



GfK NOP



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Technical Report Appendices

Millennium Cohort Study



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¹ – After Module X (New section for natural mothers), the New Family questionnaire follows the same route as Main (from parental situation)

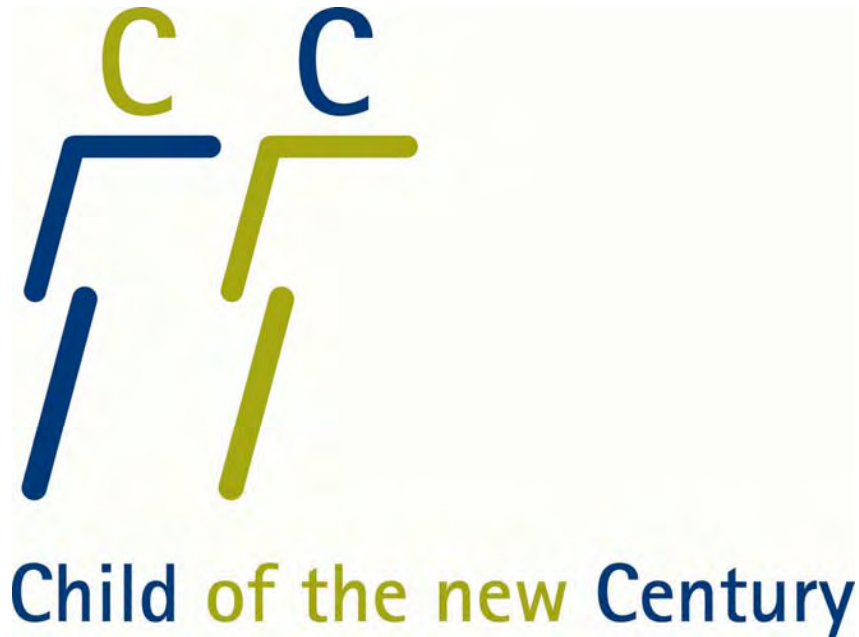
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2 – The Welsh translation of the Advance Letter was sent to Main families only. The Welsh translation was on the back of the English Advance Letter.

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Briefing slides



The Millennium Cohort Study

Following the lives of UK children born in the new century

Day One - What We Will Cover Today

1. Background information about the Child of the New Century survey
2. An Overview of the interviewers' task
3. Training and practice in carrying out cognitive assessments
4. Consent forms
5. Training and practice in carrying out height and weight measurement
6. Saliva collection - what the mother does, what you do
7. Any questions

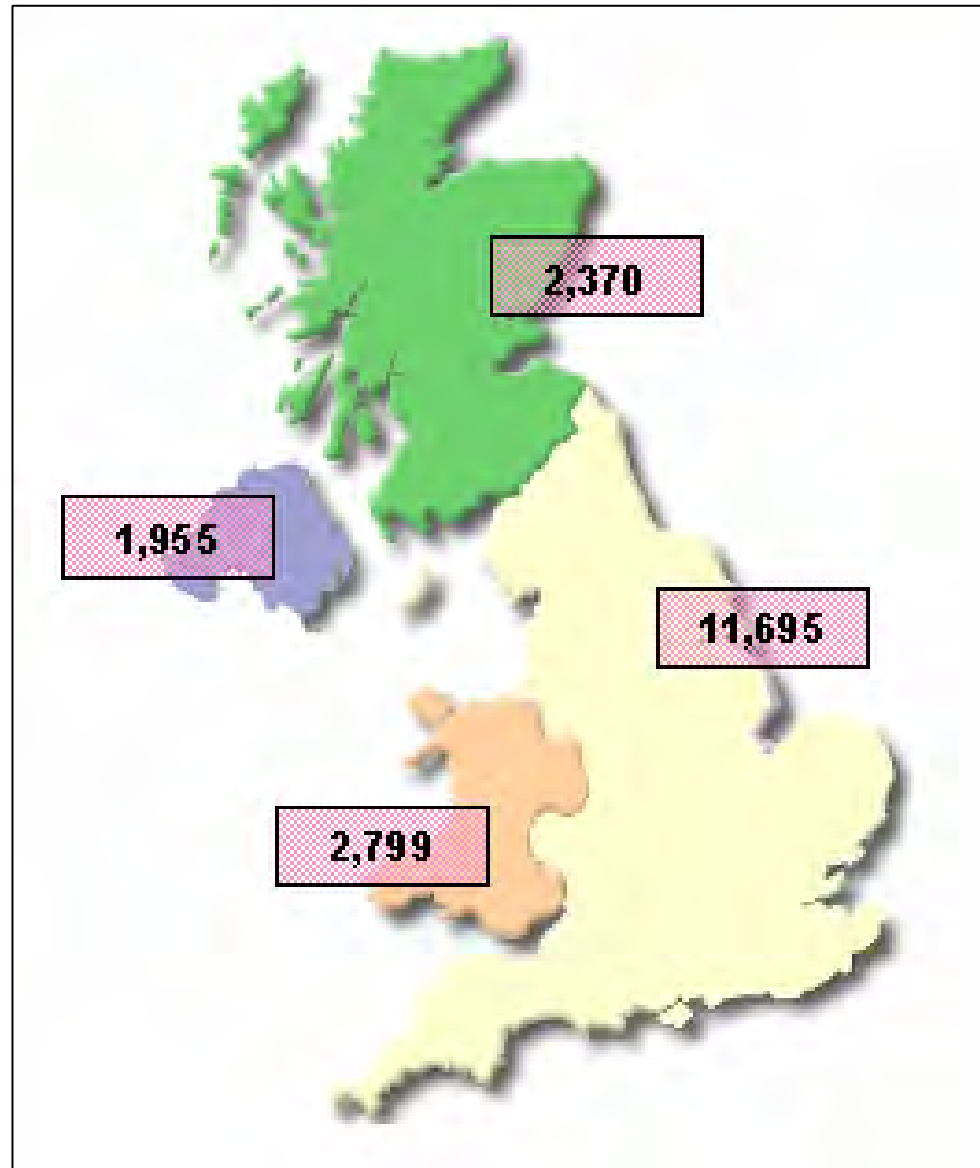


What the MCS is & the first survey

- The Millennium Cohort is following the lives of nearly 19000 babies born in 400 areas of the UK between 2000 and 2002
- The babies in England and Wales were born between: 1/09/2000 and 31/08/2001
- Babies in Scotland and Northern Ireland were born between: 1/12/2000 and 10/1/2002
- The areas chosen over sampled places with higher child poverty and higher minority ethnic populations
- Interviews for the first survey took place with Mums & Dads when the babies were around 9 months of age
- 18553 families with 18819 babies (including twins & triplets) gave information for the first survey



First survey - Number of CNC babies in each country



Millennium Cohort Study

Sponsor

ESRC
Government Departments

Objective

A long-term national multipurpose database for academic
and policy makers

Investigator

Centre for Longitudinal Studies
Institute of Education

Sub-Contractor

Fieldwork Sweep 2 (Children aged 3)
N.O.P.

UK Birth Cohort Studies

Age of cohort members at time of main surveys

	MRC- NSHD UCL	NCDS CLS	BCS70 CLS	MCS CLS	
2005				3 years	2005
2004				9 months	2004
2003					2003
2002					2002
2001					2001
2000					2000
1999	53	41	29		1999
-					-
-		37	26		-
-					-
-		33	21		-
1990	43				1990
-					-
-			16		-
-					-
-	36	23	10		-
1980					1980
-		20	7		-
-	31				-
-		16	5		-
-			2-3		-
-	26				-
1970	25		Birth		1970
-	23	11			-
-	22				-
-	20				-
-	19	7			-
-					-
-	15				-
1960					1960
-	13	Birth			-
1958					1958
-	11				-
-	10				-
-	9				-
-	8				-
-	7				-
-	6				-
1950					1950
-	4				-
-					-
-	2				-
1946	8 weeks				1946

The Second Survey

- The second survey is taking place when the children are 3 years old
- It starts in September in England & Wales and December in Scotland and Northern Ireland



The Interviewer's Task (1)

The Sample

- Named sample of children just turned 3 or just about to turn 3
- CLS have been in contact with them/monitored address changes since sweep 1
- Children will potentially be part of this longitudinal study for their whole lifetime
- Every contact is important

The Interviewer's Task (2)

How To Approach Them

- Send out advance letters and Survey Information
- Then visit in person
- Try to make contact with main respondent from sweep 1 (will be named on cover sheet)
- If moved, try to trace (within limits)
- Use telephone number if no success in contacting at address
- Make appointments to come back to carry out parts of the interview



The Interviewer's Task (3)

The Parts of the Interview

- Interview with main respondent - usually the mother of the 3 year old
- Shorter interview with main respondent's partner (if resident in household)
- Obtain written parental consent for 3 year old's height and weight to be measured and for child to take part in cognitive assessments
- Take measurements and administer cognitive assessments
- Obtain written parental consent to testing of child's saliva
- Get parent to collect saliva from 3 year old, with swab
- Package up swab for posting to laboratory

The Interviewer's Task (4)

Older Siblings

And in households where 3 year old has older siblings:

- Slightly longer interview for main respondent with additional questions about older siblings
- Obtain written parental consent for up to two older siblings aged 10-15 years to fill in a paper self-completion questionnaire
- Hand over self-completion questionnaire directly to older siblings or via parent
- Collect completed paper questionnaires to post back to office

Cognitive Assessments

- BAS - British Ability Scales Second Edition (BAS II)
- Bracken - Bracken Basic Concept Scale - Revised (BBCS-R)

Call them assessments or games - never tests!

Bracken Basic Concept Scale - Revised (BBCS-R)

Assessments of basic concept development (11 subscales)

Suitable for use with children aged 2y 6m - 7y 11m

Do not use with non-English speakers

MSC will use only subscales 1-6:

1. Colours
2. Letters
3. Numbers/Counting
4. Sizes
5. Comparisons
6. Shapes

British Ability Scales Second Edition (BAS II)

- Assessments of cognitive abilities and educational achievements
- Suitable for use with children and adolescents aged 2y 6m - 17y 11m
- MCS will use only 1 assessment - Naming Vocabulary subscale
- Designed to assess expressive language and knowledge of names
- Do not use with non-English speakers

AIM

The aim is to administer the BAS AND Bracken to each child in a manner which ensures that he/she gains a score which is a true reflection of his/her attainment at the time of testing.

To achieve this, it is **vital** that the test is administered in the standard manner prescribed by the test developers.

IMPORTANT TO REMEMBER

- Only those children for whom written consent has been obtained will be assessed
- Do not assess non-English speakers
- Follow the testing procedure laid down in training/project instructions
- Do not permit any translation
- Do not allow anyone to intervene, or coach the child
- Keep in mind the influences on the child's performance e.g.
 - a) the rapport you establish with the child
 - b) the testing environment
 - c) the reinforcement and encouragement you give
 - d) the appropriateness and timing of breaks during the testing procedure



Bracken (Cont'd)

- Administration
 - Easel
 - 4 trial items
 - Language issues
- Important that child understands to look carefully at all visual stimuli
- Always begin with the instruction: *“Look at all of (the pictures/colours/letters/numbers). Show me ...”*
- Repeating items
 - Can repeat an item if a child requests
 - Can repeat if child doesn't respond after about 10 seconds
- No response/“Don't know” = **WRONG**

Bracken (Cont'd)

- **Pointing to >1 item**
 - Remind the child *“You can choose only one”*
 - If child continues to choose more than one picture, record the multiple responses and score **WRONG**
- **Child persistently points at same item**
 - Remind the child: *“Look at all of the pictures”*
 - Next item, point to all four pictures again saying: *“Look at this picture, and this picture ...”, etc.*
- **Problem images in easel**



BAS (British Ability Scales)

- Naming Vocabulary - Knowledge of names

Administration:

- Easel
- For all items point to the picture and ask: *“What is this?”*

Teaching:

- If child fails the first 2 items: tell them what the items are (teach) - praise and positive reinforcement allowed here
- No teaching after item 2, and neutral praise only

Scoring:

- Correct Responses: Any appropriate name
- Incorrect Responses: way off the mark eg “banana”
- Partially Correct Responses: Description of function
Name of material/parts of the item
Overly general name

BAS (British Ability Scales) (Cont'd)

Questioning Responses

Child's response

No response

Function of item

A general response

Name of related object

Question with

What is this called?

Tell me what this thing is

Yes, but what is it called?

Tell me its name

Yes; what kind of ...?

What else could you call it?

Problem images/pages in easel



REMEMBER

Written permission

Standardised testing

- Instructions to child should be administered in the same way
- Prevent parental intervention
- Repeating items, clarifying instructions
- Child should be comfortable
- Limit possible distractions - Siblings, toys, etc.
- Offer only neutral praise between subscales
- Break at the end of a subscale only

REMEMBER

Get the best out of the child

- Establish rapport with child
- Put Mum at ease
- Decide where to carry out the task
- Maximise child's performance
- Minimise distraction
- Keep child 'on task'
- Attention span
- Can't sit still, easily distracted
- Tired/hungry

Home Observation Questionnaire

- Interviewer self-completion, on CAPI
- Requires observation and judgement
- Complete as soon as possible **AFTER** leaving respondents' home
- Must be completed after the visit in which cognitive assessments are completed



Obtaining Parental Consent



- CNC survey has been vetted by MREC - because of involvement of young children and potentially invasive procedures
- Condition of approval for CNC survey is that parents give informed consent at every stage
- Therefore special information sheets have been designed, which parents need to read
- They sign consent forms to show that they know what they are agreeing to
- One signed copy of each consent form must be sent back to the office
- Parents keep one copy of each consent form as well as information sheet
- You AND the parent must sign each form

Consent Forms

- Parents get advance letters and Survey Information Sheets before your visit
- You check the Info Sheet has been read and understood by the main respondent
- Then show the consent forms - Office and Respondent Copies
- They read one copy
- They tick boxes, sign and date forms in all appropriate places - ON BOTH COPIES

Consent forms (2)

- You must also sign and date in all the appropriate places
- ON BOTH COPIES
- One form per Cohort Child
- Older sibs self-completion - don't let them sign this part until selection has happened on CAPI - then write in selected names on form and get signature
- Respondent keeps Respondent Copy and Info Sheet
- You take the Office Copy to post back to office
- Put a barcoded label with serial no/name/address on front of Office Copy where it says RESP ID before returning it
- The Office Copy must be fully completed
- Speed up completion for respondent - add your own signatures etc in advance

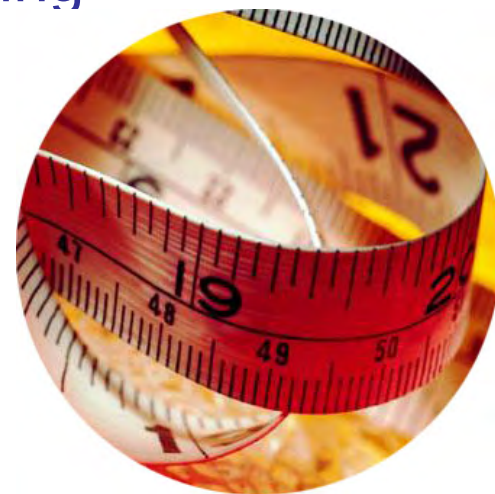
Weight and Height Measurement (1)

- Parental help needed
- Only attempt if parent signs consent form
- Can be done at any convenient time
- Separate questionnaires on CAPI for height and weight
- Record on CAPI if child agrees or refuses
- Detailed protocol to follow - read interviewer instructions to remind yourself before starting



Weight and Height Measurement (2)

- Consult parent on best timing for measurement
- Child should be barefoot and in light clothing
- “High” hairdos let down if possible
- Find a clear wall area for stadiometer
- Find firm floor surface for scales - uncarpeted if possible



Weight and Height Measurement (3)

- If child is not co-operative - don't spend more than 10 minutes in total
- If you are returning for another visit, you can try again
- You do not need to repeat measurements unless you were unhappy with the first attempt



Weight (1)

- Insert batteries in scales
- Ensure measurements in kilos not stones (switch on back of scales)
- Tap button to switch on
- Scales on firm floor surface
- No nappy or dry nappy
- Can be assisted by parent if necessary
 - parent stands on scales which are then set to zero
 - someone then hands parent the child
 - read child's weight from scales



Weight (2)

- Otherwise child stands on scales when display shows 0.0
- Feet in correct position and standing still
- You read measurement and record on CAPI to nearest .1 kilo
- Record circumstances affecting weight measurement
- If child's weight cannot be measured, ask parent's permission to read last recorded measurement in Red Book and note this down instead





Height (1)

- Get stadiometer ready
- Explain to child what he/she needs to do
 - stand up straight, still as a statue
 - feet flat on ground
 - in correct position on baseplate
- Explain to parent
 - their help is needed in checking position of child's legs and feet
 - you will need to hold the child's head



Height (2)

- Child stands in footprints on blue baseplate with back to measuring rod
- Feet together and flat (parent checks this)
- Legs and back straight, hands at the side
- Tilt child's chin to achieve "Frankfort plane" - when an imaginary line through the middle of the ear hole and lower part of eye socket runs parallel to measuring arm



Height (3)

- Child can take a deep breath in to achieve maximum height
- Or you can gently stretch the child, cupping the heels of your palms under the child's chin and applying firm, gentle upward pressure
- Maintain Frankfort plane!
- Lower measuring arm to rest gently on highest part of child's skull
- Read measurement to nearest completed millimetre
- Record measurement on CAPI, together with circumstances affecting measurement
- Record date and time of measurement on CAPI



Saliva Testing (1)

- Saliva will be tested for viruses - not for DNA or any genetic test
- If parent has signed consent form, give her tube with swab
- Can be done at any convenient time
- Encourage the mother to take the sample
- Mother rubs sponge over child's gum for one minute
- Can be done after you leave





Saliva Testing (2)

- Stick the bar-coded label on the tube to identify it
- Write the date and time of taking sample on the label
- Or get mother to write this, if sample is taken after you have left
- Swab goes in tube
- Tube goes in screw - capped plastic container



Saliva Testing (3)

- Plastic container goes in reply-paid envelope
- Just one tube per envelope
- Post to lab same day if possible
- You post it, if sample taken during your visit
- Otherwise mother posts it back later
- Does not matter if tube is left at room temperature



Practice Day

- You should have arranged to visit two 3 year olds tomorrow
- We'd like you to complete BAS, Bracken and Height and Weight
- Not necessary to practice saliva procedure
- You can fill in the home observation questionnaire once if you like in order to familiarise yourself with it – not compulsory
- You will need to get written parental consent – there is a specially designed form for this
- When you come to second day of briefing you will need:
 - CAPI machine
 - Briefing packs
 - Signed consent forms
 - NOT Height and Weight equipment

Day Two - What we will cover today

- Feedback and questions about cognitive assessment practice
- Recap of the interviewer's task as a whole
- The contact procedure and the cover sheet
- Field admin
- Run through the mother questionnaire - dummy interview
- Overview of partner interview
- How to administer the self-completion questionnaire for older siblings
- Any questions



Interviewer's Task - Recap (1)

The Sample

- Named sample of children just turned 3 or just about to turn 3
- Parents interviewed at sweep 1 when babies were 9 months old
- CLS have been in contact with them/monitored address changes since sweep 1
- Children will potentially be part of this longitudinal study for their whole lifetime
- Every contact is important

Interviewer's Task - Recap (2)

How To Approach Them

- Send out advance letters and survey information sheets
- Then visit in person
- Try to make contact with main respondent from sweep 1 (will be named on cover sheet)
- If moved, try to trace (within limits)
- Use telephone number if no success in contacting at address
- Make appointments to come back to carry out parts of the interview



Interviewer's Task - Recap (3)

The Parts of the Interview

- Interview with main respondent - usually the mother of the 3 year old
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Interviewer's Task - Recap (4)

Older Siblings

And in households where 3 year old has older siblings:

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- Hand over self-completion questionnaire directly to older siblings or via parent
- Collect completed paper questionnaires to post back to office

Interviewer's Task - Recap (5)

Obtaining Parental Consent

- CNC survey has been vetted by MREC - because of involvement of young children and potentially invasive procedures
- Condition of approval for CNC survey is that parents give informed consent at every stage
- Therefore special information sheets have been designed, which parents need to read
- They sign consent forms to show that they know what they are agreeing to
- They sign consent forms to show that they know what they are agreeing to
- One signed copy of each consent form must be sent back to the office
- Parents keep one copy of each consent form as well as information sheet



Organising the sample and sending letters

- Look at your own workload and the spread of addresses
- Work out the order in which you will attempt to contact them and how soon
- Time sending of letters and survey information sheets according to how soon you intend to contact them
- Be cautious at first - until you get a good idea of how much time is needed for each one
- Sign the letters and add your phone number so respondent can contact you

Contact Procedure

Visit the address

- Make contact at the address
- Is the cohort household still there?
- If yes, establish main respondent for sweep 2:
 - Same as at sweep 1 if that person is still in household
 - If main respondent from sweep 1 has gone, choose new main respondent
 - Biological relationships take priority



Call pattern

- Make a minimum of 6 visits to the issued address (unless you are told the household has moved away), before giving it up as a non-contact
- Visits should be on different days of the week and at different times of day
- At least 2 visits should be in the evening or at the weekend
- Your visits need to be spaced over at least THREE WEEKS
- After two personal visits, if no contact so far you may start to use the phone number (if there is one)
- Phone calls in addition to personal visits, not instead of

Tracing Movers

- If the family has moved, you should trace within allowed limits
- Trace main respondent, not child
- If family have moved and new occupiers can give you forwarding addresses we can use this
- If address is in your area, post all advance material to new address prior to knocking on door, unless it is just around corner. Ensure always carry copies of advance materials for these cases
- If new address is not in area, send cover sheet and barcode labels back for reallocation as soon as possible
- If new occupants don't know new address, but neighbour does, you can ask neighbour of whereabouts of family by name
- But... you must not go knocking on all doors in original street to find out new address
- If discover family have moved to street nearby you can try knocking on one or two doors only – using family name
- Guiding principle = you shouldn't be seen to be too actively seeking the family – could possibly cause alarm and concern

Tracing a cohort child

- Is the cohort child still living with the household?
- If no - WITH GREAT TACT establish underlying reasons why not - eg relationship breakdown (child living with other parent), in care, fostered, gone to live with other relative
- If in care or fostered - note this on cover sheet and return to office - CLS will try to trace through Social Services
- If gone to live with other parent/other relative - try to find out new address; if new address is out of your area, note this on cover sheet and return to office; if new address is in area send new letter and survey info sheet to new address and then follow up



Child of the new Century



CHILD OF THE NEW CENTURY - SECOND SWEEP - WAVE 2



NOP World

United Business Media

NOP 450100

A Issued Address Serial No: B44502T

Address 1 89 Goppa Road

Address 2 Pontarddulais

Address 3

Address 4 Swansea

County

Postcode SA4 8JW

PHONE NUMBER:

COHORT CHILD NAME: 1 Evan 2 Jack 3 Rachel

COHORT CHILD SEX: M M F

Sweep 1 MAIN RESPONDENT NAME: MRS ANGELA HURLOW

EXAMPLE ONLY
ORDER OF CHILDREN HERE
"GIVES" CHILD IDENTIFIER"

B Complete for ALL households, whether interviewed or not

Household still at issued address: No corrections needed.....1

Address/phone corrections needed.....2

Household at new address: Address known.....3

Address unknown/out of UK... *DONOT USE CODE 4 IF MERELY OUT OF YOUR AREA* 4

Enter corrections or new address details below, if needed.

No. and street *IF MOVED FROM ISSUED ADDRESS, WRITE IN NEW DETAILS HERE*

District/Town

County

Postcode

Telephone STD No.

Issued Interviewer Number 18732

Issued Interviewer Area: H

Actual Interviewer Number:

☐ ☐ ☐ ☐ ☐ ☐

COMPLETE THESE ONCE
FINAL OUTCOME HAS BEEN ACHIEVED
Actual Interviewer Signature:

COMPLETE NEIGHBOURHOOD ASSESSMENT ON BACK PAGE FOR EVERY VISIT

Call No.	Day	Date	Time in 24hr	Use this column to specify the outcome of calls and appointments made. Full reasons for whole household refusals/non-contacts should be given on page 3.
1		DD/MM/YY		ALL VISITS & PHONE CALLS TO BE LISTED HERE TOGETHER WITH OUTCOME OF EACH
2				
3				
4				
5				
6				
7				
8				



Total No. of calls at issued address		Total No. of calls at new address		Office Use Only	Batch Code:	
	52-53		54-55			56-59

NOP Research, Caxton House, 91 Victoria Road, Chelmsford, Essex, CM1 1JW

- COMPLETE THESE ONCE YOU HAVE THE FINAL OUTCOME FOR THE PIECE OF SAMPLE
- USE RIGHTHAND BOXES AS WELL AS LEFTHAND BOXES IF MOVED FROM ISSUED ADD

RESPONDENT SELECTION

Follow the instructions below, but don't circle the codes – there may be another address

1. Does the Cohort Child live at issued address?

Yes..... 1 GO TO 2

No 2 GO TO 4

2. Does the Sweep1 Main Respondent live at issued address?

Yes..... 1 GO TO A

No 2 GO TO 3

3. Do either of Cohort Child's biological parents live at issued address?

Yes..... 1 GO TO B

No 2 GO TO C

4. Cohort Child has

Moved.... 1 ASK 5

Died..... 2 CLOSE

(if not known code as moved)

5. Is Cohort Child still living with (some of) the same people as on Sweep 1?

Yes 1 GO TO 6

No 2 SEND FORM TO CHELMSFORD

6. *A* New address found? *THIS IS WHERE YOU HAVE TO DO THE PERMITTED "TRACING"*

Yes 1 GO TO 7 *DON'T FORGET TO RECORD IT!*

No 2 SEND FORM TO CHELMSFORD

7. New address local?

Yes 1 FOLLOW TO NEW ADDRESS

No..... 2 SEND FORM TO CHELMSFORD

AFTER HAVING SENT OUT APPROPRIATE LETTER

A Conduct main interview with Sweep 1 Main Respondent

B Conduct main interview with biological parent

C Conduct main interview with main carer

UNTRACED MOVERS

If respondent has moved and no new address has been obtained, please fill in below any information you did manage to find out them, however vague. Even information liked "moved by his work", or "gone to be near her ill sister" may help the tracing team.

MAKE SURE YOU PUT ANY BITS OF INFO ABOUT UNTRACED
MOVERS IN THIS BOX - EVEN IF YOU HAVE ALREADY NOTED
THEM ELSEWHERE ON THE COVERSHEET

FINAL OUTCOME

1. Did you conduct any interviews (incl proxy) at household?

Yes 1 **GO TO 4**
No 2 **ASK 2**

2. Why no interviews?
Code one only

No trace of address 0
Address occupied no contact 1

Office Refusal 2
Refusal to interviewer 3
Household doesn't speak English 4
Ill at home during survey period 5
Away during survey period 6
Physically or mentally unable 7

Child moved out of UK 8
Child deceased 9

**GIVE
DETAILS
BELOW**

WRITE IN FULL DETAILS OF REASONS FOR REFUSAL OR OTHER NON-INTERVIEW

IF REFUSAL TO INTERVIEWER

3. If you/another interviewer visited this address in 2-3 weeks time, how likely do you think it is that you/they would get an interview?

Very likely 1
Fairly likely 2
Fairly unlikely 3
Very unlikely 4

*ALWAYS COMPLETE
EVEN IF NO
OLDER SIBS IN
HH*

4. Please give details of attempts to complete main and partner interviews.

	Main	Partner
Full interview in person	1	1
Partial interview in person	2	2
Full interview by proxy	3	3
Partial interview by proxy	4	4
Refusal	5	5
No contact	6	6
Ill/away/unable	7	7
Language problems	8	8
No partner		9

5. Please give details of attempts to conduct child elements

	1	2	3
Bracken - complete	1	1	1
Bracken - refused by parent	2	2	2
Bracken - refused by child	3	3	3
Bracken - language problem	4	4	4
Bracken - other non-complete	5	5	5
BAS - complete	1	1	1
BAS - refused by parent	2	2	2
BAS - refused by child	3	3	3
BAS - language problem	4	4	4
BAS - other non-complete	5	5	5
Ht - complete	1	1	1
Ht - refused by parent	2	2	2
Ht - refused by child	3	3	3
Wt - complete	1	1	1
Wt - refused by parent	2	2	2
Wt - refused by child	3	3	3
Saliva - complete	1	1	1
Saliva - left with parent	2	2	2
Saliva - refused by parent	3	3	3
Saliva - refused by child	4	4	4
Older sibling selfcomp:			
Not needed	1	1	
Completed	2	2	
Refused by parent	3	3	
Refused by child	4	4	
Language problem	5	5	

OFFICE USE ONLY

Progress code:

Completed 1
To CLS for tracking 2
Re-issue mover to interviewer 4
Re-issue noncon to interviewer 5
Query to interviewer 6
Other (write in) 7

Re-issue/query details

Re-issue/query area

Re-issue/query interviewer no.

IF HOUSEHOLD HAS MOVED FROM ISSUED ADDRESS AND YOU MAKE SOME CALLS AT A NEW ADDRESS, PLEASE STRIKE THROUGH COLUMNS RELATING TO VISITS TO ISSUED ADDRESS
NEIGHBOURHOOD ASSESSMENT
 USE EXTENSION SHEET IF NECESSARY!

