZERO. IF NONE CODE 00.

Job 1 VC28A
 (22) (23)

(Don't know) = 99)

Job 2 VC28B
 (24) (25)

(Don't know = 99)

22/
25

IF NO TRAINING COURSES GO TO Q30
 Q29 SHOWCARD F Which of the things on this card did this (these) course(s) provide training in? MULTICODE OK PROBE: What else?

		Job 1 (26)	Job 2 (28)	
01 Learning the basics of the job	VC291A	1	VC291B	1
02 Developing skills using your hands	VC292A	2	VC292B	2
03 Creativity, thinking of new or different ways of doing things	VC293A	3	VC293B	3
04 Making decisions	VC294A	4	VC294B	4
05 Communicating with other people	VC295A	5	VC295B	5
06 Managing or supervising the work of other people	VC296A	6	VC296B	6
07 Using your time efficiently	VC297A	7	VC297B	7
08 Developing technical skills, such as operating machines or office equipment	VC298A	8	VC298B	8
09 Working with numbers (non-specialised)	VC299A	9	VC299B	9
10 Working with numbers (specialised)	VC2910A	0	VC2910B	0
11 General reading or writing	VC2911A	X	VC2911B	X
12 Specialised writing, such as reports	VC2912A	Y	VC2912B	Y
Other (WRITE IN AND CODE 1)	VC2913A	(27) 1	(29) VC2913B	1
.....				

26/
29

Q30 Would you describe this job as part of your career?

	VC30A	VC30B	
	Job 1 (30)	Job 2 (31)	
Yes	1	1	
No	2	2	30/
Don't know	3	3	31

REPEAT Qs3-30 FOR EACH JOB CURRENTLY EMPLOYED IN - STOP AFTER 2ND CURRENT JOB

First Job Lasting Three Months or Longer

IF ONLY HAD ONE MAIN JOB GO TO INSTRUCTION BEFORE Q52
IF NEVER HAD JOB GO TO INSTRUCTION BEFORE Q52
IF HAS HAD MORE THAN ONE JOB ASK ABOUT THE FIRST JOB LASTING THREE MONTHS
OR LONGER AFTER LEAVING FULL-TIME EDUCATION. DO NOT INCLUDE JOBS OR ANY
JOB WHILE ALSO IN FULL-TIME EDUCATION. DO NOT INCLUDE ANY JOBS COVERED BY
THE CURRENT JOB SECTION.
DO NOT INCLUDE HOLIDAY JOBS

JOB NUMBER ASKING ABOUT: VC (32) CODE FROM Q2 (FIRST FULL OR PART TIME JOB) 32

I will now ask you some questions about your first job (full or part time) lasting 3 months or longer after you left full time education

Q31 Were you promoted in this job? (a change of job description AND a salary increase)

Yes VC 31 (33) 1 ASK Q32 33
No 2 GO TO Q33

Q32 How many times were you promoted?

Once VC 32 (34) 1
Twice 2
Three times 3
Four or more times 4
Can't say 5 34

Q33 Can you tell me about the work you were doing when you started this job? Q33-Q36 APPLY TO WHEN THE COHORT MEMBER STARTED THE JOB

a) What was the name or title of your job when you first started this job? INCLUDE RANK OR GRADE

..... 35/
..... 39

b) What kind of work did you do most of the time when you first started this job? PROBE: Did you use any machinery or special materials? IF YES : What? CHECK SPECIAL SKILLS/TRAINING

..... 40/
..... 42

Q34a What were the minimum qualifications that were required when you started working with this employer? ENTER QUALIFICATION CODE FROM QUALIFICATION CARD. RECORD HIGHEST QUALIFICATION. USE QUALIFICATION CARD. IF NONE ENTER 00, IF DON'T KNOW ENTER 99

.. VC 34.A 43/
(43) (44) 48

Q34b What else helped you get this job? And what was the main thing? SINGLE CODE ONLY. ONLY CODE IN MAIN THING.

READ OUT			
Experience	(49)	1 VC34BA	
Contacts		2 VC34BB	
Other qualifications		3 VC34BC	
Specific skills/abilities		4 VC34BD	
or something else (WRITE IN AND CODE 5)		5 VC34BE	
.....			
Don't know		6 VC34BF	49

Q35 What was made or done by your organisation? DESCRIBE FULLY. PROBE MANUFACTURING/PROCESSING/DISTRIBUTING ETC. AND MAIN GOODS PRODUCED, MAIN MATERIALS USED, WHOLESALE/RESALE ETC.

..... 50/
 52

Q36 Were you ... READ OUT

	VC36	(53)	
an employee		1	GO TO
working as a temp for an agency			Q38
self-employed?		2	ASK Q37

53

Q37 IF SELF-EMPLOYED ASK Q37. OTHERS GO TO Q38
 Did you employ any other people?

	VC37	(54)	
None		1	
1-24		2	
25+		3	54

ASK ALL THOSE WHO WERE AN EMPLOYEE (CODE 1 AT Q36) OR WORKING AS A TEMP (CODE 2 AT Q36). OTHERS GO TO Q42

Q38 SHOWCARD G Which type of organisation did you work for?

	VC38	(55)	
01 Private firm or company (any firm however large or small)		1	
02 Nationalised industry/ public corporation		2	
03 Local Authority/Local Education Authority		3	
04 Health Authority/Hospital		4	
05 Central government/Civil Service		5	
06 Charity or trust		6	
07 University		7	
08 Polytechnic		8	
09 Armed forces		9	
Other (WRITE IN AND CODE 0)		0	
Don't know		X	55

Q39 Was the place you worked at a branch/site of a larger organisation or not? Your branch/site was the building the building or group of building where you normal worked or worked from.

VC39 (56)

Yes branch/site	1
No	2
Don't know	3

56

Q40 How many people were employed by your employer at the branch place you worked?

VC40 (57)

10 or less	1
11 - 25	2
26 - 99	3
100 - 499	4
500+	5
Don't know/Varies	6

57

Q41a Did you have any management responsibilities or supervise the work of others at all?

VC41A (58)

Yes (INCLUDE FOREMAN)	1	ASK Q41b
No/Neither	2	GO TO
Don't know	3	Q42

58

Q41b How many people did you normally manage or supervise?

VC41B
 (59) (60)

59/
60

Q42 ASK ALL Was this with a firm belonging to your family?

VC42 (61)

Yes	1
No	2

61

Q43 Did you receive an income on a regular basis from this work?

VC43 (62)

Yes	1
No	2
Don't know	3

62

Q44a SHOWCARD H As far as you can remember, what were your reasons for starting work with this employer? Use the answers on this card. MULTICODE OK. PROBE: Any thing else?

Q44b And what was the main reason? SINGLE CODE ONLY

	Q50a Reasons (63)	Q50b Main reason (65)
01 It was easy to travel to	1 VC44A1	1
02 It was a promotion	2 VC44A2	2
03 It had good career prospects /good experience	3 VC44A3	3
04 It was well paid	4 VC44A4	4
05 The work was interesting or challenging	5 VC44A5	5
06 It has good conditions of employment	6 VC44A6	6
07 It had creche/childcare/nursery facilities	7 VC44A7	7
08 It was an easy option/less stressful than what I was doing before	8 VC44A8	8
09 I had to move to the area for another reason	9 VC44A9	9
10 It was well suited to your qualifications	0 VC44A10	0
11 It was in a good location	X VC44A11	X
12 Just needed a job/only one offered to me	Y VC44A12	Y
Other (WRITE IN AND CODE 1)	(64) 1 VC44A13	(66) 1

63/
66

Q45 Did you move to a different area (move house) in order to start working with this employer?

VC45 (67)

Yes 1

No 2

67

Q46 When you started, was it READ OUT

VC46 (68)

... a permanent job (full or part time) 1 GO TO

... casual or temporary work 2 Q48

... for a fixed period 3 ASK Q47

68

Q47 How long was the first period or contract? USE LEADING ZERO. CONVERT YEARS TO MONTHS (EG. 2 YEARS = 24 MONTHS, 3 YEARS = 36 MONTHS)

Months VC47

(69) (70)

69/
70

ASK ALL

Q48 How many hours of paid work did you actually do in an average week including any paid overtime you usually do, but excluding meal-breaks? USE LEADING ZERO

VC48

(71) (72)

71/
72

(Don't know = 99)

Q49a How many training courses, lasting less than three days in total were provided by this employer? IF NONE CODE 00. USING LEADING ZERO.

□ □
(73) (74)

VC49A

73/
74

(Don't know - 99)

ASK THOSE WHO HAVE BEEN ON AT LEAST ONE TRAINING COURSE. OTHERS GO TO Q50

Q49b SHOWCARD I Which of the things on this card did this (these) course(s) provide training in? MULTICODE OK.

- 01 Learning the basics of the job VC49B1 1 (75)
- 02 Developing skills using your hands VC49B2 2
- 03 Creativity, thinking of new or different ways of doing things VC49B3 3
- 04 Making decisions VC49B4 4
- 05 Communicating with other people VC49B5 5
- 06 Managing or supervising the work of other people VC49B6 6
- 07 Using your time efficiently VC49B7 7
- 08 Developing technical skills, such as operating machines or office equipment VC49B8 8
- 09 Working with numbers (non-specialised) VC49B9 9
- 10 Working with numbers (specialised) VC49B10 0
- 11 General reading or writing VC49B11 X
- 12 Specialised writing, such as reports VC49B12 Y
- Other (WRITE IN AND CODE 1) VC49B13 1 (76)
- None VC49B14 2 (75/76)

Q50 ASK ALL SHOWCARD J Would you say that the skills you have gained in this job are useful? Which of the statements on this card best describes the skills you have gained in this job?

- 01 Only useful in this particular job VC50 1 (77)
- 02 Only useful with employers in the same line of work 2
- 03 Also useful in jobs with quite different lines of work 3
- Don't know 4 (77)

Q51 ASK ALL Would you describe this job as part of your career?

- Yes VC51 1 (78)
- No 2
- Don't know 3 (78)

78

Currently Unemployed

Unemployment means being out of work but wanting work. You do not have to be registered unemployed. Do not count holidays during full time education.

USE 'CALENDAR' ON PAGES 2 AND 3 IN "YOUR LIFE" SELF-COMPLETION QUESTIONNAIRE FOR DATES. RESOLVE INCONSISTENCIES.

IF CURRENTLY UNEMPLOYED (CODE 1 AT Q1) GO TO Q52
IF HAS BEEN UNEMPLOYED BUT NOT CURRENTLY GO TO INSTRUCTIONS BEFORE Q62
IF NEVER UNEMPLOYED GO TO INSTRUCTIONS BEFORE Q70

ASK (Qs52-Q61) FOR CURRENT PERIOD OF UNEMPLOYMENT.

I will now ask you some questions about this period of unemployment.

CARD 10	9
---------	---

Q52 When did this period of unemployment begin?

START MONTH VC52A (10) (11) START YEAR VC52B (12) (13) 10/13

Q53 SHOWCARD K I would like you to think about how this period of unemployment started, How did you come to be unemployed at this time? SINGLE CODE ONLY

- 01 Fixed term or temporary job ended VC53 (14) 1
- 02 You were made redundant 2
- 03 You were dismissed from a job 3
- 04 You left a job because you were pregnant 4
- 05 You left a job for health reasons 5
- 06 You decided to leave a job yourself 6
- 07 You finished a period of self-employment 7
- 08 You couldn't get a job after leaving full-time education 8
- 09 You became unemployed for another reason 9
- Other (WRITE IN AND CODE 0) 0
- X 14
- Can't say X 14

Q54 Have you signed on for.... READ OUT

- ... the whole of this period VC54 (15) 1
- ... part of it 2
- ... or, none of it 3
- Can't say 4 15

Q55 SHOWCARD L In general, how difficult is it to find work in your area at this time?

- 01 Extremely difficult VC55 (16) 1
- 02 Very difficult 2
- 03 Quite difficult 3
- 04 Not too difficult 4
- 05 Not at all difficult 5
- Don't know 6 16

Q56 Would you move out of the area (move house) for a job if it was offered?

	VC56	(17)
Yes		1
No		2
Don't know.....		3

17

Q57 Have you had any offers of employment during this period of unemployment?

	VC57	(18)	
Yes		1	ASK Q58
No		2	GO TO Q59

18

Q58 How many offers of employment did you turn down during this period of unemployment?

	VC58	(19)
0.....		1
1-2		2
3-4		3
5+		4
Can't say/don't know		5

19

Q59 Over the last month of this period of unemployment, how many jobs did you enquire about? USE LEADING ZERO

<input type="text"/>	<input type="text"/>	VC59
(20)	(21)	

20/
21

Q60 How many jobs have you actually applied for during the last month of this period? USE LEADING ZERO

<input type="text"/>	<input type="text"/>	VC60
(22)	(23)	

22/
23

Q61 SHOWCARD M Do you do any of these things in this period of unemployment?
MULTICODE OK

		(24)
01 Employment training (ET)	VC61A	1
02 Youth Training (YT/TS)	VC61B	2
03 Attend a Jobclub	VC61C	3
04 Enterprise Allowance Scheme (EAS)	VC61D	4
Can't say	VC61E	5
None of these	VC61F	6

24

Longest Period of Unemployment of Three Consecutive Months or More

USE 'CALENDAR' FROM THE "YOUR LIFE" SELF-COMPLETION QUESTIONNAIRE FOR DATES. RESOLVE INCONSISTENCIES.

IF HAD THREE MONTHS OR LONGER UNEMPLOYMENT (BUT NOT CURRENT PERIOD OF UNEMPLOYMENT) GO TO Q62

IF NOT BEEN UNEMPLOYED FOR MORE THAN THREE MONTHS BEFORE CURRENT PERIOD OF UNEMPLOYMENT GO TO Q70

IF NEVER UNEMPLOYED FOR 3 MONTHS OR MORE GO TO Q70

IF HAD SEVERAL PERIODS OF UNEMPLOYMENT OF MORE THAN 3 MONTHS, ASK ABOUT THE LONGEST PERIOD

I am now going to ask you about your longest period of unemployment.

Unemployment means being out of work but wanting work. You do not have to be registered unemployed. Do not count holidays during full time education.

Q62 When did this period of unemployment begin and end?

START MONTH	<input type="text"/> <input type="text"/>	VC62A	START YEAR	<input type="text"/> <input type="text"/>	VC62B	25/ 28
	(25) (26)			(27) (28)		
END MONTH	<input type="text"/> <input type="text"/>	VC62C	END YEAR	<input type="text"/> <input type="text"/>	VC62D	29/ 32
	(29) (30)			(31) (32)		

Q63 SHOWCARD N I would like you to think about how this period of unemployment started. How did you come to be unemployed at this time? SINGLE CODE ONLY

	VC63	(33)	
01 Fixed term or temporary job ended.....		1	
02 You were made redundant.....		2	
03 You were dismissed from a job.....		3	
04 You left a job because you were pregnant.....		4	
05 You left a job for health reasons.....		5	
06 You decided to leave a job yourself.....		6	
07 You finished a period of self-employment.....		7	
08 You couldn't get a job after leaving full-time education.....		8	
09 You became unemployed for another reason.....		9	
Other (WRITE IN AND CODE 0)			
.....		0	
Can't say.....		X	33

Q64 Did you sign on for READ OUT

	VC64	(34)	
... the whole of this period.....		1	
... part of it.....		2	
... or, none of it.....		3	
.....			
Can't say/I don't know.....		4	34

Q65 SHOWCARD O In general, how difficult was it to find work in your area at this time?

VC65

(35)

- 01 Extremely difficult 1
- 02 Very difficult 2
- 03 Quite difficult 3
- 04 Not too difficult 4
- 05 Not at all difficult 5
- Don't know 6

35

Q66 Would you have moved out of the area (move house) for a job if it was offered?

VC66

(36)

- Yes 1
- No 2
- Don't know 3

36

Q67 Did you have any offers of employment during this period of unemployment?

VC67

(37)

- Yes 1 ASK Q68
- No 2 GO TO Q69

37

Q68 How many offers of employment did you turn down during this period of unemployment?

VC68

(38)

- 0 1
- 1-2 2
- 3-4 3
- 5+ 4
- Can't say/don't know 5

38

Q69 SHOWCARD P Did you do any of these things in this period of unemployment?
MULTICODE OK

- 01 Employment training (ET) VC69A 1
- 02 Youth Training (YT/TS) VC69B 2
- 03 Attend a Jobclub VC69C 3
- 04 Enterprise Allowance Scheme (EAS) VC69D 4
- None of these VC69E 5
- Can't say VC69F 6

(39)

39

- 20 -
Education and Training

ASK ALL

Education at School or Sixth Form College

Now I would like to talk about your education at school, including sixth form colleges or other similar types of college. (Colleges where you can get the qualifications you can obtain at school or sixth form college).

Q70a How many schools or 6th form colleges did you attend after your 15th birthday?
 WRITE IN. USE LEADING ZERO

VC70A
 (40) (41)

40/
 41

Q70b What were the starting and finishing dates for each of these schools? The starting date of the first school will be before your 15th birthday.

Q70c What type(s) of school/college was it (were they) – state school, 6th form college, independent school, special school or something else? USE KEY FROM BELOW AND CODE IN BOXES.

FILL IN THE DATES AND SCHOOL TYPES

Key

state school=1 6th form college=2 independent school=3
 special school=4 college of further education (FE)=5 other=6

	Q70b		Q70b		Q70b		Q70b		School Type	
	Start month		Start year		End month		End year		(use key)	
School 1	<input type="text"/> VC70BA1	<input type="text"/> (43)	<input type="text"/> VC70BB1	<input type="text"/> (45)	<input type="text"/> VC70BC1	<input type="text"/> (47)	<input type="text"/> VC70BD1	<input type="text"/> (49)	<input type="text"/> VC70C1	42/ 50
School 2	<input type="text"/> VC70BA2	<input type="text"/> (52)	<input type="text"/> VC70BB2	<input type="text"/> (54)	<input type="text"/> VC70BC2	<input type="text"/> (56)	<input type="text"/> VC70BD2	<input type="text"/> (58)	<input type="text"/> VC70C2	51/ 59
School 3	<input type="text"/> VC70BA3	<input type="text"/> (61)	<input type="text"/> VC70BB3	<input type="text"/> (63)	<input type="text"/> VC70BC3	<input type="text"/> (65)	<input type="text"/> VC70BD3	<input type="text"/> (67)	<input type="text"/> VC70C3	60/ 68
School 4	<input type="text"/> VC70BA4	<input type="text"/> (70)	<input type="text"/> VC70BB4	<input type="text"/> (72)	<input type="text"/> VC70BC4	<input type="text"/> (74)	<input type="text"/> VC70BD4	<input type="text"/> (76)	<input type="text"/> VC70C4	69/ 77
School 5	<input type="text"/> VC70BA5	<input type="text"/> (11)	<input type="text"/> VC70BB5	<input type="text"/> (13)	<input type="text"/> VC70BC5	<input type="text"/> (15)	<input type="text"/> VC70BD5	<input type="text"/> (17)	<input type="text"/> VC70C5	10/ 18

CARD 11 9

TREAT CONSORTIA ETC AS SINGLE SCHOOLS/COLLEGES

Q71a Now I would like you to think about all of the subjects that you took exams for at the schools or colleges that we have just been talking about. START WITH FIRST SCHOOL. REPEAT FOR EACH SCHOOL.

At . . . (school) please tell me every subject that you took and the qualifications and grades that you obtained. Also tell me what your age was when you took the exam. GO THROUGH EACH SCHOOL ATTENDED IN TURN AND CODE SUBJECT/QUALIFICATION AND GRADES USE SUBJECT, QUALIFICATION AND GRADE CARDS TO CODE. FOR EACH ONE WRITE IN SCHOOL NUMBER FROM Q70.

We are interested in all the exams that you took, however well or badly you did. USE GRID TO WRITE IN SUBJECT

Q71b SHOWCARD Q We would like to know how useful each of these qualifications has been for you. I will go through your qualifications, and I would like you to tell me how useful you think each one is (or has been) for you to get or do jobs.

USEFULNESS CODE
 VERY USEFUL-1
 FAIRLY USEFUL-2
 SLIGHTLY USEFUL-3
 NOT AT ALL USEFUL-4
 DON'T KNOW/NOT APPLICABLE-5

CARDS 11 & 12

	Q71a Subject code		Q71a Qualification		Q71a Grade	Q71b Usefulness		School No. (Transfer from Q70)		Q71a Age
Q71b Subject (WRITE IN)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
_____	<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"/>	(34) <input type="text"/> <input type="text"/> (35)
_____	<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"/>	(36) <input type="text"/> <input type="text"/> (37)
_____	<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"/>	(38) <input type="text"/> <input type="text"/> (39)
_____	<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"/>	(40) <input type="text"/> <input type="text"/> (41)
_____	<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"/>	(42) <input type="text"/> <input type="text"/> (43)
_____	<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"/>	(44) <input type="text"/> <input type="text"/> (45)
_____	<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"/>	(46) <input type="text"/> <input type="text"/> (47)
_____	<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"/>	(48) <input type="text"/> <input type="text"/> (49)
_____	<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"/>	(50) <input type="text"/> <input type="text"/> (51)
										CARD 12/9
_____	<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"/>	(52) <input type="text"/> <input type="text"/> (53)
_____	<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"/>	(54) <input type="text"/> <input type="text"/> (55)
_____	<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"/>	(56) <input type="text"/> <input type="text"/> (57)
_____	<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"/>	(58) <input type="text"/> <input type="text"/> (59)
_____	<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"/>	(60) <input type="text"/> <input type="text"/> (61)
_____	<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"/>	(62) <input type="text"/> <input type="text"/> (63)

WHERE QUALIFICATIONS ARE DUPLICATED CODE THE ONE WITH THE HIGHEST GRADE AS NORMAL, CODE THE OTHER AS X. IF THE GRADES ARE THE SAME, CODE THE ONE TAKEN LAST AS 'X'

FOR VARIABLE NAMES PLEASE SEE NEXT PAGE

Q71a – Q71b continued...

Q71b	Q71a	Q71a	Q71a	Q71b		Q71a
Subject (WRITE IN)	Subject code	Qualification	Grade	Usefulness	School No.	Age
_____	VC71A1	VC71B1	VC71C1	VC71D1	VC71E1	VC71F1
_____	VC71A2	VC71B2	VC71C2	VC71D2	VC71E2	VC71F2
_____	VC71A3	VC71B3	VC71C3	VC71D3	VC71E3	VC71F3
_____	VC71A4	VC71B4	VC71C4	VC71D4	VC71E4	VC71F4
_____	VC71A5	VC71B5	VC71C5	VC71D5	VC71E5	VC71F5
_____	VC71A6	VC71B6	VC71C6	VC71D6	VC71E6	VC71F6
_____	VC71A7	VC71B7	VC71C7	VC71D7	VC71E7	VC71F7
_____	VC71A8	VC71B8	VC71C8	VC71D8	VC71E8	VC71F8
_____	VC71A9	VC71B9	VC71C9	VC71D9	VC71E9	VC71F9
_____	VC71A10	VC71B10	VC71C10	VC71D10	VC71E10	VC71F10
_____	VC71A11	VC71B11	VC71C11	VC71D11	VC71E11	VC71F11
_____	VC71A12	VC71B12	VC71C12	VC71D12	VC71E12	VC71F12
_____	VC71A13	VC71B13	VC71C13	VC71D13	VC71E13	VC71F13
_____	VC71A14	VC71B14	VC71C14	VC71D14	VC71E14	VC71F14
_____	VC71A15	VC71B15	VC71C15	VC71D15	VC71E15	VC71F15
_____	VC71A16	VC71B16	VC71C16	VC71D16	VC71E16	VC71F16
_____	VC71A17	VC71B17	VC71C17	VC71D17	VC71E17	VC71F17
_____	VC71A18	VC71B18	VC71C18	VC71D18	VC71E18	VC71F18

Q72a Now I would like you to think about courses that you did after you left school sixth form college (or other colleges we have been talking about), which you took to get qualifications. We are interested in all courses leading to qualifications, however well or badly you did.

How many courses, which were supposed to lead to qualifications, have you started since leaving school/sixth form college (other college)?

1 or more 1 ^(3c) GO TO Q72b
 None 2 GO TO INSTRUCTIONS BEFORE Q82

ONE COURSE CAN COVER SEVERAL SUBJECTS, EG A UNIVERSITY/POLYTECHNIC DEGREE IS ONE COURSE.

Q72b Starting with the first course after you left please tell me all the subjects that you took and the qualifications and grades that you got, or tried to get, on this course. Include qualifications you are studying for at the moment. USE SUBJECT, QUALIFICATION AND GRADE CARDS TO CODE, CHECK COURSE NUMBER MATCHES COURSE NUMBER AT Q74

Q73 SHOWCARD Q AGAIN I would like you to tell me how useful you think each qualification is (or has been) for you to get or do jobs?