		VISIT						
		1 2 3 4 5 6 (Monday = 1, Tues = 2, Weds=3, Thurs=4, Fri=5, Sat=6, Sun=7)						
		Morning = 1, Afternoon = 2, Evening =3						
1.	How would you rate the general condition of <u>most</u> of the residences or other buildings in the street?	Well kept, good repair & exterior surfaces	1	1	1	1	1	1
		Fair condition	2	2	2	2	2	2
		Poor condition, peeling paint, broken windows	3	3	3	3	3	3
		Badly deteriorated	4	4	4	4	4	4
2.	Do any of the fronts of residential or commercial units have metal security blinds, gates, or iron bars & grilles?	None	1	1	1	1	1	1
		Some	2	2	2	2	2	2
		Most	3	3	3	3	3	3
3.	Are there any traffic calming measures in place on the street?	Yes	1	1	1	1	1	1
		No	2	2	2	2	2	2
4.	How would you rate the volume of traffic on the street?	No traffic permitted	1	1	1	1	1	1
		Light	2	2	2	2	2	2
		Moderate	3	3	3	3	3	3
		Heavy	4	4	4	4	4	4
5.	Are there any abandoned or burnt-out cars on the street?	Yes	1	1	1	1	1	1
		No	2	2	2	2	2	2
6.	Is there any of the following: rubbish, litter, broken glass, drug related items, beer cans etc, cigarette ends or discarded packs - in the <u>street</u> or on the <u>pavement</u> ?	None or almost none	1	1	1	1	1	1
		Yes, some	2	2	2	2	2	2
		Yes, just about everywhere you look	3	3	3	3	3	3
7.	Is there dog mess on the pavement?	None	1	1	1	1	1	1
		Some	2	2	2	2	2	2
		A lot	3	3	3	3	3	3
8.	Is there any graffiti on walls or on public spaces like bus shelters, telephone boxes or notice boards?	No	1	1	1	1	1	1
		A little	2	2	2	2	2	2
		A lot	3	3	3	3	3	3
9.	Is there any evidence of vandalism such as broken glass from car windows, bus shelters, telephone boxes?	No	1	1	1	1	1	1
		Yes	2	2	2	2	2	2
10.	Are there any adults or teenagers in the street or on the pavements arguing, fighting, drinking, or behaving in any kind of hostile or threatening way?	No-one seen in the street or pavement	1	1	1	1	1	1
		None observed behaving in hostile ways	2	2	2	2	2	2
		Yes, one or two arguing etc.	3	3	3	3	3	3
		Yes, at least one group of three or more	4	4	4	4	4	4
11.	How did you feel parking, walking, waiting at the door in the street?	Very comfortable, can imagine living/ shopping here	1	1	1	1	1	1
		Comfortable - a safe and friendly place	2	2	2	2	2	2
		Fairly safe and comfortable	3	3	3	3	3	3
		I would be uncomfortable living/ working/shopping here	4	4	4	4	4	4
		I felt like an outsider, looked on suspiciously	5	5	5	5	5	5
		I felt afraid for my personal safety	6	6	6	6	6	6
12.	Did you notice anything else - positive or negative - about the street? WRITE IN							

Completing the Cover Sheet

- Complete the cover sheet fully

Every contact and every attempt must be recorded on the sheet

Record every part of the interview completed - at part 4 and 5 of page 3

If no parts completed - say why not at part 2 of page 3

Complete part B of front cover whether interview carried out or not

Fill in the Neighbourhood assessment form on
EVERY VISIT

- Every cover sheet must be completed and sent back to the office

Translated interviews (1)

- Your address listing in label format tells you if wave 1 interview was carried out in language other than English
- If yes - wave 2 interview may require an interpreter - establish on first contact
- Household interpreters OK
- Any adult 16+ in household with right language skills
- Same sex as respondent if possible
- If no suitable interpreter in household - note this on cover sheet and return to office
- Office will try to find interpreter from another source

Translated Interviews (2)

- Any materials which the respondent needs to read should be offered in translation
- Translated survey materials available from office: advance letter, survey info sheet, consent forms
- Remember principle of Informed Consent!
- If respondent cannot read materials in mother tongue, these should be read aloud to her/him before requesting consent; make note on consent form
- Materials will be available in Welsh, Urdu, Punjabi, Gujarati, Hindi, Bengali, Somali, Tamil, Turkish, Kurdish and Arabic

Collecting Stable Addresses

- Done on CAPI
- For future tracing - in case families move and CLS do not have their new address
- Collect contact details of a person who is not very likely to move
- Can be relative, neighbour, friend
- Don't push it if the respondent is not keen to give this information

Procedure in Cases of Suspected Child Abuse (1)

- We have to have a procedure - one of the requirements of the MREC approval
- As a market research interviewer you have no obligation under the Children Act to report anything you observe
- It's important that families don't think we are "snooping"
- Nonetheless, sometimes you may become concerned about particular children or families, and want to do something about it

Procedure in Cases of Suspected Child Abuse (2)

- Before you ring anybody in an official position, write down what you observed in as much detail as possible
- Then call your AM and discuss it with her
- Tell her what you observed
- She will contact the exec team in the office to discuss further action
- If necessary, the exec team will refer the matter to local health care professionals



Your contacts in Field

- Head Office Staff
 - First Contact
- Rowan Haylett – Project Manager
- R.Haylett@nopworld.com / 020 7890 9431
- Second Contact
- Yvonne Genchi – Client Services Director
- Y.Genchi@nopworld.com / 020 7890 9483

Timetabling Work by Wave

■ WAVE	JOB NUMBER	FIELDWORK DATES
■ 1	450100/01	8 th Sept – 17 th Oct
■ 2	450100/02	29 th Sept – 10 th Nov
■ 3	450100/03	27 th Oct – 1 st Dec
■ 4	450100/04	24 th Nov – Jan 5 th Nov
■ 5	450100/05	22 nd Dec – 2 nd Feb
■ 6	450100/06	19 th Jan – 23 rd Feb
■ 7	450100/07	16 th Feb – 22 nd March
■ 8	450100/08	15 th March – 19 th April
■ 9	450100/09	12 th April – 17 th May
■ 10	450100/10	10 th May – 14 th June
■ 11	450100/11	7 th June – 12 th July
■ 12	450100/12	5 th July – 9 th August
■ 13	450100/13	2 nd Aug – 6 th September

Progress chasing form

CHILD OF THE NEW CENTURY PROGRESS CHASING FORM

Interviewer Number: _____

Wave: _____

Country: _____

R G	Serial Number/address	Household Unfinished					Household Complete						Comments
		1 Not yet attempt ed	2 Visited no contact	3 Contact but no int/ appt	4 No int but appt	5 Some ints but not complete	6 All int elements complete	7 Some int elements not done	8 Refu -sal	9 Lang uage	10 Othe r non resp.	11 Moved away	

Household Check List

Interviewer Name:																Wave:							
Serial number / address	BAS		Bracken		Height		Weight		Salvia		Conset forms		Main Int.		Partner Int.		No. Elder Sib Self Comp.		Cover Sheet		Date Posted / Comments		
	Elig	Com	Elig	Com	Elig	Com	Elig	Com	Elig	Com	Elig	Com	Elig	Com	Elig	Com	Elig	Com	Elig	Com			

General points

- Progress chasing will be done weekly
- Your area will be required to provide a chase to Head Office by 11am each Wednesday, and therefore your area will need to speak to you on a Tuesday night
- We will require you to keep a note of progress on each individual item of sample - not just overall numbers
- It is important that you keep all your paperwork up-to-date and organised, as you will need all this information IN FRONT OF YOU when progress chasing is being done
- Remember you will also be required to provide dates of appointments and next working dates when giving your progress chase
- After week 2 of each wave (at the latest) you should have no pieces of sample left unstated - if they are still unstated you will not have time to carry out a correct call pattern!

Return of work

- Send back all completed cover sheets to Chelmsford promptly in the special CNC envelopes provided
- For completed interviews, make sure you send back the Consent forms with the relevant cover sheets
- Send back all MOVERS to Chelmsford promptly, making sure you return all associated barcode stickers - also in CNC envelopes
- Dial in regularly - to pick up any changes to scripts, as well as to give us completed interviews
- When we book completed work in, we will be checking for correct call patterns
- Cover sheets with inadequate call patterns will be returned to you for further calls

General points (2)

- There are different rates of pay according to whether issued addresses are in GLC, rural or other locations
- GLC/rural/ other markers will be supplied to Field by NOP Statistical Services
- In most waves you will be able to see on your progress chase form which category each piece of your sample falls into (R for Rural or G for GLC)
- Unfortunately this couldn't be done in time for wave 1, so you will receive a further address list giving you this info on your wave 1 addresses in a few days' time
- Stationery requests: there is a special form provided, please use it! Either post it in or e-mail Rowan. Allow 4 working days for supplies to arrive. DON'T ASK YOUR AM!

Household Section

Dummy interview - enter serial no A99999N

Partner Interview

Content:

Parental situation

- **Ethnic origin for new respondents only**
- **Experience of lone parenthood**

Parental Health

- **General health, weight, smoking, alcohol**

Grandparents and friends

- **Partner's own parents and upbringing**

Partner Interview (Cont'd)

Parent's involvement with child

- **Activities/time with cohort child**

Employment and Education

- **Details of current or past job**
- **Employer benefits**
- **Pay**
- **New qualifications**
- **Use of computer, literacy, numeracy**

Partner Interview (Cont'd)

Employment history

- **Continuity of employment (1 question)**

Interests and time with child

- **Mostly for new respondents**

Self-completion

The Self-Completion Questionnaire for Older Siblings (1)

- Only applies in households where the cohort child has sibling/s aged 10-15 years old (including step or half-siblings)
- A maximum of two older siblings per household will be involved
- If only one or two older siblings - will automatically be selected
- If three or more - CAPI must carry out selection procedure and **TELL YOU** which two have been chosen
- You then ask the parent to sign a consent form for the **SELECTED** older siblings to do the self-completion questionnaire

The Self-Completion Questionnaire for Older Siblings (2)

- Then you get the paper questionnaires ready to be handed over:
 - put barcoded label in box on front of questionnaire
 - add the OS's sex and date of birth to the box on the front of the questionnaire
 - **NOT** their name!
 - Put the labelled questionnaire into an envelope and put the child's name on the outside of the envelope

The Self-Completion Questionnaire for Older Siblings (3)

- The envelope can be given directly to the OS (preferable)
- Or to the parent, if the OS is unavailable at the time
- Arrange to call back to collect the completed questionnaire
- Post the completed questionnaires back to Chelmsford
- Record on CAPI/cover sheet whether self-completion questionnaire accepted/refused by OS

GfK. Growth from Knowledge



Main questionnaire

MODULE HH HOUSEHOLD

Q.No.		Code	Route
INTERVIEWER -SEX	INTERVIEWER: PLEASE RECORD YOUR GENDER MALE FEMALE	1 2	
HHQ.A.	INTERVIEWER: ASK ALL <u>MAIN</u> RESPONDENTS ONLY Please enter household serial number: CHECK TO SEE IF SERIAL NUMBER IS VALID		
HHQ.C.	Please enter the date of the interview: HH1, HH2, HH3 __/__/____		
HHQB	Please confirm the following information is correct: Country = Date of last interview = (FFINTDAT) __/__/____ Number of Cohort Children = (FFMULTI) Cohort Child name and sex = (FFBNAME, FFBSEX): (FBNAME2, FFBSEX2); (FBNAME3, FFBSEX3) Cohort child's date of birth: (FFBDOB; FFBDOB2; FFBDOB3) __/__/____ 1. Yes – information is correct 2. No, incorrect. Household Serial number is incorrect 3. Names of children are incorrect 4. Date of birth of children is incorrect	1 2 3 1 2 3 4	HHQ1 HHQA + re-enter serial number if necessary Which name HHQB - Age
WHICH NAME	ASK IF CODE 3 AT HHQB AND FFMULTI 2/3 Which child's name is incorrect?		HHQB – NAME - A
HHQB – NAME – A	Please enter correct name for child Check: Are you sure that this is the correct name for the cohort child?		HHQ1
HHQB – AGE	ASK IF CODE 4 AT HHQB Please enter the correct date of birth for cohort child		HHQ1
	__/__/____ HH1A, HH2, HH3		

Q.No.		Code	Route
HHQ1	ASK ALL MAIN RESPONDENTS First I'd like to ask a few questions about yourself and the people who live here. Please remember that all the answers you give me will be completely confidential. Including yourself, how many people live here regularly as members of this household? HH3A ENTER:		HHQ.3.
HHQ3	THERE IS NO Q.2. INTERVIEWER ENTER RESPONDENT'S FIRST NAME – ASK IF NECESSARY ENTER: -----		HHQ.4.
HHQ4	Is (NAME ENTERED AT Q3) the same respondent as the previous main respondent (FFMNAME)? Yes 01 No 02		HHQ.D. HHQ.5a
	ASK IF HHQ4 = CODE 2 OR HHQ4 = CODE 1 AND FFMSIGHT = CODE 3		
HHQD	Can I just check whether you will have any problems reading these cards because you are unable to see properly, even with glasses on? Yes - has sight problem 01 Yes - blind 02 No - no sight problems (include problems corrected by glasses/contact lenses) 03		
HHQ5a	INTERVIEWER RECORD (PROBE IF NECESSARY): Main respondent is no longer in the household because... Deceased 1 Separated/divorced 2 Long term absence eg hospital 3 Other reason (SPECIFY) 4		HHQ.5b HHQ.5b HHQ.6 HHQ.6
HHQ5b	Would you mind telling me, when did (FFNAME) die/leave the household? HH44 __ / __ / ____		HHQ.6
HHQ6	ASK ALL INTERVIEWER CODE RESPONDENT'S SEX: Male 1 Female 2		HHQ.7.
HHQ7	And now yourself. What is your date of birth? ENTER: HH4 DAY: HH5 MONTH: HH6 YEAR: OR CODE: Don't know	01	HHQ.8.

Q.No.		Code	Route
HHQ8	SHOW CARD H1 What is your relationship to Cohort child? INTERVIEWER PROMPT OR CHECK IF NECESSARY: So, you are Cohort child's? NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOSTERING. Parent - Natural parent Adoptive parent Foster parent Step-parent/partner of parent Brother - Sister - Natural brother/natural sister Half brother/half sister Step-brother/step-sister Adopted brother/adopted sister Foster brother/foster sister Other relative - Maternal grandparent Paternal grandparent Other relative Nanny/au pair Other non-relative	() 07 08 09 10 11 12 13 14 15 17 18 19 20 21	HHQ.9.
	HH9, HH10, HH11, HH12, HH13, HH14		
HHQ9	Can I just check, are you currently in paid work or not? NOTE: IF ON LEAVE, CODE YES Yes No	() 01 02	HHQ.10.
HHQ10	ASK Q.10 - Q.17 FOR EACH OTHER PERSON IN HOUSEHOLD And what is the first name of the next person in your household? ENTER: -----		HHQ.11.
HHQ11	INTERVIEWER CODE SEX: Male Female	() 01 02	HHQ.12.
	NB. IF THIS LOOP IS ASKED OF PART-TIME PARTNERS (HHQ19 CODE 1) THEN ALL VARIABLES ARE SUFFIXED BY - PTP)		
HHQ12	And what is (NAME OF PERSON FROM Q10)'s date of birth? ENTER: HH4 DAY: HH5 MONTH: HH20 YEAR: OR CODE: Don't know	01	HHQ13 HHQ.12 - AGE
HHQ12 - AGE	Do you know (name of person from HHQ10)'s age last birthday? HH6a Don't know	01	HHQ13

Q.No.		Code	Route
HHQ13	SHOW CARD H1 AGAIN What is (NAME OF PERSON FROM Q10)'s relationship to Cohort child? INTERVIEWER PROMPT OR CHECK IF NECESSARY: So, ... (NAME OF PERSON FROM Q10) is Cohort child's? NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOSTERING. Parent - Natural parent Adoptive parent Foster parent Step-parent/partner of parent Brother – Sister - Natural brother/natural sister Half brother/half sister Step-brother/step-sister Adopted brother/adopted sister Foster brother/foster sister Other relative - Maternal grandparent Paternal grandparent Other relative Nanny/au pair Other non-relative 07 08 09 10 11 12 13 14 15 17 18 19 20 21 HH9, HH10, HH11, HH12, HH13, HH14, HH15 HH16, HH17, HH18, HH19, HH42		
HHQ.14	SHOW CARD H2 And what is (NAME OF PERSON FROM Q10)'s relationship to you? INTERVIEWER PROMPT OR CHECK IF NECESSARY: So, ... (NAME OF PERSON FROM Q10) is your? NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOSTERING. Partner - Husband/wife Partner/cohabitee Child - Natural son/daughter Adopted son/daughter Foster son/daughter Stepson/stepdaughter/child of current or previous partner Parent - Natural parent Adoptive parent Foster parent Step-parent/partner's parent Brother – Sister - Natural brother/natural sister Half brother/half sister Step-brother/step-sister Adopted brother/adopted sister Foster brother/foster sister Other relative - Grandchild Maternal grandparent Paternal grandparent Other relative Nanny/au pair Other non-relative 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 HH21, HH22, HH23, HH24, HH25, HH26, HH27 HH28, HH29, HH33, HH34, HH35, HH36, HH37		
	REPEAT HHQ.14 TO ASK ABOUT EACH PREVIOUS PERSON IN HOUSEHOLD RECORDED ON HOUSEHOLD GRID.		

Q.No.		Code	Route
HHQ.16	ASK FOR EACH PERSON AGED 16+ IN HOUSEHOLD (NAMED AT Q10, AGE BASED ON DOB AT Q12) Can I check, is (NAME OF PERSON) currently in paid work or not? NOTE: IF ON LEAVE, CODE YES. Yes 01 No 02	() 01 02	
HHQ.18a	READ OUT: You said the only people living in this household are (LIST ALL HOUSEHOLD MEMBERS ENTERED AT Q10 + RESPONDENT NAME FROM Q3 + COHORT CHILD). Is this correct or have we forgotten someone? Correct - GO TO INSTRUCTION ABOVE Q.15a. Incorrect - REPEAT Q10-15 UNTIL RESPONSE AT Q18A= "CORRECT"		
HHQ.15a	ASK IF HUSBAND/WIFE/PARTNER/COHABITEE OF MAIN RESPONDENT CODED AT Q.14 (01 or 02) & HAD PARTNER AT MCS1 (FFPARTST~= 1/2). OTHERS GO TO INSTRUCTION BEFORE Q.15b. INTERVIEWER: Is respondent's partner (NAME AT Q10) the same as partner at last interview (FFPARTNM)? Yes 01 No 02	() 01 02	HHQ.17. HHQ.15b
HHQ.15b	ASK IF NO AT Q.15a (Code 02) IF NO PARTNER OF MAIN RESPONDENT RECORDED AT Q.14 BUT PRESENT AT MCS1(Q14 not 1/2 and FFPARTST=3/5). OTHERS GO TO INSTRUCTION ABOVE Q19 READ OUT: The last time we spoke to you (Partner name) was living here. Please can you tell me, is he/she no longer in the household because Deceased 01 Separated/divorced 02 Long term absence (e.g. hospital) 03 Main respondent was previous partner 04 Other (specify) 05	() 01 02 03 04 05	HHQ15c Instruc above HHQ19 Instruc above HHQ19 HHQ23 Instruc above HHQ19
HHQ.15c	IF MAIN RESPONDENT'S PARTNER AT MCS1 HAS DIED SINCE MCS1 (Q.15b Code 1) Would you mind telling me when (FFPARTNM - NAME OF PARTNER FROM MCS1) died? Don't know HH6B	01	HHQ.23. (IF NEW PARTNER GO TO HHQ17)

Q.No.		Code	Route
HHQ.19	IF THERE IS ONLY ONE NATURAL PARENT IN HOUSEHOLD AND THIS PERSON DOES NOT HAVE A PARTNER IN THE HOUSEHOLD AND PARTNER PRESENT FULL TIME AT MCS1 & STILL ALIVE NOW Q8 = 7 AND Q.14 NOT 1/2 AND FFPARTST=3/5 AND Q15b NOT 1) OTHERS GO TO INSTRUC ABOVE Q20		
	We would like to interview Cohort Child's father if he ever lives here, so can I just check, does he live here at all, even if it's only for one or two days a week? Yes	() 1	Instruc above HHQ21
	No	2	HHQ21
Q.20.	IF NO PARTNER IN THE HOUSEHOLD NOW AND IF PARTNER PART TIME AT MCS1 & DID INTERVIEW AT MCS1. (Q.14 NOT 1/2 AND FFPARTST = 4)		
	The last time we came to speak to you (FFTPNM, NAME OF PT PARTNER) was living here only one or two days a week. We would like to interview Cohort child's father if he ever lives here, so can I just check, does he live here at all NOW, even if it's only for one or two days a week?	()	
	Yes	1	HHQ.12 – PTP
	No - has died	2	HHQ20b
	No Main respondent was previous partner	3 4	HHQ21 HHQ23
Q.20b	IF NO PARTNER NOW & MAIN RESPONDENT'S PART TIME PARTNER AT MCS1 HAS DIED SINCE MCS1 (Q.20 Code 02) Would you mind telling me when (FFTPNM, NAME OF PT PARTNER FROM MCS1) died? _ _ / _ _ _ _		HHQ.23.
Q.21.	ASK IF CODE 02 AT Q.19, OR CODE 03 AT Q.20, OR CODE 5 AT Q.15b. OTHERS GO TO INSTRUCTION ABOVE Q.22a AND IF ONLY ONE NATURAL PARENT		
	I'd like to ask you a few more questions about your relationship with Cohort Child's father. Which of these best describes your relationship? Married Separated Divorced Closely involved Just friends Or, not in any relationship?	() 1 2 3 4 5 6	SEE BELOW
Q.22a	IF PARTNER HAS BECOME PT SINCE MCS1 (Q.19 Code 01) OR IF LEFT THE HOUSEHOLD COMPLETELY SINCE MCS1 (Q.20 = 3) OR CODE 02 OR CODE 05 AT Q.15b. AND IF NO NEW PARTNER AT MCS2. OTHERS GO TO Q.23 Can I just check when did (FFPARTNM, partner's name) stop living with you full-time/part time? Month: Year: HH44		HHQ.22b.

Q.No.		Code	Route
	IF PARTNER HAS BECOME PT SINCE MCS1 (Q.19 Code 01) OR IF LEFT THE HOUSEHOLD COMPLETELY SINCE MCS1 (Q.20 = 02 OR 03) OR CODE 02 OR CODE 05 AT Q.15b AND HHQ19 = 02. OTHERS GO TO Q.23.		
Q.22b	Can I just check, is (partner's name) currently in paid work or not? NOTE IF ON LEAVE, CODE 'YES'	() Yes 1 No 2 Don't know 3	SEE BELOW
HHQ.17a	IF PART TIME PARTNER (Q19=1) REPEAT Q10-14 THEN GO TO Q17. OTHERS GO TO Q23		
	ASK IF ANY PARTNER IN HOUSEHOLD (Q14= CODE 01 OR 02) OR (HHQ15B = 02, 03 OR 05 AND HHQ19 = 01 OR HHQ20 = 01)		
	Is (NAME OF PARTNER, PERSON CODED 01/02 AT Q14) living away from home at the moment?	() Yes 1 No 2	HHQ17b HHQ18
HHQ.17b	Will (NAME OF PARTNER, PERSON CODED 01/02 AT Q14) be living away from home until Cohort child is 3 years, 3 months?	() Yes 1 No 2	PROXY HHQ18
HHQ.18.	Is (NAME OF PARTNER, PERSON CODED 01/02 AT Q14) able to do an interview himself/herself?	() Yes can do interview 1 No cannot understand/answer questions due to language problems (i.e. Cannot speak English) 2 No cannot understand/answer as incapacitated 3	Partner Interview Partner Interview with interpreter PROXY
HHQ.23	ASK ALL MAIN RESPONDENTS		
	Can I just check - is English the language usually spoken at home? IF YES: PROBE: Is that English only, or other languages as well? SINGLE CODE ONLY	() Yes - English only 1 Yes - English and other language(s) 2 No - other language(s) only 3	HHQ24

Q.No.		Code	Route
HHQ.24.	IF LANGUAGE USUALLY SPOKEN AT HOME IS ANOTHER LANGUAGE OR ENGLISH AND OTHER LANGUAGE (Q23=2/3) Which other languages are spoken at home? Welsh 1 Gaelic 2 Urdu 3 Punjabi 4 Gujarati 5 Hindi 6 Bengali 7 Sylheti 8 Cantonese 9 Somali 10 Tamil 11 Turkish 12 Kurdish 13 Arabic 14 Other (specify) 15		
HHQ.25.	Who speaks other languages? CODE ALL THAT APPLY Mother/mother figure 1 Father/father figure 2 Cohort Child 3 Other household members 4		HHQ.25.
HHQ.26.	IF OTHER LANGUAGE ONLY OR ENGLISH & OTHER LANGUAGES SPOKEN BY COHORT CHILD (Q.25 Code 3) Does Cohort Child read/understand a story (read in) English? Yes 1 No 2		SEE BELOW
HHQ.27	ASK ALL MAIN RESPONDENTS Can I just check, who has the main responsibility for caring for Cohort child? (LIST OF ALL OTHER HOUSEHOLD MEMBERS FROM Q10 + MAIN RESPONDENT NAME FROM Q3)		

Q.No.		Code	Route
<u>HHQ26 DISPLAY</u>	INTERVIEWER YOU MUST NOW CONDUCT THE FOLLOWING INTERVIEWS: - Main interview with (NAME OF MAIN RESPONDENT) - A partner interview with (NAME OF PARTNER RESPONDENT) - A proxy partner interview about (NAME OF PARTNER) Older siblings for whom we need consent to look at their school records (consent form 3, part A) = (LIST OF ALL OLDER SIBS AGED 5-15 YEARS INCLUSIVE) OR N/A		
HHQ.26 – OS	Older siblings who need to complete a self-completion questionnaire = (LIST OF UP TO 2 OLDER SIBS AGED 10-15 YEARS BASED ON ELIGIBILITY, GEOGRAPHICAL & SELECTION CRITERIA) OR N/A		
	READ OUT: As mentioned in the letter we sent you, once you have finished your main interview we would like to ask you some questions about your older children. This will take approximately ^XX minutes. ^XX = 15 (in CF areas) / 10 (in England, non CF areas) / 5 (in Scot/Wales/NI)		

JN 450100

MODULE A: PARENTAL SITUATION

MAIN RESPONDENTS

Q.No		Code	Route
A0	ASK A0 TO ALL MAIN RESPONDENTS		
	I'd now like to ask you some questions about your family situation.		
	Can I just check what is your current legal marital status?		
	INTERVIEWER – RUNNING PROMPT		
	Legally separated	1	
	Married, 1 st and only marriage	2	
	Remarried, 2 nd or later marriage	3	
	Single never married	4	
	Divorced	5	SEE BELOW
	Widowed	6	
	A1-A5		
A0a	ASK A0a TO ALL NEW MAIN RESPONDENTS IN ENGLAND (Country = 1 and HHQ4 = Code 2)		
	CARD A1 Which of the groups on this card do you regard yourself as belonging to?		
	White - British	1	
	White - Irish	2	
	Any other White background – specify	3	

	Mixed – White and Black Caribbean	4	
	Mixed – White and Black African	5	
	Mixed – White and Asian	6	
	Any other mixed background – specify	7	

	Asian/Asian British – Indian	8	
	Asian/Asian British – Pakistani	9	
	Asian/Asian British – Bangladeshi	10	
	Any other Asian background – specify	11	

	Black/Black British – Caribbean	12	
	Black/Black British – African	13	
	Any other Black background – specify	14	

	Chinese	15	
	Any other background – specify	16	

Q.No		Code	Route
A0b	ASK A0b TO ALL NEW MAIN RESPONDENTS IN WALES (Country 2 = and HHQ4 = Code 2)		
	CARD A2 Which of the groups on this card do you regard yourself as belonging to?		
	White - Welsh	1	
	White – other British	2	
	White - Irish	3	
	Any other White background – specify	4	

	Mixed – White and Black Caribbean	5	
	Mixed – White and Black African	6	
	Mixed – White and Asian	7	
	Any other mixed background – specify	8	

	Asian/Asian British – Indian	9	
	Asian/Asian British – Pakistani	10	
	Asian/Asian British – Bangladeshi	11	
	Any other Asian background – specify	12	

	Black/Black British – Caribbean	13	
	Black/Black British – African	14	
	Any other Black background – specify	15	

	Chinese	16	
	Any other background – specify	17	

Q.No		Code	Route
A0c	ASK A0c TO ALL NEW MAIN RESPONDENTS IN SCOTLAND (Country 3 = and HHQ4 = Code 2)		
	CARD A3 Which of the groups on this card do you regard yourself as belonging to?		
	White - Scottish	1	
	White – other British	2	
	White - Irish	3	
	Any other White background – specify	4	

	Any mixed background – specify	5	

	Asian/Asian Scottish/Asian British – Indian	6	
	Asian/Asian Scottish/Asian British – Pakistani	7	
	Asian/Asian Scottish/Asian British – Bangladeshi	8	
	Any other Asian background – specify	9	

A0d	Black/Black Scottish/Black British – Caribbean	10	
	Black/Black Scottish/Black British – African	11	
	Any other Black background – specify	12	

	Any other background – specify	13	

	Chinese	14	
	ASK A0d TO ALL NEW MAIN RESPONDENTS IN NORTHERN IRELAND (Country = 4 and HHQ4 = Code 2)		
	CARD A4 Which of the groups on this card do you regard yourself as belonging to?		
	White	1	
	Chinese	2	
	Irish Traveller	3	
	Indian	4	
	Pakistani	5	
	Bangladeshi	6	
	Black Caribbean	7	
	Black African	8	
	Any other Black background – specify	9	

	Mixed ethnic group – specify	10	

	Any other background – specify	11	

A1	IF ONE NATURAL PARENT AND (FFPARTST = CODES 1 OR 2 OR HHQ15A = CODE 2) ASK Q'S A1-A3.		
	ALL MAIN RESPS WHO ARE NATURAL PARENTS WITH A NEW PARTNER SINCE MCS1 WHO THEY HAVE MARRIED. FILTER AS ABOVE THEN HHQ14 = CODE 1 Did you and (Name of Cohort child's father figure) live together before you got married?		