USEFULNESS CODE
 VERY USEFUL=1
 FAIRLY USEFUL=2

SLIGHTLY USEFUL=3
 NOT AT ALL USEFUL=4
 DON'T KNOW=5

Q72b Subject	Q72b Subject code	Q72b Qualification Code	Q72b Grade	Q73 Usefulness	Q73 Course No.
	(52) VC72BA1 (53)	(54) VC72BB1 (55)	VC72B1 (56)	VC72BA1 (57)	VC72BB1 (58)
	(59) VC72BA2 (60)	(61) VC72BB2 (62)	VC72B2 (63)	VC72BA2 (64)	VC72BB2 (65)
	(66) VC72BA3 (67)	(68) VC72BB3 (69)	VC72B3 (70)	VC72BA3 (71)	VC72BB3 (72)
	(73) VC72BA4 (74)	(75) VC72BB4 (76)	VC72B4 (77)	VC72BA4 (78)	VC72BB4 (79)
					CARD 13 9
	(10) VC72BA5 (11)	(12) VC72BB5 (13)	VC72B5 (14)	VC72BA5 (15)	VC72BB5 (16)
	(17) VC72BA6 (18)	(19) VC72BB6 (20)	VC72B6 (21)	VC72BA6 (22)	VC72BB6 (23)
	(24) VC72BA7 (25)	(26) VC72BB7 (27)	VC72B7 (28)	VC72BA7 (29)	VC72BB7 (30)
	(31) VC72BA8 (32)	(33) VC72BB8 (34)	VC72B8 (35)	VC72BA8 (36)	VC72BB8 (37)
	(38) VC72BA9 (39)	(40) VC72BB9 (41)	VC72B9 (42)	VC72BA9 (43)	VC72BB9 (44)
	(45) VC72BA10 (46)	(47) VC72BB10 (48)	VC72B10 (49)	VC72BA10 (50)	VC72BB10 (51)
	(52) VC72BA11 (53)	(54) VC72BB11 (55)	VC72B11 (56)	VC72BA11 (57)	VC72BB11 (58)
	(59) VC72BA12 (60)	(61) VC72BB12 (62)	VC72B12 (63)	VC72BA12 (64)	VC72BB12 (65)
	(66) VC72BA13 (67)	(68) VC72BB13 (69)	VC72B13 (70)	VC72BA13 (71)	VC72BB13 (72)
	(73) VC72BA14 (74)	(75) VC72BB14 (76)	VC72B14 (77)	VC72BA14 (78)	VC72BB14 (79)
					CARD 14 9
	(10) VC72BA15 (11)	(12) VC72BB15 (13)	VC72B15 (14)	VC72BA15 (15)	VC72BB15 (16)

Qualifications Obtained after School

IF NO POST SCHOOL COURSES FOR QUALIFICATION GO TO READ OUT BEFORE Q82

IF TAKEN POST SCHOOL COURSES LEADING TO QUALIFICATION ASK Q74

USE GRID ON PREVIOUS PAGE TO MAKE SURE COURSE NUMBERS ARE CONSISTENT

USE 'CALENDAR' AS REMINDER

Q74 I now want you to think about the courses taken for these qualifications after leaving school or sixth form college. We are interested in all courses for qualifications, even if you did not obtain a qualification? REPEAT FOR EACH COURSE LEADING TO QUALIFICATIONS,

When did you start this course? And when did you finish? IF STILL ON COURSE LEAVE FINISH MONTH AND YEAR AND CODE 1 IN NEXT BOX.

START WITH THE FIRST COURSE AFTER LEAVING SCHOOL/COLLEGE AND ASK Q74-81 FOR ONE COURSE AT A TIME - THEN GO ON TO NEXT COURSE. MAKE SURE THE COURSE NUMBERS ARE THE SAME AS RECORDED AT Q73).

	Start		Year		Month		Finish		Year		Still on course Code 1
	Month	Year	Month	Year	Month	Year	Month	Year			
Course 1	(17)	VC7#A1	(18)(19)	VC7#B1	(20)(21)	VC7#C1	(22)(23)	VC7#D1	(24)	VC7#E1	(25)
Course 2	(26)	VC7#A2	(27)(28)	VC7#B2	(29)(30)	VC7#C2	(31)(32)	VC7#D2	(33)	VC7#E2	(34)
Course 3	(35)	VC7#A3	(36)(37)	VC7#B3	(38)(39)	VC7#C3	(40)(41)	VC7#D3	(42)	VC7#E3	(43)
Course 4	(44)	VC7#A4	(45)(46)	VC7#B4	(47)(48)	VC7#C4	(49)(50)	VC7#D4	(51)	VC7#E4	(52)
Course 5	(53)	VC7#A5	(54)(55)	VC7#B5	(56)(57)	VC7#C5	(58)(59)	VC7#D5	(60)	VC7#E5	(61)

Q75 SHOWCARD R Where did you take/are you taking this course? SINGLE CODE ONLY

	VC75A	VC75B	VC75C	VC75D	VC75E
	Course 1	Course 2	Course 3	Course 4	Course 5
	(62)	(64)	(66)	(68)	(70)
01 Technical College.....	1	1	1	1	1
02 Teacher Training College,.....	A	A	A	A	A
03 College of Education/ Higher Education	2	2	2	2	2
04 Further Education College	3	3	3	3	3
05 Tertiary College	4	4	4	4	4
06 Institute of Higher Education	5	5	5	5	5
07 Polytechnic or Scottish Central Institution	6	6	6	6	6
08 University/Open University	7	7	7	7	7
09 Adult Education Centre	8	8	8	8	8
10 Government Skill Centre	9	9	9	9	9
11 Private or Commercial College ...	0	0	0	0	0
12 Your employer's premises	X	X	X	X	X
13 In your home	Y	Y	Y	Y	Y
Other (WRITE IN AND CODE 1).....	(63)	(65)	(67)	(69)	(71)
Can't say	2	2	2	2	2

62/
71

Q76 SHOWCARD S Which of these best describes this course? SINGLE CODE ONLY

	VC76A Course 1 (72)	VC76B Course 2 (73)	VC76C Course 3 (74)	VC76D Course 4 (75)	VC76E Course 5 (76)	
01 Course is part of work.....	1	1	1	1	1	
02 Access course	2	2	2	2	2	
03 Correspondence course	3	3	3	3	3	
04 Open University course	4	4	4	4	4	
05 Community Programme (CP)	5	5	5	5	5	
06 Employment training (ET)	6	6	6	6	6	
07 Youth Training (YT/YTS)	7	7	7	7	7	
08 Enterprise Allowance scheme (EAS)	8	8	8	8	8	
Other type of course (WRITE IN AND CODE 9)	9	9	9	9	9	72/
Don't know	0	0	0	0	0	76

Q77 SHOWCARD T Which of these best describes this course? SINGLE CODE ONLY

	VC77A Course 1 (77)	VC77B Course 2 (78)	VC77C Course 3 (79)	VC77D Course 4 (80)	VC77E Course 5 (81)	
01 Full time course	1	1	1	1	1	
02 Part time course	2	2	2	2	2	
03 Sandwich course or a course with work experience/placement	3	3	3	3	3	
04 Evening course in your own time	4	4	4	4	4	
05 Weekend only course	5	5	5	5	5	
Other type of course (WRITE IN AND CODE 6)	6	6	6	6	6	
Don't know	7	7	7	7	7	77/ 81

CARD 15	9
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Q78a SHOWCARD U Which of the statements on this card describe how the course fees were paid? MULTICODE OK. PROBE: Are there any other ways that help to pay for the course?

IF MORE THAN ONE AT Q78a

Q78b And what was the main thing that paid for the course? SINGLE CODE ONLY

	Course 1		Course 2		Course 3		Course 4		Course 5	
	Q78a Ways (10)	Q78b Main Ways (11)	Q78a Ways (12)	Q78b Main Ways (13)	Q78a Ways (14)	Q78b Main Ways (15)	Q78a Ways (16)	Q78b Main Ways (17)	Q78a Ways (18)	Q78b Main Ways (19)
01 Paid for by your employer at the time	1	1	1	1	1	1	1	1	1	1
02 You paid for the course yourself	2	2	2	2	2	2	2	2	2	2
03 Your parents/relatives/ friends gave you money to pay for it....	3	3	3	3	3	3	3	3	3	3
04 You received a full grant	4	4	4	4	4	4	4	4	4	4
05 You received a grant which did not cover the costs of completing the course	5	5	5	5	5	5	5	5	5	5
06 There were no fees to pay Other (WRITE IN AND CODE '7')	6	6	6	6	6	6	6	6	6	6
.....	7	7	7	7	7	7	7	7	7	7
Can't say	8	8	8	8	8	8	8	9	9	9

FOR VARIABLE NAMES PLEASE SEE NEXT PAGE

Q78a – Q78b continued...

	Course 1		Course 2		Course 3		Course 4		Course 5	
	Q78a	Q78b	Q78a	Q78b	Q78a	Q78b	Q78a	Q78b	Q78a	Q78b
	Ways	Main Ways	Ways	Main Ways	Ways	Main Ways	Ways	Main Ways	Ways	Main Ways
01 Paid for by your employer at the time	VC78A1A	VC78BA	VC78A1B	VC78BB	VC78A1C	VC78BC	VC78A1D	VC78BD	VC78A1E	VC78BE
02 You paid for the course yourself	VC78A2A		VC78A2B		VC78A2C		VC78A2D		VC78A2E	
03 Your parents/relatives/friends gave you money to pay for it	VC78A3A		VC78A3B		VC78A3C		VC78A3D		VC78A3E	
04 You received a full grant	VC78A4A		VC78A4B		VC78A4C		VC78A4D		VC78A4E	
05 You received a grant which did not cover the costs of completing the course	VC78A5A		VC78A5B		VC78A5C		VC78A5D		VC78A5E	
06 There were no fees to pay	VC78A6A		VC78A6B		VC78A6C		VC78A6D		VC78A6E	
Other (WRITE IN AND CODE '7')	VC78A7A		VC78A7B		VC78A7C		VC78A7D		VC78A7E	
Can't say	VC78A8A		VC78A8B		VC78A8C		VC78A8D		VC78A8E	

Q79 How long altogether was the course supposed to last? USE LEADING ZEROS CONVERT TO MONTHS IF ANSWERED IN YEARS (EG. 2 YEARS = 24 MONTHS, YEARS = 36 MONTHS). IF COURSES LESS THAN ONE MONTH CODE XX.

Course 1	Course 2	Course 3	Course 4	Course 5
Months	Months	Months	Months	Months
VC79A	VC79B	VC79C	VC79D	VC79E
<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"/>
(20) (21)	(22) (23)	(24) (25)	(26) (27)	(28) (29) 20/29

Don't know = 99

Q80 What was your main reason for starting this course? Was it because you needed it for the job you were doing (or about to start) at the time, because you thought it might help you to get a job, to help you get onto another training course/continue in education, or for some other reason? SINGLE CODE ONLY

	VC80A Course 1 (30)	VC80B Course 2 (31)	VC80C Course 3 (32)	VC80D Course 4 (33)	VC80E Course 5 (34)
Needed for job at the time (taken as part of job)	1	1	1	1	1
To get a job	2	2	2	2	2
To continue education/training	3	3	3	3	3
Other (WRITE IN AND CODE '4')					
.....	4				
.....		4			
.....			4		
.....				4	
.....					4
Can't say	5	5	5	5	5
					30/34

Q81 Did you complete this course or did you leave early?

	VC81A Course 1 (35)	VC81B Course 2 (36)	VC81C Course 3 (37)	VC81D Course 4 (38)	VC81E Course 5 (39)
Completed It	1	1	1	1	1
Left before completion	2	2	2	2	2
Left before completion but still got qualification	3	3	3	3	3
Still on course	4	4	4	4	4
					35/39

REPEAT Q74-Q81 FOR EACH SEPARATE POST SCHOOL COURSE LEADING TO A QUALIFICATION

OTHER COURSES (NOT LEADING TO QUALIFICATIONS)

Now I would like to talk about all courses that were NOT supposed to lead to a qualification and which lasted 3 days or longer.

Q82 Were any of these courses simply taken out of interest and not to improve your work skills, such as ...?
MULTICODE OK

evening or day classes taken just because you are interested in the subject (not to help you find a job or to help with your work) VC82A 1 (40)
sports or exercise classes VC82B 2 ASK
classes taken as a hobby or to help with a hobby VC82C 3 Q83
No - none VC82D 4 GO TO Q84

40

ASK Q83 IF CODE 1-3 AT Q82 IF NO GO TO Q84
Q83 How many courses like this have you taken since April, 1986?

(41)(42)
 VC83

41/

42

ASK ALL
I'd like to continue by talking about any training courses lasting 3 days or longer which didn't lead to qualifications, (IF 1 OR MORE AT Q83: Excluding the ones we have just talked about). Include access courses, Government Training Schemes and courses which could help with reading, writing or number work.

Also include training courses provided by your employer, but not those that just showed you how to do a job when you first started.

Q84 How many training courses of this nature lasting 3 days or longer have you attended? USE LEADING ZERO. DON'T KNOW CODE 99

VC84
(43)(44)

43/

44

ASK Q85A - 94 FOR EACH COURSE. IF NONE, GO TO Q95. START WITH THE LONGEST COURSE. IF NONE, GO TO Q95.
USE 'CALENDAR' AS REMINDER
Q85a When did you start this course?

		Month		Year	
Course 1	VC85A1A	(45)	<input type="text"/>	<input type="text"/>	(46) (47) VC85A1B (48)
Course 2	VC85A2A	(49)	<input type="text"/>	<input type="text"/>	(50) (51) VC85A2B (52)
Course 3	VC85A3A	(53)	<input type="text"/>	<input type="text"/>	(54) (55) VC85A3B (56)
Course 4	VC85A4A	(57)	<input type="text"/>	<input type="text"/>	(58) (59) VC85A4B (60)
Course 5	VC85A5A	(61)	<input type="text"/>	<input type="text"/>	(62) (63) VC85A5B (64)

Q85b When did you finish or leave this course?

		Month		Year		Still on course
Course 1	VC85B1A	(65)	<input type="text"/>	<input type="text"/>	(66) (67) VC85B1B (68)	VC85B1C (69)
Course 2	VC85B2A	(70)	<input type="text"/>	<input type="text"/>	(71) (72) VC85B2B (73)	VC85B2C (74)
Course 3	VC85B3A	(75)	<input type="text"/>	<input type="text"/>	(76) (77) VC85B3B (78)	VC85B3C (79)
Course 4	VC85B4A	(10)	<input type="text"/>	<input type="text"/>	(11) (12) VC85B4B (14)	VC85B4C (13)
Course 5	VC85B5A	(15)	<input type="text"/>	<input type="text"/>	(16) (17) VC85B5B (18)	VC85B5C (19)

CARD 16 9

Q86 SHOWCARD V Which of the things on this card did this course provide training in? PROBE: What else? MULTICODE OK. CODE ALL THAT APPLY

	Course 1 (20)	Course 2 (22)	Course 3 (24)	Course 4 (26)	Course 5 (28)
01 Developing skills using your hands	1 VC86A1	1 VC86A2	1 VC86A3	1 VC86A4	1 VC86A5
02 Creativity, thinking of new or different ways of doing things	2 VC86B1	2 VC86B2	2 VC86B3	2 VC86B4	2 VC86B5
03 Making decisions	3 VC86C1	3 VC86C2	3 VC86C3	3 VC86C4	3 VC86C5
04 Communicating with other people	4 VC86D1	4 VC86D2	4 VC86D3	4 VC86D4	4 VC86D5
05 Managing or supervising the work of other people	5 VC86E1	5 VC86E2	5 VC86E3	5 VC86E4	5 VC86E5
06 Using your time efficiently	6 VC86F1	6 VC86F2	6 VC86F3	6 VC86F4	6 VC86F5
07 Developing technical skills, such as operating machines or office equipment	7 VC86G1	7 VC86G2	7 VC86G3	7 VC86G4	7 VC86G5
08 Working with numbers (non-specialised)	8 VC86H1	8 VC86H2	8 VC86H3	8 VC86H4	8 VC86H5
09 Working with numbers (specialised)	9 VC86I1	9 VC86I2	9 VC86I3	9 VC86I4	9 VC86I5
10 General reading or writing	0 VC86J1	0 VC86J2	0 VC86J3	0 VC86J4	0 VC86J5
11 Specialised writing, such as reports	X VC86K1	X VC86K2	X VC86K3	X VC86K4	X VC86K5
12 Work experience	Y VC86L1	Y VC86L2	Y VC86L3	Y VC86L4	Y VC86L5
13 Finding and applying for a job	1 VC86M1	1 VC86M2	1 VC86M3	1 VC86M4	1 VC86M5
Other (WRITE IN AND CODE '2')	2 VC86N1	2 VC86N2	2 VC86N3	2 VC86N4	2 VC86N5
Did not provide training	3 VC86O1	3 VC86O2	3 VC86O3	3 VC86O4	3 VC86O5

Q87 SHOWCARD W Where did you take this course? SINGLE CODE ONLY

	VC87A Course 1 (30)	VC87B Course 2 (32)	VC87C Course 3 (34)	VC87D Course 4 (36)	VC87E Course 5 (38)
01 Technical College	1	1	1	1	1
02 Teacher Training College, College of Education/ Higher Education	A	A	A	A	A
03 Further Education College	2	2	2	2	2
04 Tertiary College	3	3	3	3	3
05 Institute of Higher Education	4	4	4	4	4
06 Polytechnic or Scottish Central Institution	5	5	5	5	5
07 University/Open University	6	6	6	6	6
08 Adult Education Centre	7	7	7	7	7
09 Government Skill Centre	8	8	8	8	8
10 Private or Commercial College	9	9	9	9	9
11 Your employer's premises	0	0	0	0	0
12 In your home	X	X	X	X	X
Other (WRITE IN AND OCDE '1')	Y	Y	Y	Y	Y
Can't say	(31)	(33)	(35)	(37)	(39)

Q88 SHOWCARD X Which of these best describes this course? SINGLE CODE ONLY

	VC88A Course 1 (40)	VC88B Course 2 (41)	VC88C Course 3 (42)	VC88D Course 4 (43)	VC88E Course 5 (44)
01 Course is part of work	1	1	1	1	1
02 Access course	2	2	2	2	2
03 Correspondence course	3	3	3	3	3
04 Open University course	4	4	4	4	4
05 Community Programme (CP)	5	5	5	5	5
06 Employment training (ET)	6	6	6	6	6
07 Youth Training (YT/YTS)	7	7	7	7	7
08 Enterprise Allowance Scheme (EAS)	8	8	8	8	8
Other type of course (WRITE IN AND CODE '9')	9	9	9	9	9
Don't know	0	0	0	0	0

Q89 SHOWCARD Y And which of these best describes this course? SINGLE CODE ONLY

	VC89A Course 1 (45)	VC89B Course 2 (46)	VC89C Course 3 (47)	VC89D Course 4 (48)	VC89E Course 5 (49)
01 Full time course	1	1	1	1	1
02 Part time course	2	2	2	2	2
03 Sandwich course or a course with work experience/placement	3	3	3	3	3
04 Evening course in your own time	4	4	4	4	4
05 Weekend only course	5	5	5	5	5
Other type of course (WRITE IN AND CODE '6')	6	6	6	6	6
Don't know	7	7	7	7	7

Q90 Was this course paid for by your employer at the time?

	VC90A Course 1 (50)	VC90B Course 2 (51)	VC90C Course 3 (52)	VC90D Course 4 (53)	VC90E Course 5 (54)
Yes - all of course	1	1	1	1	1
Yes - part of course	2	2	2	2	2
No	3	3	3	3	3
Can't remember	4	4	4	4	4

Q91 How long altogether was the course supposed to last? USE LEADING ZERO. CONVERT TO MONTHS IF ANSWERED IN YEARS (CODE 2 YEARS = 24 MONTHS)

	Course 1	Course 2	Course 3	Course 4	Course 5
Days VC91A1 (55)	<input type="text"/>	VC91A2 (60)(63)	VC91A3 (64)(67)	VC91A4 (68)(71)	VC91A5 (72)
Months VC91B1 (57)	<input type="text"/>	VC91B2 (62)(65)	VC91B3 (66)(69)	VC91B4 (70)(73)	VC91B5 (74)

Q92a Did you start this course because you needed it for the job you were doing (or about to start) at the time, because you thought it might help you to get a job, to help you get onto another training course/continue in education, or for some other reason? CODE ONE ONLY

	VC92A1 Course 1 (75)	VC92A2 Course 2 (76)	VC92A3 Course 3 (77)	VC92A4 Course 4 (78)	VC92A5 Course 5 (79)
Needed for job at the time/part of the job	1	1	1	1	1
To get a job	2	2	2	2	2
Continuing education/training	3	3	3	3	3
Other reason (WRITE IN AND CODE '4')	4	4	4	4	4
Can't say	5	5	5	5	5

CARD 17 9

ASK ALL THOSE CODE 1 AT Q92a. OTHERS GO TO Q93

Q92b Did you go on this course when you started this job, or later on (more than one month after job began)?

	VC92B1 Course 1 (10)	VC92B2 Course 2 (11)	VC92B3 Course 3 (12)	VC92B4 Course 4 (13)	VC92B5 Course 5 (14)
When job started	1	1	1	1	1
Later on	2	2	2	2	2

Q93 Did you complete this course or did you leave before completion?

	VC93A Course 1 (15)	VC93B Course 2 (16)	VC93C Course 3 (17)	VC93D Course 4 (18)	VC93E Course 5 (19)	
Completed it.....	1	1	1	1	1	
Left before completion	2	2	2	2	2	15/
Still on course	3	3	3	3	3	19

Q94 SHOWCARD Z Now, I would like you to think about how this course has helped you since you did it. I will read out some statements and I would like you to say how true they are for this course. CODE 1-5 IN EACH BOX FROM KEY BELOW.

KEY 1 - very true 2 - somewhat true 3 - neither true nor untrue 4 - somewhat untrue 5 - not true at all 6 - can't say/does not apply

READ OUT A-E. ALTERNATE ORDER
TICK START

	Course 1 (use key) VC94A1 (15)	Course 2 (use key) VC94A2 (16)	Course 3 (use key) VC94A3 (17)	Course 4 (use key) VC94A4 (18)	Course 5 (use key) VC94A5 (19)	
<input type="checkbox"/> a) This course helped me to obtain a job.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) This course helped me get on another course/continue my education.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) This course helped me to do my job(s).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) This course helped me to do the work on another course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> e) This course helped me in some other way(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20/

REPEAT Q85a-Q94 FOR EACH COURSE ATTENDED. OTHERS GO TO Q95

EDUCATION AND EMPLOYMENT REVIEW

Q95a SHOWCARD AA Thinking about all your education, training and working or applying for jobs, have any of the things on this card stopped you doing as well as you could have done?

FOR EACH DIFFICULTY AT Q95a ASK Q95b
Q95b Did this affect your education and training, did it affect your work and job applications, or did it affect both work and education?

		Q95a Anything (45)	Education/ training (47)	Q95b Work/ job (49)	Both (51)
01	Problems because of illness or disability.....	1VC95A1	1VC95B1	1	1
02	Personal problems.....	2VC95A2	2VC95B2	2	2
03	Family commitments.....	3VC95A3	3VC95B3	3	3
04	Financial difficulties.....	4VC95A4	4VC95B4	4	4
05	Any criminal record you might have.....	5VC95A5	5VC95B5	5	5
06	Problems with reading writing or spelling.....	6VC95A6	6VC95B6	6	6
07	Problems with numbers or arithmetic.....	7VC95A7	7VC95B7	7	7
08	Problems due to lack of training or qualifications.....	8VC95A8	8VC95B8	8	8
09	Problems due to lack of experience.....	9VC95A9	9VC95B9	9	9
10	Problems providing suitable references.....	0VC95A10	0VC95B10	0	0
11	Problem finding suitable baby sitting/ creche facilities.....	XVC95A11	XVC95B11	X	X
	Other problems (WRITE IN AND CODE 'Y').....	YVC95A12	YVC95B12	Y	Y
.....					
	None.....	(46) 1VC95A13	(48) 1VC95B13	(50) 1	(52) 45/ 1 52

Q96a SHOWCARD BB Again thinking about all your education, training and working or applying for jobs, have any of the things on this card stopped you doing as well as you could have done?

FOR EACH DIFFICULTY AT Q96a ASK Q96b
Q96b Did this affect your education and training, did it affect your work and job applications, or did it affect both work and education?
 MULTICODE OK

		Q96a Anything (53)	Education/ training (54)	Q96b Work/ job (55)	Both (56)
01	Courses were not relevant to your needs.....	1VC96A1	1VC96B1	1	1
02	Problems with transport.....	2VC96A2	2VC96B2	2	2
03	Problems with accommodation.....	3VC96A3	3VC96B3	3	3
04	Discrimination against you because of your sex.....	4VC96A4	4VC96B4	4	4
05	Discrimination against you because of your sexual orientation.....	5VC96A5	5VC96B5	5	5
06	Discrimination against you because of your race or religion.....	6VC96A6	6VC96B6	6	6
	Other (WRITE IN AND CODE '7').....	7VC96A7	7VC96B7	7	7
.....					
	None.....	8VC96A8	8VC96B8	8	53/ 8 56

SECTION L: HOUSEHOLD COMPOSITION

Q97 I would now like to ask some questions about the members of your household, that is people who normally live here and with whom you share a living room OR normally share at least one meal a day. How many people are there altogether in your household, including both adults and children, and including yourself?