		Yes	1	A2a
		No	2	A3a

Q.No		Code	Route
A2a	ASK IF YES AT A1 OR: ALL MAIN RESPS WHO ARE NATURAL PARENTS WITH A NEW PARTNER SINCE MSC1 WHO THEY LIVE WITH (FILTER AS ABOVE THEN HHQ14 = CODE 2) When did you and (Name of Cohort child's father figure) start living together? ENTER YEAR: A6		A2b
A2b	When did you and (Name of Cohort child's father figure) start living together? ENTER MONTH: January 1 February 2 March 3 April 4 May 5 June 6 July 7 August 8 September 9 October 10 November 11 December 12 A7		SEE BELOW
A3a	ASK ALL MAIN RESPONDENTS WITH NEW PARTNER WHO ARE MARRIED. OTHERS GO TO INSTRUCTION ABOVE A6c. (FILTER AS ABOVE THEN HHQ14 = CODE 1) When did you and Cohort child's father figure get married? ENTER YEAR: Range: 2001 .. 2005		A3b
A3b	When did you and Cohort child's father figure get married? ENTER MONTH: January 1 February 2 March 3 April 4 May 5 June 6 July 7 August 8 September 9 October 10 November 11 December 12 A8		SEE BELOW

Q.No		Code	Route
A6c	ASK IF LONE PARENT AT MCS1 & MSC2 Can I just check, have you lived with anyone for 1 month or more at any time since MCS1? FF: FFPARTST = 1 OR 2 OR 7 AND NO PARTNER IN HHOLD GRID (HHQ14 NOT = CODES 1 OR 2)	Yes 1 No 2	A6d A10
A6d	IF YES AT A6c How many partners have you lived with for one month or more? A15 Write in number		A6e
A6e	ASK A6e AND A6f FOR EACH PERSON LIVED WITH FOR ONE MONTH OR MORE: Thinking about the (first) person you lived with since MCS1, when did you start living with them? ENTER YEAR: ENTER MONTH: January February March April May June July August September October November December A6 A7		

Q.No		Code	Route
A6f	FOR EACH PERSON LIVED WITH FOR ONE MONTH OR MORE: Thinking about the (first) person you lived with since MCS1, when did you stop living with them? ENTER YEAR: ENTER MONTH: January February March April May June July August September October November December A6 A9		
A7a (ALpNowY)	ASK ALL NEW MAIN RESPONDENTS WHO ARE CURRENTLY LONE PARENTS (LONE PARENT = IF NO SPOUSE/PARTNER IN HOUSHOLD) HHQ14 = CODE 2 AND HHQ14 NOT CODES 1 OR 2 When did your current period of lone parenthood start? ENTER YEAR: A6		A7b
A7b (ALpNowM)	When did your current period of lone parenthood start? ENTER MONTH: January February March April May June July August September October November December	1 2 3 4 5 6 7 8 9 10 11 12	SEE BELOW
A.8. (ALonP)	ASK ALL WHERE BOTH NATURAL PARENTS IN HOUSEHOLD (HHQ8=7 & HHQ13=7) Can I just check, have you been looking after Cohort child as a lone parent for a period of a month or more at any time since Cohort child was 9 months old? LONE PARENTHOOD BECAUSE YOU WERE NOT LIVING WITH A PARTNER AT THAT TIME. IF RESPONDENT WAS LIVING WITH A PARTNER WHO WAS TEMPORARILY AWAY, CODE 'No' Yes No	1 2	A9a A10

Q.No		Code	Route
A9a (ALpSY)	ASK ALL WHO HAVE BEEN A LONE PARENT FOR ONE MONTH OR MORE (A8 Code 1)		
	When did this period of lone parenthood start? ENTER YEAR: A16		A9b
A9b (ALpSM)	When did this period of lone parenthood start? ENTER MONTH: CANNOT BE BEFORE DATE OF MCS1 INTERVIEW January 1 February 2 March 3 April 4 May 5 June 6 July 7 August 8 September 9 October 10 November 11 December 12		A9c
A9c (ALpEY)	When did this period of lone parenthood end? CANNOT BE BEFORE DATE AT A9b ENTER YEAR: A10 A16		A9d
A9d (ALpEM)	IF YEAR GIVEN		
	When did this period of lone parenthood end? ENTER MONTH: January 1 February 2 March 3 April 4 May 5 June 6 July 7 August 8 September 9 October 10 November 11 December 12		SEE BELOW
A9e	IF <u>NOT</u> STILL CONTINUING AT A9c		
	Did you have another period of lone parenthood after this one? Yes 1 ----- No 2		REPEAT A9a –A9e A10
A10	ASK ALL NATURAL PARENTS AND REPEAT FOR EACH COHORT CHILD		
	Have you and Cohort child lived apart at all since Cohort child was nine months old? Yes 1 ----- No 2		A11a A13

Q.No		Code	Route
A11a	ASK ALL WHO HAVE LIVED APART FROM COHORT CHILD (A10 Code 1)	1 2	A11b A11c
	For how long did you and Cohort child live apart? INTERVIEWER CODE WHETHER ANSWER WILL BE GIVEN IN WEEKS OR MONTHS Weeks ----- Months		
A11b	ASK ALL THOSE WHO GAVE ANSWER IN WEEKS (A11a Code 1)		
	Enter number of weeks: WEEKS: A11		
A11c (ALivAM)	ASK ALL THOSE WHO GAVE ANSWER IN MONTHS (A11a Code 2)		SEE BELOW
	Enter number of months: MONTHS: A17		
A12a (ALivBa)	ASK ALL NEW FOSTER AND ADOPTIVE PARENTS ONLY. OTHERS GO TO INSTRUCTION ABOVE A13 Definition: HHQ4 = 2 (NEW RESP) AND HHQ8 = 8/9 (RELATIONSHIP TO CHILD)	1 2	A12b A12c
	How old was Cohort child when he started to live with you? IF STARTED TO LIVE WITH RESPONDENT THEN STOPPED, ASK AGE OF CHILD WHEN CURRENT PERIOD OF LIVING WITH RESPONDENT BEGAN. INTERVIEWER: CODE WHETHER ANSWER WILL BE GIVEN IN MONTHS OR YEARS Months ----- Years		
A12b (ALivBM)	IF ANSWER IS GIVEN IN MONTHS (A12a Code 1)		
	Enter number of months: MONTHS: A13		
A12c (ALivBY)	IF ANSWER IS GIVEN IN YEARS (A12a Code 2)		SEE BELOW
	Enter number of years: YEARS: A14		
A13	IF ONLY ONE NATURAL PARENT RESIDENT, THIS SECTION ASKS ABOUT CONTACT WITH THE OTHER NATURAL PARENT (WHETHER MOTHER OR FATHER) IF THEY ARE NOT RESIDENT PART-TIME. IF CHILD FOSTERED. THIS SECTION ASKS ABOUT CONTACT WITH BOTH NATURAL PARENTS UNLESS EITHER OF THEM HAS DIED IF RESPONDENT IS THE ONLY RESIDENT NATURAL PARENT AND OTHER NATURAL PARENT HAS NOT DIED AND IS NOT RESIDENT PART-TIME ASK ABOUT OTHER ABSENT NATURAL PARENT	1 2	A14 INSTRUC ABOVE A18a
	Do you have any contact now with Cohort child's father/mother? IF RESPONDENT IS FOSTER PARENT AND DOES NOT HAVE CONTACT BUT CHILD DOES HAVE CONTACT, CODE AS 'YES' Yes ----- No		

Q.No		Code	Route
A14	How much interest would you say Cohort child's mother/father shows in him/her? Is s/he READ OUT: Very interested Somewhat interested Not very interested Or, not at all interested	1 2 3 4	A15
A15	CARD A5 How often does he/she see Cohort child? Every day 5 - 6 times a week 3 - 4 times a week Once or twice a week Less often but at least once a month Less often than once a month Never	1 2 3 4 5 6 7	SEE BELOW
A16	ASK IF ONLY ONE NATURAL PARENT IN HH (HHQ8 = CODE 7 OR HHQ13 = CODE 7) Does he/she contribute any money to Cohort child's maintenance? IF YES PROBE: Does he/she make regular payments? Yes, regular payments Yes, irregular payments No	1 2 3	SEE BELOW
A17	How would you describe your relationship with Cohort child's father/mother? Would you say it is READ OUT: Very friendly Friendly Neither friendly nor unfriendly Unfriendly Or, very unfriendly	1 2 3 4 5	SEE BELOW
A18a	ASK ALL FOSTER PARENTS ONLY HHQ8 = CODE 9. OTHERS GO TO NEXT SECTION Do you know how much longer Cohort child will stay with you? IF YES PROBE: How long? INTERVIEWER CODE WHETHER ANSWER WILL BE GIVEN IN WEEKS OR MONTHS ----- Weeks ----- ----- Months ----- Don't know	1 2 3	A18b A18c A19
A18b	IF ANSWER GIVEN IN WEEKS (A18a Code 1) Enter number of weeks: WEEKS: A11		A19
A18c	IF ANSWER GIVEN IN MONTHS (A18a Code 2) Enter number of months: MONTHS: A12		A19
A19	Is it expected or hoped that he will return to his natural parents? Yes No	1 2	A20

Q.No		Code	Route
A20	What was the reason for Cohort child being fostered? Parent(s) unable to cope/needed a break Parent(s) mistreated Cohort child/children or his/her/their siblings Parent(s) ill in hospital Parent(s) died ----- Other reason (specify) -----	1 2 3 4 95	NEXT SECTION ----- A21
A21	IF COHORT CHILD WAS FOSTERED FOR ANOTHER REASON (A20 Code 95) WRITE IN OTHER REASON WHY CHILD FOSTERED: ----- ----- -----		NEXT SECTION

MODULE B: PARENT'S INVOLVEMENT WITH CHILD
MAIN RESPONDENTS

Q.No		Code	Route
B1 Pre	ASK MAIN RESPONDENT AND REPEAT IF MORE THAN ONE COHORT CHILD This section is about some of the things that you might do with Cohort Child and your family.		
B1	CARD B1 Does Cohort child go to bed at regular times? Never or almost never Sometimes Usually Always	1 2 3 4	B2
B2	CARD B1 AGAIN Does Cohort child have meals at regular times? Never or almost never Sometimes Usually Always	1 2 3 4	B3
B3	Typically, how many hours a day does Cohort child watch television or videos? Would you say READ OUT: Not at all Up to one hour More than 1 hour, less than 3 hours Or, more than 3 hours	1 2 3 4	Continue
B4-INTRO	READ OUT: The next section is about activities you may carry out with Cohort child. We are interested in the various kinds of activities that children do with their families. I would like you to think about activities that Cohort child might do with the family or at home. Please think about the usual pattern for Cohort child at the moment.		
B30	How often do you read to Cohort Child? READ OUT: Every day Several times a week Once or twice a week Once or twice a month Less often Not at all	1 2 3 4 5 6	B4
B4	Does anyone else at home ever read to Cohort child? Yes No	1 2	B5 B6
B5	ASK IF ANYONE ELSE READS TO CHILD AT HOME (B4 Code 1) How often does anyone else at home read to Cohort child? READ OUT: Every day Several times a week Once or twice a week Once or twice a month Less often Not at all	1 2 3 4 5 6	B6

Q.No		Code	Route
B6	ASK ALL Does anyone at home ever take Cohort child to the library? INTERVIEWER: This does not include a school library	Yes 1 No 2	B7 B9a
B7	ASK ALL WHO TAKE CHILD TO LIBRARY (B6 Code 1) How often does someone at home take Cohort child to the library? READ OUT: On special occasions Once a month Once a fortnight Or, once a week	1 2 3 4	B9a
	THERE IS NO B8		
B9a	Does anyone at home ever help Cohort child learn a sport, dance or physical activity? Yes No	1 2	B11
	THERE IS NO B10		
B11	Does anyone at home ever help Cohort child to learn the ABC or the alphabet? Yes No	1 2	B12 B13
B12	ASK ALL WHO TEACH THE CHILD THE ALPHABET (B11 Code 1) CARD B2 How often does someone help Cohort child to learn the ABC or the alphabet? Note: 'Days' is acceptable for 'times'. Occasionally or less than once a week 1 - 2 days per week 3 times a week 4 times a week 5 times a week 6 times a week 7 times a week/constantly	1 2 3 4 5 6 7	B13
B13	Does anyone at home ever teach Cohort child numbers or counting? Yes No	1 2	B14 B15
B14	ASK ALL WHO TEACH CHILD NUMBERS AT HOME (B13 Code 1) CARD B2 AGAIN How often does someone at home try to teach Cohort child numbers or counting? Note: 'Days' is acceptable for 'times'. Occasionally or less than once a week 1 - 2 days per week 3 times a week 4 times a week 5 times a week 6 times a week 7 times a week/constantly	1 2 3 4 5 6 7	B15
B15	Does anyone at home ever teach Cohort child any songs, poems or nursery rhymes? Yes No	1 2	B16 B17

Q.No		Code	Route
	ASK ALL WHO TEACH CHILD SONGS, POEMS OR NURSERY RHYMES AT HOME (B15 Code 1)		
B16	CARD B2 AGAIN So, how often does someone teach Cohort child songs, poems or nursery rhymes? Note: 'Days' is acceptable for 'times'. Occasionally or less than once a week 1 - 2 days per week 3 times a week 4 times a week 5 times a week 6 times a week 7 times a week/constantly	1 2 3 4 5 6 7	B17
B17	Does Cohort child ever paint or draw at home? Yes No	1 2	B18 B19
B18	ASK ALL WHO PAINT OR DRAW WITH THEIR CHILD AT HOME (B17 Code 1) CARD B2 AGAIN How often does Cohort child paint or draw at home? Note: 'Days' is acceptable for 'times'. Occasionally or less than once a week 1 - 2 days per week 3 times a week 4 times a week 5 times a week 6 times a week 7 times a week/ Constantly	1 2 3 4 5 6 7	B19
B19	ASK ALL I would like to ask you about the sort of things you do with Cohort child or as a family. Which of these has Cohort child done with you (and the family) recently? Has Cohort child eaten with you or your family members at least once in the past week? Yes No	1 2	B20
B20	Did you do or will you do anything special for Cohort child on his/her Third birthday, such as a cake, party, trip etc? Yes No	1 2	B24
B24	THERE IS NO B21-B23 Have you and Cohort child visited, or been visited by, friends who have young children in the last month? Yes No	1 2	B28
	THERE IS NO B25-B27		

Q.No		Code	Route																																								
B28	ENGLISH SPEAKERS ONLY: (HHQ23 = CODES 1 OR 2) Which of the following values would you like to instil in cohort child? READ OUT & CODE YES OR NO FOR EACH. ROTATE ORDER <table><tr><td></td><td>Yes</td><td>No</td><td>Dk</td></tr><tr><td>Obedience and respect for authority</td><td>1</td><td>2</td><td>3</td></tr><tr><td>The art of negotiation</td><td>1</td><td>2</td><td>3</td></tr><tr><td>Respect for elders</td><td>1</td><td>2</td><td>3</td></tr><tr><td>Doing well at school</td><td>1</td><td>2</td><td>3</td></tr><tr><td>Religious values</td><td>1</td><td>2</td><td>3</td></tr><tr><td>Independence</td><td>1</td><td>2</td><td>3</td></tr></table>		Yes	No	Dk	Obedience and respect for authority	1	2	3	The art of negotiation	1	2	3	Respect for elders	1	2	3	Doing well at school	1	2	3	Religious values	1	2	3	Independence	1	2	3		B38												
	Yes	No	Dk																																								
Obedience and respect for authority	1	2	3																																								
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Doing well at school	1	2	3																																								
Religious values	1	2	3																																								
Independence	1	2	3																																								
B38	THERE IS NO B29-B37		B39																																								
	ASK ALL Some families have lots of rules and other families don't have many rules. Which kind of family are you, one with lots of rules, or not many rules? <table><tr><td>Lots of rules</td><td>1</td></tr><tr><td>Not many rules</td><td>2</td></tr><tr><td>It varies</td><td>3</td></tr></table>	Lots of rules		1	Not many rules	2	It varies	3																																			
	Lots of rules	1																																									
Not many rules	2																																										
It varies	3																																										
B39	Are the rules you do have strictly enforced or not very strictly enforced? <table><tr><td>Strictly enforced</td><td>1</td></tr><tr><td>Not very strictly enforced</td><td>2</td></tr><tr><td>It varies</td><td>3</td></tr></table>	Strictly enforced	1	Not very strictly enforced	2	It varies	3		B40																																		
Strictly enforced	1																																										
Not very strictly enforced	2																																										
It varies	3																																										
B40	ENGLISH SPEAKERS ONLY: (HHQ23 = CODES 1 OR 2) CARD B3 If you had to choose, which quality on this list would you pick as the most important for Cohort child to learn to prepare him/her for life? Which would be your first choice? Which would be your next choice? Which comes third? Which is the least important? ALLOW DK <table><tr><td></td><td>Most important</td><td>2nd most important</td><td>3rd most important</td><td>Least important</td></tr><tr><td>To be well liked or popular</td><td>1</td><td>1</td><td>1</td><td>1</td></tr><tr><td>To think for himself or herself</td><td>2</td><td>2</td><td>2</td><td>2</td></tr><tr><td>To work hard</td><td>3</td><td>3</td><td>3</td><td>3</td></tr><tr><td>To help others when they need help</td><td>4</td><td>4</td><td>4</td><td>4</td></tr><tr><td>To obey his or her parents</td><td>5</td><td>5</td><td>5</td><td>5</td></tr><tr><td>To learn religious values</td><td>6</td><td>6</td><td>6</td><td>6</td></tr><tr><td>Don't know</td><td>7</td><td>7</td><td>7</td><td>7</td></tr></table>		Most important	2 nd most important	3 rd most important	Least important	To be well liked or popular	1	1	1	1	To think for himself or herself	2	2	2	2	To work hard	3	3	3	3	To help others when they need help	4	4	4	4	To obey his or her parents	5	5	5	5	To learn religious values	6	6	6	6	Don't know	7	7	7	7		B46
	Most important	2 nd most important	3 rd most important	Least important																																							
To be well liked or popular	1	1	1	1																																							
To think for himself or herself	2	2	2	2																																							
To work hard	3	3	3	3																																							
To help others when they need help	4	4	4	4																																							
To obey his or her parents	5	5	5	5																																							
To learn religious values	6	6	6	6																																							
Don't know	7	7	7	7																																							
B46	ASK ALL How important do you think it is for a family to eat meals together? <table><tr><td>Very</td><td>1</td></tr><tr><td>Fairly</td><td>2</td></tr><tr><td>Not very</td><td>3</td></tr><tr><td>Not at all</td><td>4</td></tr></table>	Very	1	Fairly	2	Not very	3	Not at all	4		B47																																
Very	1																																										
Fairly	2																																										
Not very	3																																										
Not at all	4																																										

Q.No		Code	Route
B47	ENGLISH SPEAKERS ONLY: (HHQ23 CODES 1 OR 2) CARD B4 Which of these best captures your style of parenting your child/children? Firm rules and discipline Lots of fun Have not really thought about it Firm discipline plus lots of fun Doing my best for the children Other (specify) -----	 1 2 3 4 5 6	 NEXT SECTION

MODULE D: CHILD HEALTH MODULE

MAIN RESPONDENT ONLY

Q.No		Code	Route
	ASK MAIN – REPEAT FOR EACH COHORT CHILD		
DINTRO	READ OUT TO ALL I'd now like to ask some questions about Cohort Child's health.		
D1	FOR MOTHERS WHO WERE STILL BREASTFEEDING AT MCS1. OTHERS GO TO D1A. (BREASTFED = 6 AND HHQ4 = CODE 1) NB THIS WAS NOT ASKED OF ANYONE IN THE SAMPLE DUE TO A FILTER ERROR. (Thinking back to when we saw you last, at that time you said you were still breastfeeding). How old was Cohort child when s/he last had breast milk? OMIT TEXT IN BRACKETS FOR NEW RESPONDENTS ENTER AGE IN YEARS & MONTHS Range: 1-3 YEARS: Range: 9-39 MONTHS: Still breastfeeding	1	D2
D1A	ASK ALL I just wanted to ask a couple of questions about where Cohort child is with his/her potty training. Is Cohort Child dry during the day? (READ OUT) Interviewer: 'Dry' means peeing on potty or toilet only Always 1 Sometimes 2 Never 3 Don't know 4		D1c
D1B	Is Cohort Child clean during the day? (READ OUT) Interviewer: 'Clean' means pooing on potty or toilet only Always 1 Sometimes 2 Never 3 Don't know 4		D2
D2	I'd now like to ask some questions about Cohort child's eyesight. Has Cohort child ever had any problem(s) with his/her eyesight or his/her eyes? IF YES INTERVIEWER TO PROBE AND WRITE DOWN PROBLEM AS MAIN RESPONDENT REPORTS IT Yes - specify 1 No 2 Don't know 3	1 2 3	D3 D7
D3	Does or did it affect one or both eyes? One 1 Both 2 Don't know 3		D4
D4	How old was Cohort child when this problem was first suspected? ANSWER CAN BE GIVEN IN YEARS OR MONTHS D1 YEARS: D3 MONTHS: At birth	1	D5

Q.No		Code	Route
D5	Has Cohort child been given any treatment for the problem? If so, what? MULTICODE IF YES No treatment 1 Yes, Operation 2 Yes, patch 3 Yes, glasses 4 Yes, other treatment (specify, including name or type of operation if appropriate) 5 -----		D6
D6	Has Cohort child been registered or offered registration as having poor vision? INTERVIEWER POOR VISION MEANS PARTIALLY SIGHTED OR BLIND Yes 1 No 2 Don't know 3		D7
D7	ASK ALL Now I'd like to ask some questions about Cohort child's hearing. Has Cohort child ever had a problem with his/her hearing? IF YES INTERVIEWER TO PROBE AND WRITE DOWN PROBLEM AS MAIN RESPONDENT REPORTS IT Yes – specify 1 No 2 Don't know 3 -----		D8 D11
D8	Does it affect one or both of his/her ears? One 1 Both 2 Don't know 3		D9
D9	How old was Cohort child when this problem was first suspected? NOTE: ANSWER CAN BE GIVEN IN YEARS OR MONTHS D3 MONTHS: D1 YEARS: At birth 1		D10
D10	Has any treatment been given for the problem? If so, what? MULTICODE IF YES None 1 Yes, hearing aid(s) 2 Yes, grommets 3 Yes, other treatment (specify, including name or type of operation if appropriate) 4 -----		D11
D11	ASK ALL Does Cohort child suffer from recurring ear infections whether or not there is any discharge? By recurring I mean three or more times. Yes 1 No 2 Don't know 3		D12

Q.No		Code	Route
D12	Now I'd like to ask you about some other health problems Cohort child might have had. Has a doctor ever said Cohort child has had any of the following? READ OUT & CODE ALL THAT APPLY Minor fits 1 Seizure 2 Epilepsy 3 Febrile fits or convulsion 4 Fainting 5 Blackouts 6 None of these 7		D13
D13	ASK ALL Has Cohort child ever had asthma? Yes 1 No 2 Don't know 3		D14
D14	ASK ALL Has Cohort child ever had eczema or hay fever? Yes 1 No 2 Don't know 3		D15
D15	Has Cohort child ever had wheezing or whistling in the chest at any time in the past? Yes 1 No 2		D16 D20
D16	ASK IF D15 = CODE 1 Has Cohort child had wheezing or whistling in the chest in the last 12 months? Yes 1 No 2		D17 D20
D17	ASK IF D16 = CODE 1 How many attacks of wheezing has Cohort child had in the last 12 months? INTERVIEWER: IF ONE OR MORE PLEASE RECORD NUMBER OF ATTACKS; CODE 99 IF MORE THAN 12 ATTACKS D7 Number of attacks: 1 None 0 Don't know 2 Refused 3		D18 D20
D18	ASK D18 and D19 IF HAS HAD MORE THAN ONE IN THE PAST 12 MONTHS (D17 CODE 1 = 2 OR MORE) <u>In the last 12 months</u>, how often on average has Cohort child's sleep been disturbed due to this wheezing? Never 1 Less than one night per week 2 One or more nights per week 3 Don't know 4		D19
D19	<u>In the last 12 months</u>, has wheezing ever been severe enough to limit Cohort child's speech to only one or two words at a time between breaths? Yes 1 No 2 Don't know 3		D20

Q.No		Code	Route
D20	ASK ALL I'd now like to find out whether Cohort child has any longstanding health conditions and this <u>includes</u> those you have already told me about, as not all of these may be longstanding.		
	Does Cohort child have long-term conditions that have been diagnosed by a health professional? By long-term I mean anything that Cohort child has had for at least 3 months or is expected to continue for at least the next 3 months. Yes No	1 2	D21 D23
D21	ASK IF CHILD HAS A LONG TERM HEALTH CONDITION (D20 Code 1)		
	What is this? WRITE IN WORDS OF MAIN RESPONDENT ----- ----- ----- -----		D22
D22	Does this limit him/her at play or from joining in any other activity normal for a child his/her age? Yes No	1 2	D23
D23	ASK ALL Now I'd like to ask you about any immunisations Cohort child has had, including any that s/he might have had since the last time we came to talk to you. How many doses of the following vaccines has Cohort child had? You may want to refer to your red book to check. INTERVIEWER NOTE: Children are normally offered three doses of the following immunisations during the first year of life, usually in a combined form. NO OF DOSES Polio (by mouth) 0/1/2/3/dk /4 Diphtheria 0/1/2/3/dk /4 Tetanus 0/1/2/3/dk /4 Pertussis (Whooping Cough) 0/1/2/3/dk /4 Hib 0/1/2/3/dk /4 Meningitis C 0/1/2/3/dk /4 4 = Has had all vaccinations that they should have had		D23 - INT
D23 - INT	INTERVIEWER TO CODE: DID RESPONDENT CONSULT HEALTH RECORD (RED BOOK)? IF YES, WAS INFORMATION IN THE HEALTH RECORD? 1 consulted and information available 2 consulted but information NOT available 3 did not consult health record		
D23a	IF D23 = 0/1/2 ASK D23a		
	ASK IF CHILD HAS NOT HAD THREE DOSES OF ALL THESE IMMUNISATIONS. Why didn't Cohort child have three doses of ... (vaccine from D23)? WRITE IN REASON OR CODE DON'T KNOW ----- ----- ----- ----- Don't know	1	D24