CIRCLE NUMBER, THEN RECORD DETAILS OF EACH HOUSEHOLD MEMBER

PERSON NO.	PERSON NAME	SEX	AGE	RELATIONSHIP TO RESPONDENT	LEGAL STATUS
		Male - 1 Female - 2	0-5 1 6-15 2 16-25 3 26-35 4 36-60 5 61+ 6	WRITE IN CODES FROM LIST BELOW	Married/living as married 1 Single 2 Widowed 3 Separated/Divorced 4 Under 16 5
(2464) 01	RESPONDENT	VC97A1 <input type="checkbox"/> (57)			VC97D1 <input type="checkbox"/> (58)
02	_____	VC97A2 <input type="checkbox"/> (59)	VC97B2 <input type="checkbox"/> (60)	VC97C2 (61) <input type="checkbox"/> <input type="checkbox"/> (62)	VC97D2 <input type="checkbox"/> (63)
03	_____	VC97A3 <input type="checkbox"/> (64)	VC97B3 <input type="checkbox"/> (65)	VC97C3 (66) <input type="checkbox"/> <input type="checkbox"/> (67)	VC97D3 <input type="checkbox"/> (68)
04	_____	VC97A4 <input type="checkbox"/> (69)	VC97B4 <input type="checkbox"/> (70)	VC97C4 (71) <input type="checkbox"/> <input type="checkbox"/> (72)	VC97D4 <input type="checkbox"/> (73)
05	_____	VC97A5 <input type="checkbox"/> (74)	VC97B5 <input type="checkbox"/> (75)	VC97C5 (76) <input type="checkbox"/> <input type="checkbox"/> (77)	VC97D5 <input type="checkbox"/> (78)
06	_____	VC97A6 <input type="checkbox"/> (79)	VC97B6 <input type="checkbox"/> (80)	CARD 18/9 VC97C6 (10) <input type="checkbox"/> <input type="checkbox"/> (11)	VC97D6 <input type="checkbox"/> (12)
07	_____	VC97A7 <input type="checkbox"/> (13)	VC97B7 <input type="checkbox"/> (14)	VC97C7 (15) <input type="checkbox"/> <input type="checkbox"/> (16)	VC97D7 <input type="checkbox"/> (17)
08	_____	VC97A8 <input type="checkbox"/> (18)	VC97B8 <input type="checkbox"/> (19)	VC97C8 (20) <input type="checkbox"/> <input type="checkbox"/> (21)	VC97D8 <input type="checkbox"/> (22)
09	_____	VC97A9 <input type="checkbox"/> (23)	VC97B9 <input type="checkbox"/> (24)	VC97C9 (25) <input type="checkbox"/> <input type="checkbox"/> (26)	VC97D9 <input type="checkbox"/> (27)

- | | | |
|-------------------------------|--------------------------|--------------------------------|
| 01 Lawful Spouse | 11 Step Brother/Sister | 22 Friend/Unrelated Sharer |
| 02 Live-In Partner | 12 Brother/Sister In-law | 23 Landlord |
| 03 Own Child | 13 Own Parent | 24 Lodger |
| 04 Adopted Child | 14 Adopted Parent | 25 Employer |
| 05 Fostered Child | 15 Step Parent/Guardian | 26 Servant, Nanny, Au Pair etc |
| 06 Stepchild/Child of Partner | 16 Parent In-law | 27 Other |
| 07 Full Brother/Sister | 17 Grandparent | |
| 08 Half Brother/Sister | 18 Grandchild | |
| 09 Adopted Brother/Sister | 19 Great Grandparent | |
| 10 Fostered Brother/Sister | 20 Other Blood Relative | |
| | 21 Other Relative/in-law | |

No. PERSONS IN HOUSEHOLD: VC97

RELATIONSHIPS

I would like to ask you some questions about marriage and similar relationships, that is any people you may have lived with as a couple, for one month or more, whether or not you were actually married.

Q98 Have you ever lived with anyone as a couple? *VC98*

Yes	(28)	1	ASK Q99
No		2	GO TO
Refused		3	Q106

28

ASK Q99-105 FOR EACH PERSON LIVED WITH. IF MORE THAN 3 USE SPARE QUESTIONNAIRE AND ATTACH TO MAIN QUESTIONNAIRE

Q99 Can I start by asking you about the first person you lived with after you were 16?

When did you start living with this person?

		Month		Year							
Partner 1	<i>VC99A1</i>	(29)			(30)	(31)			(32)	<i>VC99B1</i>	
Partner 2	<i>VC99A2</i>	(33)			(34)	(35)			(36)	<i>VC99B2</i>	29/
Partner 3	<i>VC99A3</i>	(37)			(38)	(39)			(40)	<i>VC99B3</i>	40

Q100 SHOWCARD CC As you know, some people live with partners who are the same sex as themselves. Please read out from this card the number corresponding to the sex of this partner.

		<i>VC100A</i>	<i>VC100B</i>	<i>VC100C</i>		
		Partner 1	Partner 2	Partner 3		
		(41)	(42)	(43)		
01 Male	1	1	1	1		
02 Female	2	2	2	2		41/
Refused	3	3	3	3		43

IF PARTNER SAME SEX AS RESPONDENT GO TO Q103
IF PARTNER OPPOSITE SEX GO TO Q101

Q101 Did you get legally married to this person?

		<i>VC101A</i>	<i>VC101B</i>	<i>VC101C</i>		
		Partner 1	Partner 2	Partner 3		
		(44)	(45)	(46)		
Yes	1	1	1	1		GO TO Q102
No	2	2	2	2		GO TO Q103

44/
46

Q102 When did you actually get married?

		Month		Year							
Partner 1	<i>VC102A1</i>	(47)			(48)	(49)			(50)	<i>VC102B1</i>	
Partner 2	<i>VC102A2</i>	(51)			(52)	(53)			(54)	<i>VC102B2</i>	
Partner 3	<i>VC102A3</i>	(55)			(56)	(57)			(58)	<i>VC102B3</i>	47/ 58

IF MORE THAN ONE PARTNER ONLY ASK Q103 FOR THE LAST PARTNER
 Q103 Can I just check, are you still living with this person?

VC103A (59)
 Yes 1 GO TO Q106
 No 2 GO TO Q104

59

ASK FOR EACH PARTNER HAVING STOPPED LIVING WITH
 Q104 When did you stop living together (when did your partner die)?

		Month			Year			
Partner 1	VC104A1 (60)	<input type="text"/>	<input type="text"/>	(61)	(62)	<input type="text"/>	<input type="text"/>	(63) VC104B1
Partner 2	VC104A2 (64)	<input type="text"/>	<input type="text"/>	(65)	(66)	<input type="text"/>	<input type="text"/>	(67) VC104B2
Partner 3	VC104A3 (68)	<input type="text"/>	<input type="text"/>	(69)	(70)	<input type="text"/>	<input type="text"/>	(71) VC104B360/71

Q105 INTERVIEWER CHECK: Is there another partner after this?

	VC105A Partner 1 (72)	VC105B Partner 2 (73)	VC105C Partner 3 (74)	
Yes	1	1	1	GO TO Q99
No	2	2	2	GO TO Q106

72/
74

REPEAT Q99 TO Q105 FOR EACH PERSON THE RESPONDENT HAS LIVED WITH AS A
 COUPLE SINCE 16 FOR UP TO THREE PARTNERS. IF MORE THAN 3 PARTNERS USE
 SPARE QUESTIONNAIRE. OTHERS GO TO Q106

STILL LIVING WITH PARTNER 2 : VC103B
 " " " " 3 : VC103C

CHILDREN

Q106 I would now like to ask you about any children you may have given birth to (fathered). Can I first check, have you ever given birth (fathered a child)?

VC106 (75)

Yes 1
 No 2

GO TO Q107a
 GO TO Q110, WOMEN GO TO
 FILTER AT Q109

75

IF MORE THAN ONE CHILD, START WITH THE FIRST BIRTH AND WORK FORWARDS

Q107a How many have you given birth to/fathered?

WRITE IN VC107A

(76)

ASK Q107b TO Q108 FOR EACH CHILD IN TURN

Q107b And when was your child/children born?

	Day	Month	Year
Child 1 VC107B1A (77)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Child 2 VC107B2A (12)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Child 3 VC107B3A (18)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Child 4 VC107B4A (24)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Child 5 VC107B5A (30)	<input type="text"/>	<input type="text"/>	<input type="text"/>

CARD 19 9

Q107c And where is this child now?

	VC107C1 Child 1 (36)	VC107C2 Child 2 (37)	VC107C3 Child 3 (38)	VC107C4 Child 4 (39)	VC107C5 Child 5 (40)
Living with respondent	1	1	1	1	1
Living elsewhere	2	2	2	2	2
Stillborn	3	3	3	3	3
Died	4	4	4	4	4
Other (WRITE IN & CODE 5)	5	5	5	5	5

36/
40

DO NOT ASK Q108 IF CHILD IS NOT ALIVE

Q108 Is this child a boy or a girl?

	VC108A Child 1 (41)	VC108B Child 2 (42)	VC108C Child 3 (43)	VC108D Child 4 (44)	VC108E Child 5 (45)
Boy	1	1	1	1	1
Girl	2	2	2	2	2

41/
45

REPEAT FOR EACH CHILD

ASK ALL WOMEN ONLY. MEN GO TO Q110

Q109 SHOWCARD DD Which of the statements on this card best describes you at the moment? JUST READ OUT THE NUMBER BESIDE THE DESCRIPTION.

VC109 (46)

01 I am currently pregnant	1
02 I am not pregnant	2
Refused	3
Don't know	4

46

HOUSING

Q110 When did you start living at your present address? IF 'NORMAL' ADDRESS ELSEWHERE, When did you start living at your 'normal' address?

IF STUDENTS LIVES AWAY FROM PARENTS/GUARDIANS DURING TERM, TERM TIME ADDRESS IS 'NORMAL'

Year VC110B Month VC110A
 (47) (48) (49) (50)

47/50

Q111 RESPONDENT'S CURRENT PRESENT ADDRESS IS [INTERVIEWER OBSERVATION UNLESS CONFIRMATION NEEDED]

- VC111 (51)
- Private residence1
 - Sheltered housing2
 - Hotel/Boarding house/Hostel3
 - Hostel for homeless people etc.....4
 - Barracks/Nurses home, etc.....5
 - Room (only) at workplace6
 - Prison/Remand centre7
 - Hospital/Nursing home, etc (as a patient)8
 - Other (WRITE IN AND CODE 9)9

51

Q112 ACCOMMODATION OCCUPIED BY RESPONDENT'S HOUSEHOLD IS [INTERVIEWER OBSERVATION]

- VC112 (52)
- Detached house or bungalow1
 - Semi-detached house or bungalow2
 - Terrace/End terrace3
 - Self-contained flat or maisonette4
 - Room(s), not self-contained - Lodging, bedsits etc.....5
 - Caravan/Mobile home/Houseboat6
 - Other (WRITE IN AND CODE '7')7

52

Q113 Do you (or your partner) own or rent this accommodation or do you live here in some other arrangement, such as with your parents?

- VC113 (53)
- Own outright1 GO TO
 - Buying on mortgage/loan2 Q115
 - Rented - furnished3 ASK
 - unfurnished4 Q114
 - paying rent to parents5
 - Squatting6 GO TO
 - Goes with the job (rent free)7 Q116
 - Rent free (other).....8
 - Living with parents (rent-free)9
 - Others (WRITE IN AND CODE '9')0

53

IF RENTED (CODES 3-5 AT Q113)
Q114 Who do you rent this property from?

VC114

- Local authority/New Town (54) 1
- Housing association 2
- Employer 3
- Charitable trust 4
- Educational establishment 5
- Student accommodation 6
- Parent 7
- Other relative 8
- Other private landlord 9
- Company 0
- Other (WRITE IN AND CODE 'X')
- X
- Don't know Y

54

ASK IF RENTED OR OWNED OR BOUGHT ON MORTGAGE (CODE 1-5 AT Q113)
Q115 SHOWCARD EE Is this accommodation rented (owned) in

VC115

- 01 Your name only (55) 1
- 02 You and your partner's name 2
- 03 You and someone else's name 3
- 04 In your partner's name but not yours 4
- 05 In someone else's name (include parents) 5
- Other (WRITE IN AND CODE '6') 6
- Don't know 7

55

Q116 IS RESPONDENT CURRENTLY LIVING WITH PARENTS OR GUARDIANS?

VC116

- Yes (56) 1 GO TO Q118
- No 2 GO TO Q117

56

Q117 When did you stop living with your parents or guardians?

IF MORE THAN ONCE, RECORD LAST TIME. STUDENTS WHO LIVE AWAY FROM HOME DURING TERM DO NOT LIVE WITH THEIR PARENTS. DO NOT INCLUDE BOARDING SCHOOL. USE LEADING ZERO

Year VC117A Month VC117B
(57) (58) (59) (60)

57/60

ASK ALL
Q118 How many different addresses have you lived at since your 16th birthday, including the address you were living at then? IF MORE THAN 9 CODE 9. IF DON'T KNOW CODE X.

VC118

(61)

61
SKIP 62

Q119 How many of these addresses were your parents' or guardians' home? IF MORE THAN 9 CODE 9. IF DON'T KNOW CODE X.

VC119
(63)

63

INCOME

ASK ALL

STATE BENEFITS/PAYMENTS

Q120 I now want to talk about income from sources other than work.

SHOWCARD FF At present, are you (or your husband/wife/partner) receiving any of the state benefits or payments shown on this card? VC120

(64)
 Yes 1 ASK Q121
 No 2 GO TO
 Refused 3 Q122
 Don't know 4

64

Q121a Which of these are you (or your husband/wife/partner) receiving? PROBE: 'Any others?' UNTIL FINAL 'No'. WRITE IN AND CODE EACH BENEFIT RECEIVED IN GRID BELOW. IF RESPONDENT AND SPOUSE/PARTNER RECEIVE SEPARATELY SAME BENEFIT, ENTER ONCE ONLY.

FOR EACH RECEIVED ASK Q121b) - Q121d) AND RECORD IN GRID

Q121b How much was the last payment of . . . (BENEFIT)? IF BOTH RESPONDENT AND SPOUSE/PARTNER RECEIVE THIS SEPARATELY, COMBINE AMOUNTS.

Q121c What period did that cover?

Q121d IF LIVING WITH SPOUSE/PARTNER Do you or does your husband/wife/partner receive this benefit?

CODE UNDER 'WHO RECEIVED'

IF NOT LIVING WITH SPOUSE/PARTNER RING CODE '1' UNDER 'WHO RECEIVED'

Q121a	Q121b				Q121c			Q121d					
NAME OF BENEFIT/ ALLOWANCE	BENEFIT CODE		AMOUNT OF LAST PAYMENT (to nearest £)				PERIOD COVERED Weeks Months 1 2 3 WRITE IN DK=99			WHO RECEIVED? Resp Spouse/ Both only partner only			
VC121A1	<input type="checkbox"/>	<input type="checkbox"/>	£	VC121B1	<input type="checkbox"/>	<input type="checkbox"/>	VC121C1	<input type="checkbox"/>	<input type="checkbox"/>	VC121D1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(65)	(66)		(67)	(68)	(69)	(70)	1 2 3 (71)	(72)	(73)	1	2	3 (74)
VC121A2	<input type="checkbox"/>	<input type="checkbox"/>	£	VC121B2	<input type="checkbox"/>	<input type="checkbox"/>	VC121C2	<input type="checkbox"/>	<input type="checkbox"/>	VC121D2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(75)	(76)		(77)	(78)	(79)	(80)	1 2 3 (10)	(11)	(12)	1	2	3 (13)
VC121A3	<input type="checkbox"/>	<input type="checkbox"/>	£	VC121B3	<input type="checkbox"/>	<input type="checkbox"/>	VC121C3	<input type="checkbox"/>	<input type="checkbox"/>	VC121D3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(14)	(15)		(16)	(17)	(18)	(19)	1 2 3 (20)	(21)	(22)	1	2	3 (23)
VC121A4	<input type="checkbox"/>	<input type="checkbox"/>	£	VC121B4	<input type="checkbox"/>	<input type="checkbox"/>	VC121C4	<input type="checkbox"/>	<input type="checkbox"/>	VC121D4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(24)	(25)		(26)	(27)	(28)	(29)	1 2 3 (30)	(31)	(32)	1	2	3 (33)
VC121A5	<input type="checkbox"/>	<input type="checkbox"/>	£	VC121B5	<input type="checkbox"/>	<input type="checkbox"/>	VC121C5	<input type="checkbox"/>	<input type="checkbox"/>	VC121D5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(34)	(35)		(36)	(37)	(38)	(39)	1 2 3 (40)	(41)	(42)	1	2	3 (43)
VC121A6	<input type="checkbox"/>	<input type="checkbox"/>	£	VC121B6	<input type="checkbox"/>	<input type="checkbox"/>	VC121C6	<input type="checkbox"/>	<input type="checkbox"/>	VC121D6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(44)	(45)		(46)	(47)	(48)	(49)	1 2 3 (50)	(51)	(52)	1	2	3 (53)

- | | | |
|---|---|--|
| 01 Unemployment Benefit | 07 Attendance allowance | 12 One parent benefit |
| 02 Supplementary Benefit/
income support | 08 Non-contributory
invalidity pension/
severe disablement
allowance | 13 Maternity allowance |
| 03 Unemployment benefit and
supplementary benefit/
income support | 09 Mobility allowance | 14 Invalid care allowance |
| 04 Sickness Benefit | 10 Family income
supplement/family
credit | 15 Housing benefit |
| 05 Invalidity Benefit | | 16 Any other state benefit
or allowance
(WRITE IN) |
| 06 Industrial injury
benefit/pension | 11 Child benefit | |
| | | 99 Don't know |

OTHER SOURCES OF INCOME

ASK ALL
 Q122 SHOWCARD GG Do you (or your husband/wife/partner) currently receive regular payment or income from any of the sources on this card, including any income from work your husband/wife or partner might receive?

VC122

(54)
 Yes 1 GO TO Q123
 No 2 GO TO
 Refused 3 Q124
 Don't know 4

54

Q123a From which of the sources are you (or your husband/wife/partner) receiving payments? PROBE: 'Any others?' UNTIL FINAL 'NO'. ENSURE RESPONDENT GIVES NAME AND CODE WHAT EACH RECEIVED AND ENTER IN GRID BELOW. IF RESPONDENT AND SPOUSE/PARTNER RECEIVE SEPARATELY SAME PAYMENT, ENTER ONCE ONLY.

FOR EACH RECEIVED ASK Q123b-Q123d AND RECORD IN GRID

Q123b How much was the last payment of . . . (INCOME SOURCE)? IF BOTH RESPONDENT AND SPOUSE/PARTNER RECEIVE THIS SEPARATELY, COMBINE AMOUNTS. (DON'T KNOW: 0001, REFUSED 0002)

Q123c What period did that cover?

IF LIVING WITH SPOUSE/PARTNER

Q123d Do you or does your husband/wife/partner receive this benefit? RING CODE UNDER 'WHO RECEIVED' IF NOT LIVING WITH SPOUSE/PARTNER RING CODE '1' UNDER 'WHO RECEIVED' OBTAIN PARTNER'S GROSS AND NET PAY

Q123a	Q123a	Q123b	Q123c	Q123d
NAME OF BENEFIT/ ALLOWANCE	BENEFIT CODE	AMOUNT OF LAST PAYMENT (to nearest £)	PERIOD COVERED Weeks 1 2 3 Months WRITE IN DK= 99	WHO RECEIVED? Resp Spouse/ Both only partner only
VC123A1	<input type="checkbox"/> <input type="checkbox"/> (55) (56)	£ VC123B1 <input type="checkbox"/> <input type="checkbox"/> (57) (58) (59) (60)	VC123C1 1 2 3 (61) VC123CA1 (62) (63)	VC123D1 1 2 3 (64)
VC123A2	<input type="checkbox"/> <input type="checkbox"/> (65) (66)	£ VC123B2 <input type="checkbox"/> <input type="checkbox"/> (67) (68) (69) (70)	VC123C2 1 2 3 (71) VC123CA2 (72) (73)	VC123D2 1 2 3 (74)
VC123A3	<input type="checkbox"/> <input type="checkbox"/> (75) (76)	£ VC123B3 <input type="checkbox"/> <input type="checkbox"/> (77) (78) (79) (80)	CARD 21 9 VC123C3 1 2 3 (10) VC123CA3 (11) (12)	VC123D3 1 2 3 (13)
VC123A4	<input type="checkbox"/> <input type="checkbox"/> (14) (15)	£ VC123B4 <input type="checkbox"/> <input type="checkbox"/> (16) (17) (18) (19)	VC123C4 1 2 3 (20) VC123CA4 (21) (22)	VC123D4 1 2 3 (23)
VC123A5	<input type="checkbox"/> <input type="checkbox"/> (24) (25)	£ VC123B5 <input type="checkbox"/> <input type="checkbox"/> (26) (27) (28) (29)	VC123C5 1 2 3 (30) VC123CA5 (31) (32)	VC123D5 1 2 3 (33)
VC123A6	<input type="checkbox"/> <input type="checkbox"/> (34) (35)	£ VC123B6 <input type="checkbox"/> <input type="checkbox"/> (36) (37) (38) (39)	VC123C6 1 2 3 (40) VC123CA6 (41) (42)	VC123D6 1 2 3 (43)

**SHOWCARD GG
 INCOME FROM SOURCES OTHER THAN WORK**

CODE
 01 Educational grant
 02 Pension
 03 Trade Union/Friendly Society
 04 Maintenance
 05 Cash from parents
 06 Cash from relatives or friends
 07 Rent from boarders, etc.

CODE
 08 Other outside Household
 09 Annuity/Trust fund
 10 Foster allowance
 11 Accident insurance
 12 Other
 13 Spouse/partner's income
 from work (GROSS)
 14 Spouse/partner's income
 from work (NETT)
 97 (Refused)
 99 (Don't know)

HEALTH

Q124 I'd like to ask you a few questions about your health. Firstly, how would you describe your health generally?

Would you say it is READ OUT

VC124

(44)
Excellent 1
Good 2
Fair 3
Or poor 4

44

Q125 Over the last twelve months, would you say your health on the whole has been . . .
READ OUT

VC125

(45)
Good 1
Fairly good 2
Or not so good 3

45

Q126 Do you suffer from any long term health problem, long standing illness, infirmity or disability, including problems due to depression or emotional problems?

VC126

(46)
Yes 1 ASK Q127a
No 2 GO TO INSTRUCTION BEFORE Q128
Don't know 3 ASK Q127a

46

Q127a SHOWCARD HH Do you suffer from any of the problems on this card because of long standing illness, infirmity or disability? MULTICODE OK
 FOR EACH DIFFICULTY ASK
 Q127b Does this stop you doing anything that most other people of your age could do?
 FOR EACH DIFFICULTY ASK
 Q127c What age were you when you first had this problem? WRITE IN AGE. IF BORN WITH PROBLEM CODE OO. USE LEADING ZERO. CODE 99 IF DON'T KNOW.

	Q127a (47)	Q127b (49) Yes No	Q127c
01 Difficulty with walking or climbing stairs 1 1 1	VC127A1	VC127B1	VC127C1 <input type="checkbox"/> (51) <input type="checkbox"/> (52)
02 Difficulty with bending down and straightening up again, even if you hold on to something 2 2 2	VC127A2	VC127B2	VC127C2 <input type="checkbox"/> (53) <input type="checkbox"/> (54)
03 Difficulty because of falls or poor balance 3 3 3	VC127A3	VC127B3	VC127C3 <input type="checkbox"/> (55) <input type="checkbox"/> (56)
04 Difficulty using your arms to reach and stretch for things 4 4 4	VC127A4	VC127B4	VC127C4 <input type="checkbox"/> (57) <input type="checkbox"/> (58)
05 Difficulty using your hands to hold, grip or turn things 5 5 5	VC127A5	VC127B5	VC127C5 <input type="checkbox"/> (59) <input type="checkbox"/> (60)
06 Difficulties because of poor sight/partial sight/blindness . . . 6 6 6	VC127A6	VC127B6	VC127C6 <input type="checkbox"/> (61) <input type="checkbox"/> (62)
07 Difficulties because of poor hearing/deafness 7 7 7	VC127A7	VC127B7	VC127C7 <input type="checkbox"/> (63) <input type="checkbox"/> (64)
08 Difficulty making other people understand you 8 8 8	VC127A8	VC127B8	VC127C8 <input type="checkbox"/> (65) <input type="checkbox"/> (66)
09 Difficulty understanding what other people say to you 9 9 9	VC127A9	VC127B9	VC127C9 <input type="checkbox"/> (67) <input type="checkbox"/> (68)
10 Severe difficulties with eating drinking and digestion 0 0 0	VC127A10	VC127B10	VC127C10 <input type="checkbox"/> (69) <input type="checkbox"/> (70)
11 Difficulties because of epilepsy, fits or convulsions X X X	VC127A11	VC127B11	VC127C11 <input type="checkbox"/> (71) <input type="checkbox"/> (72)
12 Difficulties caused by breathlessness, wheezing or coughing Y Y Y	VC127A12	VC127B12	VC127C12 <input type="checkbox"/> (73) <input type="checkbox"/> (74)
13 Difficulties due to any scar, blemish or deformity you might have 1 1 1	(48) VC127A13	(50) VC127B13	VC127C13 <input type="checkbox"/> (75) <input type="checkbox"/> (76)
14 Difficulty with bowel or bladder control 2 2 2	VC127A14	VC127B14	VC127C14 <input type="checkbox"/> (77) <input type="checkbox"/> (78)
15 Difficulties due to constant or frequent pain/irritation 3 3 3	VC127A15	VC127B15	VC127C15 <input type="checkbox"/> (79) <input type="checkbox"/> (80)
16 Difficulties caused by mental, nervous or emotional problems . 4 4 4	VC127A16	VC127B16	VC127C16 <input type="checkbox"/> (10) <input type="checkbox"/> (11)
17 Other difficulties because of long standing illness, infirmity or disability 5 5 5	VC127A17	VC127B17	VC127C17 <input type="checkbox"/> (12) <input type="checkbox"/> (13)
None of these 6 6 6	VC127A18		<input type="checkbox"/> (14) <input type="checkbox"/> (15)

Q127 What illnesses or disabilities cause these problem? WRITE IN.

.....
.....
.....
.....
.....

16/
17

DO NOT ASK Q128
Q128 DOES RESPONDENT SUFFER FROM A MENTAL HANDICAP? (INTERVIEWER OBSERVATION)

VC128

(18)
Yes 1
No 2
Unsure 3

18

Q129 Have you ever been registered as a disabled person?

VC129

(19)
Yes 1 GO TO Q130
No 2 GO TO
Don't know 3 Q131

19

Q130 Are you currently registered as a disabled person?

VC130

(20)
Yes 1
No 2
Unsure 3

20

LITERACY AND NUMERACY

ASK ALL
 Q131 As you probably know, thousands of adults have difficulties with reading or writing at one time or another. It would help us if you could answer some questions about your own experience of reading and writing. Since leaving school, have you had any problems with reading?

VC131

	(21)	
Yes.....	1	ASK Q132
No.....	2	
Can't say.....	3	GO TO Q141
Refused.....	4	

21

Q132 Can you tell me a little more about these problems. First, are these problems due mainly to your not being able to see properly or do you just have difficulties reading?

VC132

	(22)	
Sight problem.....	1	GO TO Q141
Just have difficulties reading.....	2	ASK Q133

22

Q133 Let me ask you first about some of the problems you have with reading. Can you read and understand what is written in a magazine or newspaper? IF YES: Can you usually read this easily, or do you find some difficult?

VC133

	(23)	
Yes easily.....	1	
Yes, some are difficult.....	2	
No.....	3	

23

Q134 Can you usually read and understand what is written in a letter sent to you? IF YES: Can you usually read this easily, or do you find some difficult?

VC134

	(24)	
Yes easily.....	1	
Yes, some are difficult.....	2	
No.....	3	

24

Q135 If you have to, can you usually read and understand any paperwork or forms you would have to deal with in a job? IF YES: Can you usually read this easily, or do you find some difficult?

VC135

	(25)	
Yes easily.....	1	
Yes, some are difficult.....	2	
No.....	3	

25

Q136 If you have to, can you read aloud to a child from a children's story book? IF YES: Can you usually read this easily, or do you find some difficult?

VC136

	(26)	
Yes easily.....	1	
Yes, some are difficult.....	2	
No.....	3	

26

Q137 What other things do you usually find difficult to read? PROBE FULLY. RECORD VERBATIM

.....
.....
.....
.....
.....

27/
28

Q138 When you do try to read something, what do you find difficult? Do you find it difficult to READ OUT AND CODE ONE FOR EACH

	Yes	No	Don't know		
recognise particular words?	1	2	3	VC138A	29
make sense of the whole thing?	1	2	3	VC138B	30
concentrate for very long?	1	2	3	VC138C	31
(Never try to read)			1	VC138D	32

Q139 Have you been on any courses or classes since leaving school to help you get better at reading?

VC139

Yes	(33)	1	GO TO Q140	
No	2	GO TO INSTRUCTION BEFORE Q141		33

Q140 What type of classes/courses were these? (RECORD VERBATIM) PROBE

.....
.....
.....
.....
.....

34/
35

ANSWER "NO" (CODE 3) TO ANY OF Qs 133, 134, 135, or 136 GO TO Q146. ALL OTHERS ASK Q141

Q141 How often do you read a newspaper?

VC141

Every day, including weekends	(26)	1		
Every day, excluding weekends	2			
Several times a week	3			
Once a week - weekend edition	4			
Less than once a week	5			
Never	6			36

Q142 Now I'd like to ask you about magazines. In an average week, how much time do you spend reading or looking at magazines?

Hours VC142A Minutes VC142B
(37) (38) (39) (40)

37/
40

Q143 Next, I'd like to ask you about books you may have read recently. They might be novels, story books, factual or text books, hardcover or paperbacks, and you don't need to have read the entire book, cover to cover. You may have just been looking for some particular information in a manual or an encyclopedia, whether at work or at home.

Have you read or looked something up in a book during the last six months?

VC143

(41)
Yes..... 1 ASK Q144
No 2 GO TO Q145
Don't know..... 3

41

Q144 SHOWCARD II Here is a list of types of books. Would you please tell me if you've read any of these types of books in the past six months? Which ones? (INCLUDE COURSE BOOKS . . . TICK ALL THAT APPLY). PROBE FULLY: Have you read any other types of books?

- | | | |
|--|------|--------|
| | (42) | |
| 01 Fiction | 1 | VC144A |
| 02 Recreation or entertainment | 2 | VC144B |
| 03 Current affairs or history | 3 | VC144C |
| 04 The bible | 4 | VC144D |
| 05 Inspiration or other religion | 5 | VC144E |
| 06 Science or social science..... | 6 | VC144F |
| 07 Reference | 7 | VC144G |
| 08 Manuals | 8 | VC144H |
| 09 Cook-books..... | 9 | VC144I |
| 10 Biographies/books about famous people..... | 0 | VC144J |
| 11 Self improvement books eg. keep fit,
popular psychology..... | X | VC144K |
| Other (WRITE IN AND CODE Y) | Y | VC144L |

42

Q145 In an average week, how much time do you spend reading books?

Hours VC145A Minutes VC145B
(43) (44) (45) (46)

43/
46

ASK ALL

Q146 And since leaving school, have you had any problems with writing or spelling?

VC146

(47)
Yes..... 1 ASK Q147
No 2
Can't say 3 GO TO Q155
Refused..... 4

47

Q147 Can you tell me a little more about these problems. Are these problems due mainly to your not being able to see properly, or not being able to hold a pen and pencil or use a keyboard properly, or do you just have difficulties with writing generally?

(48)

Eyesight problem VC147A 1 GO TO
 Problem holding pen/pencil/
 using keyboard VC147B 2 Q155
 Both VC147C 3
 Difficulties writing generally VC147D 4 ASK Q148

48

Q148 Let me ask you about some of the problems you have with writing. If you need to, can you write a letter to a friend to thank them for a gift or invite them to visit? IF YES: Can you usually do this easily, or is it with difficulty?

VC148

(49)

Yes, easily 1
 Yes, with difficulty 2
 No 3

49

Q149 Could you write to an employer to apply for a job? IF YES: Can you usually do this easily, or is it with difficulty?

VC149

(50)

Yes, easily 1
 Yes, with difficulty 2
 No 3

50

Q150 Could you fill in a form, from the council for example, or for a hospital appointment? IF YES: Can you usually do this easily, or is it with difficulty?

VC150

(51)

Yes, easily 1
 Yes, with difficulty 2
 No 3

51

Q151 Could you write a letter of complaint about something if you wanted to? IF YES: Could you do this easily, or would it be with difficulty?

VC151

(52)

Yes, easily 1
 Yes, with difficulty 2
 No 3

52

Q152 When you try to write something, what is it you find difficult? Do you find it difficult to READ OUT AND CODE ONE FOR EACH

	Yes	No	Don't know	
... spell words correctly VC152A	1	2	3	53
... make you handwriting easy to read VC152B	1	2	3	54
... put down in words what it is you want to say VC152C	1	2	3	55
(Never try to write) VC152D			1	56

Q153 Have you been on any courses or classes to help you get better at . . .? READ OUT. MULTICODE OK

		(57)	
Writing	VC153A	1	
Spelling	VC153B	2	
None	VC153C	3	

57

ASK IF BEEN ON COURSE AT Q153, OTHERS GO TO Q155

Q154 What type of classes/courses were these? RECORD VERBATIM

.....

.....

.....

.....

.....

58/
59

ASK ALL

Q155 Since leaving school, have you had any problems with numbers or simple arithmetic?

VC155

		(60)	
Yes	1	ASK Q156	
No	2	GO TO INSTRUCTION BEFORE	
Can't say	3	Q162	

60

Q156 Now I'd like to know a little more about the problems you have with numbers and simple arithmetic.

When you buy things in shops with a five or ten pound note, can you usually tell if you are given the right change? IF YES: Can you usually do this easily, or is it with difficulty?

VC156

		(61)	
Yes, easily	1		
Yes, with difficulty	2		
No	3		

61

Q157 If you need to, can you keep simple household accounts of what you have spent or saved or what to put by for bills when they come? IF YES: Can you usually do this easily, or is it with difficulty?

VC157

		(62)	
Yes, easily	1		
Yes, with difficulty	2		
No	3		

62

Q158 If you need to, can you usually work out what dates go with which day on a calendar? IF YES: Can you usually do this easily, or is it with difficulty?

VC158

		(63)	
Yes, easily	1		
Yes, with difficulty	2		
No	3		

63

Q159 What is it you find difficult with numbers and simple arithmetic? Do you find it difficult to . . . READ OUT AND CODE ONE FOR EACH

	Yes	No	Don't know	
. . . recognise and understand numbers when you see them	1	2	3	64
. . . add up	1	2	3	65
. . . take away	1	2	3	66
. . . divide	1	2	3	67

Q160 Have you been on any courses or classes since leaving school to help you get better at numbers or simple arithmetic?

VC160

Yes	(68)	1 ASK Q161	
No		2 GO TO INSTRUCTION BEFORE	
Can't say		3 Q162	68

Q161 What type of classes/courses were these? RECORD VERBATIM

.....

.....

.....

.....

.....

69/
70

INTERVIEWER CHECK Q131, Q146 AND Q155:

CODE 1 OR 2 BELOW:

Respondent has problems with reading or arithmetic (Code 1 at Q131, Q146 or Q155)	VC161A	1 ASK Q162	71
Respondent has no problems (Code 2, 3 or 4 at Q131, Q146 and Q155)	VC161B	1 GO TO Q165	72

Q162 Thinking about problems you have experienced with reading/writing/arithmetic, have you always had these kinds of problems or have they come about recently?

VC162 (73)

Always had these problems	1	
Come about recently	2	73

Q163 How often did you receive special help at school for these problems? Was it regularly, occasionally or never? COMPLETE AS APPROPRIATE

	Regularly	Occasionally	Never	N/A		
IF CODE 1 AT Q131						
Reading	VC163A	1	2	3	4	74
IF CODE 1 AT Q146						
Writing	VC163B	1	2	3	4	75
IF CODE 1 AT Q155						
Number work	VC163C	1	2	3	4	76

Q164 I'd now like to ask you about some of the effects these problems have for you in your everyday life. Do they make it difficult for you to READ OUT

	Yes	No	N/A		
... get a new job if you want one?	VC164A	1	2	3	77
... cope with a job if you have one?	VC164B	1	2	3	78
... to get on and get promotion in a job?	VC164C	1	2	3	79
... manage your household business?	VC164D	1	2	3	80
CARD 24					
... help children read or learn things?	VC164E	1	2	3	10
... to do the kinds of things you'd like to do in your spare time?	VC164F	1	2	3	11
... to communicate with official people?	VC164G	1	2	3	12
... to get your point of view across when you need to?	VC164H	1	2	3	13

ASK ALL

Q165 In general, which of the following did you have in your home, on a regular basis, while you were at secondary school? (READ OUT)

	Yes	No	N/A		
A daily newspaper	VC165A	1	2	3	14
A weekly newspaper	VC165B	1	2	3	15
Magazines	VC165C	1	2	3	16
Comic books	VC165D	1	2	3	17
A selection of other books in your home, say 25 or more	VC165E	1	2	3	18
An encyclopedia	VC165F	1	2	3	19
A dictionary	VC165G	1	2	3	20
A radio or stereo	VC165H	1	2	3	21
A television	VC165I	1	2	3	22
A typewriter	VC165J	1	2	3	23
A telephone	VC165K	1	2	3	24
A computer	VC165L	1	2	3	25

Time Interview Finished: VC166A VC166B (24 hour clock) 26/
 (26) (27) (28) (29) 29

Length of questionnaire: VC167 30/
 (30) (31) (32) (33) 31

END INTERVIEW AND CONDUCT ASSESSMENTS

Your Life Since 1986 self-completion

YOUR LIFE SINCE 1986

Use a line to show the main thing you were doing in each month (one line per month only)

	1986												1987											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1. Seeking work (not in a job or on a course)																								
2. Looking after your children or home full-time																								
3. On a training scheme																								
4. In full time education (school, college or university/polytechnic)																								
5. Full-time employee (30 hours a week or more)																								
6. Part-time employee (less than 30 hours a week)																								
7. Self-employed																								
8. Something else (please write in)																								
	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65

	1988												1989											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1. Seeking work (not in a job or on a course)																								
2. Looking after your children or home full-time																								
3. On a training scheme																								
4. In full time education (school, college or university/polytechnic)																								
5. Full-time employee (30 hours a week or more)																								
6. Part-time employee (less than 30 hours a week)																								
7. Self-employed																								
8. Something else (please write in)																								
	66	67	68	69	70	71	72	73	74	75	76	77	10	11	12	13	14	15	16	17	18	19	20	21

YOUR LIFE SINCE 1986

NOTES ON FILLING IN THE CALENDAR

Include any job, full-time or part-time, which you did for at least one month.

If you were "temping" or self-employed count the whole period as one job.

Work experience, sandwich jobs or holiday jobs while you were in full-time education should be recorded as 'full-time education'.

Time spent on a Government training scheme (eg Community Programme, YTS or YT etc) should not be recorded as a job. Record it as a training scheme.

If you went on maternity leave or sick leave and went back to the same job, count the whole period as one job.

Working in a sheltered workshop counts as a job.

Use a line to show the main thing you were doing in each month (one line per month only)

	1990												1991												1992		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1. Seeking work (not in a job or on a course)																											
2. Looking after your children or home full-time																											
3. On a training scheme																											
4. In full time education (school, college or university/polytechnic)																											
5. Full-time employee (30 hours a week or more)																											
6. Part-time employee (less than 30 hours a week)																											
7. Self-employed																											
8. Something else (please write in)																											
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48

Your Views self-completion

Y

50 51 52 53 54 55 56 57

BCS70

The 1970 British Cohort Study
1992 Survey

Your Views

To give us an idea of your views on a number of topics we would like you to fill in this questionnaire

YOUR VIEWS ABOUT TRAINING AND EMPLOYMENT

People have very different opinions about many things. Below is a list of statements on different topics. You will agree with some of the statements and disagree with others. Read each statement and tick the relevant box to show how much you agree or disagree with the opinion.

How much do you agree or disagree with the statements below?

PLEASE TICK ONE BOX FOR EACH STATEMENT

	Strongly agree	Agree	Neither agree nor disagree/ uncertain	Disagree	Strongly disagree	Don't know	
1. I think training in new technology would help me in the future ...	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	(58)
<i>VBA1</i>							
2. A person must have a job to be a full member of society	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	(59)
<i>VBA2</i>							
3. It is much better to get some kind of training than to go straight into a paid job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	(60)
<i>VBA3</i>							
4. Getting a job today is just a matter of chance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	(61)
<i>VBA4</i>							
5. It is not worth the effort to learn about new technology	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	(62)
<i>VBA5</i>							
6. Having almost any job is better than unemployment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	(63)
<i>VBA6</i>							
7. You don't get enough money on training schemes to make them worthwhile	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	(64)
<i>VBA7</i>							
8. It is bad luck that causes people to be poor.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	(65)
<i>VBA8</i>							
9. I want to learn more about how to use computers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	(66)
<i>VBA9</i>							
10. Once you've got a job it is important to hang onto it even if you don't really like it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	(67)
<i>VBA10</i>							

How much do you agree or disagree with the statements below?
PLEASE TICK ONE BOX FOR EACH STATEMENT

- | | Strongly agree | Agree | Neither agree nor disagree uncertain | Disagree | Strongly disagree | Don't know | |
|---|----------------------------|----------------------------|--------------------------------------|----------------------------|----------------------------|----------------------------|------|
| 11. Training schemes are better than the dole ... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | (68) |
| | <i>VBA11</i> | | | | | | |
| 12. Being successful at work is just a matter of luck | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | (69) |
| | <i>VBA12</i> | | | | | | |
| 13. I would like to have a job involving new technology | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | (70) |
| | <i>VBA13</i> | | | | | | |
| 14. If I didn't like a job I'd pack it in even if there was no other job to go to | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | (71) |
| | <i>VBA14</i> | | | | | | |
| 15. Training schemes are the best way for young people to eventually get a job | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | (72) |
| | <i>VBA15</i> | | | | | | |
| 16. Getting on at work really depends on other people | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | (73) |
| | <i>VBA16</i> | | | | | | |
| 17. A person can get satisfaction out of life without a job | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | (74) |
| | <i>VBA17</i> | | | | | | |

YOUR WORK

Here is a list of statements to do with your job, that is the work you spend most time at each day. If you do not go out to work but take care of your children or do housework full-time, then treat this as your job.

Some of the statements will be very true for you while others will be not true at all. Read the statement on the left carefully, then tick the relevant boxes to show how true you think each statement is.

PLEASE TICK ONE BOX FOR EACH STATEMENT

- | | Very true | Some-what true | Neither true nor untrue | Some-what untrue | Not true at all | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------|
| 1. My work requires me to keep learning new things | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | (75) |
| | <i>VBB1</i> | | | | | |
| 2. My work is monotonous because I always do the same things | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | (76) |
| | <i>VBB2</i> | | | | | |
| 3. My present work skills will be useful or valuable in five years time | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | (77) |
| | <i>VBB3</i> | | | | | |
| 4. I am able to vary the pace at which I work | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | (78) |
| | <i>VBB4</i> | | | | | |
| 5. I can only take breaks at certain times | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | (79) |
| | <i>VBB5</i> | | | | | |

YOUR SKILLS

People have a variety of skills. Some they use at work, others they use elsewhere. Some they are good at, others they are less good at. Some abilities and skills they have improved with practice, others they have not.

How good are you at the skills listed below?
Please answer questions a,) b) and c) for each skill.

- a) Would you say that your own ability is good, fair or poor or non-existent?
PLEASE TICK ONE BOX IN COLUMN A BELOW FOR EACH SKILL
- b) Where do you make use of this skill? At work only, both at work and elsewhere, elsewhere but not at work, or not at all?
PLEASE TICK ONE BOX IN COLUMN B BELOW FOR EACH SKILL
- c) Over the last 5 years (since March 1987) would you say your skill has got better, not changed, or got worse?
PLEASE TICK ONE BOX IN COLUMN C BELOW FOR EACH SKILL

	COLUMN A How good are you?:					COLUMN B Where is skill used?:					COLUMN C Change in last 5 years?:					
	Good	Fair	Poor	Don't have skill		Used at work	Used elsewhere	Used both	Don't use		Got better	No change	Got worse	Don't have skill		
1. Writing clearly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	59	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	60	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	61
2. Speaking clearly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	62	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	63	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	64
3. Using tools properly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	65	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	66	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	67
4. Reading plans or diagrams	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	68	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	69	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	70
5. Constructing assembling or building things well	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	71	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	72	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	73
6. Typing or using a computer keyboard	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	74	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	75	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	76
7. Using a computer to solve problems or give information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	77	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	78	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	79
8. Looking after people who need care	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	10	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	11	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	12

COLUMN A
How good are you?:

COLUMN B
Where is skill used?:

COLUMN C
Change in last 5 years?:

	Good	Fair	Poor	Don't have skill	Used at work	Used else-where	Used at both	Don't have skill	Got better	No change	Got worse	Don't have skill				
9. Giving advice and support to people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	34	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	25	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	38
10. Teaching or instructing children or adults	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	37	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	28	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	39
11. Supervising other people's work or activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	40	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	41	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	42
12. Carrying out mathematical calculations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	43	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	44	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	45
13. Selling products or services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	46	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	47	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	48
14. Finance and accounts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	49	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	50	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	51
15. Running an organisation group or firm	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	52	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	53	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	54
16. Reading and understanding written instructions or information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	55	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	56	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	57
17. Making decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	58	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	59	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	60

HOW YOU FEEL ABOUT YOUR LIFE SO FAR

- Q1. **How well do you get on with other people?** *VBD1*
PLEASE TICK ONE BOX ONLY
- (61)
- Very well 1
- Fairly well 2
- Not very well 3
- Not at all well 4 (61)
- Q2. **Generally speaking, which of these two statements comes closest to your view?**
PLEASE TICK ONE BOX ONLY
- (62)
- I find that most people can be trusted ... 1 *VBD2*
- I find that I cannot be too careful in
dealing with other people 2 (62)
- Q3. **And which of these two statements comes closest to your view?**
PLEASE TICK ONE BOX ONLY
- (63)
- I often find myself drawn into
arguments with other people 1 *VBD3*
- I usually manage to avoid
arguments with other people 2 (63)
- Q4. **Which of these two statements comes closest to your view?**
PLEASE TICK ONE BOX ONLY
- (64)
- I never really seem to get
what I want out of life 1 *VBD4*
- I usually get what I want out of life 2 (64)
- Q5. **And which of these is most true for you?**
PLEASE TICK ONE BOX ONLY
- (65)
- I usually have a free choice and
control over my life 1 *VBD5*
- Whatever I do has no real affect
on what happens to me 2 (65)
- Q6. **And which of these is most true for you?**
PLEASE TICK ONE BOX ONLY
- (66)
- Usually I can run my life
more or less as I want to 1 *VBD6*
- I usually find life's problems
just too much for me 2 (66)

Q7 Here is a scale from 0 to 10.

On it, "0" means that you are completely dissatisfied and "10" means that you are completely satisfied. Please tick one box to show just how dissatisfied or satisfied you are about the way your life has turned out so far. PLEASE TICK ONE BOX.

Completely Dissatisfied *VBD7* Completely Satisfied

0 1 2 3 4 5 6 7 8 9 10 (67)

Q8 Please use the scale again below to show where you think you might have put yourself five years ago. PLEASE TICK ONE BOX

Completely Dissatisfied *VBD8* Completely Satisfied

0 1 2 3 4 5 6 7 8 9 10 (68)

Q9 Please use the scale once more to show where you expect to be able to put yourself in five year times when you are 26. PLEASE TICK ONE BOX

Completely Dissatisfied *VBD9* Completely Satisfied

0 1 2 3 4 5 6 7 8 9 10 (69)

- 8 -
YOUR HEALTH

These questions are concerned with how you are feeling generally. Please answer them by ticking the 'Yes or 'No' box for each one. It is important that you try to answer all the questions. PLEASE TICK ONE BOX FOR EACH QUESTION

- | | | | | | | |
|----|---|------------------------------|-------|-----------------------------|-------|------|
| 1 | Do you often have back-ache? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE1 | (70) |
| 2 | Do you feel tired most of the time? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE2 | (71) |
| 3 | Do you often feel miserable or depressed? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE3 | (72) |
| 4 | Do you often have bad headaches? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE4 | (73) |
| 5 | Do you often get worried about things? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE5 | (74) |
| 6 | Do you usually have great difficulty in falling
or staying asleep? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE6 | (75) |
| 7 | Do you usually wake unnecessarily early
in the morning? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE7 | (76) |
| 8 | Do you wear yourself out worrying about
your health? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE8 | (77) |
| 9 | Do you often get into a violent rage? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE9 | (78) |
| 10 | Do people often annoy and irritate you? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE10 | (79) |
| 11 | Have you at times had a twitching of the face,
head or shoulders? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE11 | (80) |
| 12 | Do you often suddenly become scared for no
good reason? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE12 | (10) |
| 13 | Are you scared to be alone when there are
no friends near you? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE13 | (11) |
| 14 | Are you easily upset or irritated? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE14 | (12) |
| 15 | Are you frightened of going out alone or
of meeting people? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE15 | (13) |
| 16 | Are you constantly keyed up and jittery? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE16 | (14) |
| 17 | Do you suffer from indigestion? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE17 | (15) |
| 18 | Do you often suffer from an upset stomach? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE18 | (16) |
| 19 | Is your appetite poor? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE19 | (17) |
| 20 | Does every little thing get on your nerves
and wear you out? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE20 | (18) |
| 21 | Does your heart often race like mad? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE21 | (19) |
| 22 | Do you often have bad pains in your eyes? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE22 | (20) |
| 23 | Are you often troubled with rheumatism
or fibrositis? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE23 | (21) |
| 24 | Have you ever had a nervous breakdown? | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | VBE24 | (22) |

CARD

4 9

Interview schedule

Sample Number:

(9)	(10)	(11)	(12)	(13)	(14)	(15)

Y:

(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)

Cohort Member:

Address:

Telephone contact (if available)

Comments - write outcome for each call, then total in box and code

Date Day (1-7) Time (1-3) Final outcome on reverse of contact sheet

Date	Day (1-7)	Time (1-3)	Comments - write outcome for each call, then total in box and code

Personal calls

Date Day (1-7) Time (1-3) Comments - As above

Date	Day (1-7)	Time (1-3)	Comments - As above

Contact Codes	Day	Mon = 1, Tues = 2, Wed = 3, Thurs = 4, Fri = 5, Sat = 6, Sun = 7
	Time	Up to Midday = 1, Midday-6pm = 2, 6pm Onwards = 3

Total No. of calls	VE3	(24)
--------------------	-----	------

Good morning/afternoon/evening. My name is ... from MORI. We have been commissioned by City University to conduct this survey, which is part of the 1970 British Cohort Study (BCS70). That is the study which involves everybody born between the 5th and 11th April 1970 and has been gathering information about their lives since they were born. I'd like to speak to ... (NAME OF COHORT MEMBER) who is a member of the 1970 British Cohort Study. Is s/he available to speak to me now. IF YES SPEAK TO COHORT MEMBER AND EXPLAIN THE STUDY AS OUTLINED IN THE INTERVIEWER INSTRUCTIONS (PAGE 2).