Q.No		Code	Route																				
D24	Cohort child will have been due an extra dose of Hib vaccine in the last 18 months, has s/he had it? Yes No Don't know	1 2 3	D25																				
D25	Has Cohort child had any vaccination against measles, mumps or rubella (including MMR)? None Yes, MMR (Multicode remainder answers) Yes, separate measles vaccine Yes, separate mumps vaccine Yes, separate rubella vaccine	1 2 3 4 5	D26 D27 D26																				
D26	ASK IF CHILD DID NOT HAVE THE MMR (D25 NOT Code 2) Why has Cohort child not had the combined vaccination against measles, mumps or rubella? WRITE IN OR CODE DON'T KNOW. INTERVIEWER: IF SAYS "just didn't want it" THEN DO NOT PROMPT. WRITE IN OR CODE DON'T KNOW. ----- ----- ----- ----- Don't know	1	D27																				
D27	ASK ALL Since we last interviewed you on (DATE) has Cohort child had any of the following immunisations? INTERVIEWER NOTE: BCG, Hep B and Pneumococcal vaccines are not offered to all children at this age.																						
D27BCG	BCG	<table border="1"> <thead> <tr> <th>Yes</th><th>No</th><th>Don't know</th></tr> </thead> <tbody> <tr> <td>1</td><td>2</td><td>3</td></tr> </tbody> </table>	Yes	No	Don't know	1	2	3															
Yes	No	Don't know																					
1	2	3																					
D27GEP	Hepatitis B	<table border="1"> <thead> <tr> <th>Yes</th><th>No</th><th>Don't know</th></tr> </thead> <tbody> <tr> <td>1</td><td>2</td><td>3</td></tr> </tbody> </table>	Yes	No	Don't know	1	2	3															
Yes	No	Don't know																					
1	2	3																					
D27PNE	Pneumococcal	<table border="1"> <thead> <tr> <th>Yes</th><th>No</th><th>Don't know</th></tr> </thead> <tbody> <tr> <td>1</td><td>2</td><td>3</td></tr> </tbody> </table>	Yes	No	Don't know	1	2	3															
Yes	No	Don't know																					
1	2	3																					
			SEE BELOW																				
D28	IF YES TO HEP B (Code 1 AT D27b) How many doses of Hep B has Cohort child had? WRITE IN NUMBER: D4		D29																				
D29	ASK ALL Has Cohort child ever had any of the following illnesses? <table border="1"> <thead> <tr> <th></th><th>Yes</th><th>No</th><th>Don't know</th></tr> </thead> <tbody> <tr> <td>Measles</td><td>1</td><td>2</td><td>3</td></tr> <tr> <td>Tuberculosis</td><td>1</td><td>2</td><td>3</td></tr> <tr> <td>Chickenpox</td><td>1</td><td>2</td><td>3</td></tr> <tr> <td>Whooping cough</td><td>1</td><td>2</td><td>3</td></tr> </tbody> </table>		Yes	No	Don't know	Measles	1	2	3	Tuberculosis	1	2	3	Chickenpox	1	2	3	Whooping cough	1	2	3		D30
	Yes	No	Don't know																				
Measles	1	2	3																				
Tuberculosis	1	2	3																				
Chickenpox	1	2	3																				
Whooping cough	1	2	3																				
D30	Was Cohort child ever given a course of antibiotics before his/her first birthday? Yes No Don't know	1 2 3	D31																				

Q.No		Code	Route
D31	Most children have accidents at some time. Since we last spoke to you has Cohort child had any accident or injury for which s/he has been seen by a doctor or taken to a health centre or hospital? IF YES: How many accidents? No. OF ACCIDENTS: D5 ----- No accidents		D32
		1	D36
D32	Thinking about the most severe (or only) accident or injury, what sort of accident or injury was it? Loss of consciousness/knocked out Injury to head without being knocked out Broken bone or fracture Near drowning Swallowed household cleaner/other poison/pills Swallowed object Cut needing stitches or glue Injury to mouth or tooth Burn or scald Other sort of accident or injury (specify) -----	1 2 3 4 5 6 7 8 9 10	D33
D33	How old was Cohort child when this accident or injury happened? INTERVIEWER: ANSWER CAN BE IN MONTHS OR YEARS MONTHS: D2 Or YEARS: D1		D34
D34	Did Cohort child go to hospital? IF YES: Was this just to casualty or was s/he admitted to a hospital ward? No, did not go to hospital Yes, went to Casualty/Accident and Emergency only Yes, was admitted to a Hospital Ward	1 2 3	D35
D35	Where did the injury happen? Own home Someone else's home Garden Nursery or playgroup Playground or park Road - as a pedestrian/in a buggy/on a trike etc. Road - as a passenger Other place (specify) -----	1 2 3 4 5 6 7 8	D36

Q.No		Code	Route
D36	ASK ALL Since we saw you last, has Cohort child been admitted to hospital because of an illness or health problem apart from any hospital admissions you have already told me about? INTERVIEWER THIS EXCLUDES ADMISSION(S) FOR INJURY, ADMISSION FOR SURGERY OR OTHER TREATMENT FOR EYES OR EARS WHICH MAIN RESPONDENT HAS ALREADY REPORTED IF YES: How many times? INCLUDE ADMISSIONS FOR ANY DAY SURGERY, DAY CARE OR DIAGNOSIS No ----- 0 Range: 1-96 ENTER NUMBER:	0	D37 D36a
D36a	ASK IF CHILD HAS BEEN ADMITTED TO HOSPITAL: CODE NOT 0 AT D36 Thinking about the most serious (or only) admission what was the reason. WRITE IN REASON ----- ----- ----- -----		D36b
D36b	How old was Cohort child when s/he was admitted on this occasion? INTERVIEWER: ANSWER CAN BE IN MONTHS OR YEARS MONTHS: D2 Or YEARS: D1		D37
D37	ASK ALL Apart from anything you've already told me about, have you taken Cohort child to casualty, the health centre or a doctor OTHER THAN for minor childhood illnesses and routine health checks? IF YES: Approximately how many times have you taken Cohort child? No ----- 1 D5 ENTER NUMBER:	1	D39 D38
D38	IF ONE OR MORE AT D37: What was the reason on the most recent occasion? WRITE IN ----- ----- ----- -----		D39
D39	ASK ALL Now I'd like to ask you some questions about things Cohort child can do. Is Cohort child able to walk on the level without difficulties? Yes ----- 1 No ----- 2	1 2	D41 D40
D40	IF NO AT D39 (Code 2) Why is that? WRITE IN DETAILS OF THE PROBLEM ----- ----- ----- -----		D41

Q.No		Code	Route									
D41	ASK ALL Can Cohort child walk UP steps like an adult, one foot on each step? Yes, alone Yes with help No Don't know	1 2 3 4	D42									
D42	Can Cohort child hold a pencil and scribble? Yes No Don't know	1 2 3	D43									
D43	Can Cohort child be understood when speaking in his/her own language? By you? <table border="1" style="border-collapse: collapse;"> <thead> <tr> <th>Mostly</th><th>Some-times</th><th>Rarely</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td></tr> </tbody> </table> By other family and friends? <table border="1" style="border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td></tr> </tbody> </table>	Mostly	Some-times	Rarely	1	2	3	1	2	3		D44
Mostly	Some-times	Rarely										
1	2	3										
1	2	3										
D44	Do you have any concerns about Cohort child's speech and language? IF YES: What are your concerns? MULTICODE No concerns His/her language is developing slowly S/he doesn't seem to understand other people S/he pronounces words poorly S/he doesn't hear well S/he stutters Other (Describe) -----	() 1 2 3 4 5 6 7	D45									
D47	THERE IS NO D45 - D46 ASK ALL Do you have any other concerns about Cohort child's health, development, learning or behaviour, which you have not already mentioned, including any worries about Cohort child's future? Yes No	1 2	D48 NEXT SECTION									
D48	IF YES: Can you tell me what they are? ----- ----- ----- -----		NEXT SECTION									

MODULE F: GRANDPARENTS AND FRIENDS

MAIN RESPONDENTS

Q.No		Code	Route
F1 INTRO	READ OUT: I'd now like to ask you about your own parents and the family you grew up in.		
	DO NOT ASK IF MOTHER DEAD AT MCS1 (FFMUMALV=1)		
F1	ASK OR CODE IF OBVIOUS (IF MOTHER LIVES IN HHOLD CODE 1) May I just check, is your mother still alive? ADD IF NECESSARY: By mother I mean your natural or adoptive mother. Yes 1 No 2 Don't know 3		F2
	DO NOT ASK IF FATHER DEAD AT MSC1 (FFDADALV=1)		
F2	ASK OR CODE IF OBVIOUS (IF FATHER LIVES IN HHOLD CODE 1) And is your father still alive? ADD IF NECESSARY: By father I mean your natural or adoptive father. Yes 1 No 2 Don't know 3		SEE BELOW
F3	SWEEP 1 RESPS - DO NOT ASK IF MOTHER OR FATHER DEAD AT MSC1 (FEED FORWARD INFO) OR F1 OR F2 = 2. GO TO INSTRUC ABOVE F10. NEW RESPS – ONLY ASK IF F1 AND F2 = 1. OTHERS GO TO F5 ONLY RESPS FROM SWEEP 1 GET TEXT IN BRACKETS Can I check, have your parents permanently separated or divorced (since MCS1 DATE OF LAST INT)? By parents, I mean your natural or adoptive parents. Yes 1 No 2 Parents never lived together 3 Never lived with parents/don't know 4		F4 INSTRUC ABOVE F5 INSTRUC ABOVE F6
F4	IF PARENTS PERMANENTLY SEPARATED OR DIVORCED (F3 Code 1): How old were you when this happened? F1 F3 TYPE IN AGE: NOTE: IF PARENTS SEPARATED, THEN DIVORCED, ENTER AGE AT WHICH SEPARATED:		SEE BELOW
F5	ASK F5 - F9 OF NEW RESPONDENTS ONLY (EXCEPT IF CODE 4 AT F3) HHQ4=CODE2 AND F3 NOT = CODE 4 Before the age of 17 did you spend any time living away from both of your parents? NOTE: DO NOT INCLUDE HOLIDAYS Yes 1 No 2		F6 INSTRUC ABOVE F10

Q.No		Code	Route
F6 (F6)	IF LIVED AWAY FROM BOTH PARENTS BEFORE THE AGE OF 17 OR NEVER LIVED WITH PARENTS (F5 Code 1 or F3 Code 4): IF HHQ4=CODE 2 AND (F5=CODE 1 OR F3=CODE 4)		
	CARD F1 Where did you mainly live during this time?		
	Local authority children's home	1	
	Voluntary society children's home	2	
	Children's home - not sure which type	3	
	Local authority foster parents	4	
	Voluntary society foster parents	5	
	Foster parents - not sure which type	6	
	Boarding school	7	
	Living with relatives	8	
	Prison/Young Offenders Institute/Borstal	9	SEE BELOW
	Some other place	10	SEE BELOW
F7 (FWhrLiX)	IF MAINLY LIVED IN ANOTHER PLACE (F6 Code 10):		
	INTERVIEWER: TYPE IN OTHER ANSWER		
	Text: up to 100 characters		

	-----		SEE BELOW
F8 (FTimeCa)	IF MAINLY LIVED IN A CHILDREN'S HOME OR WITH FOSTER PARENTS (F6 Codes 1, 2, 3, 4, 5, 6)		
	CARD F2 Which best describes the total amount of time you spent in care?		
	Under three months	1	
	Three months, less than 1 year	2	
	1 year, less than 2	3	
	2, years, less than 5	4	
	5 years, less than 10	5	
	10 years or more	6	F9
F9 (FCarSch)	Were you in care at the time you left school?		
	Yes	1	SEE BELOW
	No	2	SEE BELOW
F10	IF MOTHER IS ALIVE (F1 Code 1)		
	CARD F3 How often do you see your mother?		
	Every day	1	
	3 - 6 times a week	2	
	Once or twice a week	3	
	Less often, but at least once a month	4	
	Once every few months	5	
	Once a year	6	
	Less than once a year	7	
	Never	8	SEE BELOW
	(Lives with mother)	9	SEE BELOW

Q.No		Code	Route
F11	IF FATHER IS ALIVE (F2 Code 1)		
	CARD F3 How often do you see your father?		
	Every day	1	
	3 - 6 times a week	2	
	Once or twice a week	3	
	Less often, but at least once a month	4	
	Once every few months	5	
	Once a year	6	
	Less than once a year	7	
	Never	8	SEE
	(Lives with father)	9	BELOW
F12	IF MOTHER OR FATHER IS ALIVE (F1 Code 1 or F2 Code 1)		
	CARD F4 (Does your mother/father or do your parents) do any of the following for you, apart from any time (she/he/they) may spend looking after your child? IF YES: In what ways (does she/he/do they) help you? CODE ALL THAT APPLY		
	Buying essentials for the child - food, clothes, etc.	1	
	Paying for other household costs - e.g. bills, shopping, etc.	2	
	Buying gifts and extras for the child	3	
	Lending money	4	
	Paying for childcare	5	
	Other financial help	6	SEE
	No, does not help in any of these ways (exclusive code)	7	BELOW
F13	ASK ALL UNLESS NEVER LIVED WITH PARENTS (F3=4) OR DOES NOT KNOW IF MOTHER IS ALIVE (IF F1 NOT=CODE 3 AND F4 NOT=CODE 4)		
	Can I just check, when you were 14, did your mother work?		
	Yes	1	F14
	No	2	INSTRUC
	Can't remember / Mother died before resp was aged 14	3	ABOVE
			F15
F14	IF MOTHER WORKED AT 14 (F13 Code 1)		
	What did she do? INTERVIEWER: TYPE IN ANSWER		

	-----		SEE
	-----		BELOW
F15	ASK ALL UNLESS NEVER LIVED WITH PARENTS (F3=4) OR DOES NOT KNOW IF FATHER IS ALIVE (IF F2 NOT = CODE 3 AND F3 NOT = CODE 4)		
	Can I just check, when you were 14, did your father work?		
	Yes	1	F16
	No	2	INSTRUC
	Can't remember / Father died before resp was aged 14	3	ABOVE
			F17
F16	IF FATHER WORKED AT 14 (F15 Code 1)		
	What did he do? INTERVIEWER: TYPE IN ANSWER		

	-----		SEE
	-----		BELOW

Q.No		Code	Route
F17	ASK ALL UNLESS NEVER LIVED WITH PARENTS OR DOES NOT KNOW IF MOTHER IS ALIVE (IF F1 NOT=CODE 3 AND F3 NOT=CODE4)		
	Was your mother born in the UK? Yes No	1 2	INSTRUC ABOVE F19 F18
F18	IF MOTHER NOT BORN IN UK (F17 Code 2) Where was she born? INTERVIEWER: TYPE IN ANSWER ----- -----		SEE BELOW
F19	ASK ALL UNLESS NEVER LIVED WITH PARENTS OR DOES NOT KNOW IF FATHER IS ALIVE (IF F1 NOT=CODE 3 AND F3 NOT=CODE4)		
	Was your father born in the UK? Yes No	1 2	F21 F20
F20	IF FATHER NOT BORN IN UK (F19 Code 2) Where was he born? INTERVIEWER: TYPE IN ANSWER ----- -----		F21
F21	ASK ALL Can I also check, were you born in the UK? Yes No	1 2	F24 F22
F22	IF RESPONDENT NOT BORN IN UK (F21 Code 2) Where were you born? INTERVIEWER: TYPE IN ANSWER ----- -----		F23
F23	Can I also check, when did you come to the UK to live? F2 RECORD YEAR:		F24
F24	I'd now like to ask you about your friends. In the past week, how often have you spent time with friends? Every day 3 - 6 times 1 - 2 times Not at all No friends	1 2 3 4 5	NEXT SECTION

MODULE G: PARENT'S HEALTH MODULE

MAIN RESPONDENTS

Q.No		Code	Route
G1	I would now like to ask about your health. How would you describe your own health generally? Would you say it is READ OUT Excellent 1 Good 2 Fair 3 poor 4		SEE BELOW
G2	WOMEN ONLY (HHQ6=CODE 2) Can I just check, are you currently pregnant? Yes 1 No 2		G3 G6
G3	ASK IF CURRENTLY PREGNANT (G2 Code 1). OTHERS GO TO G6. How many months pregnant are you? Weeks 1 Months 2 Do you want to answer in weeks or months?		
G3WKS	ASK IF G3=CODE 1 G1 WEEKS:		G6
G3 MNTHS	ASK IF G3=CODE 2 G2 MONTHS:		G6
G6	THERE IS NO G4-G5 ASK ALL CARD G1 During the past 4 weeks, how much difficulty did you have doing your daily activities because of your physical health? Not at all 1 Very little 2 Somewhat 3 Quite a lot 4 Could not do 5		G12
G12	THERE IS NO G7-G11 CARD G2 Compared to one year ago, how would you rate your health in general now? Much better now 1 Somewhat better now 2 About the same 3 Somewhat worse now 4 Much worse now 5		G13

Q.No		Code	Route
G13	Do you have a longstanding illness, disability or infirmity? By longstanding I mean anything that has troubled you over a period of time or that is likely to affect you over a period of time. Yes No	1 2	SEE BELOW
G13A	ASK IF G13=CODE 1 INTERVIEWER: PLEASE RECORD WHAT THE LONG STANDING ILLNESS, DISABILITY OR INFIRMITY IS ----- ----- -----		
G14	ASK NATURAL MOTHERS ONLY WHO HAVE HAD NEW BIRTH/S SINCE MCS1. OTHERS GO TO G15. (ASK IF NO. OF YOUNGER SIBS <0) Since (NAME OF YOUNGEST CHILD FROM HH) was born, has there ever been a time lasting two weeks or more when you felt low or sad? Yes No	1 2	G15
G15	ASK ALL Has a doctor ever told you that you suffer from depression or serious anxiety? Yes No	1 2	G16 INST. AT G17
G16	IF EVER SUFFERED FROM DEPRESSION OR SERIOUS ANXIETY (G15 Code 1). OTHERS GO TO INSTRUCTION BEFORE G17. And are you currently being treated for this? Yes No	1 2	SEE BELOW

Q.No		Code	Route
G17	(HHQ4=CODE 2) ASK NEW RESPONDENTS ONLY. OTHERS GO TO G18.		
	I'd now like to ask about your height. How tall are you without shoes? INTERVIEWER: IS ANSWER GOING TO BE IN FEET AND INCHES OR CENTIMETRES		
	Feet and inches	1	
	Centimetres	2	
	Refusal	3	G18
G17A	ASK IF G17=CODE 1 FIRST ENTER HEIGHT IN FEET: G3 NOW ENTER NUMBER OF INCHES: G4		G18 G18
G17B	ASK IF G17=CODE 2 ENTER HEIGHT IN CENTIMETRES: G5		G18
G18	ASK ALL EXCEPT IF CURRENTLY PREGNANT (G2) I'd now like to ask you about your weight. What is your weight now without clothes? INTERVIEWER: IS ANSWER GOING TO BE IN STONES AND POUNDS OR KILOGRAMS?		
	Stones and pounds	1	
	Kilograms	2	
	Refusal	3	
G18A	ASK IF G18=CODE 1 FIRST ENTER WEIGHT IN STONES: Range 3 .. 40 NOW ENTER NUMBER OF POUNDS: Range 0 .. 14		G19
G18C	ASK IF G18=CODE 2 ENTER WEIGHT IN KILOGRAMS: G5		G19
G18D	ASK IF G18 NOT=3 Respondent sure about their weight Respondent gave estimate	1 2	G19
G19	Do you smoke tobacco products such as cigarettes, cigars or a pipe at all nowadays? IF YES: What do you smoke? CODE ALL THAT APPLY No, do not smoke (exclusive code) ----- Yes, cigarettes Yes, roll-ups ----- Yes, cigars Yes, a pipe Yes, other tobacco product	1 2 3 4 5 95	Above G23 G20 G24

Q.No		Code	Route
G20	IF SMOKES CIGARETTES OR ROLL-UPS (G19 Codes 2 or 3). OTHERS GO TO INSTRUCTION BEFORE G23. About how many cigarettes a day do you usually smoke? IF SMOKES ROLL-UPS ASK FOR BEST ESTIMATE ENTER NUMBER: Range: 0 .. 95		SEE BELOW
G23	THERE IS NO G21-22 IF DOES NOT SMOKE (G19 Code 1) – NEW RESPONDENTS ONLY (HHQ4=CODE 2) Have you ever regularly smoked tobacco products? By regularly, I mean 1 or more a day for 12 months or more? Yes 1 No 2		G24
G24	ASK ALL Does anyone smoke in the same room as Cohort child nowadays? Yes 1 No 2		G25
G25	CARD G3 Which of these best describes how often you usually drink alcohol? Every day 1 5 - 6 times per week 2 3 - 4 times per week 3 1 - 2 times per week 4 1 - 2 times per month 5 Less than once a month 6 Never 7 Refused 8		SEE BELOW
	THERE IS NO G26-31		
G32	NATURAL MOTHERS & NATURAL FATHERS ONLY (HHQ8=7): Can I just check have you ever had or been told you have Myopia or short sightedness? Read out if necessary: Short sighted people have difficulty seeing objects in the distance without their glasses or contact lenses. Yes 1 No 2		NEXT SECTION

JN450100

**MODULE K: HOUSING AND LOCAL AREA
MAIN RESPONDENT ONLY**

Q.No.		Code	Route
K1	DO NOT ASK IF BOTH PARENTS IN HH ARE NEW OR IF LONE PARENT WHO IS NEW GO TO K16 (HHQ4 = YES AND HHQ15b = MAIN RESPONDENT WAS PREVIOUS PARTNER)		
	INTERVIEW CHECK: Is address same as on (date of last interview)?		
	Yes 1 K5 No 2 K2		
K2	ASK K2-K4 IF ADDRESS DIFFERENT FROM MCS1 (K2 = CODE 2) Now some questions about where you live. When did you move to this address? (Enter year and then month) K1 January 1 February 2 March 3 April 4 May 5 June 6 July 7 August 8 September 9 October 10 November 11 December 12 K3		
K3	CODE OR ASK: Is this accommodation READ OUT: A house or bungalow 1 K5 ----- A flat or maisonette 2 A studio flat 3 K4 Or, room(s) or a bedsit? 4 ----- Other (specify) 95 K5 -----		
K4	IF ACCOMMODATION IS FLAT OR BEDSIT (K3 CODES 2, 3, 4) ASK K4 – OTHERS GO TO K5 On what floor of this building is your main living accommodation? CODE LOWEST FLOOR WITH LIVING ACCOMMODATION Basement/semi-basement 1 Ground floor/street level 2 1st floor 3 2nd floor 4 3rd floor 5 4th - 9th floor 6 10th floor or higher 7 K5		

Q.No.		Code	Route
K5	ASK ALL Can I just check, how many rooms do you and your family have here excluding bathrooms, toilets, halls and garages? If K5>10 : WARNING INTERVIEWER : This seems rather a lot. Please check and ammend if necessary. Correct = 1 Incorrect = 2 ENTER NUMBER OF ROOMS: K7		K6
K6	CARD K1 Do you (or your wife/husband/partner) own or rent your home or have some other arrangement? Own outright 1 Own - mortgage/loan 2 Part rent/part mortgage (shared equity) 3 Rent from local authority 4 Rent from Housing Association 5 Rent privately 6 Living with parents 7 Live rent free 8 Squatting 9 Other 95		SEE BELOW
K7	ASK K7 IF ADDRESS DIFFERENT FROM MCS1 (K1 CODE 2) – OTHERS GO TO K16 CARD K2 What were the <u>main</u> reasons you moved to this address? CODE ALL THAT APPLY Wanted to buy 1 Wanted larger home 2 Wanted better home 3 Job change/nearer work 4 Spouse or partner job change 5 To be nearer relative(s) 6 Could no longer afford last home 7 Evicted/repossessed from last home 8 Relationship breakdown 9 New relationship 10 Wanted to move to better area 11 For children's education 12 Just wanted a change 13 Wanted place of my own 14 Problem with neighbours 15 Other (specify) _____ 95		K8
K8	Is this the only other place you and Cohort Child have lived at since we last interviewed you on (date of last interview)? Yes 1 No 2		K10 K9

Q.No.		Code	Route
K9	IF HAS HAD OTHER ADDRESSES SINCE MCS1 (NO AT K8). OTHERS GO TO K10. How many other places have you lived at? If K9>5: WARNING INTERVIEWER: This seems rather a lot. Please check and amend if necessary. Correct = 1 Incorrect = 2 WRITE IN NUMBER K3 :		SEE BELOW
K10	ASK IF ADDRESS DIFFERENT FROM MCS1 (K1 Code 2) OTHERS GO TO K16. Yes 1 No 2	1 2	K11 INSTRUC K15
K11	IF HAS BEEN HOMELESS SINCE MCS1 (YES AT K10). OTHERS GO TO K15. Are you still homeless? Yes 1 No 2	1 2	K12
K12	What was the <u>main</u> reason you moved out of the place you were living in before you became homeless? Tenancy came to an end 1 Home repossessed 2 Evicted 3 Fell out with parents 4 Marriage/relationship broke down 5 Other (specify) _____ 95	1 2 3 4 5 95	K13
K13	K11=1: Where are you staying while you look for K11=2: Where did you stay while you were looking for somewhere to live? CODE ALL THAT APPLY Bed and breakfast 1 Hotel 2 Homeless hostel 3 Friend/relative's house 4 Women's refuge 5 Other (specify) _____ 95	1 2 3 4 5 95	K14
K14	And how long were you/have been homeless? INTERVIEWER: IS ANSWER GOING TO BE IN WEEKS OR MONTHS. IF LESS THAN ONE WEEK, CODE ZERO		
K14 w	Interviewer: Enter no. of weeks homeless – K4: Interviewer: Enter no. of months homeless – K5:		SEE BELOW

Q.No.		Code	Route
K15	ASK IF NEW ADDRESS SINCE MCS1 (K1 Code 2). OTHERS GO TO K16. Now I'd like to ask about your home itself.		
	First, do you have access to a garden? IF YES, ASK: Is that for your sole use or shared with anyone else?		
	Yes, sole use	1	
	Yes, shared	2	
	No	3	K16
K16	ASK ALL CARD K3 - If K1 = CODE 1 = Can I just check, what sort of heating are you using now? If K1 = CODE 2 = What kind of heating do you use? PROBE: What else? IF HEATING DOES NOT WORK CODE AS NO HEATING CODE ALL THAT APPLY	No heating (exclusive code) 1 Central heating 2 Coal fires 3 Wood fires or stoves 4 Gas fires 5 Electric fires 6 Paraffin heaters 7 Other 95	K18
K18	THERE IS NO K17		
	How much of a problem do you have with damp or condensation on the walls in your home, apart from in the kitchen or bathroom?		
	No damp	1	
	Not much of a problem	2	
	Some problems	3	
	Great problem	4	SEE BELOW
K19	ONLY ASK IF NEW ADDRESS OR HAD NO PHONE AT MCS1 FED FORWARD. OTHERS GO TO Q21. Is there a working telephone in your home, including mobiles? IF YES: Probe for incoming/outgoing?		
	Yes for incoming and outgoing calls	1	
	Yes, incoming only	2	
	No	3	K21
K21	THERE IS NO K20		
	ASK ALL Do you (or your wife/husband/partner) have the regular use of a car or van as a passenger or driver?		
	Yes	1	K22
	No	2	K23

Q.No.		Code	Route																											
K22	IF HAVE REGULAR ACCESS TO A CAR OR VAN (K21 Code 1). OTHERS GO TO K23. How many cars or vans do you (and your wife/husband/partner) have use of? TYPE IN NUMBER OF CARS/VANS: K6 K7		K23																											
K23a	ASK ALL. READ OUT AND CODE ALL THAT APPLY. a) Which of the following pets do you keep <u>in your home</u> at present?																													
K23b	ASK ALL EXCEPT NEW PARENTS (HHQ4=1 AND HHQ15b=4) b) And which of the following pets did you keep <u>in your home</u> during Cohort Childs first year of life? (Read out and code all that apply) <table border="1"> <thead> <tr> <th></th> <th>K23a</th> <th>K23b</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td>0</td> </tr> <tr> <td>Dog</td> <td>1</td> <td>1</td> </tr> <tr> <td>Cat</td> <td>2</td> <td>2</td> </tr> <tr> <td>Other furry pets</td> <td>3</td> <td>3</td> </tr> <tr> <td>Bird</td> <td>4</td> <td>4</td> </tr> <tr> <td>Any other? Write in -----</td> <td>5</td> <td>5</td> </tr> <tr> <td>None</td> <td>6</td> <td>6</td> </tr> <tr> <td>Don't know</td> <td></td> <td>7</td> </tr> </tbody> </table>		K23a	K23b		0	0	Dog	1	1	Cat	2	2	Other furry pets	3	3	Bird	4	4	Any other? Write in -----	5	5	None	6	6	Don't know		7		K25
	K23a	K23b																												
	0	0																												
Dog	1	1																												
Cat	2	2																												
Other furry pets	3	3																												
Bird	4	4																												
Any other? Write in -----	5	5																												
None	6	6																												
Don't know		7																												
K25	THERE IS NO K24 ASK ALL. CARD K4 Which of these phrases best describes how you feel about your home? <table> <tbody> <tr> <td>Very satisfied</td> <td>1</td> </tr> <tr> <td>Fairly satisfied</td> <td>2</td> </tr> <tr> <td>Neither satisfied nor dissatisfied</td> <td>3</td> </tr> <tr> <td>Fairly dissatisfied</td> <td>4</td> </tr> <tr> <td>Very dissatisfied</td> <td>5</td> </tr> </tbody> </table>	Very satisfied	1	Fairly satisfied	2	Neither satisfied nor dissatisfied	3	Fairly dissatisfied	4	Very dissatisfied	5		K26																	
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Fairly satisfied	2																													
Neither satisfied nor dissatisfied	3																													
Fairly dissatisfied	4																													
Very dissatisfied	5																													
K26	CARD K4 AGAIN And how satisfied or dissatisfied are you with the area you live in. By your area, I mean within about a mile or 20 minutes walk of here? <table> <tbody> <tr> <td>Very satisfied</td> <td>1</td> </tr> <tr> <td>Fairly satisfied</td> <td>2</td> </tr> <tr> <td>Neither satisfied nor dissatisfied</td> <td>3</td> </tr> <tr> <td>Fairly dissatisfied</td> <td>4</td> </tr> <tr> <td>Very dissatisfied</td> <td>5</td> </tr> </tbody> </table>	Very satisfied	1	Fairly satisfied	2	Neither satisfied nor dissatisfied	3	Fairly dissatisfied	4	Very dissatisfied	5		K28																	
Very satisfied	1																													
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Fairly dissatisfied	4																													
Very dissatisfied	5																													
	THERE IS NO K27																													