IF COHORT MEMBER NOT AVAILABLE BUT LIVING AT ADDRESS EXPLAIN YOU WILL BE SENDING THE SELF-COMPLETION QUESTIONNAIRE AND ARRANGE TO CALL BACK. IF MEMBER MOVED GET NEW TELEPHONE NUMBER AND ADDRESS.

YOU SHOULD RECORD AT LEAST FOUR ATTEMPTS AFTER THE INITIAL CALL TO COMPLETE THE INTERVIEW BEFORE ABANDONING THE ADDRESS. SOME CALLS MUST BE EVENINGS AND/OR WEEKENDS.

Date of 1st contact:

Date self completion sent:

How sent: VE4 By Post 1 Personally (25)

Was self completion filled in on arrival VES Yes 1 No (26)

Date of Interview:

Outcome of contact

(27) Interview completed VEGA 1 Date:
Proxy interview/assistance required VEEB 2 Reason:
Refused VEEC 3 Reason:
Respondent moved VEED 4 GO TO INSTRUCTION BELOW
Respondent moved, no address VEEE 5
No contact VEEF 6
Incapable of doing interview VEEG 7 Reason:
Address not found VEEH 8
Ill/away for duration of survey VEEI 9
Interview stopped VEEJ 0
Interview refused/but self completion collected VEK X
Tests stopped VEEL Y

(28) Tests refused VEGM 1
Proxy refusal VEGN 2 Reason & refuser: 27/
Other VEO 3 WRITE IN: 28

IF CODED 4 FILL IN NEW ADDRESS IN SPACE BELOW. IF NEW ADDRESS IS WITHIN A 15 MILE RADIUS OF OLD ADDRESS TRANSFER IT TO NEW CONTACT SHEET AND ATTEMPT TO CONDUCT INTERVIEW. RETURN THE CONTACT SHEET WITH THE OLD ADDRESS TO FIELD IMMEDIATELY.

IF NEW ADDRESS IS MORE THAN 15 MILES FROM OLD ADDRESS RETURN THIS CONTACT SHEET TO FIELD IMMEDIATELY. DO NOT ATTEMPT TO CONTACT THE RESPONDENT.

Cohort Member:

New Address:

New Telephone No:

Interviewer name: _____

Interviewer Number [] [] [] [] / []

(29) (30) (31) (32) (33)

VE1 = Area code
Region = Survey region at interview
Valid_21 = Basic selection criterion for analysis

Interview showcards

SHOWCARD A

- 01 Full-time paid employee (30+ hours a week)
- 02 Part-time paid employee (under 30 hours a week)
- 03 Full-time self employed
- 04 Part-time self employed
- 05 Unemployed and seeking work
- 06 Full-time education
- 07 Temporarily sick/disabled (less than 6 months)
- 08 Long-term sick/disabled (6 months or longer)
- 09 Looking after home/family
- 10 On a training scheme

Something else

SHOWCARD B

- 1 It was a fixed term or temporary job
 - 2 You were made redundant
 - 3 You were dismissed
 - 4 You were pregnant
 - 5 For other health reasons
 - 6 To look after your home or children
 - 7 You decided to return to education or go on a training course
 - 8 You had a better job to go to
 - 9 You just decided to leave
- Other reason

SHOWCARD C

- 01 Private firm or company
 - 02 Nationalised industry/public corporation
 - 03 Local Authority/Local Education Authority
 - 04 Health Authority/Hospital
 - 05 Central Government/Civil Service
 - 06 Charity or Trust
 - 07 University
 - 08 Polytechnic
 - 09 Armed Forces
- Other type of organisation

SHOWCARD D

- 01 Only useful in this particular job

- 02 Only useful with employers in the same line of work

- 03 Also useful in jobs with quite different lines of work

SHOWCARD E

- 01 Learning the basics of the job
 - 02 Developing skills using your hands
 - 03 Creativity, thinking of new or different ways of doing things
 - 04 Making decisions
 - 05 Communicating with other people
 - 06 Managing or supervising the work of other people
 - 07 Using your time efficiently
 - 08 Developing technical skills, such as operating machines or office equipment
 - 09 Working with numbers (non-specialised)
 - 10 Working with numbers (specialised)
 - 11 General reading or writing
 - 12 Specialised writing, such as reports
- Other things

SHOWCARD F

Fixed term on temporary job ended

You were made redundant

You were dismissed from a job

You left because you were pregnant

You left a job for health reasons

You decided to leave a job yourself

You left a period of self-employment

You couldn't get a job after leaving
full-time education

You became unemployed for another reason

SHOWCARD G

Unemployment benefit

Supplementary benefit/Income support

Housing benefit

Child benefit

Other benefit or allowance

Partner's income

Maintenance payments

Regular payment from other relative(s)

Rent from boarders/lodgers/tenants

Payment from odd jobs/casual work

Redundancy pay

Pension from previous employer

Savings

Other source of income

SHOWCARD H

Full-time paid employee (30+ hours a week)

Part-time paid employee (under 30 hours a week)

Full-time self employed

Part-time self employed

Unemployed and seeking work

Full-time education

Temporarily sick/disabled (less than 6 months)

Long-term sick/disabled (6 months or longer)

Looking after home/family

On a training scheme

Something else

SUBJECT CODES

- 01 ACCOUNTING
- 02 ART
- 03 ART AND DESIGN
- 04 ANATOMY,PHYSIOLOGY AND HYGIENE
- 05 ARITHMETIC
- 06 ARCHAEOLOGY

- 07 BIOLOGY
- 08 HUMAN BIOLOGY
- 09 BUSINESS STUDIES
- 10 BUILDING
- 11 HAIRDRESSING AND BEAUTY

- 12 CHEMISTRY
- 13 COMMERCE
- 14 COMPUTING STUDIES
- 15 CLASSICS
- 16 CD AND TECHNOLOGY
- 17 COMMERCIAL STUDIES
- 18 CHILD CARE/CHILD DEVELOPMENT
- 19 COOKERY
- 20 CSS
- 21 CRAFT
- 22 COMMUNICATION SKILLS
- 23 CATERING
- 24 COMMUNITY STUDIES

- 25 DESIGN AND TECHNOLOGY
- 26 DESIGN
- 27 DRAMA
- 28 DANCE

- 29 ECONOMICS
- 30 ELECTRONICS
- 31 ENGINEERING SCIENCE
- 32 ENGLISH UNSPECIFIED
- 33 ENGLISH LANGUAGE
- 34 ENGLISH LITERATURE
- 35 ENGLISH SPOKEN
- 36 ENGINEERING
- 37 ENVIRONMENTAL STUDIES
- 38 EUROPEAN STUDIES

- 39 ECONOMIC HISTORY
- 40 FOOD AND NUTRITION
- 41 FASHION/FASHION AND FABRIC
- 42 FRENCH

- 43 GEOLOGY
- 44 GEOGRAPHY
- 45 GERMAN
- 46 GOVERNMENT AND POLITICAL STUDIES
- 47 GENERAL STUDIES
- 48 GRAPHIC DESIGN/GRAPHICS
- 49 GOVERNMENT AND COMMERCE
- 50 GOVERNMENT
- 51 GE DESIGN

- 52 HISTORY
- 53 HOME STUDIES
- 54 HOME ECONOMICS
- 55 HUMANITIES
- 56 HISTORY OF ART
- 57 HEALTH STUDIES
- 58 HISTORY OF ECONOMICS
- 59 HISTORY AND GEOGRAPHY

- 60 ITALIAN
- 61 INFORMATION TECHNOLOGY

- 62 LATIN
- 63 LIFE/LEISURE STUDIES

- 64 MATHEMATICS
- 65 METALWORK
- 66 METAL AND PLASTICS
- 67 MOTOR VEHICLE STUDIES
- 68 MUSIC
- 69 MEDIA STUDIES
- 70 MODERN STUDIES
- 71 NEEDLECRAFT
- 72 NUTRITION
- 73 NURSING
- 74 NUMERACY

75 OFFICE PRACTICES

76 PHYSICS

77 PHYSICS WITH CHEMISTRY

78 PHYSICAL EDUCATION

79 POLITICAL ECONOMY

80 POTTERY

81 PHOTOGRAPHY

82 RELIGIOUS EDUCATION

83 RURAL STUDIES

84 RUSSIAN

85 SPANISH

86 SCIENCE

87 STATISTICS

88 GENERAL SCIENCE

89 SECRETARIAL STUDIES

90 SOCIAL STUDIES

91 SOCIOLOGY

92 SOCIAL AND COMMUNITY STUDIES

93 SOCIAL ECONOMICS

94 SOCIAL EDUCATION

95 SHORTHAND

96 TYPING

97 TECHNOLOGY

98 TEXTILES

1X TECHNICAL WOODWORK

2X TVEI

3X WORD PROCESSING

4X WOODWORK

5X WORLD STUDIES

6X OTHER LANGUAGES

7X OTHER ACADEMIC SUBJECTS

8X OTHER VOCATIONAL SUBJECTS

9X B TECH UNSPECIFIED

0X OTHERS

KEY FOR QUALIFICATIONS

'O' AND 'A' Level, GCSE, SCOTTISH 'O', 'H' AND STANDARD GRADES

- 01 CSE - grades 2-5
- 02 CSE - CSE grade 1
- 03 GCE 'O' Level - passes or grades A-C
- 04 GCSE grades A-C
- 05 GCE 'A' Level
- 06 Scottish 'O' Grade - passes or grades A-C
- 07 Scottish Standard Grade grades 1-3
- 08 Scottish Higher Grade
- 09 Scottish Certificate of Sixth Year Studies (CSYS)

ROYAL SOCIETY OF ARTS (RSA) AWARDS

- 10 RSA - Stage 1
- 11 RSA - Stage 2
- 12 RSA - Stage 3

CITY AND GUILDS AND REGIONAL EXAMINING BOARD CERTIFICATES

- 13 Operative
- 14 Craft/Intermediate/Ordinary/Part 1
- 15 Advanced/Final/Part II or III
- 16 Full Technological (FTC)
- 17 Other City and Guilds
- 18 City & Guilds - can't say which
- 19 Insignia Award in Technology (GCIA)

JOINT INDUSTRY BOARD (JIB) NATIONAL JOINT COUNCIL, (JNC) AND OTHER AWARDS

- 20 JIB/NJC or other Craft Technician Certificate

NATIONAL DIPLOMAS AND CERTIFICATES

- 21 ONC/OND (or SNC/SND)
- 22 HNC/HND (or SHNC/SHND)

TEC/BEC/SCOTED/SCOTBEC/SCOTVEC AWARDS

- 23 TEC/BEC/BTEC (or SCOTEC/SCOTBEC/SCOTVEC National General Certificate or Diploma
- 24 TEC/BEC/BTEC (or SCOTEC/SCOTBEC/SCOTVEC) Higher or Higher Cert of Diploma or National

OTHER TECHNICAL or BUSINESS QUALIFICATIONS

- 25 Other technical or business qualifications - including HGV, PSV etc

PROFESSIONAL QUALIFICATIONS including NURSING

- 26 Professional qualification - membership awarded by professional institution
- 27 Part of a professional qualification eg Part 1 of a two part course
- 28 Nursing qualifications - including Nursery Nursing (NNEB)

UNIVERSITY, POLYTECHNIC AND CNAA AWARDS

- 29 Polytechnic (or Central Institute) Diploma or Certificate (NOT CNAA VALIDATED)
- 30 University or CNAA Diploma or Certificate - Including Dip HE and Teaching Training College Certificate
- 31 University or CNAA First Degree - Including B Ed
- 32 University or CNAA Post Graduate Diploma
- 33 University or CNAA Higher Degree - Msc, PhD, etc

ANY OTHER QUALIFICATIONS

- 34 Any other qualifications

GRADE CODES

- 1 A/1 GRADE
- 2 B/2 GRADE
- 3 C/3 GRADE
- 4 D/4 GRADE
- 5 E/5 GRADE
- 6 F/6 GRADE
- 7 UNGRADED/UNCLASSIFIED
- 8 SAT ONLY
- 9 PASS
- 0 OTHER PASS
- Y FAIL
- A CREDIT
- B DISTINCTION
- C MERIT
- D CERTIFICATE
- E 1st CLASS HONOURS
- F 2nd CLASS HONOURS (DIVISION 1)
- G 2nd CLASS HONOURS (DIVISION 2)
- H 3rd CLASS HONOURS
- I 1st CLASS

- J 2nd CLASS (DIVISION 1)
- K 2nd CLASS (DIVISION 2)
- L 3rd CLASS
- M OTHER
- N DUPLICATE QUALIFICATION
- O STILL ON COURSE

SHOWCARD I

Very useful

Fairly useful

Slightly useful

Not at all useful

SHOWCARD J

- 01 Technical College
 - 02 Teacher Training College
 - 03 College of Education/ Higher Education
 - 04 Further Education College
 - 05 Tertiary College
 - 06 Institute of Higher Education
 - 07 Polytechnic or Scottish Central Institution
 - 08 University/Open University
 - 09 Adult Education Centre
 - 10 Government Skill Centre
 - 11 Private or Commercial College
 - 12 Your employer's premises
 - 13 In your home
- Some other place

SHOWCARD K

- 01 Course is part of work
- 02 Access course
- 03 Correspondence course
- 04 Open University course
- 05 Community Programme (CP)
- 06 Employment training (ET)
- 07 Youth Training (YT/YTS)
- 08 Enterprise Allowance scheme (EAS)

Other type of course

SHOWCARD L

- 01 Full time course
 - 02 Part time course
 - 03 Sandwich course or a course with work experience
 - 04 Evening course in your own time
 - 05 Weekend only course
- Other type of course

SHOWCARD M

- 01 Paid for by your employer at the time
- 02 You paid for the course yourself
- 03 Your parents/relatives/friends gave you money to pay for it
- 04 You received a full grant
- 05 You received a grant which did not cover the costs of completing the course
- 06 There were no fees to pay

Other

SHOWCARD N

'O' AND 'A' Level, GCSE, SCOTTISH 'O', 'H' AND STANDARD GRADES

- 01 CSE - grades 2-5
- 02 CSE - CSE grade 1
- 03 GCE 'O' Level - passes or grades A-C
- 04 GCSE grades A-C
- 05 GCE 'A' Level
- 06 Scottish 'O' Grade - passes or grades A-C
- 07 Scottish Standard Grade grades 1-3
- 08 Scottish Higher Grade
- 09 Scottish Certificate of Sixth Year Studies (CSYS)

ROYAL SOCIETY OF ARTS (RSA) AWARDS

- 10 RSA - Stage 1
- 11 RSA - Stage 2
- 12 RSA - Stage 3

CITY AND GUILDS AND REGIONAL EXAMINING BOARD CERTIFICATES

- 13 Operative
- 14 Craft/Intermediate/Ordinary/Part 1
- 15 Advanced/Final/Part II or III
- 16 Full Technological (FTC)
- 17 Other City and Guilds
- 18 City & Guilds - can't say which
- 19 Insignia Award in Technology (GCIA)

JOINT INDUSTRY BOARD (JIB) NATIONAL JOINT COUNCIL, (JNC) AND OTHER AWARDS

- 20 JIB/NJC or other Craft Technician Certificate

NATIONAL DIPLOMAS AND CERTIFICATES

- 21 ONC/OND (or SNC/SND)
- 22 HNC/HND (or SHNC/SHND)

TEC/BEC/SCOTED/SCOTBEC/SCOTVEC AWARDS

- 23 TEC/BEC/BTEC (or SCOTEC/SCOTBEC/SCOTVEC)
National General Certificate or Diploma
- 24 TEC/BEC/BTEC (or SCOTEC/SCOTBEC/SCOTVEC) Higher or
Higher Cert of Diploma or National

OTHER TECHNICAL or BUSINESS QUALIFICATIONS

- 25 Other technical or business qualifications - including HGV, PSV etc

PROFESSIONAL QUALIFICATIONS including NURSING

- 26 Professional qualification - membership awarded by professional
institution
- 27 Part of a professional qualification eg Part 1 of a two part course
- 28 Nursing qualifications - including Nursery Nursing (NNEB)

UNIVERSITY, POLYTECHNIC AND CNA A AWARDS

- 29 Polytechnic (or Central Institute) Diploma or Certificate (NOT CNA A
VALIDATED)
- 30 University or CNA A Diploma or Certificate - Including Dip HE and
Teaching Training College Certificate
- 31 University or CNA A First Degree - Including B Ed
- 32 University or CNA A Post Graduate Diploma
- 33 University or CNA A Higher Degree - MSc, PhD, etc

ANY OTHER QUALIFICATIONS

- 34 Any other qualifications

SHOWCARD O

- 01 Developing skills using your hands
 - 02 Creativity, thinking of new or different ways of doing things
 - 03 Making decisions
 - 04 Communicating with other people
 - 05 Managing or supervising the work of other people
 - 06 Using your time efficiently
 - 07 Developing technical skills, such as operating machines or office equipment
 - 08 Working with numbers (non-specialised)
 - 09 Working with numbers (specialised)
 - 10 General reading or writing
 - 11 Specialised writing, such as reports
 - 12 Work experience
 - 13 Finding and applying for a job
- Other things

SHOWCARD P

- 01 Technical College
 - 02 Teacher Training College
 - 03 College of Education/Higher Education
 - 04 Further Education College
 - 05 Tertiary College
 - 06 Institute of Higher Education
 - 07 Polytechnic or Scottish Central Institution
 - 08 University/Open University
 - 09 Adult Education Centre
 - 10 Government Skill Centre
 - 11 Private or Commercial College
 - 12 Your employer's premises
 - 13 In your home
- Some other place

SHOWCARD Q

- 01 Course is part of work
 - 02 Access course
 - 03 Correspondence course
 - 04 Open University course
 - 05 Community Programme (CP)
 - 06 Employment training (ET)
 - 07 Youth Training (YT/YTS)
 - 08 Enterprise Allowance Scheme (EAS)
- Other type of course

SHOWCARD R

- 01 Full time course
- 02 Part time course
- 03 Sandwich course or a course with work experience/placement
- 04 Evening course in your own time
- 05 Weekend only course

Other type of course

SHOWCARD S

- 1 Very true
- 2 Somewhat true
- 3 Neither true nor untrue
- 4 Somewhat untrue
- 5 Not true at all

SHOWCARD T

- 1 Single, and never married
- 2 Married, first and only marriage
- 3 Re-married, second or later marriage
- 4 Legally separated
- 5 Divorced
- 6 Widowed

SHOWCARD U

- 1 Living alone
- 2 Living with your husband or wife
- 3 Living as a couple with someone to whom you are not married
- 4 Living in some other arrangement

SHOWCARD V

- 1 I am currently pregnant
- 2 I am not pregnant

SHOWCARD W

- 1 Your name only
- 2 You and your partner's name
- 3 You and someone else's name
- 4 In your partner's name but not yours
- 5 In someone else's name (include parents)
- 6 Some other arrangement

SHOWCARD X

- 01 Unemployment Benefit
- 02 Supplementary Benefit/Income Support
- 03 Unemployment Benefit and Supplementary Benefit/income support
- 04 Sickness Benefit
- 05 Invalidity Benefit
- 06 Industrial injury benefit/pension
- 07 Attendance allowance
- 08 Non-contributory invalidity pension/severe disablement allowance
- 09 Mobility allowance
- 10 Family income supplement/family credit
- 11 Child benefit
- 12 One parent benefit
- 13 Maternity allowance
- 14 Invalid care allowance
- 15 Housing benefit
- 16 Any other state benefit or allowance

SHOWCARD Y

- 01 Educational grant
- 02 Pension
- 03 Trade Union/Friendly Society
- 04 Maintenance
- 05 Cash from parents
- 06 Cash from relatives or friends
- 07 Rent from boarders, etc.
- 08 Other income from sources outside the household
- 09 Annuity/Trust fund
- 10 Foster allowance
- 11 Accident insurance
- 12 Any other source of regular family/household income

SHOWCARD Z

- 01 Fiction
- 02 Recreation or entertainment
- 03 Current affairs or history
- 04 The bible
- 05 Inspiration or other religion
- 06 Science or social science
- 07 Reference
- 08 Manuals
- 09 Cook-books
- 10 Biographies/books about famous people
- 11 Self improvement books eg. keep fit, popular psychology

Other types of books

Literacy and Numeracy Assessments

Y Number:

(23) (24) (25) (26) (27) (28) (29) (30)

Sample:

Most people find some types of reading or numberwork easier to do than other types. Different people have difficulty with different things. We would like to find out a little more about the things that you find easy or difficult to do.

In the last part of this interview I would like you to look at some cards like this (SHOWCARD AT1) and answer some questions about them. You do not have to read them out loud to me. You can look at the cards whenever you like - this is not a test of memory. You can take as much time as you like and "pass" if you do not know the answer. You can ask me to repeat questions, but I cannot tell you if you get an answer right or wrong.

Most people find that they enjoy this. Shall we start?

TIME AT START OF ASSESSMENT

Hours		Mins	
V	D	V	E
(31)	(32)	(33)	(34)

(24 hour clock time)

ASSESSMENT TASK 1
Introductory script

I'd like to start by asking you to do some reading. There is nothing to write. Read the advert to yourself and then when you are ready I will ask you a couple of questions about it. You don't need to read it to me.

Instruction to interviewer

Show interviewee the newspaper advert for a concert. When they have read it, ask the following questions.

Script

Q1 *Now you have had a look at the advert, can you tell me where the concert is being held?*

Interviewee answers.

Thank you.

VDIA

Q2 *Who will be playing at the concert?*

Interviewee answers.

Thank you

VDIB

Assessment guidelines

	correct	incorrect
Answer 1 Birmingham National Exhibition Centre (or Birmingham NEC)	<input type="checkbox"/> 1	<input type="checkbox"/> 2 35
Answer 2 The Firm	<input type="checkbox"/> 1	<input type="checkbox"/> 2 36

ASSESSMENT TASK 2a
Introductory script

I would like you to do some more reading. There is nothing to write. Look at the page from Yellow Pages then I'm going to ask you a couple of questions. You can look at the page any time. It isn't a test of memory.

Instruction to interviewer

Show interviewee the page from Yellow Pages. Give them time to have a quick glance at it and then ask the following questions.

Script

Q1 *Please could you give me the address of Casper's Restaurant.*

Interviewee answers. VD2A1

Thank you.

Q2 *What is the 'phone number of Bobby Brown's Restaurant?*

Interviewee answers. VD2A2

Thank you.

Assessment guidelines

	correct	incorrect
Answer 1 28 Lower Holyhead Road, Coventry	[] 1	[] 2 37
Answer 2 Leamington Spa 316719 (or number only.)	[] 1	[] 2 38

ASSESSMENT TASK 2b
Introductory script

This time you have a map to look at. Again there is nothing to write. Have a look at it now and I shall ask you a couple of questions about it.

Instruction to interviewer

Show interviewee the map. Give them a few seconds to look at it and then ask them these questions.

Script

Q1 *Please tell me the quickest route from Oban to Dundee.*

Interviewee answers

VD2B1

Thank you.

Q2 *Is Edinburgh east or west of Glasgow?*

Interviewee answers

VD2B2

Thank you.

Assessment guidelines

Answer 1 The best route follows the A85 all the way.

correct incorrect

1 2 39

Answer 2 Edinburgh is east of Glasgow

1 2 40

ASSESSMENT TASK 3a
Introductory script

Have a look at this advert. You won't have to do any writing. Tell me when you are ready and I will ask you a couple of questions.

Instruction to interviewer

Show interviewee the advert for the Royal Navy. Suggest that they have a quick glance at it and then ask these questions. They need the time to read once they have been asked the questions.

Script

Q1 *What's the age limit for applying, if you are NOT a qualified Engineer?*

Interviewee answers

Thank you

VD3A1

Q2 *If you want more information, what do you have to do if you make a phone call?*

Interviewee answers

Thank you

VD3A2

Assessment guidelines

		correct	incorrect
Answer 1	26/under 26	[] 1	[] 2 41
Answer 2	Quote reference AF99736/quote a reference number	[] 1	[] 2 42

ASSESSMENT TASK 3b
Introductory script

I'd like you to have a look at this page from a video manual. There is some text and a diagram on the page. Again you don't have to write anything, just answer a couple of questions when you are ready.

Instruction to interviewer

Show interviewee the video recorder manual. Give them time to read it and then ask the following questions.

Script

Q1 *What do the initials RF stand for?*

Interviewee answers

VD331

Thank you

Q2 *What is the factory setting for the RF channel?*

Interviewee answers

VD3B2

Thank you

Q3 *Where in the rest of the manual would you look to find out about the STILL V-LOCK adjustment screw?*

Interviewee answers

VD3B3

Thank you

Assessment guidelines

	correct	incorrect	
Answer 1 Radio frequency - <u>NOT</u> 'channel adjustment screw'	[] 1	[] 2	43
Answer 2 36	[] 1	[] 2	44
Answer 3 page 14	[] 1	[] 2	45

ASSESSMENT TASK 4a
Introductory script

Please have a look at the graphs, which both show the results of the same by-election poll. Again there's no writing involved, simply answer my questions when you are ready.

Instructions to interviewer

Show interviewee the graphs showing result of a by-election poll. When they have had a while, ask the following questions.

Script

Q1 *Using graph B, approximately what percentage of the poll did Labour get three weeks before the by-election?*

Interviewee answers VD4A1

Thank you

Q2 *Both graphs show the same results. Why do they look so different?*

Interviewee answers VD4A2

Thank you

Q3 *Why would the Labour Party prefer to use graph B rather than graph A to put in an article about their chances of winning the by-election?*

Interviewee answers VD4A3

Thank you

Assessment guidelines

	correct	incorrect	
Answer 1 approximately 35%	[] 1	[] 2	46
Answer 2 Differently scaled Y axis on each graph (or answer to that effect)	[] 1	[] 2	47
Answer 3 EITHER: their support seems to be growing faster in graph B OR: it looks as though they are further ahead of the Conservatives in Graph B (or answer to that effect)	[] 1	[] 2	48

ASSESSMENT TASK 4b
Introductory script

Please read this passage fairly carefully. You will be asked to look back at it again, let me know when you are ready.

Instructions for interviewer

Show interviewee the article and give them time to read it. Then ask the following question.

Script

Q1 *What are the main points of Jace's argument in favour of hunting?*

Assessment guidelines:

Tick all answers given

- | | | | |
|--|-------|--------------------------|---|
| 1 Answers given can be any of the following | | | |
| * bring employment to the area | VD4B1 | <input type="checkbox"/> | 1 |
| * look after the environment | VD4B2 | <input type="checkbox"/> | 2 |
| * conserve wildlife (birds) | VD4B3 | <input type="checkbox"/> | 3 |
| * raises considerable revenue for the Government | VD4B4 | <input type="checkbox"/> | 4 |

49

ASSESSMENT TASK 4c
Introductory script

I'd like you to read these pages on hypothermia. They're from a First Aid book. When you've read them I'll ask you a couple of questions. You don't have to read out loud.

Instructions to interviewer

Show interviewee the article on hypothermia. Give them time to read it and then ask them these questions.

Script

Q1 *What are the things you could do if you found someone who was suffering from hypothermia?*

Interviewee answers

Thank you

Q2 *If someone has lost body heat and become hypothermic slowly, what is the best way to rewarm them?*

Interviewee answers

Thank you

Assessment guidelines

Tick all answers given

Answer 1

a) remove outer clothing and replace any wet clothing until dry

1 VD4C1A

b) put patient in a warm bed

2 VD4C1B

c) put a covered hot water bottle under the left armpit

3 VD4C1C

d) place in a hot bath

4 VD4C1D

e) give hot drinks and high energy food

5 VD4C1E 50

correct

incorrect

Answer 2 The best way to rewarm them is to do it slowly - if they lost heat slowly they should regain it slowly

VD4C2

1

2

51

ASSESSMENT TASK 5
Introductory script

I'd like you to read this short passage. When you've read it I'll ask you a question about it. You don't have to read it out loud. Let me know when you are ready.

Instructions to interviewer

Show the interviewee the passage. When they are ready ask the following questions.

Script

Q1 *What was the greatest cause of Jonathon's discomfort?*

Interviewee answers

Thank you

VDS

Assessment guidelines

Answer EITHER "The pigeon had routed him"

OR "He would not be able to rout the pigeon"

OR "The pigeon" NOT "pigeons"

Answered correctly

[] 1

Answered incorrectly

[] 2

52

INTERVIEWER INFORMATION

NB. "ROUT" means "defeat" or "displace". You may accept any answer to this effect.

INTERVIEWER REMARKS (COMPLETE EVEN IF TEST ENDED PREMATURELY)

Q1 TIME AT COMPLETION OF READING TASK VDIR1A VDIR1B
 Hours Mins
 (53) (54) (55) (56)
 (24 hour clock time)

Q2 a) Was anyone else present in the room during the administration of this section?

VDIR2A (57)
 YES 1 GO TO Q2b
 NO 2 GO TO Q3

57

b) IF OTHERS PRESENT: ENTER NUMBER OF PERSONS AND CODE EFFECT ON COHORT MEMBER'S PERFORMANCE.

EFFECT ON RESPONDENT'S PERFORMANCE

NO. OF PERSONS (USE LEADING ZERO)	Seemed to be harmful	None observable	Seemed to improve
ADULTS <input type="text"/> <input type="text"/> VDIR2B1	(60) 1.....	.....2.....	.....3
CHILDREN <input type="text"/> <input type="text"/> VDIR2B3	(63) 1.....	.....2.....	.....3

Q3 a) Was this section terminated prematurely?

VDIR3A (64)
 YES 1 GO TO Q3b
 NO 2 GO TO NUMBERS SECTION

64

SECTION

b) Reason for premature termination of this section.

VDIR3B (65)

CODE	Cohort member asked to terminate	1
ALL THAT	Cohort member became uncomfortable and interviewer suggested termination	2
APPLY	Major interruption caused termination	3

Other (WRITE IN AND CODE 4) 4 65

MOVE ON TO NUMBERS SECTION

ASSESSMENT TASK 6a
Introductory script

The next part is to find out how happy you are using numbers in a variety of different situations. This first one is about money. I'm going to ask you a question and then I want you to tell me the answer. You can write anything down if you want to.

You decide to buy two items in a shop. The total comes to £17.89. You hand over £20.00. What is your change?

Instructions to interviewer

Ask the question fairly slowly and repeat it if necessary. If they want to use a calculator, ask them if they can manage without. If they really insist, that is OK, but then please tick the box at the bottom of this page.

Assessment guidelines

The question must be right on the first attempt.

Answer £2.11

Answered correctly	<input type="checkbox"/>	1	
Answered incorrectly	<input type="checkbox"/>	2	66

The interviewee used a calculator	<input type="checkbox"/>	1	67
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ASSESSMENT TASK 6b
Introductory Script

The next questions are to do with time. You can write anything down if you want to. You want to video a concert which is being shown tonight at a quarter to twelve and finishes at twenty past three in the morning. Please answer the following questions:

Q1 In 24 hour clock time, what time do you program the video to begin recording? VD6B1

Q2 And when would you program it to finish (again, in 24 hour clock time)? VD6B2

Q3 Will a 4 hour tape be long enough (on standard play)? VD6B3

Instructions to Interviewer

Ask the questions fairly slowly and repeat them if necessary. If they want to use a calculator ask them if they can manage without. If they really insist, that is OK, but then please tick the box at the bottom of this page.

Assessment Guidelines

		Correct	Incorrect	
Answer 1	23:45	<input type="checkbox"/> 1	<input type="checkbox"/> 2	68
Answer 2	03:20	<input type="checkbox"/> 1	<input type="checkbox"/> 2	69
Answer 3	Yes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	70
The interviewee used a calculator	VD6B4	<input type="checkbox"/> 1		71

ASSESSMENT TASK 7a
Introductory script

You are in a shop and are going to buy these four items. You need to add them up to make sure that you have enough money. You have a pocketful of pound coins and no other change; how many coins will you hand over to the shopkeeper?

OK - here is the list.

£1.40 and £3.86 and £7.15 and 79 pence.

Instructions for interviewer

Show the list to the interviewee. They may ask to use a calculator. Say that you would prefer it if they did it without, but if they really insist, that is OK, but then please tick the box at the bottom of this page.

Assessment guidelines

		correct	incorrect
£14	VD7A1	<input type="checkbox"/> 1	<input type="checkbox"/> 2 72
The interviewee used a calculator	VD7A2	<input type="checkbox"/> 1	73

ASSESSMENT TASK 7b
Introductory script

This time I'd like you to look at this shape and work out its area. You don't have to do this in your head, and the formula is given. Use a pencil and paper if you like. Tell me the answer when you are ready.

Instructions

Show interviewee the drawing of a box and triangle. Make sure they have a pencil and paper. They may ask to use a calculator. Say that you would prefer they did it without, but if they really insist, that is OK, but then please tick the box at the bottom of this page.

Assessment guidelines

The answer must be correct at the first attempt.

		correct	incorrect
Answer: 48 metres squared, or 48 square metres	VD7B1	<input type="checkbox"/> 1	<input type="checkbox"/> 2 74
The interviewee used a calculator	VD7B2	<input type="checkbox"/> 1	75

ASSESSMENT TASK 8a
Introductory script

This task is asking you about credit and hire purchase - HP. You don't have to do this in your head. You can use your pencil and paper if you like and if you want me to repeat a question, I can. You have decided to buy a car on HP over 3 years paying monthly. The car costs £4,900. You must pay a 10% deposit.

- Q1 *What is the deposit?* VD8A1
 Q2 *Now you have to pay £4410 over three years, paying monthly. How much do you have to pay each month?* VD8A2

Instructions to interviewer

Show the interviewee the graphic of the car. Read out the questions slowly. You can ask them a second time if you like. They may ask to use a calculator. Say that you would prefer if they did it without, but if they insist, that is OK, but then please tick the box at the bottom of this page.

Assessment Guidelines

The answers must be correct at the first attempt

	correct	incorrect
Answer 1 Deposit is £490	<input type="checkbox"/> 1	<input type="checkbox"/> 2 76
Answer 2 Monthly instalments are £122.50	<input type="checkbox"/> 1	<input type="checkbox"/> 2 77

The interviewee used a calculator VD8A3 1 78

ASSESSMENT TASK 8b
Introductory script

This time we would like you to use some charts. You and a friend have decided to go on holiday to Ireland, and you are going to sail from Holyhead. You have to go in August but want the cheapest fare possible for that month.

Q1 *When could you go?* VD8B1

Q2 *What would be the total return cost for you both to go in your car?* VD8B2

Instructions to interviewer

Read out the questions slowly. You can ask them a second time if you like. They may ask to use a calculator. Say that you would prefer if they did it without, but if they really insist, that is OK, but then please tick the box at the bottom of this page.

For question 2, emphasize that it is the 'return' cost that you want.

Assessment guidelines

	correct	incorrect
Answer 1 19-22 August : 26-29 August (either or both is acceptable)	<input type="checkbox"/> 1	<input type="checkbox"/> 2 79
Answer 2 £230	<input type="checkbox"/> 1	<input type="checkbox"/> 2 80

Card 5 9

The interviewee used a calculator	VD8B3	<input type="checkbox"/> 1	10
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ASSESSMENT TASK 8c
Introductory script

Look at these two jackets. Both are in the sales in different shops. One was for sale at £200 but is now offered with a 12½% discount. The other was for sale at £250, but now has a third off.

- Q1 *What is the difference in price between the two jackets after the reductions?* VD8C 1
 Q2 *Which is cheaper?* VD8C 2

Instructions to interviewer

Give the interviewee time to do the calculations. They may ask to use a calculator. Say you would prefer they did it without, but if they really insist, that is OK, but then please tick the box at the bottom of the page.

Assessment guidelines

	correct	incorrect
Answer 1 £8.33 or £8.34 (either)	<input type="checkbox"/> 1	<input type="checkbox"/> 2 11
Answer 2 Jacket B	<input type="checkbox"/> 1	<input type="checkbox"/> 2 12

The interviewee used a calculator VD8C 3 1 13

ASSESSMENT TASK 9
Introductory script

Have a look at this table. Take a while. When you are ready, I'll ask you a couple of questions about it.

Instructions to interviewer

Show the interviewee the table indicating how many people with mathematics A level started on different degree subjects. Give them about half a minute. They may ask to use a calculator for Question 2. Say you would prefer if they did it without, but if they really insist, that is OK, but then please tick the box at the bottom of this page.

Script

Q1 *This table shows how many people with mathematics A level started on different degree subjects. How many subjects had more entrants with mathematics A level in 1979 than in 1973?*

Interviewee answers

VD9A

Thank you

Q2 *What percentage of the total number of students did engineering and technology in 1973? You can give your answer to the nearest whole number if you like.*

Interviewee answers

VD9B

Thank you

Assessment guidelines

		correct	incorrect	
Answer 1	2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	14
Answer 2	25%	<input type="checkbox"/> 1	<input type="checkbox"/> 2	15
The interviewee used a calculator	VD9C	<input type="checkbox"/> 1		16

INTERVIEWER REMARKS (COMPLETE EVEN IF TEST ENDED PREMATURELY)

Q1 TIME AT COMPLETION OF NUMBERS SECTION V D I N I A V D I N I B
 Hours Mins
 (17) (18) (19) (20)
 (24 hour clock time)

Q2 a) Was anyone else present in the room during the administration of this section?
 (21)
 V D I N 2 A YES 1 GO TO Q2b
 NO 2 GO TO Q3 21

b) IF OTHERS PRESENT: ENTER NUMBER OF PERSONS AND CODE EFFECT ON COHORT MEMBER'S PERFORMANCE.

EFFECT ON RESPONDENT'S PERFORMANCE

NO. OF PERSONS		Seemed to <u>be harmful</u>	None <u>observable</u>	Seemed to <u>improve</u>
ADULTS	<input type="text"/> <input type="text"/> V D I N 2 B 1 A	(24) 1.....	..... 2.....	..... 3
	22 23		V D I N 2 B 2 B	
CHILDREN	<input type="text"/> <input type="text"/> V D I N 2 B 2 A	(27) 1.....	..... 2.....	..... 3
	25 26			

Q3 a) Was this section terminated prematurely?
 (28) V D I N 3 A
 YES 1 GO TO Q3b
 NO 2 MOVE ON TO WRITING TASK 28

b) Reason for premature termination of this section. V D I N 3 B (29)

CODE	Cohort member asked to terminate	1
ALL THAT	Cohort member became uncomfortable and interviewer suggested termination	2
APPLY	Major interruption caused termination	3

Other (WRITE IN AND CODE 4) 4 29

MOVE ONTO WRITING SECTION

INTERVIEWER REMARKS (COMPLETE EVEN IF TEST ENDED PREMATURELY)

Q1 TIME AT COMPLETION OF WRITING TASK VDIW1A

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--	--

 VDIW1B
(30) (31) (32) (33)
 Hours Mins
 (24 hour clock time)

Q2 a) Was anyone else present in the room during the administration of this section?

VDIW2A (34)
 YES 1 GO TO Q2b
 NO 2 GO TO Q3 34

b) IF OTHERS PRESENT: ENTER NUMBER OF PERSONS AND CODE EFFECT ON COHORT MEMBER'S PERFORMANCE.

EFFECT ON RESPONDENT'S PERFORMANCE

NO. OF PERSONS	<u>Seemed to be harmful</u>	<u>None observable</u>	<u>Seemed to improve</u>		
ADULTS <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> VDIW2B1A (37)			1.....2.....3
CHILDREN <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> VDIW2B2A (40)			1.....2.....3

Q3 a) Was this section terminated prematurely? (41)

VDIW3A
 YES 1 GO TO Q3b
 NO 2 GO TO Q4 OVERLEAF 41

b) Reason for premature termination of this section.

CODE	Cohort member asked to terminate	1
ALL THAT	Cohort member became uncomfortable and interviewer suggested termination	2
APPLY	Major interruption caused termination	3
Other (WRITE IN AND CODE 4)	.....	4 42

MOVE ONTO Q4 OVERLEAF

FINAL SECTION: INTERVIEWER EVALUATION OF TESTING CONDITIONS

Q4 DURING THE ASSESSMENTS, HOW WAS THE COHORT MEMBER'S

	Poor	Average	Excellent				
a) Attitude towards being tested?	1	2	3	4	5	VDIW4A	43
b) Rapport with interviewer?	1	2	3	4	5	VDIW4B	44
c) Perseverance/persistence?	1	2	3	4	5	VDIW4C	45
d) Co-operation?	1	2	3	4	5	VDIW4D	46
e) Motivation/interest?	1	2	3	4	5	VDIW4E	47

Q5 DURING THE ASSESSMENTS, WERE THERE ANY PROBLEMS WITH THE COHORT MEMBER'S

a) Eyesight?	Yes	(49) 1					
IF YES, SPECIFY _____	(48)No	..... 2				VDIW5A	49
		(51)					
b) Hearing?	Yes	..... 1					
IF YES, SPECIFY _____	(50)No	..... 2				VDIW5B	51
		(53)					
c) State of health?	Yes	..... 1					
IF YES, SPECIFY _____	(52)No	..... 2				VDIW5C	53

Q6 DID ANY INTERFERENCE OCCUR DURING THE ASSESSMENT? VDIW6

	(54)		
YES	..... 1		GO TO Q7
NO	..... 2		GO TO Q8

Q7 CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE

	Strongly interfering	Somewhat interfering	Not interfering/ not applicable				
1) Noise level	1	2	3	4	5	VDIW7A	55
2) Interruptions	1	2	3	4	5	VDIW7B	56
3) Distractions	1	2	3	4	5	VDIW7C	57
4) Light	1	2	3	4	5	VDIW7D	58
5) Temperature	1	2	3	4	5	VDIW7E	59
6) Presence of others	1	2	3	4	5	VDIW7F	60
7) Others (SPECIFY) _____	1	2	3	4	5	VDIW7G	61

Q8 WHERE WERE THE ASSESSMENTS ADMINISTERED? VDIW8

(62)

Cohort member's residence 1

Other private residence 2

Other Site (SPECIFY) 3

62

Q9 WERE ANY OF THE SECTIONS PREMATURELY TERMINATED? VDIW9

(63)

YES 1

NO 2

63

Q10 THANK COHORT MEMBER FOR THEIR HELP

Q1 TIME AT COMPLETION OF ASSESSMENT

VDIW11A

Hours

Mins

VDIW11B

(64) (65)

(66) (67)

(24 hour clock time)

GIVE THANK YOU LETTER TO COHORT MEMBER

Literacy and Numeracy Assessment showcards

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(0789) 414428

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Bulls Head,
Main Street.

Tel: Meriden
(0676) 22541

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The Berni Inn,
Ansty Road, Wyken.

Tel: Coventry
(0203) 444900

Old Hall,
Tamworth Road, Keresley.

Tel: Keresley
(0203) 332542

LEAMINGTON-SPA

The Berni Royal Hotel,
Kenilworth Road.

Tel: Leamington-Spa
(0926) 425151

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George In The Tree,
Kenilworth Road,
Balsall Common.

Tel: Balsall Common
(0676) 33118

- Berni Inn The, Ansty Rd, Wyken..... Coventry 444900
- Bharatam Indian Restaurant,
24 Smith St..... Warwick 491736
- Bhoj-Bhaban Indian Restaurant,
29 Warwick Row..... Coventry 220671
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- Burger Plus, Lower Precinct..... Coventry 223375
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Priors Hardwick, Nr Rugby, Warwickshire..... Byfield 60504
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- Coventry Kebab House, 8 New Union St..... Coventry 220358
- Curry Land, 68 Queens Rd..... Nuneaton 342253
- Curry Mahal Restaurant, 4 Victoria St..... Coventry 228925

(classification continued)

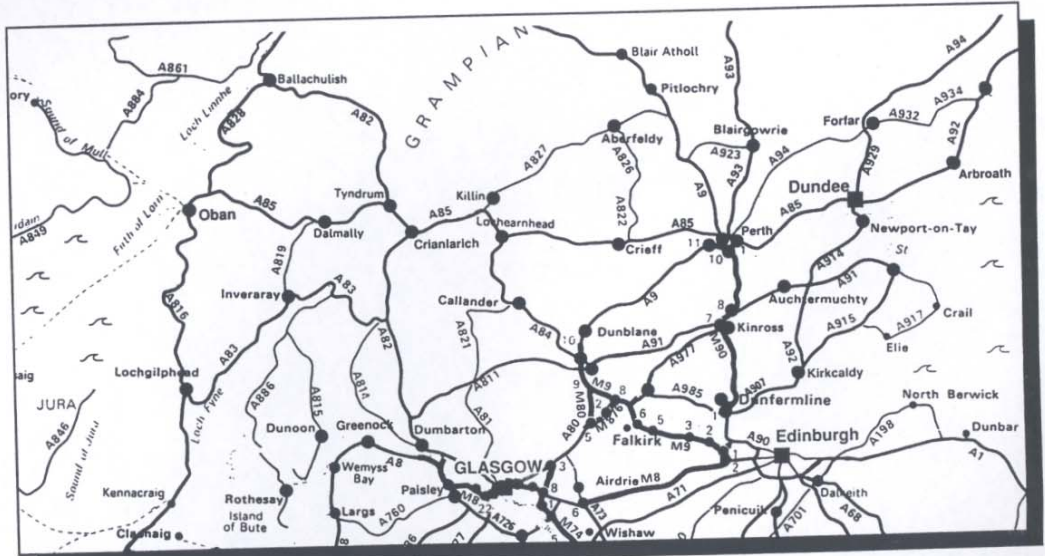
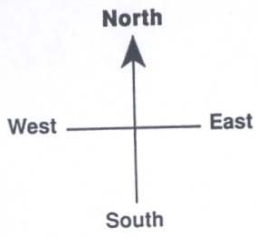
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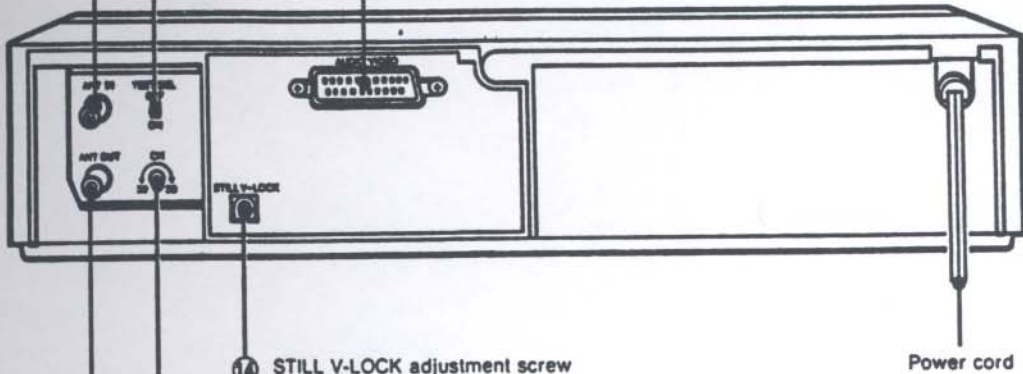


PART NAMES AND FUNCTIONS

ANTenna INput terminal

④ TEST SIG. ON/OFF switch

AUDIO/VIDEO terminal



⑭ STILL V-LOCK adjustment screw

④ RF Channel adjustment screw

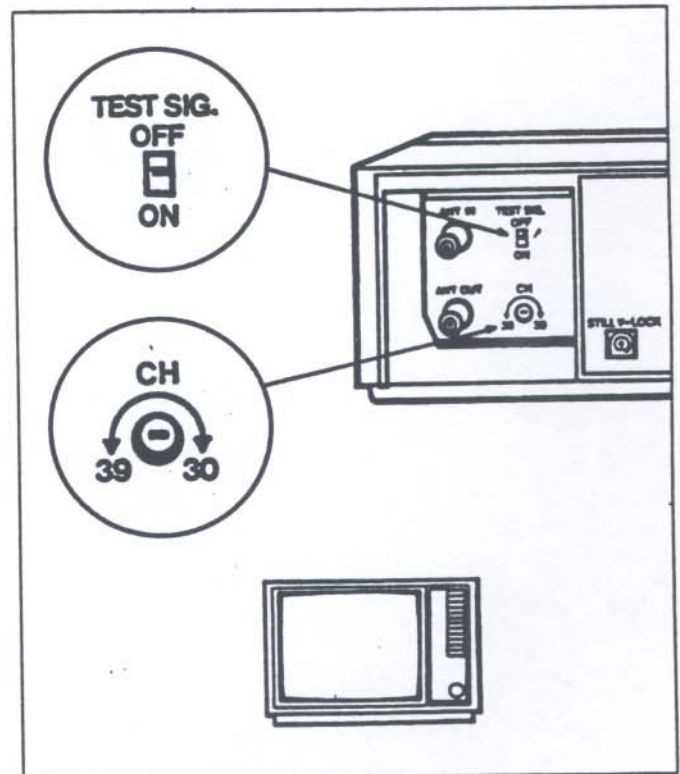
ANTenna OUTput terminal

The numbers within the circles (○) refer to the respective pages in this manual

ADJUSTMENT ON THE TV RECEIVER

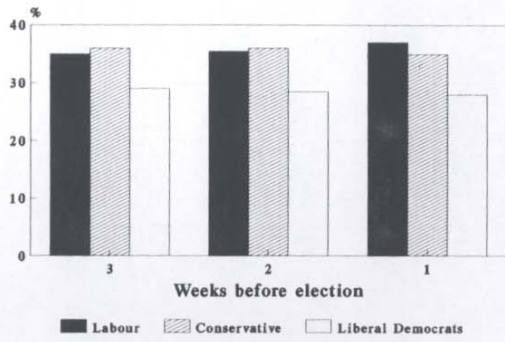
Playback signal from the VCR is converted by the built-in RF converter to a radio frequency (RF) for viewing on ordinary TV set. The RF channel can be set to any channels from 30 to 39. The RF channel has been set to channel 36 at the factory. The RF channel should be set to an unused broadcast channel in your area.

- 1 Set the TEST SIG. switch to "ON" position.
- 2 Switch the TV to a spare channel or AV button and adjust the TV tuning (channel 36) so that the test picture is clear. If channel 36 is in used by a broadcast station in your area, adjust the RF channel adjustment screw (CH) to select an unused channel from 30 to 39 and tune the TV to that channel.
- 3 Reset the TEST SIG. switch to "OFF".