Q.No.		Code	Route
K28	CARD K5 Is this a good area to bring up children? Excellent Good Average Poor Very poor SPONTANEOUS ONLY: Don't know	1 2 3 4 5 6	K29
K29	CARD K6 Which of these phrases best describes how safe you feel the area you live in is? Very safe Fairly safe Neither safe nor unsafe Fairly unsafe Very unsafe	1 2 3 4 5	K30
K30 Intro	CARD K7 Every household is different from one another in many ways. The next set of questions deals with how much activity or calmness there is in your home. Can you choose your answer from this card.		
K30	INTERVIEWER: 'sometimes' = 'neither agree or disagree' It's really disorganised in your home: Strongly agree Agree Neither agree or disagree Disagree Strongly disagree	1 2 3 4 5	K31
K31	CARD K7 AGAIN You can't hear yourself think in your home: Strongly agree Agree Neither agree or disagree Disagree Strongly disagree	1 2 3 4 5	K32
K32	CARD K7 AGAIN The atmosphere in your home is calm: Strongly agree Agree Neither agree or disagree Disagree Strongly disagree	1 2 3 4 5	NEXT SECTION

**MODULE J: EMPLOYMENT AND EDUCATION
MAIN RESPONDENTS**

Q.No		Code	Route
J1	I'd now like to ask you some questions about paid work.		
	Can I just check, did you do any paid work last week (that is in the 7 days ending last Sunday) either as an employee or self employed?		
	Yes No	1 2	J5 J2
J2	ASK ALL THOSE WHO DIDN'T DO ANY PAID WORK LAST WEEK (J1 Code 2)		
	Even though you weren't working did you have a job that you were away from last week?		
	Yes No	1 2	J3 J34
J3	ASK ALL THOSE WHO WERE AWAY FROM WORK (J2 Code 1)		
	CARD J1 What was the main reason you were away from work last week?		
	Maternity leave	1	
	Parental leave	2	
	Paternity leave	3	
	Other leave/holiday	4	
	Sick/injured	5	
	Laid off/on short time	6	
	On strike	7	
	Other personal family reasons Other reasons	8 9	J4
J4	When did you last attend work in this job?		
	NOTE MONTH OF LAST ATTENDING:		
	J2 NOTE YEAR OF LAST ATTENDING:		
J5	ASK IF CURRENTLY IN PAID WORK OR ON LEAVE FROM JOB (J1 Code 1 or J2 Code 1). OTHERS GO TO J34		
	What is your (main) job? WRITE IN		
	----- ----- ----- -----		J6
J6	What do you mainly do / what will you mainly be doing in your job?		
	INTERVIEWER: CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB. WRITE IN		
	----- ----- ----- -----		J7

Q.No		Code	Route
J7	Are you working as an employee or self-employed in your main job? Employee Self-employed	1 2	J8 J10
J8	ASK ALL EMPLOYEES (J7 Code 1) Do you have any managerial duties, or are you supervising any other employees? Manager Foreman/supervisor Not a manager or supervisor	1 2 3	J9 J10
J9	ASK ALL MANAGERS OR SUPERVISORS (J8 Codes 1 or 2) Do you supervise more than 25 people? Yes No	1 2	J10
J10	ASK ALL EMPLOYEES AND SELF EMPLOYED (J7 Code 1 or 2) When did you first start ... IF J7 = 1 ... your job with this employer? IF J7 = 2... this period of self employment? If you have had periods of working and not working for this employer, please give me the date on which your current period of working for this employer started. INTERVIEWER: ENTER MONTH HERE: J2 ENTER YEAR HERE: J1 IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11		J11 if Employee J22 if Self Employed
J11	ASK J11-J21 IF AN EMPLOYEE (J7 = 1) CARD J2 Which type of organisation do you work for in your main job? Private firm/company/PLC Civil Service or central government (not armed forces) Local government or town hall (including Local Education Authority, fire, police) National Health Service or NHS Trust State Higher Education (university or polytechnic) Nationalised industry Non-profit-making organisation (including charity, co-operative) Armed Forces Other	1 2 3 4 5 6 7 8 9	J12

Q.No		Code	Route
J12	About how many people work for your employer at the workplace (building, branch works or site) where you work? Works alone 1 1 - 2 2 ----- 3-9 3 10 - 24 4 25 - 49 5 50 – 99 6 100-199 7 200-499 8 500-999 9 1000 or more 10 DK, fewer than 25 11 DK, 25 or more 12		J14 J13
J13	ASK ALL WITH MORE THAN THREE PEOPLE AT THEIR WORKPLACE (J13 CODES 3-12). OTHERS GO TO J14. Are the people working in this place READ OUT: Mostly women 1 About half women and half men 2 Or, mostly men 3		J14
J14	ASK ALL EMPLOYEES (J7 CODE 1) Thinking about the other people you work with, on the whole, how sympathetic would you say they are about your responsibilities as a parent? Would you say they are Sympathetic 1 Unsympathetic 2 Or, neither 3		J16
J16	THERE IS NO J15 CARD J3 Which, if any, of these arrangements have you made use of in your main job? Or (IF AWAY FROM WORK): Which of these arrangements do you plan to make use of? Part-time working 1 Job-sharing 2 Flexible working hours (flexi-time) 3 Working at or from home occasionally 4 Working at or from home all the time 5 Special shifts (e.g. evening, school hours) 6 9-day fortnights/4 day working weeks (for full time employees) 7 School term-time contracts 8 Ability to change from full-time to part time hours 9 None of these (exclusive code) 96 Refused 97		J18
	THERE IS NO J17		

Q.No		Code	Route
J18	CARD J4 And, which if any of these arrangements have you made use of in your main job? Or (IF AWAY FROM WORK): And, which of these arrangements do you plan to make use of? Financial help with childcare/childcare vouchers 1 Workplace nursery or crèche 2 Other nurseries supported by employer 3 Help with finding childcare facilities away from the work-place 4 Care for children after school hours or during school holidays 5 Time off for family emergencies 6 Career breaks for family reasons 7 Paternity leave (time off work for fathers) 8 Parental leave 9 A telephone to use for family reasons 10 None of these (exclusive code) 96		J19
J19	CARD J5 Do you receive any of the following benefits from your employer? CODE ALL THAT APPLY Company car or car allowance 1 Profit-related payments or bonus 2 Employee share ownership scheme 3 Private health insurance 4 Four weeks or more paid annual leave (excluding public holidays) 5 None of these 6		J20
	THERE IS NO J20		
J21	CARD J6 And can you tell me which, if any, of the pensions on this card you have? CODE 6 CANNOT BE PART OF MULTICODE Employer's final salary occupational pension scheme 1 Employer's money purchase (or annuity) pension scheme 2 Employer's other scheme, don't know what type 3 A personal pension scheme 4 A stakeholder pension 5 None of these 6		SEE BELOW
J22	ASK ALL WHO ARE SELF EMPLOYED (J7 Code 2). OTHERS GO TO J25 About how many people work for you? Works alone or only with partner 1 Less than 25 employees 2 25 or more employees 3		J24 J23
J23	Are the people working for you READ OUT: Mostly women 1 About half women and half men 2 Or, mostly men 3		J24
J24	ASK ALL SELF EMPLOYED (J7 = 2) Do you have a personal pension scheme? Yes 1 No 2 Is making other provision (e.g. assets, house, paintings) 3		J25

Q.No		Code	Route
J25	ALL CURRENTLY IN WORK OR ON LEAVE (J1 CODE 1 OR J2 CODE 1)		
	Do you work mainly at or from home? Yes No	1 2	J26
J26	How many hours do you usually work a week in your job excluding meal breaks? INCLUDE USUAL OVERTIME. IF NO USUAL ASK FOR AVERAGE. Interviewer note: in main job WRITE IN: J3		J27
J27	Do you usually work any additional weekly hours or unpaid overtime? Interviewer note: in main job Yes No	1 2	J28 J29
J28	ASK ALL WHO WORK UNPAID OVERTIME (J27 Code 1)		
	How many hours of unpaid overtime do you usually work in a week? NOTE USUAL AVERAGE UNPAID OVERTIME HOURS PER WEEK WRITE IN: Range: 1 .. 50		J29
J29	ASK ALL CURRENTLY IN WORK OR ON LEAVE (J1 Code 1 or J2 Code 1)		
	Would you prefer to work more, the same or fewer hours than you do now, bearing in mind that your earnings would change accordingly? More than present Same Fewer Don't know	1 2 3 4	J30
J30	How many days of the week do you work on? 1 2 3 4 5 6 7 It varies	1 2 3 4 5 6 7 8	J31a
J31a	CARD J7 In your job or jobs how often do you work in the evening after 6pm and up to 10pm? Every day Every week At least once per month Less than once per month Never	1 2 3 4 5	J31b

Q.No		Code	Route
J31b	CARD J7 AGAIN In your job or jobs how often do you work at night, after 10pm and up to 7am? Every day 1 Every week 2 At least once per month 3 Less than once per month 4 Never 5		J31d
J31d	THERE IS NO J31c CARD J8 In your job or jobs how often do you work on Saturday? Every week 1 Every 2-3 Saturdays 2 At least once per month 3 Less than once per month 4 Never 5		J31e
J31e	CARD J9 In your job or jobs how often do you work on Sunday? Every week 1 Every 2-3 Sundays 2 At least once per month 3 Less than once per month 4 Never 5		J32
J32	On a typical day, how long does it take you to get from home to work, one way? NOTE: INCLUDING ANY DIVERSION TO DROP OFF CHILD, BUT NOT INCLUDING THE TIME ACTUALLY SPENT AT THE DROP OFF PLACE. Under 5 minutes 1 5, under 15 minutes 2 15, under 30 minutes 3 30, under 45 minutes 4 45, under 1 hour 5 1 under 2 hours 6 2 or more hours 7 Works at home 8 No fixed place of work 9 Can't say 10		J33
J33	CARD J10 What are the main reasons you are in paid work? Financial, I am the main breadwinner 1 I need to contribute to family finances even though I am not the main breadwinner 2 Financial, for family extras 3 Career 4 Enjoyment 5 To give time for myself 6 To have adult company 7 Other reason(s) (specify) _____ 95		SEE BELOW

Q.No		Code	Route
J34	ASK ALL NOT CURRENTLY IN PAID WORK AND NOT ON LEAVE FROM A JOB (J2 Code 2). OTHERS GO TO J39a		
	CARD J11 Which of these best describes your current status? CODE ONE ONLY		
	Looking after the family	1	J35
	Found a job, waiting to start it	2	
	Out of work and looking for a job	3	
	Out of work, for reasons of poor health	4	J38
	Taking part in the New Deal (training, task force or voluntary work)	5	
	On another Government scheme	6	
	On a modern apprenticeship scheme	7	J35
	Full-time student	8	
	Not in paid work for some other reason	95	
J35	ASK ALL WHO ARE NOT IN PAID WORK BECAUSE THEY ARE LOOKING AFTER THE FAMILY/ON A MODERN APPRENTICESHIP SCHEME/FULL TIME STUDENT/OTHER REASON (J34 = 1/7/8/95)		
	Are you currently looking for paid work? Is that full-time work, part-time work or either of these?		
	Yes - full time	1	
	Yes - part time	2	J38
	Yes - either full or part time	3	
	No - not looking for work	4	J36
J36	ASK ALL WHO AREN'T LOOKING FOR WORK (J35 Code 4)		
	CARD J12 Why is that? PROBE: What other reasons?		
	Prefer to be at home with the family rather than working	1	
	I prefer to look after my child(ren) myself	2	
	I cannot earn enough to pay for childcare	3	
	I cannot find suitable childcare	4	
	There are no jobs in the right place for me	5	
	There are no jobs with the right hours for me	6	
	There are no jobs available for me	7	
	I am on a training course	8	
	My family would lose benefits if I was earning	9	
	I am caring for an elderly or ill relative or friend	10	
	I prefer not to work	11	
	My husband/partner disapproves	12	
	I have a new baby	13	
	Some other reason(s) (specify)	14	J37

J37	Do you plan to start looking for paid work at any time in the future?		
	Yes	1	
	No	2	
	Undecided	3	J38

Q.No		Code	Route
J38	ASK ALL NOT IN WORK J2=2 When did this period of not working start? IF NEVER WORKED CODE Never = 1 AND RECORD DATE OF LEAVING FULL TIME EDUCATION NEVER Month: J2 YEAR: J5 Don't know Can't remember	1 2 3	J45
J39a	ASK ALL EMPLOYEES (J7 Code 1) Last time you were paid (in your main job) what was your total take home pay - that is after all deductions for tax, National Insurance, union dues, pension and so on, but including overtime, bonuses, commission and tips? RESPONDENTS TO CHECK PAYSIP IF POSSIBLE WRITE IN: £ J15 Don't know ----- Refusal	 ----- 	J39b J41 J44
	IF AMOUNT GIVEN AT J39a WAS OVER £70,000 Interviewer – please confirm that total take home pay is over £70,000 Correct Incorrect	1 2	J39b J39a
J39b	ASK ALL WHO GAVE INCOME AT J39a How long a period did that pay cover? 1 week Fortnight Four weeks Calendar month Year Other (specify) -----	1 2 3 4 5 95	J40
J40	CARD J13 Does this amount include any tax credits? Yes, the Child Tax Credit Yes, the Working Tax Credit (Previously Working Families Tax Credit) Yes, the Child Care Tax Credit Yes, the Disabled Persons Tax Credit No (exclusive code) (Spontaneous: gets Child's Tax Credit but NOT included in amount given) (Spontaneous: gets WTC (previously WFTC) but NOT included in amount given) (Spontaneous: gets DPTC but NOT included in amount given)	1 2 3 4 5 6 7 8	J41

Q.No		Code	Route
J41	ASK ALL EMPLOYEES (J7=1)		
	And the last time you were paid what was your gross pay - that is before any deductions? NOTE: EXCLUDE ANY TAX CREDITS ADDED TO PAY RESPONDENTS TO CHECK PAYSHEET IF POSSIBLE WRITE IN: £ J16 ----- Don't know Refusal		J42 ----- Instruc. Above J43
	IF AMOUNT GIVEN AT J41 WAS OVER £70,000		
	Interviewer – please confirm that total gross pay is over £70,000 Correct Incorrect	1 2	J42 J41
	IF AMOUNT GIVEN AT J41 IS LESS THAN AMOUNT GIVEN AT J39a		
	Interviewer – the amount given for gross pay is less than the amount given for net pay. Please check that this is correct. Correct Incorrect	1 2	J42 J41
J42	ASK ALL WHO GAVE A GROSS PAY AT J41		
	How long a period did that cover? 1 week Fortnight Four weeks Calendar month Year Other (specify) -----	1 2 3 4 5 95	SEE BELOW
J43	ASK ALL WHO ARE SELF EMPLOYED (J7 Code 2)		
	I know that it is sometimes difficult for self-employed people to give an exact figure for their income, but could you please think about your take home income in the last 12 months. That is, the amount you personally took out of the business after all taxes and costs. About how much is this? WRITE IN: £ J17 Don't know Refusal		SEE BELOW
J44	ASK ALL CURRENTLY IN PAID WORK OR ON LEAVE (J1=1 OR J2=1)		
	You have already told me about income from your current job. Do you receive any other regular income from paid work at all - I mean from a second job, odd jobs, casual work and so on? Yes No	1 2	J46 ----- J48
J45	ASK ALL THOSE NOT IN PAID WORK (J2=2)		
	Do you receive any occasional income from paid work at all - I mean from odd jobs, casual work and so on? Yes No	1 2	J46 ----- J48

Q.No		Code	Route
J46	ASK ALL WHO RECEIVE INCOME FROM ODD JOBS (J44 Code 1 or J45 Code 1) How many hours do you usually work a <u>month</u> in your second/odd job(s), excluding meal breaks but including any overtime you might do? NOTE: IF NO USUAL HOURS ASK FOR AVERAGE WRITE IN HOURS: J3 Don't know Refused	1 2	J47
J47	Before tax and other deductions how much did you earn from your second and all other occasional jobs in the last calendar <u>month</u> ? IF 'DON'T KNOW/CAN'T REMEMBER' PROBE: Can you give me an approximate amount? ENTER TO NEAREST £: J7 Don't know Refused	1 2	J48
J48	ASK ALL CARD J14 I now want to talk about income from sources other than work. At present, are you (or your husband/wife/partner) receiving any of the state benefits or payments shown on this card? INTERVIEWER: PROBE FOR CHILD BENEFIT BEFORE ACCEPTING NO, AS ALL SHOULD RECEIVE THIS. INTERVIEWER: ONLY INCLUDE BENEFITS TO LIVE-IN PARTNERS Yes No	1 2	J49 J53a
J49	ASK ALL RECEIVING ANY STATE BENEFITS (J48 Code 1) CARD J14 AGAIN Which of these are you (or your wife/husband/partner) receiving? PROBE: Any others? UNTIL FINAL 'No'. Child Benefit Child's Tax Credit Working Tax Credit (previously Working Families Tax Credit) Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit Maternity Allowance Statutory Maternity Pay from your employer or former employer Grant from the Social Fund for Maternity Expenses Other Care Grant from the Social Fund Some other state benefit (specify) -----	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19	SEE BELOW

Q.No		Code	Route
J50a	ASK ALL WHO RECEIVE CHILD TAX CREDIT (J49 Code 2)		
	How much do you receive as Child Tax Credit? WRITE IN AMOUNT: £ J12		J50b
	----- Don't know Refusal		J51a
J50b	What period does this cover? 1 week 2 weeks Four weeks Calendar month Other (specify) -----	1 2 3 4 95	SEE BELOW
J51a	ASK ALL WHO RECEIVE WORKING TAX CREDIT (J49 Code 3)		
	How much do you receive from Working Tax Credit (previously Working Families Tax Credit)? WRITE IN AMOUNT: £ J13		J51b
	----- Don't know Refusal		J52a
J51b	What period does this cover? 1 week 2 weeks Four weeks Calendar month Other (specify) -----	1 2 3 4 95	SEE BELOW
J52a	ASK ALL WHO RECEIVE CHILD CARE TAX CREDIT (J49 Code 4)		
	How much do you receive as Child Care Tax Credit? WRITE IN AMOUNT: £ J14		J52b
	----- Don't know Refusal		J53a
J52b	What period does this cover? 1 week 2 weeks Four weeks Calendar month Other (specify) -----	1 2 3 4 95	J53a
J53a	ASK ALL		
	CARD J15 Do you (and your wife/husband/partner) currently receive a regular payment from any of the sources on this card?		
	Yes No	1 2	J53b
			Instruc. At J55

Q.No		Code	Route
J53b	ASK ALL RECEIVING A REGULAR PAYMENT FROM ANY SOURCE (J53a Code 1)		
	CARD J15 AGAIN Which of these are you (or your wife/husband/partner) receiving? PROBE: Any others? UNTIL FINAL 'No'.		
	Education grants/student shops or work	1	
	Training/government training scheme allowance	2	
	Employers maternity/paternity pay	3	
	Maintenance allowance or other regular payments direct from a former husband or wife or partner/Maintenance allowance or other regular payments from CSA	4	
	Regular cash help from parents	5	
	Regular cash help from other relatives or friends outside the household	6	
	Rent from boarders, lodgers or sub-tenants/rent from other property	7	
	Other income from organisations or other persons outside the household	8	
	Pension from a former employer	9	
	Income from investments, including interest on savings	10	
	Allowance for a foster child	11	
	Any other source of regular family/household income (specify) -----	12	SEE BELOW
J54	ASK ALL WITH PARTNER (EITHER FULL TIME OR PART TIME) IN THE HOUSEHOLD		
	CARD J16 This card shows income in amounts. Which of the groups on this card represents (you and your husband's/wife's/partner's) total take-home income from all these sources and earnings, after tax and other deductions? Just tell me the letter beside the row that applies to your <u>joint incomes</u> .		
	A. £0 - £1700	1	J55
	B. £1700.01 - £3300	2	
	C. 3300.01 - £5000	3	
	D. £5000.01 - £6500	4	
	E. £6500.01 - £8500	5	
	F. £8500.01 – £11,000	6	
	G. £11,000.01 - £14,000	7	
	H. £14,000.01 - £16,500	8	
	I. £16,500.01 – £19,500	9	
	J. £19,500.01 - £22,000	10	
	K. £22,000.01 - £28,000	11	
	L. 28,000.01 - £33,000	12	
	M. £33,000.01 - £39,000	13	
	N. £39,000.01 - £44,000	14	
	O. £44,000.01 - £50,000	15	
	P. £50,000.01 - £55,000	16	
	Q. £55,000.01 - £85,000	17	
	R. £85,000 and above	18	
	Don't know	96	
	Refused	97	

Q.No		Code	Route
J55	ASK ALL WITHOUT A PARTNER IN THE HOUSEHOLD		
	CARD J17 This card shows income in annual amounts. Which of the groups on this card represents <u>your</u> total take-home income from all these sources and earnings, after tax and other deductions? Just tell me the letter beside the row that applies to <u>you</u> .		
	☐ ☐ Don't know Refused	96 97	J57
J57	THERE IS NO J56		
	ASK ALL		
	Do you save regularly? (NOTE THIS CAN BE INTO A BANK OR BUILDING SOCIETY ACCOUNT, A CREDIT UNION, OR SOME OTHER WAY)	Yes 1 No 2	J58 J59
J58	ASK ALL WHO ARE SAVING REGULARLY (J57 Code 1)		
	Are you saving for a particular reason, such as to pay bills or to buy something, or for no particular reason?		
	Putting aside money for bills	1	
	Saving for a particular purchase (e.g. car, house deposit, durable goods)	2	
	Saving for the future/long-term (e.g. for a pension)	3	
	Savings for future needs of children (e.g. university, private school fees)	4	
	Saving for a holiday	5	
	No particular purpose - just saving, a habit, etc.	6	
	Other reason	7	J59
J59	ASK ALL		
	How well would you say you (and your wife/husband/partner are managing financially these days? Would you say you are READ OUT		
	Living comfortably	1	
	Doing alright	2	
	Just about getting by	3	
	Finding it quite difficult	4	
	Or, finding it very difficult	5	J60
J60	CARD J18 Sometimes families are not able to pay every bill when it falls due. May I ask, are you up-to-date with the bills on this card, or are you behind with any of them?		
	Not behind with any of these	1	
	Behind with the electricity bill	2	
	Behind with the gas bill	3	
	Behind with other fuel bills like coal or oil	4	
	Behind with Council Tax	5	
	Behind with insurance policies	6	
	Behind with telephone bill	7	
	Behind with television/video rental or HP	8	
	Behind with other HP payments	9	
	Behind with water rates	10	
	Behind with credit card payments	11	
	Behind with bank or other loan repayments	12	J61

Q.No		Code	Route
J61	ASK IF K6 CODES 2/3/4/5/6		
	Do you consider paying your mortgage or rent to be RUNNING PROMPT		
	Very easy to manage	1	
	Fairly easy to manage	2	
	Neither easy nor difficult to manage	3	
	Fairly difficult to manage	4	
	Or, very difficult to manage	5	J65
J65a/b	THERE IS NO J62-64		
	I would now like to ask you about things that relate to people's standard of living. Do you have any of the following items? IF NO ASK: Is this because you do not want this/these or cannot afford this/these? READ OUT:		
		Yes	No
		Does not want	Cannot afford
	A warm waterproof coat for cohort child	1	2
	New properly fitted shoes for cohort child	1	2
	Fresh fruit or vegetables at least once a day for cohort child	1	2
	Insurance for contents of your home	1	2
	Do you have a hobby or leisure activity	1	2
	Two pairs of weather-proof shoes for yourself	1	2
	A small amount of money to spend on yourself weekly, not on the family	1	2
	Holiday away from home once a year not staying with relatives	1	2
	The ability to replace worn out furniture	1	2
			J66a
J66a	ASK ALL WITH A FULL OR PART-TIME PARTNER		
	INTERVIEWER CODE: WAS RESIDENT PARTNER OR OTHER NON-RESIDENT/ PART-TIME RESIDENT PARENT PRESENT DURING INCOME QUESTIONS?		
	Yes	1	J66b
	No	2	INST ABOVE J67
J66b	ASK IF PARTNER PRESENT DURING INCOME QUESTIONS (J66a Code 1)		
	INTERVIEWER CODE: WHO ANSWERED THESE QUESTIONS?		
	Main respondent	1	SEE
	Partner/other parent as well	2	BELOW
J67	ASK IF MAIN RESPONDENT SAME AS MCS1 OR IF MAIN RESPONDENT WAS PARTNER AT MCS1 (HHQ4 = CODE 1) OR (HHQ15b = CODE 4 AND FFPARTST = CODE 3) OR (HHQ20 = CODE 4 and FFPARTST = CODE 4)		
	I'd now like to ask a few questions about your education and qualifications since Cohort child was aged 9 months. Have you acquired any new qualifications?		
	Yes	1	J68
	No	2	J71

Q.No		Code	Route
J68	ASK IF J67 CODE 1		
	CARD J19 Please tell me which of these qualifications on this card you have gained since Cohort child was 9 months old?		
	CODE ALL THAT APPLY.		
	Higher degree	1	
	First degree	2	
	Diplomas in higher education	3	
	A / AS / S levels	4	
	O level / GCSE grades A-C	5	
	GCSE grades D-G	6	
	Other academic qualifications (incl. Overseas)	7	
	None of these qualifications – EXCLUSIVE CODE	8	J69
J69	ASK IF J67 CODE 1		
	CARD J20 Please tell me which of the qualifications on this card you have gained since Cohort Child was 9 months old?		
	CODE ALL THAT APPLY		
	Professional qualifications at degree level	1	
	Nursing / other medical qualifications	2	
	NVQ / SVQ / GSVQ level 3	3	
	Trade apprenticeships	4	
	NVQ / SVQ / GSVQ level 2	5	
	NVQ / SVQ / GSVQ level 1	6	
	Other vocational qualifications (incl. overseas)	95	
	None of these qualifications – EXCLUSIVE CODE	96	J71
J71	THERE IS NO J70		
	ASK ALL		
	Are you linked to the internet at work, college or at home?		
	Yes, at work or college	1	
	Yes, at home	2	
	Yes, both	3	
	Yes, elsewhere	4	
	No neither	5	SEE BELOW
J72	ASK IF HAD DIFFICULTY AT MSC1 WITH READING/FILLING OUT FORMS/DEALING WITH NUMBERS (FFBSKILL = CODE 1 AND HHQL = CODE 1)		
	Since we last interviewed you when Cohort child was 9 months old, have you ever been on any courses to improve your reading or number skills?		
	Yes, reading	1	
	Yes, number	2	
	Yes, both	3	SEE BELOW
	No, neither	4	SEE BELOW

Q.No		Code	Route																
J73	ASK J73 TO J82 TO NEW RESPONDENTS ONLY (HHQ4 = CODE 2 AND HHQ15b = CODES 1,2,3 OR 5) OR (HHQ4 = CODE 2 AND HHQ15b = CODE 4 AND FFPARTST = CODES 5,6, OR 7) I'd now like to ask a few questions about your education. First, how old were you when you left full-time continuous education? IF LEFT AND LATER RETURNED TO BECOME A FULL-TIME STUDENT, ASK: How old were you when you <u>first</u> left? IF SANDWICH COURSE OR GAP YEAR TREAT AS FULL-TIME CONTINUOUS EDUCATION, IF STILL IN FULL-TIME EDUCATION, CODE 0 WRITE IN: J11		J74																
J74	CARD J19 AGAIN Please tell me whether you have any of the qualifications on this card. IF YES: Please look down the list starting from the top and tell me the first one you come to that you have. CODE ONE ONLY <table><tr><td>Higher degree</td><td>1</td></tr><tr><td>First degree</td><td>2</td></tr><tr><td>Diplomas in higher education</td><td>3</td></tr><tr><td>A / AS / S levels</td><td>4</td></tr><tr><td>O level / GCSE grades A-C</td><td>5</td></tr><tr><td>GCSE grades D-G</td><td>6</td></tr><tr><td>Other academic qualifications (incl. overseas)</td><td>95</td></tr><tr><td>None of these qualifications</td><td>96</td></tr></table>	Higher degree	1	First degree	2	Diplomas in higher education	3	A / AS / S levels	4	O level / GCSE grades A-C	5	GCSE grades D-G	6	Other academic qualifications (incl. overseas)	95	None of these qualifications	96		J75
Higher degree	1																		
First degree	2																		
Diplomas in higher education	3																		
A / AS / S levels	4																		
O level / GCSE grades A-C	5																		
GCSE grades D-G	6																		
Other academic qualifications (incl. overseas)	95																		
None of these qualifications	96																		
J75	CARD J20 AGAIN And please tell me whether you have any of the qualifications on this card. IF YES: Please look down the list starting from the top and tell me the first one you come to that you have. CODE ONE ONLY <table><tr><td>Professional qualifications at degree level</td><td>1</td></tr><tr><td>Nursing / other medical qualifications</td><td>2</td></tr><tr><td>NVQ / SVQ / GSVQ level 3</td><td>3</td></tr><tr><td>Trade apprenticeships</td><td>4</td></tr><tr><td>NVQ / SVQ / GSVQ level 2</td><td>5</td></tr><tr><td>NVQ / SVQ / GSVQ level 1</td><td>6</td></tr><tr><td>Other vocational qualifications (incl. overseas)</td><td>95</td></tr><tr><td>None of these qualifications</td><td>96</td></tr></table>	Professional qualifications at degree level	1	Nursing / other medical qualifications	2	NVQ / SVQ / GSVQ level 3	3	Trade apprenticeships	4	NVQ / SVQ / GSVQ level 2	5	NVQ / SVQ / GSVQ level 1	6	Other vocational qualifications (incl. overseas)	95	None of these qualifications	96		J78
Professional qualifications at degree level	1																		
Nursing / other medical qualifications	2																		
NVQ / SVQ / GSVQ level 3	3																		
Trade apprenticeships	4																		
NVQ / SVQ / GSVQ level 2	5																		
NVQ / SVQ / GSVQ level 1	6																		
Other vocational qualifications (incl. overseas)	95																		
None of these qualifications	96																		
J78	THERE IS NO J76-J77 As you may know, many people have problems with reading. Can I just check, can you read aloud to a child from a children's storybook (in your own language)? IF YES: Can you usually read this easily or with difficulty? ('in your own language') if English is not the only language spoken at home <table><tr><td>Yes, easily</td><td>1</td></tr><tr><td>Yes, with difficulty</td><td>2</td></tr><tr><td>No</td><td>3</td></tr></table>	Yes, easily	1	Yes, with difficulty	2	No	3		J79										
Yes, easily	1																		
Yes, with difficulty	2																		
No	3																		
J79	Can you usually read and fill out forms you might have to deal with (in your own language)? IF YES: Can you usually read this easily or with difficulty? <table><tr><td>Yes, easily</td><td>1</td></tr><tr><td>Yes, with difficulty</td><td>2</td></tr><tr><td>No</td><td>3</td></tr></table>	Yes, easily	1	Yes, with difficulty	2	No	3		J80										
Yes, easily	1																		
Yes, with difficulty	2																		
No	3																		

Q.No		Code	Route
J80	When you buy things in shops with a five or ten pound note, can you usually tell if you have the right change? PROBE IF YES: Can you usually do this easily or with difficulty? Yes, easily Yes, with difficulty No	1 2 3	SEE BELOW
J81	IF HAVE DIFFICULTY WITH READING ALOUD, FILLING IN FORMS, CHECKING CHANGE IN SHOPS (J78 Codes 2 or 3 or J79 Codes 2 or 3 or J80 Codes 2 or 3): Do problems with reading, writing or maths make it difficult to manage day to day activities, like paying bills, writing letters and so on? Yes No	1 2	J82 NEXT SECTION
J82	IF HAVE DIFFICULTY MANAGING DAY TO DAY ACTIVITIES (J81 Code 1) Have you ever been on any courses to improve your reading or number skills? Yes, reading Yes, number Yes, both No, neither	1 2 3 4	NEXT SECTION

**MODULE M: EMPLOYMENT HISTORY -
SAME MOTHER AS MCS1 ONLY
HHQ6 = CODE 2 AND HHQ4 = CODE 1**

Q.No.		Code	Route
M1	CAPI CHECK: Is date started current period/job at J10 or current not working period at J38 before date of last interview? If yes go to M1. If not go to M2a. Use J10 if NOT J1 Code 2 and J2 Code 2 Use J38 if J1 = Code 2 and J2 = Code 2		
	If dates are earlier than last interview: We were interested in what you were doing between the last interview and today, but I see from what you told me earlier, you have been (employed in the same job/not employed) all the time since we last interviewed you. Is this correct?		
	Yes – employed all the time	1	M2
	Yes- not working all the time	2	M22
	No	3	M1a
M1a	IF 'NO' AT M1- Correct the date of the start of the current activity i.e. job or not working period (Enter MM/YYYY) and go to instruction after M2 (*)		
M2	IF CONFIRMS WAS EMPLOYED IN SAME JOB THROUGHOUT (M1 Code 1 and (J1 Code 1 or J2 Code 1)): Did you have any periods of maternity leave or parental leave while you have been working with this employer?		
	Yes	1	M17
	No	2	M22
INTRO M1a	ASK ALL EXCEPT THOSE WHO HAVE BEEN EMPLOYED IN THE SAME JOB OR NOT EMPLOYED SINCE THE LAST INTERVIEW (M1=1/2)		
	- GIVE OUT PRINTED CALENDAR I would like to ask you about jobs and spells of employment since the last interview when Cohort Child was 9 months old. Can you take this Calendar to help you think back over time. Mark on it when Cohort child was 9 months old and what you were doing then. You also told me that your current (job/not working period) started in (DATE AT J10 or DATE AT J38 or DATE at M1a). You could mark that on the Calendar. IF HAS HAD ANOTHER BABY/BABIES SINCE COHORT MEMBER (FROM HOUSEHOLD GRID - INCLUDE ADOPTIONS) (HHQ13 CODES 11-15 AND HHQ12 AGE = <3): You also told me earlier you now have another baby/other babies born on (DATE FROM HHQ12). It will be important for us to fit this birth/ these births into the picture you give us. Can you mark on the Calendar this other birth date/these other birth dates.		
INTRO M2a	I would like you to mark on all the changes in your employment you have had since the last interview and until your current job/not working period started. We can go over each change and get the details and timing straight. We would like to get as complete a picture as possible. This means we are interested in SHOW CARD M1 AND READ OUT: - periods of paid work (even if they were very short); - changes of jobs within the same employer, like promotions or just a change of job; - periods of maternity leave or parental leave; - periods on training schemes or in full time education as a student; and - periods out of work, as unemployed, or sick leave, or looking after the family. IF HAS HAD/ADOPTED ADDITIONAL BABY/BABIES SINCE COHORT MEMBER (HHQ13 CODES 11-15 AND HHQ12 AGE <3: We are particularly interested in whether you took any maternity or parental leave, if you were working around the time you were pregnant with children born after Cohort child.		

Q.No		Code	Route
INTRO	ALL: I'll start by asking you what you were doing immediately before your (current spell of employment/not working) which you told me earlier started on (IF J1 = CODE 2 AND J2 = CODE 2 USE DATE FROM J38 ELSE DATE FROM J10)		
M3	SHOW CARD M2 Can you look at this card please and tell me which of the descriptions comes closest to what you were doing immediately before then? Please don't forget to mention any periods of parental leave or maternity leave lasting four weeks or more. Doing a different job for same employer 01 Either working for a different employer 02 OR In paid employment (not self employed) OR Working for myself (self employed) Unemployed/looking for work 03 Retired from work altogether 04 Having a baby or on maternity leave 05 On parental leave 06 Looking after family or home 07 In full-time education/student 08 Long term sick or disabled 09 On government training scheme 10 Something else (WRITE IN) 11		M4
M4	On what date did you start doing that? Date (month) M2 Date (year) M1 IF DON'T KNOW MONTH ENTER '98' or try for season as in main q're IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11 IF PAID EMPLOYMENT SPELL (M3 CODES 01 or 02) ASK EMPLOYMENT LOOP (M5-14). CONTINUE WITH LOOP ABOVE UNTIL DATE REPORTED IS BEFORE THE DATE OF LAST INT (FFINTDATE) If this code is the last spell and If code 11 at M3 ask M5, then MSummary If this code is the last spell and If codes 3-10 at M3 go to MSummary		
M5	Could you give me some details of that job which you started in (DATE AT M4). Please tell me the exact job title and describe fully the sort of work you did. N.B. IF MORE THAN ONE JOB, MAIN = MOST HOURS IF EQUAL HOURS THEN HIGHEST PAID ENTER JOB TITLE: ----- ----- ----- -----		M6
M6	Were you a full-time employee, a part-time employee or self-employed? F/T Employee 1 P/T Employee 2 Self-employed 3		M8 ----- M7

Q.No		Code	Route
M7	Did you have any employees Yes No	1 2	 M10
M8	ASK IF M6 NOT = CODE 3 Did you have any managerial duties, or did you supervise any other employees? Manager Foreman/Supervisor NOT Manager of Supervisor	1 2 3	 M10
M10	ASK IF M3 = CODE 1 Was this job at the same workplace as the job you told me about before? Same Different	1 2	 M14
M14	ASK IF M3 = CODE 1 OR CODE 2 SHOW CARD M3 Would you look at this card please and tell me which of the statements on the card best describes why you stopped doing that job? Promoted Left for better job Made redundant Dismissed/sacked Temporary job ended Took retirement Health reasons Left to have baby (not on maternity leave) Left to have baby by going on maternity leave Look after own children Look after older adult Left because could not have hours flexibility I wanted Left because could not have extended leave I wanted Other reason	01 02 03 04 05 06 07 08 09 10 11 12 13 14	
	MSummary Here is a summary of what you have told us you have been doing since (FFINTDATE). Present: (DATE FROM J10 OR J38 OR M1a) - Present (Employment status FROMS M3, "period of non-working" if J2 = 2 OR "employment" if J7=1/2 Previous: (MOST RECENT DATE FROM M4) - (MOST RECENT Employment status from M3) (<u>ALL</u> PERIODS TO BE LISTED STARTING WITH MOST RECENT, WITH CORRESPONDING EMPLOYMENT STATUS) Is there anything that we have missed? Yes - something missed ----- No - nothing missed	01 02	Repeat Loop M3-M14 M22

Q.No.		Code	Route
	IF FEED FORWARD ECONOMIC STATUS IS “ON LEAVE FROM JOB” (FFEACT=2) AND THERE HAS BEEN ANY SPELL OF EMPLOYMENT (M3 = 1 OR 2) WHERE START DATE AT M4 IS AFTER FFBD OB, ASK M15 (VERSION A) IF FEED FORWARD ECONOMIC STATUS IS ANY OTHER NON-WORKING STATUS (FFEACT=4/5/85/86/95/-1/-8/-9) AND THERE HAS BEEN ANY SPELL OF EMPLOYMENT M3 = 1 OR 2) WHERE START DATE AT M4 IS AFTER FFBD OB, ASK M15 (VERSION B) OTHERS TO M22 (FFEACT=3)		
M15(A)	Can I just confirm that the first time you returned to work from leave after Cohort child was born was (Date at M3 for earliest occasion where M3 = 01 or M3 = 02)		
M15(B)	Can I just confirm that the first time you returned to work after Cohort child was born was (Date at M3 for earliest occasion where M3 = 01 or M3 = 02) Note to capi: Date at M3 for first occasion M3=01 or 02 is first after birth of cohort child not necessarily first in sequence of history's collection which is going backwards in time.	()	
	Yes 1 No 2		M22 M15a
	ASK IF NO AT M15(A) OR M15(B)		
M15a	INTERVIEWER CODE REASON FOR ERROR:		
	Whole job missed out	1	
	Start date of job needs to be corrected	2	
	IF CODE 1 AT M15a: PRESS NEXT TO GO BACK AND CORRECT SUMMARY SCREEN, THEN GO TO Msummary(1) IF CODE 2 AT M15a: ASK M16a(1) AND THEN GO STRAIGHT TO M22		
M16a	So when was the first time you returned to work after Cohort child was born? ENTER: DATE: Month M2 Then Year M1 IF DK MONTH ENTER '98' OR SEASON: WINTER = 02, SPRING = 05, SUMMER = 08, AUTUMN = 11	1 2 3	Q.

Q.No		Code	Route
	IF HAS EVER HAD A JOB AT M22		
M23	What did you mainly do in your job? WRITE IN INTERVIEWER: CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB ----- ----- ----- -----		M24
M24	When did you start that job? Month: M2 Year: M5		SEE BELOW
M24a	Can I just check, was Cohort Child your first child? Yes ----- No	1 ----- 2	Next Section M25
M25	What job were you doing immediately before you had your first child? WRITE IN ----- Same job as first ever main job (at M22) ----- At school when first pregnant	1 ----- 2	M26 Next Section
M26	When did you stop work before your first birth? Month: M2 Year: M6 Don't know/can't remember	01	M27
M27	Did you take maternity leave for that birth? Yes ----- No ----- Don't remember	1 ----- 2 ----- 3	M28 Next Section
M28	Did you return to work after that first birth before Cohort child was born? IF YES RETURNED, NOTE DATES. Month: M2 Year: M6 No - didn't return to work	1	

MODULE E: CHILDCARE
MAIN RESPONDENTS ONLY

Q.No		Code	Route
E-Intro	IF INTERVIEWED AT MCS1 (HHQ4 = CODE 1) I'd now like to ask you about any regular child care arrangements you have used since (DATE OF LAST INTERVIEW). IF MAIN RESPONDENT WAS PREVIOUS PARTNER (HHQ4 NOT CODE 1 AND HHQ15b = CODE 4) I'd now like to ask you about any regular child care arrangements you have used with (COHORT CHILD). IF NEW RESPONDENT TO HOUSEHOLD (HHQ4 NOT = CODE 1 OR HHQ15b NOT = CODE 4) I'd now like to ask you about any regular childcare arrangements you've had since you started living with (COHORT CHILD) By childcare arrangement I mean for times when you may have been at work, or someone else was looking after Cohort Child for any other reason. By regular I mean an arrangement that normally runs for at least five hours a week and lasted for at least one month. Please include childcare provided by Cohort Child's other relatives (or mother/ father). IF HAS TWINS/TRIPLETS (HH2 CODES 2-6) ASK E0, ELSE GO TO E1		
E1	Can I just check, are [twins/triplets] usually looked after together? Yes No	1 2	SEE BELOW
E1a	CAPI NOTE IF NO, GO THROUGH E1a – E26 FOR EACH CHILD SEPARATELY. OTHERWISE GO THROUGH LOOP ONCE AND PUT NAME IN FOR BOTH/ALL COHORT CHILDREN IF NO FEED FORWARD CHILDCARE (CHILDCAREFF = 21) OR MAIN RESPONDENT ISN'T THE SAME AS AT MCS1 (HHQ4 = CODE 2) ASK E1a. OTHERS GO TO E2a (Since we last interviewed you on [FF date]) have you ever made any regular arrangement for Cohort child to be looked after, either while you are at work or for any other reasons? IF MAIN RESPONDENT WAS PREVIOUS PARTNER: Have you ever ... ALL NEW RESPONDENTS TO HOUSEHOLD: Since you started living them Yes No	1 2	E1b NEXT SECTION
E1b	When did this childcare arrangement start? If respondent has difficulty remembering the month try for season. Code 02 = Winter, 05 = Spring, 08 = Summer, 11 = Autumn, or look at child's age to be marked on calendar RECORD - YEAR: E1 MONTH E2		E2b
E2ai	ASK IF FFCHCARE = CODES 1,2,4,6,10,11,14,15,16,17,18 At the time we last interviewed you on [FF date] I believe that your main childcare arrangement was (FF Childcare type). Is that correct? Yes No	1 2	E3 E2b

Q.No		Code	Route
E2aii	ASK IF FFCHCARE = CODES 20/95		
	At the time we last interviewed you on (DATE), I believe that you did have some type of childcare. Is that correct?		
	Yes No	1 2	E2b ----- NEXT SECTION
E2b	ASK IF E1a = CODE 1 OR E2ai = CODE 2 OR E2aii = CODE 1		
	SHOWCARD E1 So can I just check, what was your main arrangement for childcare then?		
	Looking after the child yourself while you were working at home or at your workplace	1	
	Resident husband/wife/partner	2	
	Grandparent in my home	3	
	Other relative (including non-resident parent) in my home	4	
	Care in grandparent's home	5	
	Care in other relative's home (including non-resident parent)	6	
	Non-relative (including nannies and au pairs) in my home	7	
	Non-relative elsewhere (e.g.friend, neighbour)	8	
	Childminder	9	
	Workplace /college nursery/creche	10	
	Private / independent day nursery/creche	11	
	Local Authority nursery	12	
	Nursery School	13	
	Nursery or Reception class in a primary or infants' school	14	
	Special day school or nursery or unit for children with special educational needs	15	
	Playgroup	16	
	Combined Child/Family Centre	17	
	Other	95	E3
E3	ASK IF E1a NOT = CODE 2 or E2aii NOT = CODE 2		
	When did this particular childcare arrangement stop, or is it still going on? If respondent has difficulty remembering the month try for season. Code 02 = Winter, 05 = Spring, 08 = Summer, 11 = Autumn		
	RECORD - YEAR: E1 MONTH: E2		E4
	----- Still Going On	1	E7
E4	ASK IF E3 NOT = 'STILL GOING ON'		
	In general, during the entire period that you used this particular arrangement, about how many hours per week did you use it? If respondent says it changed over time, request she estimate the average across the entire period of time.		
	ENTER WEEKLY HOURS: E3		E5

Q.No		Code	Route
E5	Before, or after, that arrangement, or while it was still going on, did you make any other regular arrangements for looking after Cohort Child? Yes ----- 1 No ----- 2	1 2	E6a ----- FILTER BEFORE E14
E6a	SHOWCARD E1 AGAIN Please tell me about any other regular arrangement that you also used during the time we have just talked about. What was the arrangement? Looking after the child yourself while you were working at home or at your workplace) Resident husband/wife/partner Grandparent in my home Other relative (including non-resident parent) in my home Care in grandparent's home Care in other relative's home (including non-resident parent) Non-relative (including nannies and au pairs) in my home Non-relative elsewhere (e.g.friend, neighbour) Childminder Workplace /college nursery/creche Private / independent day nursery/creche Local Authority nursery Nursery School Nursery or Reception class in a primary or infants' school Special day school or nursery or unit for children with special educational needs Playgroup Combined Child/Family Centre Other	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 95	E6b
E6b	When did this particular childcare arrangement start? If respondent has difficulty remembering the month try for season. Code 02 = Winter, 05 = Spring, 08 = Summer, 11 = Autumn RECORD - YEAR: Range 2000-2005 MONTH: Range: 1-12		E6c
E6c	When did this particular childcare arrangement stop, or is it still going on? If respondent has difficulty remembering the month try for season. Code 02 = Winter, 05 = Spring, 08 = Summer, 11 = Autumn RECORD - YEAR: Range 2000-2005 MONTH: Range: 1-12 ----- Still Going On	1	E6d E7
E6d	ASK IF E6c NOT 'STILL GOING ON' In general, during the entire period that you used this particular arrangement, about how many hours per week did you use it? INTERVIEWER: If respondent says it changed over time, request estimate of average over entire period. ENTER WEEKLY HOURS: Range 01-80		E5

Q.No		Code	Route
E7	ASK IF E3=1 OR E6c=1 (STILL GOING ON) At the time this arrangement started, for how many hours a week did you use this particular child care arrangement? PROBE FOR BEST ESTIMATE ENTER WEEKLY HOURS: E3 Don't know	01	INSTRC ABOVE E8a
E8a	ASK IF E2b = CODE 1 or E6a = CODE 1 How many hours per week are you looking after Cohort child while at work? ENTER WEEKLY HOURS: Don't know = 98 Range 01-80		
E8b	ASK IF E2b NOT = CODE 1 OR E6a NOT = CODE 1 And for how many hours a week do you use this particular childcare arrangement now? ENTER WEEKLY HOURS: Range 01-80 Don't know	01	E5
E9	IF CARING IS NOT BY RESPONDENT OR PARTNER (E2b NOT = CODES 1 OR 2 OR E6b NOT = CODES 1 OR 2) ASK E9. OTHERS GO TO LOOP AT E5. Can I just check, do you pay anything for this childcare? Yes No	1 2	E10 E5
E10	I would like to ask how much you pay for this childcare or nursery education. Firstly, is it easier for you to answer in terms of amount per week, or amount per hour, or per session? DO NOT INCLUDE COSTS FOR OTHER CHILDREN. INTERVIEWER: CODE WHETHER AMOUNT IS GIVEN PER HOUR/WEEK/SESSION Hour Session Week Month Refused to give cost	1 2 3 4 5	E11a E11b E12 E12b E5
E11a	ASK IF ANSWER GIVEN HOURLY (E10 Code 1) How much do you pay per hour for this childcare arrangement? If you the amount you pay includes money for more than just childcare – for example cleaning or food – please exclude those other costs if you can. IF MORE THAN ONE CHILD UNDER 11 IN HOUSEHOLD If possible, please only give the cost for Cohort Child and not for any other children who may have the same arrangement ENTER COST IN POUNDS AND PENCE PER HOUR. IF MULTIPLE BIRTHS: ENTER TOTAL COSTS COST: £ : p E4 E6 Refused No idea	1 2	E13 E5

Q.No		Code	Route
E11b	ASK IF ANSWER GIVEN PER SESSION (E10 Code 2) How much do you pay per session for this child care arrangement? If the amount you pay includes money for more than just childcare – for example cleaning or food – please exclude those other costs if you can. IF MORE THAN ONE CHILD UNDER 11 IN HOUSEHOLD If possible, please only give the cost for Cohort Child and not for any other children who may have the same arrangement ENTER COST IN POUNDS AND PENCE PER HOUR. IF MULTIPLE BIRTHS: ENTER TOTAL COSTS COST: £ : p E5		E11c
	Refused No idea	1 2	E5
E11c	ASK IF COST IS GIVEN AT E11b And how many hours are there in a session? ENTER WEEKLY HOURS – E3:		E13
E12a	ASK IF ANSWER GIVEN WEEKLY (E10 CODE 3) How much do you pay per week for this child care arrangement? If you the amount you pay includes money for more than just childcare – for example cleaning or food – please exclude those other costs if you can. IF MORE THAN ONE CHILD UNDER 11 IN HOUSEHOLD If possible, please only give the cost for [Cohort Child] and not for any other children who may have the same arrangement ENTER COST IN POUNDS PER WEEK IF MULTIPLE BIRTHS: ENTER TOTAL COSTS COST: £ E5		E13
	Refused No idea	1 2	E5
E12b	ASK IF ANSWER GIVEN MONTHLY (E10 Code 4) How much do you pay per month for this child care arrangement? If you the amount you pay includes money for more than just childcare – for example cleaning or food – please exclude those other costs if you can. IF MORE THAN ONE CHILD UNDER 11 IN HOUSEHOLD If possible, please only give the cost for Cohort Child and not for any other children who may have the same arrangement ENTER COST IN POUNDS PER MONTH IF MULTIPLE BIRTHS: ENTER TOTAL COSTS COST: £ E7		E13
	Refused No idea	1 2	E5
E13	ASK IF AN AMOUNT IS GIVEN AT E12b AND E10 CODES 1-4		
	INTERVIEWER CODE. DID THE AMOUNT PAID FOR CHILDCARE INCLUDE... Cost for Other Child(ren) Cost for other services like cleaning Neither of these	1 2 3	E5

Q.No		Code	Route
E14	ASK ALL WHO HAVE HAD A SPELL OF CHILDCARE WHICH HAS FINISHED – I.E. AT LEAST ONE DATE GIVEN AT E3 OR E6c. OTHERS TO FILTER BEFORE E15		
	When you last changed or stopped your childcare arrangement, what was the reason for the change?		
	Too expensive/could not afford	1	
	Cohort child would not settle/unhappy	2	
	Hours too inflexible	3	
	Hours not sufficient	4	
	Changed job and no longer convenient	5	
	Not happy with number of adults	6	
	Not happy with other conditions or safety	7	
	Opening hours not suitable	8	
	Difficult journey	9	
	Moved house and too far away	10	
	Care not appropriate as child grew older/other care more appropriate for older baby/young child	11	
	Preferred other provider/place came up at preferred provider	12	
	Parent doing caring got a job	13	
	Parent stopped work	14	
	Other - specify		
	-----	95	SEE BELOW
E15	ASK E15 IF ANY CURRENT SPELL IS NURSERY OR DAYCARE (IF E2b = CODES 10-17 AND E3 'STILL GOING ON') OR (IF FFCHCARE = 16,17,18 AND E2ai = CODE 1 AND E3 = 'STILL GOING ON') OR (IF E6a = CODES 10-17 AND E6c – 'STILL GOING ON'). OTHERS GO TO NEXT MODULE		
	READ OUT: We would like to contact the place you mentioned earlier as providing nursery care or education for Cohort child, just to check what type of service they provide. This will help us build up a better picture of the types of nursery education that people use. We will not be asking the place any questions about your or Cohort child, just about the type of child care or nursery education they offer. Would this be okay?		
	Agree to give details	1	Continue
	Refused to give details	2	NEXT MODULE
	IF AGREED TO GIVE DETAILS (E15 Code 1) NOTE: If child currently goes to more than one nursery etc, to take the details of the arrangement with longest hours. Thank you, I'll collect this information at the end of the interview in case you need to go and look up the information.		NEXT MODULE

MODULE L: OTHER MATTERS

MAIN RESPONDENTS

Q.No		Code	Route
L1	ASK L1-L5 TO NEW RESPONDENTS ONLY (HHQ4 = CODE 2)		
	I'd like to ask a few more questions about some other issues. Talking to people about the General Election on the 7 th of June 2001 we have found that a lot of people didn't manage to vote. How about you? Did you manage to vote in the General Election? NOTE: IF NOT ELIGIBLE OR TOO YOUNG TO VOTE, CODE AS NO.		
	Yes No	1 2	L3
L3	THERE IS NO L2		
	How interested would you say you are in politics? Would you say you were		
	READ OUT:		
	Very interested	1	
	Fairly interested	2	
	Not very interested	3	
	Or, not at all interested	4	L4
L4	Do you regard yourself as belonging to any particular religion? IF YES: Which?		
	No religion	1	
	Christian, no denomination	2	
	Roman Catholic	3	
	Church of England/Ireland/Anglican/Episcopal	4	
	United Reformed Church (URC)/Congregational	5	
	Baptist	6	
	Methodist	7	
	Presbyterian/Church of Scotland	8	
	Free Presbyterian	9	
	Other Christian (specify)		
	-----	10	
	Hindu	11	
	Jew	12	
	Muslim/Islam	13	
	Sikh	14	
	Buddhist	15	
	Other non Christian (specify)		
	-----	16	SEE BELOW
L5 (LChAttn)	IF DOES BELONG TO ANY PARTICULAR RELIGION (L4 = CODES 2-16)		
	How often, if at all, do you attend services or meetings connected with your religion? Do you attend		
	READ OUT:		
	Once a week or more	1	
	Less often but at least once a month	2	
	Sometimes, but less than once a month	3	
	Or, very rarely or never	4	L6

Q.No		Code	Route
L6	ASK ALL A lot of parents nowadays feel they don't have enough time to spend with their children. How do you feel about the amount of time you have to spend with Cohort child? Would you say you have READ OUT: Plenty of time with Cohort child 1 Just enough 2 Not quite enough 3 ----- Or, nowhere near enough 4 ----- Don't know 5		
			NEXT SECTION
			L7
			NEXT SECTION
L7	ASK IF NOWHERE NEAR ENOUGH TIME (L6 Code 4) Why do you feel you do not have enough time to spend with Cohort child? CODE ALL THAT APPLY Works long hours 1 Works away from home 2 Other work reasons 3 Demands of domestic work 4 Demands of other children 5 Respondent is in poor health 6 Other (specify) 95 -----		
			NEXT SECTION

MODULE H: SELF-COMPLETION

MAIN RESPONDENTS

Q.No		Code	Route			
HO	I now have some questions for you to answer yourself on the computer. Will you be able to read and answer these yourself or would you prefer me to read them out loud? Self-completion accepted1 Self-completion refused2 Not able to do3 Self-completion administered by interviewer4		HIntro			
INSTRUCTION	IF SELF-COMPLETION ACCEPTED (HO=CODE1) INTERVIEWER PLEASE PASS CAPI MACHINE TO RESPONDENT					
H REFUSE	Self-completion refused: (HO=CODE 2) INTERVIEWER: CODE REASON(S) WHY RESPONDENT REFUSED - CODE ALL THAT APPLY Didn't like computer1 Child crying/needed attention etc.2 Worried about confidentiality3 Concerned because someone else was present4 Couldn't be bothered5 Other (specify) -----95		NEXT SECTION			
H UNABLE	If not able to do self completion (HO=CODE 3) Eyesight problems1 Reading/literacy problems2 Language problems3 Other (specify) -----4					
D	Self-completion administered by interviewer: first 42 items (H2 – H54) and F25 only		H12			
H SELF INSTRUCTION	IF ACCEPTS SELF COMPLETION INTERVIEWER PLEASE PASS CAPI MACHINE TO RESPONDENT					
H INTRO	The next questions are for you to answer yourself. They all ask you to choose one answer from those listed on the screen. Please choose your answer by tapping the number next to the answer you want to give and the next question will appear. If the next question doesn't appear press <NEXT> at the bottom right of the screen. Please ask the interviewer if you want any help. Now press <NEXT>.					
	What's your child like? / What are your twins/triplets like? REPEAT FOR EACH COHORT CHILD – ensure each twin/triplet is identified For each item, please press the appropriate number for 'Not True', 'Somewhat True' or 'Certainly True'. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months					
	H2 – H46Likes to work things out for self; seeks help only when has to, or as a last resort	Not True1		Somewhat True2	Certainly True3	Can't say4
	H2 – H46Shows wide mood swings	1		2	3	4
	H2 – H46Does not need much help with tasks	1		2	3	4
	H2 – H46Gets over excited	1		2	3	4
	H2 – H46Chooses activities on their own	1		2	3	4
H2 – H46Is easily frustrated	1	2	3	4		

H2 – H46	Gets over being upset quickly	1	2	3	4		
Q.No						Code	Route
		Not True	Somewhat True	Certainly True	Can't say		Cont.
H2 – H46	Persists in the face of difficult tasks	1	2	3	4		
H2 – H46	Can move to a new activity after finishing a task	1	2	3	4		
H2 – H46	Is impulsive, acts without thinking	1	2	3	4		
H2 – H46	Considerate of other people's feelings	1	2	3	4		
H2 – H46	Restless, overactive, cannot stay still for long	1	2	3	4		
H2 – H46	Often complains of headaches, stomach-aches or sickness	1	2	3	4		
H2 – H46	Shares readily with other children (treats, toys, pencils etc.)	1	2	3	4		
H2 – H46	Often has temper tantrums or hot tempers	1	2	3	4		
H2 – H46	Rather solitary, tends to play alone	1	2	3	4		
H2 – H46	Generally obedient, usually does what adults request	1	2	3	4		
H2 – H46	Many worries, often seems worried	1	2	3	4		
H2 – H46	Helpful if someone is hurt, upset or feeling ill	1	2	3	4		
H2 – H46	Constantly fidgeting or squirming	1	2	3	4		
H2 – H46	Has at least one good friend	1	2	3	4		
H2 – H46	Often fights with other children or bullies them	1	2	3	4		
H2 – H46	Often unhappy, down-hearted or tearful	1	2	3	4		
H2 – H46	Generally liked by other children	1	2	3	4		
H2 – H46	Easily distracted, concentration wanders	1	2	3	4		
H2 – H46	Nervous or clingy in new situations, easily loses confidence	1	2	3	4		
H2 – H46	Kind to younger children	1	2	3	4		
H2 – H46	Often argumentative with adults	1	2	3	4		
H2 – H46	Picked on or bullied by other children	1	2	3	4		
H2 – H46	Often volunteers to help others (parents, teachers, other children)	1	2	3	4		
H2 – H46	Can stop and think things out before acting	1	2	3	4		
H2 – H46	Can be spiteful to others	1	2	3	4		
H2 – H46	Gets on better with adults than with other children	1	2	3	4		
H2 – H46	Many fears, easily scared	1	2	3	4		
H2 – H46	Sees tasks through to the end, good attention span	1	2	3	4		Cont.