A

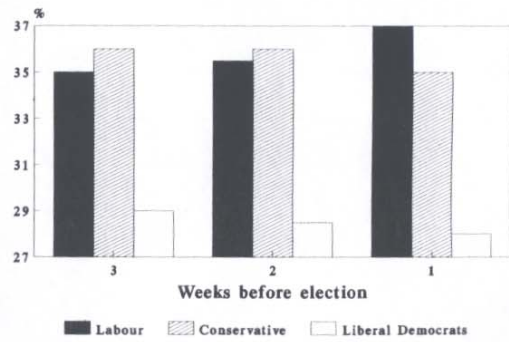
By-Election Poll



June 1991

B

By-Election Poll



June 1991

Jace **(a gamekeeper)**

What these Anti-Blood Sport Brigade don't realise is the employment hunting brings to an area like this. I mean, you try living here, and I don't mean a holiday. There's nothing to do, we're cut off in the winter. Working for the shoot doesn't just involve a couple of days in August, y'know. We have to maintain the acreage to ensure the habitat of the birds is never ruined and keep the land clean and clear. So in that sense, WE are the environmentalists. We look after the birds, checking for disease and damage, so you see we are conservationists too. Sure we all have guns and I know for a fact, that the licence money on all the guns in Britain brought in over £2 million pounds to the Exchequer. And that's nothing compared to the amount of money hunting, coursing and all the support trades made for this country last year – £22 million in collected taxes. I know if it wasn't for the shoot I would have had to leave here, and it is the most beautiful place in the world.

Did you know that some 62,500 jobs are dependent on country sports. This does not include those casual, seasonal or part-time beaters and pickers up.

HYPOTHERMIA

This condition develops when body temperature falls below about 35°C (95°F). Moderate hypothermia can normally be reversed and recovery will be complete. However, recovery is unlikely if the body temperature falls below 26°C (75°F).

Hypothermia is commonly caused by exposure to extreme cold on mountain-sides or on moors, especially if the cold is accompanied by rain, mist or snow, or by immersion in cold seas, lakes or rivers. Wind chilling also increases the danger.

Hypothermia may also be encountered in poorly heated houses, particularly in elderly people and infants. Lack of physical fitness, fatigue, hunger and dehydration increase the risk of hypothermia. Thin people are more readily affected than fat.

SYMPTOMS & SIGNS

The onset of hypothermia may be insidious and difficult to recognise.

* Casualty may be shivering if in the early stages of hypothermia.

* Casualty's skin is cold, pale and dry.

* Casualty's temperature is subnormal - 35°C (95°F) or less.

* Casualty may behave irrationally and gradually slip into unconsciousness.

* Pulse and respiratory rates are slower than normal.

* As the casualty becomes unconscious, breathing and pulse become increasingly difficult to detect and the heart may stop and require resuscitation.

AIM

Prevent casualty losing any more body heat and help to regain normal body temperature.

TREATMENT

Never presume that the casualty is dead simply because you cannot detect breathing or a pulse.

IF CASUALTY IS AT HOME OR IN A SHELTER

1 Remove the casualty's outer clothing, and replace any wet clothing with dry.

2 Place her in a bed which has been previously warmed.

3 Place a suitably covered hot-water bottle in her left armpit or over her breastbone (this warms the "core" circulation).

DO NOT place hot water bottles at her extremities as this increases blood flow through the limbs, which are still cold, and may result in a dangerous fall in "core temperature".

4 To rewarm her more quickly, place her in a hot bath, at a temperature which is bearable when tested with your elbow (approximately 43°C (110°F)). Test the water at intervals, and replenish if necessary. When the casualty's skin colour returns to normal and her pulse rate improves, return her to a warm bed.

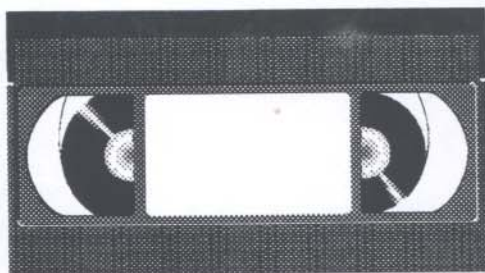
5 Give her hot drinks and high energy food, eg., chocolate.

NOTE It is best to rewarm victims of hypothermia at the speed at which cooling took place. A person rescued after falling into the sea should be rewarmed rapidly. An elderly person, or infant who has slowly become hypothermic overnight, should be rewarmed gradually.

Jonathon could not remember ever having carried on such a bungled conversation in all his life. His lies, it seemed to him, were apparent, crudely obvious, and the sole truth that they were meant to disguise - that he would never, ever be able to rout the pigeon, that indeed the pigeon had long since routed him - was most embarrassingly manifest; and even if Madame Rocard had not picked up on this truth from his words, she must certainly be able to read it now in his face, as he flushed and the blood rose to his head and his cheeks burned with shame.



£1.40



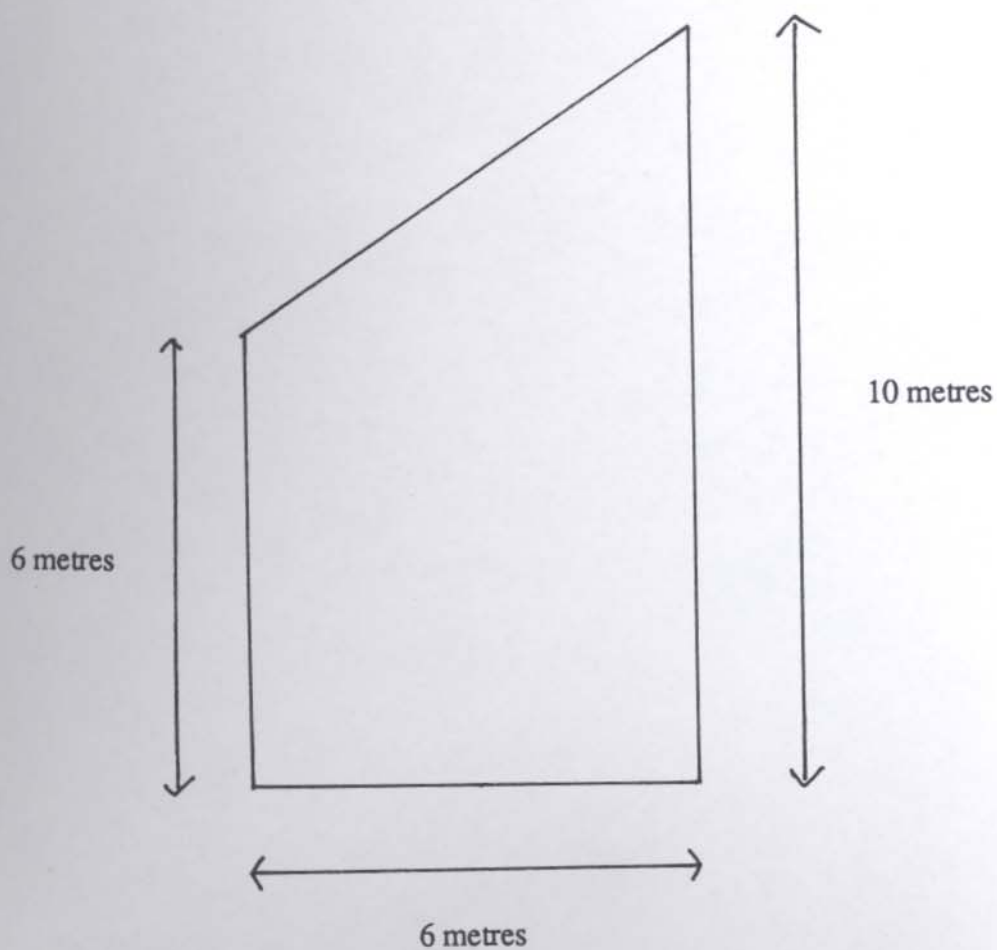
£7.15



£3.86



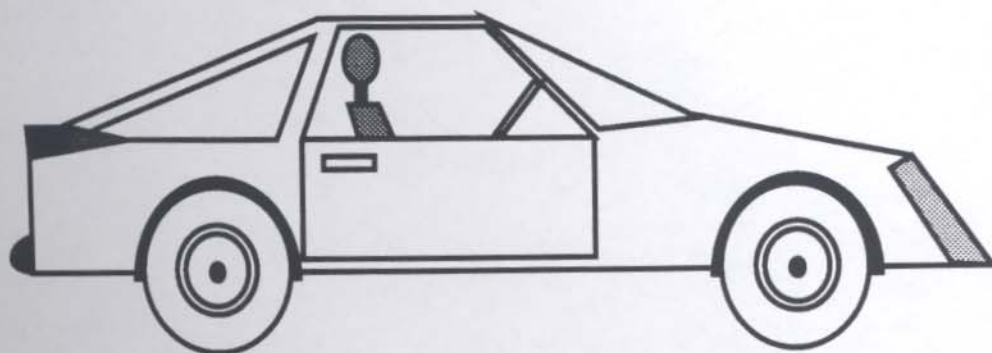
79p



FORMULA

To calculate the area of a rectangle: length x breadth

To calculate the area of a right-angled triangle: $\frac{1}{2}$ base x height



£4,900 over 3 years paying monthly

10% deposit

HOLYHEAD - DUN LAOGHAIRE

Ships: Stena Hibernia / Stena Cambria

Check-in time 1 hour Crossing time 3 hour 30 minutes

PRICES

	STANDARD SINGLE FARE				
	E	D	C	B	A
CAR AND DRIVER and up to 3 additional adults (2 children = 1 adult)	£ 85.00	£ 95.00	£ 115.00	£ 140.00	£ 165.00
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TOWED TRAILER / CARAVAN Up to 3.00 metres in length Up to 6.00 metres in length Over 6.00 metres, each additional metre or part metre	30.00 60.00 10.00	30.00 60.00 10.00	45.00 80.00 15.00	60.00 100.00 20.00	75.00 120.00 25.00
FOOT PASSENGERS / ADDITIONAL MOTORIST PASSENGERS (including car passengers not confirmed at time of booking) Adult Child (4 but under 14 years) Infant (under 4 years)	15.00 8.00 FREE	16.00 8.00 FREE	20.00 10.00 FREE	22.00 11.00 FREE	22.00 11.00 FREE
SOLO MOTORCYCLE / SCOOTER AND RIDER	34.00	34.00	38.00	43.00	43.00
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DOGS (for domestic purposes) In vehicle In kennels	FREE 7.00	FREE 7.00	FREE 7.00	FREE 7.00	FREE 7.00

IMPORTANT

Please be sure you make a reservation for your journeys to avoid the disappointment of arriving at the port to find the ship full.

STANDARD RETURN FARE

Just add the two Standard Single Fares together for the Standard Return Fare.

CHOICE OF RETURN CROSSING

To travel out one route and return another - add the respective fares for each route to arrive at the return fare.

TIMETABLE

HOLYHEAD - DUN LAOGHAIRE

JAN	0315	1445
1-31	E	E

FEB	0315	1445
1-28	E	E

MAR	0315	1445
1-25	E	E
26-31	C	C

APR	0315	1445
1	C	C
2-30	E	E

MAY	0315	1445
1-22	E	E
23-26	C	C
27-31	D	D

JUN	0045	0315	0400	1445	1745
1-20	-	D	-	D	-
21-26	-	C	-	C	-
27-30	C	-	C	C	C

JUL	0045	0400	1445	1745
1-11	C	*C	C	C
FRI-SUN 12-14	A	*A	A	A
MON-THU 15-18	B	B	B	B
FRI-SUN 19-21	A	A	A	A
MON-THU 22-25	B	B	B	B
FRI-SUN 26-28	A	A	A	A
MON-WED 29-31	B	B	B	B

AUG	0045	0400	1445	a 1745
THU 1	B	B	B	B
FRI-SUN 2-4	A	A	A	A
MON-THU 5-8	B	B	B	B
FRI-SUN 9-11	A	*A	A	A
MON-THU 12-15	B	B	B	B
FRI-SUN 16-18	A	A	A	A
MON-THU 19-22	C	C	C	C
FRI-SUN 23-25	B	B	B	B
MON-THU 26-29	C	C	C	C
FRI-SAT 30-31	B	B	B	B

SEP	0045	0400	1445	b 1745
SUN 1	B	B	B	B
2-30	D	D	D	D

OCT	0045	0400	1445
1-27	D	D	D
28-31	E	E	E

NOV	0045	0400	1445
1-30	E	E	E

DEC	0045	0400	1445	1745
1-18	E	E	E	-
19-23	C	C	C	C
24	C	C	C	-
25-26	NO SERVICE			
27	-	-	D	-
28-31	D	-	D	-

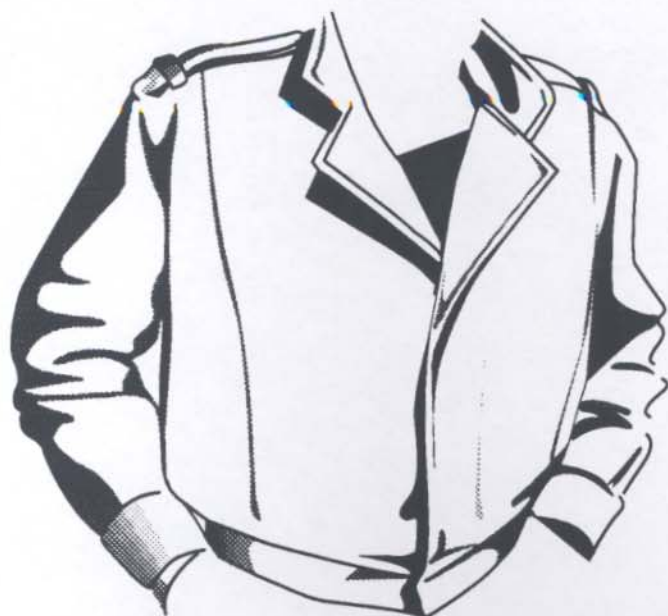
1982

JAN	0045	0400	1445	1745
1	E	-	E	-
2-8	E	E	E	E

a= No sailings 11 August.

b= No sailings 8 September

*= See note 5 opposite for altered sailing times on certain dates



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Was £200

Buy now with 12½% discount



Fantastic Value!

Was £250

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Distribution between subject groups of entrants to degree courses at universities

Number of entrants with
A-level mathematics

	1973	1979
Subject group:		
Engineering and technology	1500	1714
Physical sciences	1048	968
Mathematical studies	2103	1728
Medical and dental	139	161
Biological sciences	61	47
Other sciences	428	281
Business studies	185	177
Geography	39	19
Other subjects	397	246
All subject groups	6000	5341

SECTION 4

APPENDICES

APPENDIX 1: Summary of Information Collected at Birth, 5, 10, 16, 21 and 26 years.

APPENDIX 2: Publications and Reports.

APPENDIX 3: Derived Variables.

APPENDIX 1

Summary of Information Collected at Birth, 5, 10, 16, 21, 26 and 30 years

BCS70: Summary of Information Collected at Birth, 5, 10, 16, 26 and 30 years.

A2.1 This Appendix provides a brief summary of the wide range of information that has been collected from and about BCS70 cohort members during the birth survey and subsequent follow-ups.

British Birth Survey: 1970

Parents

Father's occupation
Mother's occupation
Marital status
Child care
Mother's smoking during pregnancy
Contraception
Antenatal care

Medical

Abnormalities during pregnancy
Length & abnormalities of labour
Analgesia & Anaesthesia
Sex, weight, progress, management & outcome of infant
Obstetric history

1970 British Cohort Study, First Follow-up (Child Health and Education Study): 1975

Parents

Social and family background
Environmental background
Assessment of the child's behaviour

Subject

Human figure drawing test
Copying designs test
English picture vocabulary test
Schonell graded reading test
Complete-a-profile test

Medical

Height and head circumference
Use of health services
Screening and assessment procedure
High risk factors

1970 British Cohort Study, Second Follow-up (Child Health and Education Study): 1980

Parents

Medical history
Accidents
Use of health services
Father's occupation
Mother's occupation
Type of accommodation
Parent's level of education
household amenities
Neighbourhood
Hospital admissions
Clinic attendance
The child at school
Child's skills
Child's behaviour: Maudsley Parental Behaviour
Inventory
Mother's health: Cornell Health Inventory

Medical

Medical examination
Disability and chronic illness
Height and weight
Head circumference
Blood pressure
Pulse
Near and distant vision
Audiometry
Laterality
Co-ordination

School

School composition
Curriculum
Discipline and ethos
Teacher's assessment of child's ability
Maudsley Behaviour Inventory
Conners Hyperactivity Scale

Subject

Academic success
Smoking
Attitudes to school
Food and drink consumed
Caroloc scale (ability to 'control' destiny)
Lawseq Self-esteem scale
Eysenck Personality Inventory
English Picture Vocabulary Test
Writing, copying and spelling tests
Social judgement scale
British ability scales
Mathematics test
Shortened Edinburgh Reading Test

1970 British Cohort Study, Third Follow-up (YOUTHSCAN): 1986

Parents

Health status
Family health
Chronic illness and disability
Medication
Accidents and injuries
Use of health services
Social experience
Father's occupation
Mother's occupation
Parental situation
Family finances
Household amenities
Accommodation type
Number of rooms
Neighbourhood
Alcohol consumption
Smoking
Performance at school
Life skills
Behaviour

Medical

Special requirements
Chronic illness and disability
Psychological/psychiatric problems
Medical examination
Blood pressure
Distant and near vision tests
Motor co-ordination tests
Audiometry
Height and weight
Head circumference

School

Curriculum
Teaching methods
Special education
Teacher's assessment of behaviour
Academic achievement
Academic potential
Absences from school

Subject

Exercise and sporting activities
Hygiene
Diet (including a four day diary)
Diary of all activities over four days
Leisure activities
Family life
Religion
Leaving home
Money
Smoking
Alcohol
Laterality
Television, video and radio
Friends and social behaviour
Law and order
Sexual behaviour
Self-esteem
Health status
Medical history
Attitudes to health and emotions
Drug use
School
Occupational interests
Reading, spelling and vocabulary tests
Mathematics tests
Life-skills test (education, training and employment)

1970 British Cohort Study, Sample survey (BCS70): 1992

Topics

Employment histories since age 16
Education histories since age 16
Qualifications
Training
Unemployment
Reading and writing behaviour
Literacy and numeracy self-appraisal
Literacy and numeracy assessment
Household composition
Relationships
Children
Housing
Income
Health
Attitudes to employment, education, literacy and numeracy
Self efficacy

1970 British Cohort Study, Fourth Follow-up (BCS70): 1996

Subject

Views on:

- politics
- sex equality
- law and order
- traditional marital values
- work
- standard of living
- life satisfaction
- feels in control of life

Training, qualifications, skills:

- date left school
- date left full-time education
- nature and number of training courses
- nature and number of academic and vocational qualifications gained
- self-perceived skills

Employment history:

- number of jobs
- number of periods unemployed
- length of longest period of unemployment
- number/nature of periods out of the labour force
- current economic status
- details of any current job:
 - year job started
 - job title
 - work done
 - nature of employers business
 - number of employees
 - number supervised
 - average weekly hours
 - usual take home pay

Relationships marriage and children:

- current relationships
- marital status
- date of (most recent) marriage
- when started living with any partner
- economic status of spouse/partner
- has spouse/partner children from a previous relationship
- number of children
- current spouse/partner the other parent of some/all children
- do all children live with CM
- household composition
- year began living at current address
- tenure
- number of rooms in accommodation

Health:

- self-assessment of general health
- self-reported height
- self-reported weight
- experience of c20 medical conditions/symptoms since 16
- eyesight problems
- details of accidents/injuries/assaults since 16
- disability
- drinking and smoking habits
- Malaise Inventory - depression

Other:

- voting intentions
- religious affiliation

1970 British Cohort Study, Fifth Follow-up (BCS70): 2000

Interview

Household grid
Ethnicity
Language spoken in the home
Current address
Intentions to move
Property inheritance
Homelessness
Housing history
Marital status
Relationship history
Pregnancy history
Lone parenthood
Infertility
Adopted children
Partner's children from a previous relationship
Children over 16
Family activities
Demands of parenting
Contact with family
Emotional support
Other Income
Financial situation
Economic activity
Current job
Other paid work
Currently unemployed
Labour market histories
Partner's job
Qualifications
Current course for qualification
Assessment of current/most recent course
Other courses and training
No formal learning
Learning overview
Contact with information technology
Literacy and numeracy
General health
Long-term health conditions
Respiratory problems
Mental health
Seeing and hearing
Other conditions
Accidents/injuries
Hospital admissions
Smoking
Drinking
Diet
Exercise
Height and weight

Interview (continued)

Involvement with organisations
Voting behaviour and intentions
Political alignment
Trade union membership
Religion
Newspaper readership
Car ownership
Values
Political activity

Self-completion

Views and attitude
How you get on with your husband, wife or partner, Includes Locke-Wallace
Malaise Inventory
Your skills, How good at skill/is skill used at work
GHQ 12
School exclusion and truancy
Contact with the police and crime
Use of illegal drugs

APPENDIX 2

Publications and Reports

APPENDIX 2

PUBLICATIONS AND REPORTS

[Note that BCS70 publications arising directly from the 21-year sample survey are marked with an asterisk]

BOOKS AND JOURNALS

1975

CHAMBERLAIN, R., CHAMBERLAIN, G., HOWLETT, B.C. AND CLAIREAUX, A. 1975
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London: Wm Heinemann.

CHAMBERLAIN, R. AND DAVEY, A.
Physical growth in twins, postmature and small-for-dates children.
Archives of Disease in Childhood 1975, 50: 437-442.

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BUTLER, N.R. 1977
Family and community influences on 0-5's; utilisation of pre-school day-care and preventive health care.
In: *Implications for parents, the public and policy makers on 0-4's - a changing population. Papers from a seminar of Institute of Child Health, University of London, 20 May 1977.*
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Acta Paediatrica Scandinavica 1977; 66: 457-463.

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Fathers and child care.
Early Child Development and Care 1982; 8: 279-307.

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In: *Gender, Class and Work*. Gamarnikow, E., Morgan, D., Purvis, J. and Taylorson, D. (eds).
London: Heinemann.

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Take up of benefits by families with disabled children.

Child Care, Health and Development 1983; 9:145-156.

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Accidents in the under five's.

Health Visitor. 1983; 56: 293-4.

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APPENDIX 3

Derived Variables

BCS70 Twenty one-year Sample Survey: Derived variables

The vast majority of the variables on the BCS70 21-year dataset are of the form vb*, vc*, vd* or ve*. These variables correspond to specific questions contained in, respectively: the self-completion questionnaire (vb*), the interviewer questionnaire (vc*), the assessment (vd*), or the interviewer notes (ve*) , and can be located on the copies of the annotated questionnaires in Section 3.

The rest are derived variables, whose names and descriptions are as follows:-

va86jan to va92mar (75 Variables) Status in Jan 86 - Status in March 1992

vf1 Areacode (derived from postcode)
region Survey region at interview (derived from postcode)
valid_21 Basic selection criterion for analysis (valid/not valid on main instruments)

Agekid1a Age of CM's eldest child
kid1a Age of cohort member when 1st child was born
kid2a Age of cohort member when 2nd child was born
kid3a Age of cohort member when 3rd child was born
Parent_t Number of children the cohort member had as a teenager
Home21 Tenure at 21
livarran Have you ever lived with anyone?
job1gp21 Gross weekly pay in first job
job2gp21 Gross weekly pay in second job
Hqual16 Highest qualification at 16
Hqual21 Highest qualification at 21
Clqfail Ever taken courses leading to qualifications and not completed?
litscore Literacy score
lit4grp Literacy groups
numscore Numeracy score
num4grp Numeracy groups

The following SPSS code shows how these were derived, together with their coding ranges:-

*CM's age when child was born.

missing values vc107b1b vc107b2b vc107b3b vc107b4b vc107b5b (13 thru highest).

missing values vc107b1c vc107b2c vc107b3c vc107b4c vc107b5c (lowest thru 85).

compute kid1a = (((vc107b1c * 12) + vc107b1b) - ((70 * 12) + 4)) / 12).

compute kid2a = (((vc107b2c * 12) + vc107b2b) - ((70 * 12) + 4)) / 12).

compute kid3a = (((vc107b3c * 12) + vc107b3b) - ((70 * 12) + 4)) / 12).

variable labels kid1a 'Age of cohort member when 1st child was born'/
kid2a 'Age of cohort member when 2nd child was born'/
kid3a 'Age of cohort member when 3rd child was born'.

*Age of CM's own eldest child (assume interview was in April 1992).

compute agekid1a = -1.

compute agekid1a = ((92 * 12) + 4) / 12 - (((vc107b1c * 12) + vc107b1b).

missing values agekid1a (-1).

variable labels agekid1a 'Age of CMs eldest child'.