Q.No		Code	Route																																		
H47	REPEAT FOR EACH COHORT CHILD – ensure each twin/triplet is identified Overall, do you think that your child has difficulties in one or more of the following areas: Emotions, concentration, behaviour or being able to get on with other people? No1H56 Yes - minor difficulties2 Yes - definite difficulties3H48 Yes - severe difficulties4 Can't say5H56																																				
H48	IF YOU HAVE ANSWERED 'YES', PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT THESE DIFFICULTIES: (H47=CODES 2, 3 OR 4) How long have these difficulties been present? Less than a month1 1 - 5 months2 6 - 12 months3 Over a year4 Can't say5H49																																				
H49	Do the difficulties upset or distress your child? Not at all1 Only a little2 Quite a lot3 A great deal4 Can't say5H50																																				
	Do the difficulties interfere with your child’s everyday life in the following areas?																																				
	<table><tr><td></td><td>Not at all</td><td>Only a little</td><td>Quite a lot</td><td>A great deal</td><td>Can't say</td></tr><tr><td>H50</td><td>Home Life</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>H51</td><td>Friendships</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>H52</td><td>Learning</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>H53</td><td>Leisure Activities</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>		Not at all	Only a little	Quite a lot	A great deal	Can't say	H50	Home Life	1	2	3	4	5	H51	Friendships	1	2	3	4	5	H52	Learning	1	2	3	4	5	H53	Leisure Activities	1	2	3	4	5		
	Not at all	Only a little	Quite a lot	A great deal	Can't say																																
H50	Home Life	1	2	3	4	5																															
H51	Friendships	1	2	3	4	5																															
H52	Learning	1	2	3	4	5																															
H53	Leisure Activities	1	2	3	4	5																															
H54	Do the difficulties put a burden on you or the family as a whole? Not at all1 Only a little2 Quite a lot3 A great deal4 Can't say5H56																																				
H56	SKIP TO F25 IF ADMINISTERING AS INTERVIEW AND LANGUAGE SPOKEN IS NOT ENGLISH (IF HO=CODE 4 AND HH23=3) PARENTING COMPETENCE The next question is about how you feel about being a parent. For the next statement, choose your response from the choice 1 to 5: I feel that I am: Not very good at being a parent1 A person who has some trouble being a parent2 An average parent3 A better than average parent4 A very good parent5 Can't say6H68																																				

Q.No								Code	Route
	How often do you do the following when your Cohort child is naughty?								
		Never	Rarely	Once a month	Once a week or more	Daily	Can't say		
H68-H74	Ignore him/her/them	1	2	3	4	5	6		
H68-H74	Smack him/her/them	1	2	3	4	5	6		
H68-H74	Shout at him/her/them	1	2	3	4	5	6		
H68-H74	Send him/her/them to his/her/their bedroom/naughty chair, etc.	1	2	3	4	5	6		
H68-H74	Take away treats	1	2	3	4	5	6		
H68-H74	Tell him/her/them off	1	2	3	4	5	6		
H68-H74	Bribe him/her/them (e.g. with sweets, or a treat)	1	2	3	4	5	6		H84a
	The next few questions are about how you have felt over the last 30 days.								
(H84)		All of the time	Most of the time	Some of the time	A little of the time	None of the time	Can't say		
H84a	During the last 30 days, about how often did you feel so depressed that nothing could cheer you up? SINGLE CODE ONLY	01	02	03	04	05	06		H84b
H84b	During the last 30 days, about how often did you feel hopeless? SINGLE CODE ONLY	01	02	03	04	05	06		H84c
H84c	During the last 30 days, about how often did you feel restless or fidgety? SINGLE CODE ONLY	01	02	03	04	05	06		H84d
H84d	During the last 30 days, about how often did you feel that everything was an effort? SINGLE CODE ONLY	01	02	03	04	05	06		H84e
H84e	During the last 30 days, about how often did you feel worthless? SINGLE CODE ONLY	01	02	03	04	05	06		H84f
H84f	During the last 30 days, about how often did you feel nervous? SINGLE CODE ONLY	01	02	03	04	05	06		H85
	The next two questions are about the personal help and support you might get. Please say how much you agree or disagree with each of the following statements.								
H85	First, I have no one to share my feelings with.								
					Strongly agree	1			
					Agree	2			
					Neither agree nor disagree	3			
					Disagree	4			
					Strongly disagree	5			
					Can't say	6			H87

Q.No		Code	Route
H87	If I had financial problems, I know my family would help if they could. Strongly agree 1 Agree 2 Neither agree nor disagree 3 Disagree 4 Strongly disagree 5 Can't say 6		H88
F25	ASK ALL (H0=CODES 10R4) I'd like you to think about other kinds of advice you've had for yourself, your child or your family. Have you turned to any of these for help or advice in the last 12 months? PLEASE TICK ALL THAT APPLY Someone outside home / family who looks after your child 1 Nurse/Midwife 2 The GP (Doctor) 3 A Health Visitor 4 A Chemist/Pharmacist 5 A Religious group 6 A Drop-in Centre for Families (Family Centre) 7 A Support Group for Parents 8 A Social Worker 9 A Baby-sitting circle 10 A Telephone advice line 11 Internet information 12 Person running a Toy Library 13 None of these 14		
	(H0=CODE 4) IF ADMINISTERING AS INTERVIEW: Now go to next section H88 – H104 ONLY ASKED TO RESPONDENTS WHO HAVE A HUSBAND/WIFE/PARTNER HUSBAND = HH14=1 OR HHQ19=CODE 1 OR HHQ20=CODE1 AND RESP SEX = FEMALE WIFE = HH14 = 1 AND RESP SEX = MALE PARTNER = HH14 =2		
H88	The next few questions are about your relationship with your husband/wife/partner. Please say how much you agree or disagree with each of the following statements. My husband/wife/partner is usually sensitive to and aware of my needs. Strongly agree 1 Agree 2 Neither agree nor disagree 3 Disagree 4 Strongly disagree 5 Can't say 6		H89
H89	My husband/wife/partner doesn't seem to listen to me. Strongly agree 1 Agree 2 Neither agree nor disagree 3 Disagree 4 Strongly disagree 5 Can't say 6		H90

Q.No		Code	Route
H90	I sometimes feel lonely even when I am with my husband/wife/partner. Strongly agree 1 Agree 2 Neither agree nor disagree 3 Disagree 4 Strongly disagree 5 Can't say 6		H91
H93	I suspect we may be on the brink of separation. Strongly agree 1 Agree 2 Neither agree nor disagree 3 Disagree 4 Strongly disagree 5 Can't say 6		H95/ B48
B48	How often do you and (husband/wife/partner) disagree over issues concerning Cohort child? Never 1 Less than once a week 2 Once a week 3 Several times a week 4 Once a day 5 More than once a day 6 Can't say 7		
H96	Here is a scale from 1 - 7 where '1' means that you are very unhappy and '7' means that you are very happy. Please enter the number which best describes how happy or unhappy you are with your relationship, all things considered? 1 2 3 4 5 6 7 8 Very Very Can't Unhappy happy say		H97
H97	People often use force in a relationship - grabbing, pushing, shaking, hitting, kicking etc. Has your husband/partner ever used force on you for any reason? Yes 1 No 2 Don't want to answer 3		H98
H95	How often do you and your wife/husband/partner go out together as a couple in your leisure time without Cohort child or any other children? Once a week or more 1 Once a month or more 2 Less often 3 Hardly ever / never 4 Can't say 5		H96

Q.No		Code	Route
H98	In your family, who does each of these things most of the time? First, preparing and cooking the main meal? I do most of it My husband/wife/partner does most of it We share more or less equally Someone else does it Does not apply Can't say	1 2 3 4 5 6	H103
H103	 looking after the children when they are ill? I do most of it My husband/wife/partner does most of it We share more or less equally Someone else does it Does not apply Can't say	1 2 3 4 5 6	H104
H104	 generally being with and looking after the children? I do most of it My husband/wife/partner does most of it We share more or less equally Someone else does it Does not apply Can't say	1 2 3 4 5 6	SEE BELOW
H106	People have very different opinions about things. The following are a list of statements on difference topics. For each one, please say how much you agree or disagree with it. A child is likely to suffer if his or her mother works before he/she starts school. Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Can't say	1 2 3 4 5 6	H107
H107	Couples who have children should not separate. Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Can't say	1 2 3 4 5 6	H109

Q.No								Code	Route
H111-H125	PARENT-CHILD RELATIONSHIP SCALE REPEAT FOR EACH COHORT CHILD – ensure each twin/triplet is identified In this section please think about how far each of the statements currently apply to your relationship with Cohort child								
		Definitely does not apply	Not really	Neutral ,not sure	Applies some-times	Definitely applies	Can't say		
H111-H125	I share an affectionate, warm relationship with Cohort child	1	2	3	4	5	6		
H111-H125	Cohort child and I always seem to be struggling with each other	1	2	3	4	5	6		
H111-H125	Cohort child will seek comfort from me	1	2	3	4	5	6		
H111-H125	Cohort child is uncomfortable with physical affection or touch from me	1	2	3	4	5	6		
H111-H125	Cohort child values his/her relationship with me	1	2	3	4	5	6		
H111-H125	When I praise Cohort child, he/she beams with pride	1	2	3	4	5	6		
H111-H125	Cohort child spontaneously shares information about himself/herself	1	2	3	4	5	6		
H111-H125	Cohort child easily becomes angry at me	1	2	3	4	5	6		
H111-H125	It is easy to be in tune with what Cohort child is feeling	1	2	3	4	5	6		
H111-H125	Cohort child remains angry or is resistant after being disciplined	1	2	3	4	5	6		
H111-H125	Dealing with Cohort child drains my energy	1	2	3	4	5	6		
H111-H125	When Cohort child wakes up in a bad mood, I know we're in for a long and difficult day	1	2	3	4	5	6		
H111-H125	Cohort child's feelings towards me can be unpredictable or can change suddenly	1	2	3	4	5	6		
H111-H125	Cohort child is sneaky or manipulative with me	1	2	3	4	5	6		
H111-H125	Cohort child openly shares his/her feelings and experiences with me	1	2	3	4	5	6		H110 (or H111 if additional child)

Q.No		Code	Route
H110	As you know many people have experimented with drugs at some time. During the past year have you used any recreational drugs like cannabis, cocaine or ecstasy? Occasionally Regularly Never Can't say	1 2 3 4	Cont.
H126	ASK IF DRINKS ALCOHOL AT ALL (G25 CODES 1-6) The next few questions are about drinking alcohol. Have you ever felt you should cut down on your drinking? Yes No	1 2	H127
H127	Have people annoyed you by criticising your drinking? Yes No	1 2	H128
H128	Have you ever felt bad or guilty about your drinking? Yes No	1 2	H129
H129	Have you ever had a drink first thing in the morning to steady your nerves or to get rid of a hangover (eye opener)? Yes No	1 2	H135
H132	New resps. only answer 132, 133 134. MCS1 resps. go to H135 (HHQ4=CODE 2) The last few questions are to do with how you feel about your life so far. Please enter the number next to the statement which is most true for you. I never really seem to get what I want out of life I usually get what I want out of life Can't say	1 2 3	H133

Q.No		Code	Route
H133	Please enter the number next to the statement which is most true for you. I usually have a free choice and control over my life Whatever I do has no real effect on what happens to me Can't say	1 2 3	H134
H134	Please enter the number next to the statement which is most true for you. Usually I can run my life more or less as I want to I usually find life's problems just too much for me Can't say	1 2 3	H135
H135	ASK ALL		
	Finally, Here is a scale from 1 - 10 where '1' means that you are completely dissatisfied and '10' means that you are completely satisfied. Please enter the number which corresponds with how satisfied or dissatisfied you are about the way your life has turned out so far. 1 2 3 4 5 6 7 8 9 10 11 Completely Completely Can't dissatisfied satisfied say		

H End Q Thank you for answering these questions. Please tell the interviewer that you have finished and they will carry on with the interview.

MODULE N: OLDER SIBLINGS - MOTHER/CARER

ALL OLDER SIBS = all older sibs in household aged 4-15

ALL SELECTED OLDER SIBS = maximum of 2 older sibs aged 4-15 selected on CAPI

WARD CODE CONDITION = VALID

		Code	Route								
NO	INTRODUCTION: I've now got some questions about [Cohort child's] older siblings: LIST NAMES OF OLDER SIBLINGS AGED 5-15 YEARS. Are you happy to answer them? Yes1 No2		Proceed Go to Next Section								
	ADDITIONAL CHECK IN CHILDREN'S FUND AREASS INTERVIEWER CODE: DOES RESPONDENT LIVE At issued address1 Within 20 minute walk of issued address2 ----- More than 20 minute walk from issued address3		Proceed with CF Questions Skip CF Questions								
	ALL MAIN RESPS IN ENGLISH WARDS THAT HAVE CHILDREN'S FUND SERVICES DIRECTED AT THEM: Have you used: IF YES AND MORE THAN ONE OLDER SIBLING - ASK WHICH OLDER SIBLING <table><tr><td></td><td>Yes</td><td>No</td><td>Child's Name</td></tr><tr><td>Services are ward specific</td><td>1</td><td>2</td><td></td></tr></table>		Yes	No	Child's Name	Services are ward specific	1	2			N.2(a)
	Yes	No	Child's Name								
Services are ward specific	1	2									
N.2.	Have you had contact with: IF YES AND MORE THAN ONE OLDER SIBLING - ASK WHICH OLDER SIBLING <table><tr><td></td><td>Yes</td><td>No</td><td>Child's Name</td></tr><tr><td></td><td>1</td><td>2</td><td></td></tr></table>		Yes	No	Child's Name		1	2			SEE BELOW
	Yes	No	Child's Name								
	1	2									
N.3 (a)	ASK N3a and N3b ABOUT EACH SERVICE/GP/ORG USED AT N1/N2 Were you referred to the (NAME OF SERVICE AT N1/N2) by someone from outside the family or did you choose to use it yourself? Referred by (specify) ----- Chose myself	1 2	N3(b)								
	N.3 (b) SHOW CARD N1 How satisfied were you with the (NAME OF SERVICE FROM N1/N2)? Very satisfied1 Fairly satisfied2 Neither satisfied nor dissatisfied3 Rather dissatisfied4 Very dissatisfied5		N3(c)								

Q.No		Code	Route
N.3 (c)	ALL WHO USE ANY SERVICE/GP/ORG AT N1/N2 Are you or your partner or (NAMES OF CHILDREN) involved in any way with the running of any of the services, groups or organisations that we have talked about? IF YES ASK: Who is involved? Yes – main respondent 1 Yes – partner 2 Yes – child(ren) 3 No – none involved 4		
N.3 (d)	ASK FOR <u>EACH</u> SERVICE/GP/ORG NOT USED AT N1/N2 Can you tell me why you haven't used the (NAME OF SERVICE/GP/ORG FROM N1/N2)? Didn't know about it 1 Not needed for any of my children 2 Too difficult to get to 3 Poor reputation locally 4 Other (specify) 5 -----		N3(e)
N.3 (e)	Are there any other services, groups or organisations that you have used with '...' (all older siblings) or had contact with about '...' (all older siblings) in the last 12 months? Yes – specify which 1 ----- No 2		SEE BELOW
NSC Intro	If not in a CF area: (I now have some questions for) The first questions in this section are also for ... you to answer yourself, on the computer. Will you be able to read and answer these yourself or would you prefer me to read them out loud? ----- Self-completion accepted 1 ----- Self-completion refused 2 Not able to do self-completion 3 ----- Self completion administered by interviewer 4		NSC Intro 3 NSC Refused ----- NSC Not Able Code reasons NSC Intro 3
Refused	IF REFUSED CODE REASONS: Code all that apply Didn't like computer 1 Child crying/needed attention etc. 2 Worried about confidentiality 3 Concerned because someone else present 4 Couldn't be bothered 5 Other 6		
NS unable	IF NOT ABLE TO DO SELF-COMPLETION CODE REASONS:		

	Eyesight problems	1	
	Reading/literacy problems	2	
	Language problems	3	
	Other (specify).....	4	
INTERVIEWER: PLEASE HAND LAP TOP TO RESPONDENT – IF NSC Intro = 1 The next questions are for you to answer yourself. They all ask you to choose one answer from those listed on the screen. Please choose your answer by clicking on the dot next to the phrase that you want to give. Please ask the interviewer if you want any help. Now press the <NEXT> button to continue.			

Q.No						Code	Route
N.4.	ASK <u>ALL</u> MAIN RESPS WITH OLDER SIBS (ENG, WALES, SCOT, NI) ASK N4 FOR <u>SELECTED</u> OLDER SIBS ONLY						
	What is '...' like? Please answer the following questions by saying whether each is 'Not true', 'Somewhat true' or 'Certainly true' of '...'. Please click by the number that most describes '...'s' behaviour in the last 6 months.						
		Not True	Some-what True	Certain-ly True	Can't say		
4a)	Considerate of other people's feelings	1	2	3	4		
4b)	Restless, overactive, cannot stay still for long	1	2	3	4		
4c)	Often complains of headaches, stomach-aches or sickness	1	2	3	4		
4d)	Shares readily with other children (treats, toys, pencils, etc.)	1	2	3	4		
4e)	Often has temper tantrums or hot tempers	1	2	3	4		
4f)	Rather solitary, tends to play alone	1	2	3	4		
4g)	Generally obedient, usually does what adults request	1	2	3	4		
4h)	Many worries, often seems worried	1	2	3	4		
4i)	Helpful if someone is hurt, upset or feeling ill	1	2	3	4		
4j)	Constantly fidgeting or squirming	1	2	3	4		
4k)	Has at least one good friend	1	2	3	4		
4l)	Often fights with other children or bullies them	1	2	3	4		
4m)	Often unhappy, down-hearted or tearful	1	2	3	4		
4n)	Generally liked by other children	1	2	3	4		
4o)	Easily distracted, concentration wanders	1	2	3	4		
4p)	Nervous or clingy in new situations, easily loses confidence	1	2	3	4		
4q)	Kind to younger children	1	2	3	4		
4r)	Often lies or cheats	1	2	3	4		
4s)	Picked on or bullied by other children	1	2	3	4		
4t)	Often volunteers to help others (parents, teachers, other children)	1	2	3	4		
4u)	Thinks things out before acting	1	2	3	4		
4v)	Steals from home, school or elsewhere	1	2	3	4		
4w)	Gets on better with adults than with other children	1	2	3	4		
4x)	Many fears, easily scared	1	2	3	4		

4y)	Sees tasks through to the end, good attention span	1	2	3	4	()	SEE BELOW
N5 – N8 ALSO SELF COMPLETION							

Q.No		Code	Route
	ALL MAIN RESPS IN ENGLISH WARDS WITH OLDER SIBS ASK N5-8 FOR <u>SELECTED</u> SIBS AGED UNDER 10		
	Now, some questions about things that '...' might do in his/her spare time.		
N.5a	Does '...' sometimes go to sports classes or sports clubs that are not connected to his/ her school to do sport, gymnastics, swimming, martial arts, horse riding, chess and so on? Yes 1 No 2 Can't Say 3		N.5b
N.5b	Does '...' sometimes go to cubs, brownies, scouts, guides, Boys/Girls Brigades or Woodcraft Folk? Yes 1 No 2 Can't say 3		N.5c
N.5c	Does '...' sometimes go to dance classes of any kind outside school? Yes 1 No 2 Can't say 3		N.5d
N.5d	Does '...' sometimes go to classes outside school to do drawing, painting, making pots or anything like that? Yes 1 No 2 Can't say 3		N.5e
N.5e	Does '...' have any music lessons, or sing in a choir or group outside school? Yes 1 No 2 Can't say 3		N.5f
N.5f	Does '...' sometimes go to any clubs connected with the Army, Royal Air Force or Royal Navy? Yes 1 No 2 Can't say 3		N.5g
N.5g	Does '...' sometimes go to the local playcentre or adventure playground? Yes 1 No 2 Can't say 3		N.5h
N.5h	Does '...' sometimes use the local public library? Yes 1 No 2 Can't say 3		N.5i
N.5i	During school holidays, does '...' sometimes go to a local summer holiday or play scheme?		

		Yes	1	
		No	2	N.6a
		Can't say	3	
N.6a	Now some questions about whether '...' goes to any extra activities run by his/her school.			
	Does '...' sometimes go to a breakfast club before school starts?			
		Yes	1	
		No	2	
		Can't say	3	N.6b
		Not at school	4	
N.6b	IF N6A = 1/2/3			
	Does '...' sometimes go to a homework club?			
		Yes	1	
		No	2	
		Can't say	3	N.6c
		Not at school	4	

Q.No		Code	Route
N.6c	Does '...' sometimes go to an after school club? Yes 1 No 2 Can't say 3 Not at school 4		N.6d
N.6d	Does '...' sometimes stay on after school to play in a sports team or to play organised games? Yes 1 Not 2 Can't say 3 Not at school 4		N.6e
N.6e	Does '...' sometimes stay on after school to play in a band or orchestra, or sing in a choir or group? Yes 1 No 2 Can't say 3 Not at school 4		N.7a
N.7a	Some young people go to other kinds of classes outside school.		N.7b
	Does '...' sometimes go to classes outside school to learn a language? Yes 1 No 2 Can't say 3		
N.7b	Does '...' sometimes go to classes for school work at the weekend? Yes 1 No 2 Can't say 3		N.7c
N.7c	Does '...' have a private tutor for any school lessons? Yes 1 No 2 Can't say 3		N.7d
N.7d	Does '...' sometimes go to classes connected with his/her religion or his/her culture? Yes 1 No 2 Can't say 3		N.8a
N.8a	Now some questions about '...' health.		N.8b
	Has '...' ever been to see a dentist? Yes 1 No 2 Can't say 3		

N.8b	Has '...' ever had to have any dental fillings? Yes. More than one 1 Yes, one 2 No 3	SEE INSTRUC BELOW
NSC Intro 4	Instruction to hand back to interviewer ASK <u>ALL</u> MAIN RESPS WITH OLDER SIBS (ENG, WALES, SCOT, NI) ASK N9&10 FOR <u>ALL</u> OLDER SIBS Please could you give me the name and address of the school '...' attends. ENTER NAME OF SCHOOL: ----- Does not attend school 1 Same School as another Older Sib 2	N.10. INSTRUC. AFTER N12
	If N.9 = 2 and looped for 2nd Child – Please select the other Older Sib who shares this school Pull forward names	
N.10.	Do you pay school fees for '...' to go to this school? ----- Yes 1 No 2	N11 INSTRUC AFTER N12

Q.No		Code	Route
N.11.	ALL <u>SELECTED</u> OLDER SIBS ONLY, AT FEE-PAYING SCHOOLS (yes at N10)		
	Does the school tell you what level '...' is at in English, Maths and Science? By level we mean National Curriculum Level which help teachers assess pupils work and monitor their progress. You may have been told this at parents evening or in your child's report.		
	Yes No	1 2	N.12. INSTRUC. AFTER N12
N.12.	IF 'YES' AT N.11: What level is '...' at in: English: Level _ _ _ DK Maths: Level _ _ _ DK Science: Level _ _ _ DK Range: 0-8 Don't know	1 2 3	SEE INSTRUC BELOW
N.13a	ALL MAIN RESPS IN ENGLISH WARDS WITH OLDER SIBS ASK N13-23 FOR <u>SELECTED</u> OLDER SIBS AGED 5-15		
	In the last 12 months, has '...' been temporarily excluded from school, that is 'suspended', even for a day?		
	Yes No Not at school	1 2 3	N13b N14a
N.13b	SHOW CARD N2 Have you or your (husband/wife/partner) spoken to any of the people listed below about this? Teacher from your child's school GP (family doctor) Health visitor or practice nurse Consultant or specialist doctor Child psychologist or psychiatrist Social worker Police officer Education welfare officer School counsellor Other counsellor or support worker Family or friends Any other (specify) None of these	1 2 3 4 5 6 7 8 9 10 11 12 13	N.13c N14a N13c N.14a

N.13c	FOR EACH SERVICE USED AT N13b: Was it your or your (husband's/wife's/ partner's) idea to speak to (SERVICE FROM N13b) or did someone from outside your family suggest it?		
	Me/partner	1	N.13d
	Outside family (specify) -----	2	
N.13d	FOR EACH SERVICE USED AT N13b: Overall, how satisfied were you with the contact with '(SERVICE FROM N.13b) about '...'?		
	Very satisfied	1	N.14a
	Fairly satisfied	2	
	Neither satisfied nor dissatisfied	3	
	Rather dissatisfied	4	
	Very dissatisfied	5	

Q.No		Code	Route
N14a	In the last 12 months, has '...' been permanently excluded from school, that is 'expelled'?		
	Yes	1	N.14b
	No	2	
	Not at school	3	N.15a
N.14b	CARD N2 AGAIN Have your or your (husband/wife/partner) spoken to any of the people listed below about this?		
	Teacher from your child's school	1	
	GP (family doctor)	2	
	Health visitor or practice nurse	3	
	Consultant or specialist doctor	4	
	Child psychologist or psychiatrist	5	
	Social worker	6	N.14c
	Police officer	7	
	Education welfare officer	8	
	School counsellor	9	
	Other counsellor or support worker	10	
	Family or friends	11	N.15a
	Any other (specify)		
		12	N.14c
	None of these	13	N.15a
N.14c	FOR EACH SERVICE USED AT N14b: Was it your or your (husband's/wife's/partner's idea to speak to (SERVICE FROM N.14b) or did someone from outside your family suggest it?		
	Me/partner	1	
	Outside family (specify)		
		2	N.14d
N.14d	FOR EACH SERVICE USED AT N14b: Overall, how satisfied were you with the contact with '(SERVICE FROM N.14b) about '...'?		
	Very satisfied	1	
	Fairly satisfied	2	
	Neither satisfied nor dissatisfied	3	
	Rather dissatisfied	4	
	Very dissatisfied	5	N.15a
N.15a	In the last 12 months, has '...' been bullied, either in or out of school?		
	Yes	1	N.15b
	No	2	N.16a

[illegible]

N.16.b	CARD N2 AGAIN Have you or your (husband/wife/partner) spoken to any of the people listed below about this?		
	Teacher from your child's school	1	
	GP (family doctor)	2	
	Health visitor or practice nurse	3	
	Consultant or specialist doctor	4	
	Child psychologist or psychiatrist	5	
	Social worker	6	N.16c
	Police officer	7	
	Education welfare officer	8	
	School counsellor	9	
	Other counsellor or support worker	10	
	Family or friends	11	N17
	Any other (specify)		N16c
		12	
	None of these	13	N.17