*Number of children CM had as a teenager.

```
compute parent_t = -1.  
if (vc107a = 0) parent_t = 0.  
if (kid1a >= 20) parent_t = 1.  
if (kid1a < 20) parent_t = 2.  
if (kid1a < 20 and kid2a < 20) parent_t = 3.  
if (kid1a < 20 and kid2a < 20 and kid3a < 20) parent_t = 4.  
execute.
```

missing values parent_t (-1).

```
do if (ynumber = 4195 | ynumber = 8864 | ynumber = 11383 | ynumber = 12464 |  
ynumber = 13105 | ynumber = 14664 | ynumber = 15249 | ynumber = 17076 |  
ynumber = 18027) .  
recode parent_t (-1= 1).  
end if.  
execute.
```

```
do if (ynumber = 183 | ynumber = 1180 | ynumber = 2026 | ynumber = 16453) .  
recode parent_t (-1= 2).  
end if.  
execute.
```

missing values parent_t (-1).

variable labels parent_t 'Number of children the cohort member had as a teenager'.

```
value labels parent_t  
0 'None ever'  
1 'None before 20'  
2 '1 in teens'  
3 '2 in teens'.
```

*Accommodation at 21.

```
compute home21 = -1.  
if (vc113 = 1 | vc113 = 2) home21 = 1.  
if ((vc113 = 3 | vc113 = 4) and (vc114 = 1 | vc114 = 2)) home21 = 2.  
if ((vc113 = 3 | vc113 = 4) and (vc114 = 3 | vc114 = 4 | vc114 = 5 | vc114 = 6 | vc114 = 9 | vc114 = 10 |  
vc114 = 11)) home21 = 3.  
if (((vc113 = 3 | vc113 = 4) and vc114 = 7) | (vc113 = 5 | vc113 = 9)) home21 = 4.  
if (vc113 = 6 | vc113 = 7 | vc113 = 8 | vc113 = 10) home21 = 5.  
if ((vc113 = 3 | vc113 = 4) and (vc114 = 99)) home21 = 6.  
execute.
```

missing values home21 (-1).

variable labels home21 'Tenure at 21'.

```
value labels home21  
1 'Owned/rented'  
2 'Rent-LA or HA'  
3 'Rent-private'  
4 'With parents'  
5 'Other'  
6 'Rent other'.
```

*Living arrangements at 21.

```
compute livarran = -1.  
if (vc98 = 2) livarran = 1.  
if (vc98 = 1) livarran = 2.  
if (vc98 = 1 and (any(1,vc101a,vc101b,vc101c))) livarran = 3.
```

missing values livarran (-1).

variable labels livarran 'Have you ever lived with anyone?'

```
value labels livarran  
  1 'No'  
  2 'Have cohabited'  
  3 'Have lived with spouse'.
```

*Gross weekly pay in 1st job.

```
compute job1gp21 = -1.  
if (vc19ca = 1) job1gp21 = vc19aa * 7.  
if (vc19ca = 2) job1gp21 = vc19aa.  
if (vc19ca = 3) job1gp21 = vc19aa / 2.  
if (vc19ca = 4) job1gp21 = (vc19aa * 12) / 52.  
if (vc19ca = 5) job1gp21 = (vc19aa * 4) / 52.  
if (vc19ca = 6) job1gp21 = (vc19aa * 2) / 52.  
if (vc19ca = 7) job1gp21 = vc19aa / 52.  
if (vc19ca = 8) job1gp21 = -2.  
if (vc19ca = 9 | vc19ca = 10 | vc19ca = 11) job1gp21 = -3.  
if (vc19ca = 12) job1gp21 = -4.  
execute.
```

recode job1gp21 (400 thru highest = -5).

missing values job1gp21 (-5 thru -1) .

variable labels job1gp21 'Gross weekly pay in first job'.

*Gross weekly pay in 2nd job.

```
compute job2gp21 = -1.  
if (vc19cb = 1) job2gp21 = vc19ba * 7.  
if (vc19cb = 2) job2gp21 = vc19ba.  
if (vc19cb = 3) job2gp21 = vc19ba / 2.  
if (vc19cb = 4) job2gp21 = (vc19ba * 12) / 52.  
if (vc19cb = 5) job2gp21 = (vc19ba * 4) / 52.  
if (vc19cb = 6) job2gp21 = (vc19ba * 2) / 52.  
if (vc19cb = 7) job2gp21 = vc19ba / 52.  
if (vc19cb = 8) job2gp21 = -2.  
if (vc19cb = 9 | vc19cb = 10 | vc19cb = 11) job2gp21 = -3.  
if (vc19cb = 12) job2gp21 = -4.  
execute.
```

missing values job2gp21 (-4 thru -1).

variable labels job2gp21 'Gross weekly pay in second job'.

*Qualifications by age 16.

```

do if (sum(vc71b1,vc71b2,vc71b3,vc71b4,vc71b5,vc71b6,vc71b7,vc71b8,vc71b9,vc71b10,
vc71b11,vc71b12,vc71b13,vc71b14,vc71b15,vc71b16,vc71b17,vc71b18) >= 0) .
vector x = vc71b1 to vc71b18.
vector y = vc71f1 to vc71f18.
compute q1=0.
compute q2=0.
compute q3=0.
compute q4=0.
compute q5=0.
compute q6=0.
compute q7=0.
compute q8=0.
compute q9=0.
compute q10=0.
compute q11=0.
compute q12=0.
compute q13=0.
compute q14=0.
compute q15=0.
compute q16=0.
compute q17=0.
compute q18=0.
compute q19=0.
compute q20=0.
compute q21=0.
compute q22=0.
compute q23=0.
compute q24=0.
compute q25=0.
compute q26=0.
compute q27=0.
compute q28=0.
compute q29=0.
compute q30=0.
compute q31=0.
compute q32=0.
compute q33=0.
compute q34=0.
compute q35=0.
loop i=1 to 18.
if (x(i) = 1 and y(i) <= 16) q1=q1+1.
if (x(i) = 2 and y(i) <= 16) q2=q2+1.
if (x(i) = 3 and y(i) <= 16) q3=q3+1.
if (x(i) = 4 and y(i) <= 16) q4=q4+1.
if (x(i) = 5 and y(i) <= 16) q5=q5+1.
if (x(i) = 6 and y(i) <= 16) q6=q6+1.
if (x(i) = 7 and y(i) <= 16) q7=q7+1.
if (x(i) = 8 and y(i) <= 16) q8=q8+1.
if (x(i) = 9 and y(i) <= 16) q9=q9+1.
if (x(i) = 10 and y(i) <= 16) q10=q10+1.
if (x(i) = 11 and y(i) <= 16) q11=q11+1.
if (x(i) = 12 and y(i) <= 16) q12=q12+1.
if (x(i) = 13 and y(i) <= 16) q13=q13+1.
if (x(i) = 14 and y(i) <= 16) q14=q14+1.
if (x(i) = 15 and y(i) <= 16) q15=q15+1.
if (x(i) = 16 and y(i) <= 16) q16=q16+1.
if (x(i) = 17 and y(i) <= 16) q17=q17+1.
if (x(i) = 18 and y(i) <= 16) q18=q18+1.
if (x(i) = 19 and y(i) <= 16) q19=q19+1.
if (x(i) = 20 and y(i) <= 16) q20=q20+1.
if (x(i) = 21 and y(i) <= 16) q21=q21+1.
if (x(i) = 22 and y(i) <= 16) q22=q22+1.

```

```

if (x(i) = 23 and y(i) <= 16) q23=q23+1.
if (x(i) = 24 and y(i) <= 16) q24=q24+1.
if (x(i) = 25 and y(i) <= 16) q25=q25+1.
if (x(i) = 26 and y(i) <= 16) q26=q26+1.
if (x(i) = 27 and y(i) <= 16) q27=q27+1.
if (x(i) = 28 and y(i) <= 16) q28=q28+1.
if (x(i) = 29 and y(i) <= 16) q29=q29+1.
if (x(i) = 31 and y(i) <= 16) q31=q31+1.
if (x(i) = 32 and y(i) <= 16) q32=q32+1.
if (x(i) = 33 and y(i) <= 16) q33=q33+1.
if (x(i) = 34 and y(i) <= 16) q34=q34+1.
if (x(i) = 35 and y(i) <= 16) q35=q35+1.
end loop.
end if.
execute.

```

```

recode q1 (0=0) (1 thru highest = 1) into q1g.
recode q2 (0=0) (1 thru highest = 2) into q2g.
recode q3 (0=0) (1 thru highest = 3) into q3g.
recode q4 (0=0) (1 thru highest = 4) into q4g.
recode q5 (0=0) (1 thru highest = 5) into q5g.
recode q6 (0=0) (1 thru highest = 6) into q6g.
recode q7 (0=0) (1 thru highest = 7) into q7g.
recode q8 (0=0) (1 thru highest = 8) into q8g.
recode q9 (0=0) (1 thru highest = 9) into q9g.
recode q10 (0=0) (1 thru highest = 10) into q10g.
recode q11 (0=0) (1 thru highest = 11) into q11g.
recode q12 (0=0) (1 thru highest = 12) into q12g.
recode q13 (0=0) (1 thru highest = 13) into q13g.
recode q14 (0=0) (1 thru highest = 14) into q14g.
recode q15 (0=0) (1 thru highest = 15) into q15g.
recode q16 (0=0) (1 thru highest = 16) into q16g.
recode q17 (0=0) (1 thru highest = 17) into q17g.
recode q18 (0=0) (1 thru highest = 18) into q18g.
recode q19 (0=0) (1 thru highest = 19) into q19g.
recode q20 (0=0) (1 thru highest = 20) into q20g.
recode q21 (0=0) (1 thru highest = 21) into q21g.
recode q22 (0=0) (1 thru highest = 22) into q22g.
recode q23 (0=0) (1 thru highest = 23) into q23g.
recode q24 (0=0) (1 thru highest = 24) into q24g.
recode q25 (0=0) (1 thru highest = 25) into q25g.
recode q26 (0=0) (1 thru highest = 26) into q26g.
recode q27 (0=0) (1 thru highest = 27) into q27g.
recode q28 (0=0) (1 thru highest = 28) into q28g.
recode q29 (0=0) (1 thru highest = 29) into q29g.
recode q30 (0=0) (1 thru highest = 30) into q30g.
recode q31 (0=0) (1 thru highest = 31) into q31g.
recode q32 (0=0) (1 thru highest = 32) into q32g.
recode q33 (0=0) (1 thru highest = 33) into q33g.
recode q34 (0=0) (1 thru highest = 34) into q34g.
recode q35 (0=0) (1 thru highest = 35) into q35g.
execute.

```

*Highest qualification attained by age 16.

```

compute hqual16 = -2.
do repeat x= q34g q35g q1g q10g q25g q2g q3g q4g q6g q7g q11g q12g q13g q14g q17g q18g
q19g q20g q5g q8g q9g q15g q21g q23g q16g q22g q24g q26g q27g q28g q29g q30g q31g q32g q33g .
if any (x,34,35) hqual16 = -1.
if (any (x,0) and hqual16 < 0) hqual16 = 0 .
if (any (x,1,10,25) and hqual16 < 1) hqual16 = 1 .
if (any (x,2,3,4,6,7,11,12,13,14,17,18,19,20) and hqual16 < 2) hqual16 = 2 .

```

```

if (any (x,5,8,9,15,21,23) and hqual16 < 3) hqual16 = 3 .
if (any (x,16,22,24,26,27,28,29,30) and hqual16 < 4) hqual16 = 4 .
if (any (x,31,32,33) and hqual16 < 5) hqual16 = 5 .
end repeat.
execute.

```

missing values hqual16 (-2) .

variable labels hqual16 'Highest qualification at 16'.

```

value labels hqual16
-1 'Other quals'
0 'No quals'
1 'CSE/NVQ1'
2 'O level/NVQ2'
3 'A level/NVQ3'
4 'Higher quals/NVQ4'
5 'Degree +/NVQ5 or 6'.

```

*All qualifications by age 21.

```

do if (sum(vc71b1,vc71b2,vc71b3,vc71b4,vc71b5,vc71b6,vc71b7,vc71b8,vc71b9,vc71b10,
vc71b11,vc71b12,vc71b13,vc71b14,vc71b15,vc71b16,vc71b17,vc71b18) >= 0) .

```

count

```

q1a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (1)/
q2a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (2)/
q3a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (3)/
q4a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (4)/
q5a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (5)/
q6a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (6)/
q7a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (7)/
q8a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (8)/
q9a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (9)/
q10a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (10)/
q11a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (11)/
q12a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (12)/
q13a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (13)/
q14a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (14)/
q15a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (15)/
q16a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (16)/
q17a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (17)/
q18a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (18)/
q19a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (19)/

```

q20a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (20)/
 q21a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (21)/
 q22a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (22)/
 q23a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (23)/
 q24a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (24)/
 q25a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (25)/
 q26a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (26)/
 q27a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (27)/
 q28a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (28)/
 q29a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (29)/
 q30a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (30)/
 q31a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (31)/
 q32a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (32)/
 q33a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (33)/
 q34a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (34)/
 q35a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
 vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (35).
 end if.
 execute.

recode q1a (0=0) (1 thru highest = 1) into q1ag.
 recode q2a (0=0) (1 thru highest = 2) into q2ag.
 recode q3a (0=0) (1 thru highest = 3) into q3ag.
 recode q4a (0=0) (1 thru highest = 4) into q4ag.
 recode q5a (0=0) (1 thru highest = 5) into q5ag.
 recode q6a (0=0) (1 thru highest = 6) into q6ag.
 recode q7a (0=0) (1 thru highest = 7) into q7ag.
 recode q8a (0=0) (1 thru highest = 8) into q8ag.
 recode q9a (0=0) (1 thru highest = 9) into q9ag.
 recode q10a (0=0) (1 thru highest = 10) into q10ag.
 recode q11a (0=0) (1 thru highest = 11) into q11ag.
 recode q12a (0=0) (1 thru highest = 12) into q12ag.
 recode q13a (0=0) (1 thru highest = 13) into q13ag.
 recode q14a (0=0) (1 thru highest = 14) into q14ag.
 recode q15a (0=0) (1 thru highest = 15) into q15ag.
 recode q16a (0=0) (1 thru highest = 16) into q16ag.
 recode q17a (0=0) (1 thru highest = 17) into q17ag.
 recode q18a (0=0) (1 thru highest = 18) into q18ag.
 recode q19a (0=0) (1 thru highest = 19) into q19ag.
 recode q20a (0=0) (1 thru highest = 20) into q20ag.
 recode q21a (0=0) (1 thru highest = 21) into q21ag.
 recode q22a (0=0) (1 thru highest = 22) into q22ag.
 recode q23a (0=0) (1 thru highest = 23) into q23ag.
 recode q24a (0=0) (1 thru highest = 24) into q24ag.
 recode q25a (0=0) (1 thru highest = 25) into q25ag.
 recode q26a (0=0) (1 thru highest = 26) into q26ag.
 recode q27a (0=0) (1 thru highest = 27) into q27ag.
 recode q28a (0=0) (1 thru highest = 28) into q28ag.

```

recode q29a (0=0) (1 thru highest = 29) into q29ag.
recode q30a (0=0) (1 thru highest = 30) into q30ag.
recode q31a (0=0) (1 thru highest = 31) into q31ag.
recode q32a (0=0) (1 thru highest = 32) into q32ag.
recode q33a (0=0) (1 thru highest = 33) into q33ag.
recode q34a (0=0) (1 thru highest = 34) into q34ag.
recode q35a (0=0) (1 thru highest = 35) into q35ag.
execute.

```

*Highest qualification attained by age 21.

```

compute hqual21 = -2.
do repeat x= q34ag q35ag q1ag q10ag q25ag q2ag q3ag q4ag q6ag q7ag q11ag
  q12ag q13ag q14ag q17ag q18ag q19ag q20ag q5ag q8ag q9ag q15ag q21ag q23ag q16ag
  q22ag q24ag q26ag q27ag q28ag q29ag q30ag q31ag q32ag q33ag.
if any (x,34,35) hqual21 = -1.
if (any (x,0) and hqual21 < 0) hqual21 = 0 .
if (ANY (X,1,10,25) and hqual21 < 1) hqual21 = 1 .
if (ANY (X,2,3,4,6,7,11,12,13,14,17,18,19,20) and hqual21 < 2) hqual21 = 2 .
if (ANY (X,5,8,9,15,21,23) and hqual21 < 3) hqual21 = 3 .
if (ANY (X,16,22,24,26,27,28,29,30) and hqual21 < 4) hqual21 = 4 .
if (ANY (X,31,32,33) and hqual21 < 5) hqual21 = 5 .
end repeat.
execute.

```

missing values hqual21 (-2) .

variable labels hqual21 'Highest qualification at 21'.

```

value labels hqual21
-1 'Other quals'
0 'No quals'
1 'CSE/NVQ1'
2 'O level/NVQ2'
3 'A level/NVQ3'
4 'Higher quals/NVQ4'
5 'Degree +/NVQ5 or 6'.

```

*Courses leading to qualifications that were not completed.

```

count p16clq=vc72ba1 vc72ba2 vc72ba3 vc72ba4 vc72ba5 vc72ba6 vc72ba7 vc72ba8 vc72ba9 vc72ba10
vc72ba11 vc72ba12 vc72ba13 vc72ba14 vc72ba15 (0 thru highest) .

```

```

count
p16clq1=vc81a vc81b vc81c vc81d vc81e (1,3) /
p16clq3=vc81a vc81b vc81c vc81d vc81e (2) /
p16clq4=vc81a vc81b vc81c vc81d vc81e (4).

```

```

compute clqfail = -1.
if (vc72a = 2) clqfail = 0.
if (p16clq >= 1) clqfail = 1.
if (p16clq >= 1 and p16clq3 >= 1) clqfail = 2.

```

missing values clqfail (-1).

variable labels clqfail 'Ever taken courses leadind to qualifications and not completed?'.

```

value labels clqfail
0 'Never taken'
1 'Taken or taking'
2 'Not completed'.

```

* Literacy (to coincide with groupings used in NCDS).

```
do if (not missing(vd4c2)).
```

```
  recode vd4b1 to vd4c1e (sysmis=2).
```

```
end if.
```

```
execute.
```

```
recode vd1a vd1b vd2a1 vd2a2 vd2b1 vd2b2 vd3a1 vd3a2 vd3b1 vd3b2 vd3b3 vd4b1 vd4b2 vd4b3  
      vd4b4 vd4a1 vd4a2 vd4a3 vd4c1a vd4c1b vd4c1c vd4c1d vd4c1e vd4c2 vd5 (1=1)(2=0).
```

```
compute litscore=vd1a+vd1b+vd2a1+vd2a2+vd2b1+vd2b2+vd3a1+ vd3a2+  
                vd3b1+vd3b2+vd3b3+vd4a1+vd4a2+vd4a3+vd4c2+vd5.
```

```
variable label litscore 'Literacy score'.
```

```
recode litscore (0 thru 9 = 1) (10 thru 11 = 2) (12 thru 13 = 3) (14 thru 16 = 4) into lit4grp.
```

```
variable labels lit4grp 'Literacy groups'.
```

```
value labels lit4grp
```

```
  1 'Very poor'
```

```
  2 'Poor'
```

```
  3 'Average'
```

```
  4 'Good'.
```

* Numeracy (to coincide with groupings used in NCDS).

```
recode vd6a1 vd6b1 vd6b2 vd6b3 vd7b1 vd7a1 vd8a1 vd8a2 vd8b1 vd8b2 vd8c1  
      vd8c2 vd9a vd9b (1=1) (2=0).
```

```
compute numscore=vd6a1+vd6b1+vd6b2+vd6b3+vd7b1+vd7a1+vd8a1+vd8a2+  
                vd8b1+vd8b2+vd8c1+vd8c2+vd9a+vd9b.
```

```
variable label numscore 'Numeracy score'.
```

```
frequency variable numscore.
```

```
recode numscore (0 thru 6 = 1) (7 thru 8 = 2) (9 thru 10 = 3) (11 thru 14 = 4) into num4grp.
```

```
variable labels num4grp 'Numeracy groups'.
```

```
value labels num4grp
```

```
  1 'Very poor'
```

```
  2 'Poor'
```

```
  3 'Average'
```

```
  4 'Good'.
```


Derived Variables - Frequency Tables and Summary Statistics

		JOB1GP21 Gross weekly pay in first job	JOB2GP21 Gross weekly pay in second job	AGEKID1A Age of CMs eldest child
N	Valid	1314	42	178
	Missing	333	1605	1469
Mean		164.6984	528.7518	2.4031
Median		160.0000	255.0000	2.1667
Mode		150.00	150.00 (a)	1.17 (a)
Minimum		11.08	24.23	.17
Maximum		392.31	3570.00	6.25

a Multiple modes exist. The smallest value is shown

		KID1A Age of cohort member when 1st child was born	KID2A Age of cohort member when 2nd child was born	KID3A Age of cohort member when 3rd child was born
N	Valid	177	48	10
	Missing	1470	1599	1637
Mean		19.5918	20.4288	21.3000
Median		19.8333	20.5417	21.4583
Mode		20.25 (a)	20.17 (a)	20.75
Minimum		15.75	18.17	20.50
Maximum		21.83	21.92	21.92

a Multiple modes exist. The smallest value is shown

PARENT_T Number of children the cohort member had as a teenager

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00 None ever	1432	86.9	88.3	88.3
	1.00 None before 20	95	5.8	5.9	94.2
	2.00 1 in teens	82	5.0	5.1	99.3
	3.00 2 in teens	12	.7	.7	100.0
	Total	1621	98.4	100.0	
Missing	-1.00	26	1.6		
Total		1647	100.0		

HOME21 Tenure at 21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 Owned/rented	308	18.7	19.8	19.8
	2.00 Rent-LA or HA	119	7.2	7.6	27.4
	3.00 Rent-private	174	10.6	11.2	38.6
	4.00 With parents	825	50.1	52.9	91.5
	5.00 Other	133	8.1	8.5	100.0
	Total	1559	94.7	100.0	
Missing	-1.00	88	5.3		
Total		1647	100.0		

LIVARRAN Have you ever lived with anyone?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 No	1027	62.4	63.2	63.2
	2.00 Have cohabited	425	25.8	26.2	89.4
	3.00 Have lived with spouse	172	10.4	10.6	100.0
	Total	1624	98.6	100.0	
Missing	-1.00	23	1.4		
Total		1647	100.0		

HQUAL16 Highest qualification at 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00 No quals	34	2.1	2.2	2.2
	1.00 CSE/NVQ1	458	27.8	29.8	32.0
	2.00 O level/NVQ2	982	59.6	63.8	95.8
	3.00 A level/NVQ3	27	1.6	1.8	97.5
	4.00 Higher quals/NVQ4	32	1.9	2.1	99.6
	5.00 Degree +/NVQ5 or 6	6	.4	.4	100.0
	Total	1539	93.4	100.0	
Missing	-2.00	108	6.6		
Total		1647	100.0		

HQUAL21 Highest qualification at 21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00 No quals	5	.3	.3	.3
	1.00 CSE/NVQ1	428	26.0	27.8	28.1
	2.00 O level/NVQ2	687	41.7	44.6	72.8
	3.00 A level/NVQ3	351	21.3	22.8	95.6
	4.00 Higher quals/NVQ4	60	3.6	3.9	99.5
	5.00 Degree +/NVQ5 or 6	8	.5	.5	100.0
	Total	1539	93.4	100.0	
Missing	-2.00	108	6.6		
Total		1647	100.0		

CLQFAIL Ever taken courses leading to qualifications and not completed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00 Never taken	581	35.3	36.4	36.4
	1.00 Taken or taking	801	48.6	50.2	86.5
	2.00 Not completed	215	13.1	13.5	100.0
	Total	1597	97.0	100.0	
Missing	-1.00	50	3.0		
Total		1647	100.0		

LITSCORE Literacy score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.00	3	.2	.3	.3
	7.00	8	.5	.7	1.0
	8.00	11	.7	1.0	1.9
	9.00	28	1.7	2.5	4.4
	10.00	51	3.1	4.5	8.9
	11.00	80	4.9	7.1	16.0
	12.00	116	7.0	10.2	26.2
	13.00	182	11.1	16.1	42.3
	14.00	256	15.5	22.6	64.9
	15.00	312	18.9	27.5	92.4
	16.00	86	5.2	7.6	100.0
	Total	1133	68.8	100.0	
Missing	System	514	31.2		
Total		1647	100.0		

LIT4GRP Literacy groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 Very poor	50	3.0	4.4	4.4
	2.00 Poor	131	8.0	11.6	16.0
	3.00 Average	298	18.1	26.3	42.3
	4.00 Good	654	39.7	57.7	100.0
	Total	1133	68.8	100.0	
Missing	System	514	31.2		
Total		1647	100.0		

NUMSCORE Numeracy score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	.2	.5	.5
	2.00	4	.2	.5	.9
	3.00	11	.7	1.3	2.2
	4.00	12	.7	1.4	3.6
	5.00	26	1.6	3.0	6.6
	6.00	51	3.1	5.9	12.5
	7.00	55	3.3	6.4	18.9
	8.00	71	4.3	8.2	27.1
	9.00	114	6.9	13.2	40.3
	10.00	125	7.6	14.5	54.8
	11.00	135	8.2	15.6	70.5
	12.00	130	7.9	15.1	85.5
	13.00	89	5.4	10.3	95.8
	14.00	36	2.2	4.2	100.0
	Total	863	52.4	100.0	
Missing	System	784	47.6		
Total		1647	100.0		

NUM4GRP Numeracy groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 Very poor	108	6.6	12.5	12.5
	2.00 Poor	126	7.7	14.6	27.1
	3.00 Average	239	14.5	27.7	54.8
	4.00 Good	390	23.7	45.2	100.0
	Total	863	52.4	100.0	
Missing	System	784	47.6		
Total		1647	100.0		

VALID_21 BASIC SELECTION CRITERION FOR ANALYSIS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Not valid on main instruments	15	.9	.9	.9
	1 Valid on main instruments	1632	99.1	99.1	100.0
	Total	1647	100.0	100.0	

REGION Survey region at interview

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 North	103	6.3	6.3	6.3
	2 North West	129	7.8	7.8	14.1
	3 Mersey	36	2.2	2.2	16.3
	4 Manchester	58	3.5	3.5	19.8
	5 West Yorkshire	75	4.6	4.6	24.3
	6 Yorkshire & Humberside	64	3.9	3.9	28.2
	7 South Yorkshire	56	3.4	3.4	31.6
	8 East Midlands	116	7.0	7.0	38.7
	9 Anglia	90	5.5	5.5	44.1
	10 South East	334	20.3	20.3	64.4
	11 London	180	10.9	10.9	75.3
	12 South West	134	8.1	8.1	83.5
	13 Wales	85	5.2	5.2	88.6
	14 West Midlands	43	2.6	2.6	91.3
	15 W Midlands Conurbation	144	8.7	8.7	100.0
Total	1647	100.0	100.0		