Q.No		Code	Route
N16.c	FOR EACH SERVICE USED AT N.16b: Was it you(r) (or your husband's/wife's/ partner's) idea to speak to (SERVICE FROM N.16b) or did someone from outside your family suggest it? Me/partner Outside family (specify) -----	1 2	N.16d
N16.d	FOR EACH SERVICE USED AT N.16b: Overall, how satisfied were you with the contact with '(SERVICE FROM N.16b) about '...'? Very satisfied Fairly satisfied Neither satisfied nor dissatisfied Rather dissatisfied Very dissatisfied	1 2 3 4 5	N.17
N.17.	In the last 12 months, how many times has '...' been to see his/her GP (family doctor)? WRITE IN: ----		N.18.
N.18.	In the last 12 months, how many times has '...' been to see someone practising complementary medicine like a homeopath, an osteopath, herbalist, etc.? WRITE IN: ----		N.19.
N.19.	In the last 12 months, how many times has '...' been to Accident and Emergency or Casualty? WRITE IN: ----		N.20.
N.20.	In the last 12 months, has '...' had to go to a hospital Outpatients Department? Yes No	1 2	N.21.
N.21.	In the last 12 months, has '...' had to be a hospital inpatient? Yes No	1 2	N.22.
N.22.	In the last 12 months, has '...' seen an optician? Yes No	1 2	N.23.
N.23.	In the last 12 months, have you taken '...' to see a child psychologist, a child psychiatrist, a psychotherapist, a family therapist or anyone similar? Yes No	1 2	SEE BELOW
N.24a	ALL MAIN RESPS IN ENGLISH WARDS WITH OLDER SIBS ASK N24-28 FOR SELECTED OLDER SIBS AGED 8-15 In the last 12 months, has the school or anyone else had to contact you or your partner about '...' because he/she haven't been attending school when he/she should have been? Yes No	1 2	N.24b ----- N.25a

[illegible]

N.25b	CARD N2 AGAIN Have you (or your husband/wife/partner) spoken to any of the people on this card about this?		
	Teacher from your child's school	1	
	GP (family doctor)	2	
	Health visitor or practice nurse	3	
	Consultant or specialist doctor	4	
	Child psychologist or psychiatrist	5	
	Social worker	6	N.25c
	Police officer	7	
	Education welfare officer	8	
	School counsellor	9	
	Other counsellor or support worker	10	
	Family or friends	11	N.26a
	Any other (specify)		
	-----	12	N.25c
	None of these	13	N.26a

Q.No		Code	Route
N.25c	FOR EACH SERVICE USED AT N.25b: Was it your (or your husband's/wife's/ partner's) idea to speak to (SERVICE FROM N25b) or did someone from outside your family suggest it? Me/partner Outside family (specify) -----	1 2	N.25d
N.25d	FOR EACH SERVICE USED AT N25b: Overall, how satisfied were you with the contact with '(SERVICE FROM N25b) about '...'? Very satisfied Fairly satisfied Neither satisfied nor dissatisfied Rather dissatisfied Very dissatisfied	1 2 3 4 5	N26a
N26a	In the last 12 months, do you think that '...' has had a problem with drinking alcohol? ----- Yes No	1 2	N26b ----- N27a
N.26b	CARD N2 AGAIN Have you (or your husband/wife/partner) spoken to any of the people listed below about this? Teacher from your child's school GP (family doctor) Health visitor or practice nurse Consultant or specialist doctor Child psychologist or psychiatrist Social worker Police officer Education welfare officer School counsellor Other counsellor or support worker ----- Family or friends ----- Any other (specify) ----- None of these	1 2 3 4 5 6 7 8 9 10 11 12 13	N.26c ----- N27a ----- N26c N.27a
N.26c	FOR EACH SERVICE USED AT N.26b: Was it you (r) (or your wife's/husband's/ partner's) idea to speak to (SERVICE FROM N.26b) or did someone from outside your family suggest it? Me/partner Outside family (specify) -----	1 2	N26d

N.26d	FOR EACH SERVICE USED AT N.26b: Overall, how satisfied were you with the contact with '(SERVICE FROM N.26b)about '...'? Very satisfied Fairly satisfied Neither satisfied nor dissatisfied Rather dissatisfied Very dissatisfied	1	N27a
		2	
		3	
		4	
		5	
N27a	In the last 12 months, do you think that '...' has had a problem with taking drugs?	-----1-----	N.27b -----
		Yes 2	N.28a
		No	

[illegible]

Q.No		Code	Route
N.28b	CARD N2 AGAIN Have you (or your husband/wife/partner) spoken to any of the people listed below about this?		
	Teacher from your child's school	1	
	GP (family doctor)	2	
	Health visitor or practice nurse	3	
	Consultant or specialist doctor	4	
	Child psychologist or psychiatrist	5	N.28c
	Social worker	6	
	Police officer	7	
	Education welfare officer	8	
	School counsellor	9	
	Other counsellor or support worker	10	
	----- Family or friends -----	11	NEXT SECTION
	Any other (specify)	12	N28c

	None of these	13	NEXT SECTION
N.28c	FOR EACH SERVICE USED AT N.28b: Was it your (or your husband's/wife's/partner's) idea to speak to (SERVICE FROM N.28b) or did someone from outside your family suggest it?		
	Me/partner	1	
	Outside family (specify)		
	-----	2	N.28d
N.28d	FOR EACH SERVICE USED AT N.28b: Overall, how satisfied were you with the contact with '(SERVICE FROM N.28b) about '...'?'		
	Very satisfied	1	
	Fairly satisfied	2	
	Neither satisfied nor dissatisfied	3	
	Rather dissatisfied	4	NEXT SECTION
	Very dissatisfied	5	

Q.No		Code	Route
	READ OUT: Thank you for taking part in the survey. I now just need to check some contact details with you. INTERVIEWER CHECK: Was this interview translated? Yes 1 No 2		
	IF YES: Which language was it translated in? Welsh 1 Urdu 2 Punjabi 3 Gujarati 4 Hindi 5 Bengali 6 Sylheti 7 Cantonese 8 Somali 9 Tamil 10 Turkish 11 Kurdish 12 Arabic 13 Other European Language 14 Other African Language 15 Other Asian Language 16 Other (specify) 17 -----		
	Who translated the interview?		
	Respondents wife/husband /partner 1 Female adult household member 2 Male adult household member 3 Female child in household 4 Male child in household 5 Female non-household member 6 Male non-household member 7 Interviewer 8		
	ASK ALL Title ----- ENTER Name----- ENTER Address----- ENTER Post Code----- ENTER Please can I take a phone number for you? ----- ENTER		

	Please indicate the type: Home 1 Work 2 Mobile 3 Refused 4 Ex-dir 5		
	Are there any other telephone numbers I can take (e.g. work or mobile)? ENTER Please indicate the type: Home 1 Work 2 Mobile 3 Refused 4 Ex directory 5		
	Please can I take an e mail address for you? ENTER Refused 1 Don't know 2		
Add 2	Because the survey is designed to measure change over time, we would like to contact you again. If we were not able to find you, is there anyone who would know where you are? Can you give me that person's name, address and phone number? Contact name: ----- Address: ----- Phone number: ----- Refused 1		
Add 3	ASK UNLESS REFUSED AT Add 2 What is that person's relationship to you? ENTER -----		
Add 4	ASK ALL Are you likely to move from this address within the next year? IF DEFINITELY MOVING AND NEW ADDRESS KNOWN, COMPLETE CHANGE OF ADDRESS CARD Very likely 1 Quite likely 2 Quite unlikely 3 Very unlikely 4		
	Will you give your permission for us to enquire at your neighbours', in the event you move and we cannot find you? Yes 1 No 2		
	INTERVIEWER: REMEMBER TO HAND OUT AN OLDER SIBS SELF COMPLETION PAPER Q'RE TO: (LIST OF NAMES AS AT HH SUMMARY)		

MODULE HH HOUSEHOLD

Q.No.		Code	Route
INTERVIEWER -SEX	INTERVIEWER: PLEASE RECORD YOUR GENDER MALE FEMALE	1 2	
HHQ.A.	INTERVIEWER: ASK ALL <u>MAIN</u> RESPONDENTS ONLY Please enter household serial number: CHECK TO SEE IF SERIAL NUMBER IS VALID		
HHQ.C.	Please enter the date of the interview: HH1, HH2, HH3 __/__/____		
HHQB	Please confirm the following information is correct: Country = Date of last interview = (FFINTDAT) __/__/____ Number of Cohort Children = (FFMULTI) Cohort Child name and sex = (FFBNAME, FFBSEX): (FBNAME2, FFBSEX2); (FBNAME3, FFBSEX3) Cohort child's date of birth: (FFBDOB; FFBDOB2; FFBDOB3) __/__/____ 1. Yes – information is correct 2. No, incorrect. Household Serial number is incorrect 3. Names of children are incorrect 4. Date of birth of children is incorrect	1 2 3 1 2 3 4	HHQ1 HHQA + re-enter serial number if necessary Which name HHQB - Age
WHICH NAME	ASK IF CODE 3 AT HHQB AND FFMULTI 2/3 Which child's name is incorrect?		HHQB – NAME - A
HHQB – NAME – A	Please enter correct name for child Check: Are you sure that this is the correct name for the cohort child?		HHQ1
HHQB – AGE	ASK IF CODE 4 AT HHQB Please enter the correct date of birth for cohort child		HHQ1
	__/__/____ HH1A, HH2, HH3		

Q.No.		Code	Route
HHQ3	INTERVIEWER ENTER RESPONDENT'S FIRST NAME – ASK IF NECESSARY ENTER: -----		HHQ.4.
HHQ4	Is (NAME ENTERED AT Q3) the same respondent as the previous main respondent (FFMNAME)? Yes 01 No 02 No Previous Respondent 03		HHQ.D. HHQ.5a
	ASK IF HHQ4 = CODE 2 OR HHQ4 = CODE 1 AND FFMSIGHT = CODE 3		
HHQD	Can I just check whether you will have any problems reading these cards because you are unable to see properly, even with glasses on? Yes - has sight problem 01 Yes - blind 02 No - no sight problems (include problems corrected by glasses/contact lenses) 03		
HHQ5a	INTERVIEWER RECORD (PROBE IF NECESSARY): Partner respondent is no longer in the household because... Deceased 1 Separated/divorced 2 Long term absence eg hospital 3 Other reason (SPECIFY) 4		HHQ.5b HHQ.5b HHQ.6 HHQ.6
HHQ5b	Would you mind telling me, when did (FFNAME) die/leave the household? HH44 __ / __ / ____		HHQ.6
HHQ6	ASK ALL INTERVIEWER CODE RESPONDENT'S SEX: Male 1 Female 2		HHQ.7.
HHQ7	And now yourself. What is your date of birth? ENTER: HH4 DAY: HH5 MONTH: HH6 YEAR: OR CODE: Don't know	01	HHQ.8.

Q.No.		Code	Route
HHQ8	SHOW CARD H1 What is your relationship to Cohort child? INTERVIEWER PROMPT OR CHECK IF NECESSARY: So, you are Cohort child's? NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOSTERING.	()	
	Parent -	Natural parent 07	
		Adoptive parent 08	
		Foster parent 09	
		Step-parent/partner of parent 10	
	Brother - Sister -	Natural brother/natural sister 11	
		Half brother/half sister 12	
		Step-brother/step-sister 13	
		Adopted brother/adopted sister 14	
		Foster brother/foster sister 15	
	Other relative -	Maternal grandparent 17	
		Paternal grandparent 18	
		Other relative 19	
		Nanny/au pair 20	
		Other non-relative 21	HHQ14
	HH9, HH10, HH11, HH12, HH13, HH14		
HHQ14	Are you married	()	
		Married 1	
		Partner/cohabite 2	
HHQ23	Can I just check – is English the language usually spoken at home?		
		Yes 1	
		Yes – English and other languages 2	
		No – Other language(s) only 3	NEXT MODULE

JN 450100

MODULE A: PARENTAL SITUATION

PARTNER RESPONDENTS

Q.No		Code	Route
A0	I'd now like to ask you some questions about your family situation.		
	Can I just check what is your current legal marital status?		
	INTERVIEWER – RUNNING PROMPT		
	Legally separated	1	
	Married, 1 st and only marriage	2	
	Remarried, 2 nd or later marriage	3	
	Single never married	4	
	Divorced	5	SEE BELOW
	Widowed	6	
A0a	ASK A0a TO ALL NEW PARTNER RESPONDENTS IN ENGLAND (Country = 1 and HHQ4 = Code 2/3)		
	CARD A1 Which of the groups on this card do you regard yourself as belonging to?		
	White - British	1	
	White - Irish	2	
	Any other White background – specify	3	

	Mixed – White and Black Caribbean	4	
	Mixed – White and Black African	5	
	Mixed – White and Asian	6	
	Any other mixed background – specify	7	

	Asian/Asian British – Indian	8	
	Asian/Asian British – Pakistani	9	
	Asian/Asian British – Bangladeshi	10	
	Any other Asian background – specify	11	

	Black/Black British – Caribbean	12	
	Black/Black British – African	13	
	Any other Black background – specify	14	

	Chinese	15	
	Any other background – specify	16	

Q.No		Code	Route
A0b	ASK A0b TO ALL NEW PARTNER RESPONDENTS IN WALES (Country 2 = and HHQ4 = Code 2/3)		
	CARD A2 Which of the groups on this card do you regard yourself as belonging to?		
	White - Welsh	1	
	White – other British	2	
	White - Irish	3	
	Any other White background – specify	4	

	Mixed – White and Black Caribbean	5	
	Mixed – White and Black African	6	
	Mixed – White and Asian	7	
	Any other mixed background – specify	8	

	Asian/Asian British – Indian	9	
	Asian/Asian British – Pakistani	10	
	Asian/Asian British – Bangladeshi	11	
	Any other Asian background – specify	12	

	Black/Black British – Caribbean	13	
	Black/Black British – African	14	
	Any other Black background – specify	15	

	Chinese	16	
	Any other background – specify	17	

Q.No		Code	Route
A0c	ASK A0c TO ALL NEW PARTNER RESPONDENTS IN SCOTLAND (Country 3 = and HHQ4 = Code 2/3)		
	CARD A3 Which of the groups on this card do you regard yourself as belonging to?		
	White - Scottish	1	
	White – other British	2	
	White - Irish	3	
	Any other White background – specify	4	

	Any mixed background – specify	5	

	Asian/Asian Scottish/Asian British – Indian	6	
	Asian/Asian Scottish/Asian British – Pakistani	7	
	Asian/Asian Scottish/Asian British – Bangladeshi	8	
	Any other Asian background – specify	9	

	Black/Black Scottish/Black British – Caribbean	10	
	Black/Black Scottish/Black British – African	11	
	Any other Black background – specify	12	

	Any other background – specify	13	
	Any other Black Background – specify	14	

	Chinese	15	
	Any Other background (specify)	16	
A0d	ASK A0d TO ALL NEW PARTNER RESPONDENTS IN NORTHERN IRELAND (Country = 4 and HHQ4 = Code 2/3)		
	CARD A4 Which of the groups on this card do you regard yourself as belonging to?		
	White	1	
	Chinese	2	
	Irish Traveller	3	
	Indian	4	
	Pakistani	5	
	Bangladeshi	6	
	Black Caribbean	7	
	Black African	8	
	Any other Black background – specify	9	

	Mixed ethnic group – specify	10	

	Any other background – specify	11	

**MODULE B: PARENT'S INVOLVEMENT WITH CHILD
PARTNER RESPONDENTS**

Q.No		Code	Route
	ASK PARTNER ONLY		
B1Pre	READ OUT: The next section is about activities you may carry out with Cohort child. We are interested in the various kinds of activities that children do with their families. I would like you to think about activities that Cohort child might do with the family or at home. Please think about the usual pattern for Cohort child at the moment.		
BP1	CARD B1 Now I'd like to ask you some questions about Cohort child. Please say how often you do each of the things I am going to read out. First, how often do you think you look after Cohort child on your own? Never or almost never Sometimes Usually Always	 (1 2 3 4	 BP30
B30	How often do you read to Cohort Child? READ OUT: Every day Several times a week Once or twice a week Once or twice a month Less often Not at all	 1 2 3 4 5 6	 B4
BP33	CARD B5 And how often do you play with him/her? Not at all Less than once a week Once or twice a week A few times a week Once a day More than once a day	 (1 2 3 4 5 6	 BP37
BP37	CARD B5 AGAIN And how often do you get him/her ready for bed or put him/her to bed? Not at all Less than once a week Once or twice a week A few times a week Once a day More than once a day	 (1 2 3 4 5 6	 BP47
B47	ENGLISH SPEAKERS ONLY: (HHQ23 CODES 1 OR 2) CARD B4 Which of these best captures your style of parenting your child/children? Firm rules and discipline Lots of fun Have not really thought about it Firm discipline plus lots of fun Doing my best for the children Other (specify) -----	 1 2 3 4 5 6	 NEXT SECTION

MODULE F: GRANDPARENTS AND FRIENDS

PARTNER RESPONDENTS

Q.No		Code	Route
F1 INTRO	READ OUT: I'd now like to ask you about your own parents and the family you grew up in.		
	DO NOT ASK IF MOTHER DEAD AT MCS1 (FFMUMALV=1)		
F1	ASK OR CODE IF OBVIOUS (IF MOTHER LIVES IN HHOLD CODE 1) May I just check, is your mother still alive? Yes 1 No 2 Don't know 3		F2
	DO NOT ASK IF FATHER DEAD AT MSC1 (FFDADALV=1)		
F2	ASK OR CODE IF OBVIOUS (IF FATHER LIVES IN HHOLD CODE 1) And is your father still alive? Yes 1 No 2 Don't know 3		SEE BELOW
F3	SWEEP 1 RESPS - DO NOT ASK IF MOTHER <u>OR</u> FATHER DEAD AT MSC1 (FEED FORWARD INFO) OR F1 <u>OR</u> F2 = 2. GO TO INSTRUC ABOVE F10. NEW RESPS – ONLY ASK IF F1 <u>AND</u> F2 = 1. OTHERS GO TO F5 ONLY RESPS FROM SWEEP 1 GET TEXT IN BRACKETS Can I check, have your parents permanently separate or divorce? By parents, I mean your natural or adoptive parents. ----- Yes 1 ----- No 2 Parents never lived together 3 ----- Never lived with parents/don't know 4 Yes – before {date of last interview} 5		F4 INSTRUC ABOVE F5 INSTRUC ABOVE F6
F3y	IF PARENTS PERMANENTLY SEPARATED OR DIVORCED (F3 Code 5): Can you please tell me which year they divorced? Don't Know Refused	1 2	SEE BELOW
F4	If F3 = 2/3/5 How old were you when this happened? 		

Q.No		Code	Route
F5	ASK F5 - F9 OF NEW RESPONDENTS ONLY (EXCEPT IF CODE 4 AT F3) HHQ4=CODE 2 AND F3 NOT = CODE 4		
	Before the age of 17 did you spend any time living away from both of your parents? NOTE: DO NOT INCLUDE HOLIDAYS	Yes No 1 2	F6 INSTRUC ABOVE F10
F6 (F6)	IF LIVED AWAY FROM BOTH PARENTS BEFORE THE AGE OF 17 OR NEVER LIVED WITH PARENTS (F5 Code 1 or F3 Code 4): IF HHQ4=CODE 2 AND (F5=CODE 1 OR F3=CODE 4)		
	CARD F1 Where did you mainly live during this time? Local authority children's home Voluntary society children's home Children's home - not sure which type Local authority foster parents Voluntary society foster parents Foster parents - not sure which type Boarding school Living with relatives Prison/Young Offenders Institute/Borstal Some other place 1 2 3 4 5 6 7 8 9 10		SEE BELOW
F7 (FWhrLiX)	IF MAINLY LIVED IN ANOTHER PLACE (F6 Code 10): INTERVIEWER: TYPE IN OTHER ANSWER		
	Text: up to 100 characters 		SEE BELOW
F8 (FTimeCa)	IF MAINLY LIVED IN A CHILDREN'S HOME OR WITH FOSTER PARENTS (F6 Codes 1, 2, 3, 4, 5, 6)		
	CARD F2 Which best describes the total amount of time you spent in care? Under three months Three months, less than 1 year 1 year, less than 2 2, years, less than 5 5 years, less than 10 10 years or more 1 2 3 4 5 6		F9
F9 (FCarSch)	Were you in care at the time you left school?		
	Yes No 1 2	SEE BELOW	
F10	IF MOTHER IS ALIVE (F1 Code 1)		
	CARD F3 How often do you see your mother?		

	Every day	1	
	3 - 6 times a week	2	
	Once or twice a week	3	
	Less often, but at least once a month	4	
	Once every few months	5	
	Once a year	6	
	Less than once a year	7	
	Never	8	SEE
	(Lives with mother)	9	BELOW

Q.No		Code	Route
F11	IF FATHER IS ALIVE (F2 Code 1)		
	CARD F3 How often do you see your father?		
	Every day	1	
	3 - 6 times a week	2	
	Once or twice a week	3	
	Less often, but at least once a month	4	
	Once every few months	5	
	Once a year	6	
	Less than once a year	7	
	Never (Lives with father)	8 9	SEE BELOW
F12	IF MOTHER OR FATHER IS ALIVE (F1 Code 1 or F2 Code 1)		
	CARD F4 (Does your mother/father or do your parents) do any of the following for you, apart from any time (she/he/they) may spend looking after your child? IF YES: In what ways (does she/he/do they) help you? CODE ALL THAT APPLY		
	Buying essentials for the child - food, clothes, etc.	1	
	Paying for other household costs - e.g. bills, shopping, etc.	2	
	Buying gifts and extras for the child	3	
	Lending money	4	
	Paying for childcare	5	
	Other financial help	6	SEE BELOW
	No, does not help in any of these ways (exclusive code)	7	
F13	ASK ALL UNLESS NEVER LIVED WITH PARENTS (F3=4) OR DOES NOT KNOW IF MOTHER IS ALIVE (IF F1 NOT=CODE 3 AND F4 NOT=CODE 4)		
	Can I just check, when you were 14, did your mother work?		
	Yes	1	F14
	No	2	INSTRUC
	Can't remember / Mother died before resp was aged 14	3	ABOVE F15
F14	IF MOTHER WORKED AT 14 (F13 Code 1)		
	What did she do? INTERVIEWER: TYPE IN ANSWER		

	-----		SEE BELOW
F15	ASK ALL UNLESS NEVER LIVED WITH PARENTS (F3=4) OR DOES NOT KNOW IF FATHER IS ALIVE (IF F2 NOT = CODE 3 AND F3 NOT = CODE 4)		
	Can I just check, when you were 14, did your father work?		
	Yes	1	F16
	No	2	INSTRUC
	Can't remember / Father died before resp was aged 14	3	ABOVE F17
F16	IF FATHER WORKED AT 14 (F15 Code 1)		
	What did he do? INTERVIEWER: TYPE IN ANSWER		

	-----		SEE BELOW

Q.No		Code	Route
F17	ASK ALL UNLESS NEVER LIVED WITH PARENTS OR DOES NOT KNOW IF MOTHER IS ALIVE (IF F1 NOT=CODE 3 AND F3 NOT=CODE4)		
	Was your mother born in the UK? Yes No	1 2	INSTRUC ABOVE F19 F18
F18	IF MOTHER NOT BORN IN UK (F17 Code 2) Where was she born? INTERVIEWER: TYPE IN ANSWER ----- -----		SEE BELOW
F19	ASK ALL UNLESS NEVER LIVED WITH PARENTS OR DOES NOT KNOW IF FATHER IS ALIVE (IF F1 NOT=CODE 3 AND F3 NOT=CODE4)		
	Was your father born in the UK? Yes No	1 2	F21 F20
F20	IF FATHER NOT BORN IN UK (F19 Code 2) Where was he born? INTERVIEWER: TYPE IN ANSWER ----- -----		F21
F21	ASK ALL Can I also check, were you born in the UK? Yes No	1 2	F24 F22
F22	IF RESPONDENT NOT BORN IN UK (F21 Code 2) Where were you born? INTERVIEWER: TYPE IN ANSWER ----- -----		F23
F23	Can I also check, when did you come to the UK to live? F2 RECORD YEAR:		Next Section

MODULE G: PARENT'S HEALTH MODULE

PARTNER RESPONDENTS

Q.No		Code	Route
G1	I would now like to ask about your health. How would you describe your own health generally? Would you say it is READ OUT Excellent 1 Good 2 Fair 3 poor 4		SEE BELOW
G2	WOMEN ONLY (HHQ6=CODE 2) Can I just check, are you currently pregnant? Yes 1 No 2		G3 G6
G3	ASK IF CURRENTLY PREGNANT (G2 Code 1). OTHERS GO TO G6. How many months pregnant are you? Weeks 1 Months 2 Do you want to answer in weeks or months?		
G3WKS	ASK IF G3=CODE 1 G1 WEEKS:		G6
G3 MNTHS	ASK IF G3=CODE 2 G2 MONTHS:		G6
G12	CARD G2 Compared to one year ago, how would you rate your health in general now? Much better now 1 Somewhat better now 2 About the same 3 Somewhat worse now 4 Much worse now 5		G13

Q.No		Code	Route
G13	Do you have a longstanding illness, disability or infirmity? By longstanding I mean anything that has troubled you over a period of time or that is likely to affect you over a period of time. Yes No	1 2	SEE BELOW
G13A	ASK IF G13=CODE 1 INTERVIEWER: PLEASE RECORD WHAT THE LONG STANDING ILLNESS, DISABILITY OR INFIRMITY IS ----- ----- -----		

Q.No		Code	Route
G17	(HHQ4=CODE 2/3) ASK NEW RESPONDENTS ONLY. OTHERS GO TO G18.		
	I'd now like to ask about your height. How tall are you without shoes? INTERVIEWER: IS ANSWER GOING TO BE IN FEET AND INCHES OR CENTIMETRES		
	Feet and inches	1	
	Centimetres	2	
	Refusal	3	G18
G17A	ASK IF G17=CODE 1 FIRST ENTER HEIGHT IN FEET: G3 NOW ENTER NUMBER OF INCHES: G4		G18 G18
G17B	ASK IF G17=CODE 2 ENTER HEIGHT IN CENTIMETRES: G5		G18
G18	ASK ALL EXCEPT IF CURRENTLY PREGNANT (G2) I'd now like to ask you about your weight. What is your weight now without clothes? INTERVIEWER: IS ANSWER GOING TO BE IN STONES AND POUNDS OR KILOGRAMS?		
	Stones and pounds	1	
	Kilograms	2	
	Refusal	3	
G18A	ASK IF G18=CODE 1 FIRST ENTER WEIGHT IN STONES: Range 3 .. 40 NOW ENTER NUMBER OF POUNDS: Range 0 .. 14		G19
G18C	ASK IF G18=CODE 2 ENTER WEIGHT IN KILOGRAMS: G5		G19
G18D	ASK IF G18 NOT=3 Respondent sure about their weight Respondent gave estimate	1 2	G19
G19	Do you smoke tobacco products such as cigarettes, cigars or a pipe at all nowadays? IF YES: What do you smoke? CODE ALL THAT APPLY No, do not smoke (exclusive code) ----- Yes, cigarettes Yes, roll-ups ----- Yes, cigars Yes, a pipe Yes, other tobacco product	1 2 3 4 5 95	Above G23 G20 G24

Q.No		Code	Route
G20	IF SMOKES CIGARETTES OR ROLL-UPS (G19 Codes 2 or 3). OTHERS GO TO INSTRUCTION BEFORE G23. About how many cigarettes a day do you usually smoke? IF SMOKES ROLL-UPS ASK FOR BEST ESTIMATE ENTER NUMBER: Range: 0 .. 95		SEE BELOW
G23	IF DOES NOT SMOKE (G19 Code 1) – NEW RESPONDENTS ONLY (HHQ4=CODE 2) Have you ever regularly smoked tobacco products? By regularly, I mean 1 or more a day for 12 months or more? Yes 1 No 2		G24
G25	CARD G3 Which of these best describes how often you usually drink alcohol? Every day 1 5 - 6 times per week 2 3 - 4 times per week 3 1 - 2 times per week 4 1 - 2 times per month 5 Less than once a month 6 Never 7 Refused 8		SEE BELOW
G32	NATURAL MOTHERS & NATURAL FATHERS ONLY (HHQ8=7): Can I just check have you ever had or been told you have Myopia or short sightedness? Read out if necessary: Short sighted people have difficulty seeing objects in the distance without their glasses or contact lenses. Yes 1 No 2		NEXT SECTION

**MODULE J: EMPLOYMENT AND EDUCATION
PARTNER RESPONDENTS**

Q.No		Code	Route
J1	I'd now like to ask you some questions about paid work.		
	Can I just check, did you do any paid work last week (that is in the 7 days ending last Sunday) either as an employee or self employed?		
	Yes No	1 2	J5 J2
J2	ASK ALL THOSE WHO DIDN'T DO ANY PAID WORK LAST WEEK (J1 Code 2)		
	Even though you weren't working did you have a job that you were away from last week?		
	Yes No	1 2	J3 J34
J3	ASK ALL THOSE WHO WERE AWAY FROM WORK (J2 Code 1)		
	CARD J1 What was the main reason you were away from work last week?		
	Maternity leave	1	
	Parental leave	2	
	Paternity leave	3	
	Other leave/holiday	4	
	Sick/injured	5	
	Laid off/on short time	6	
	On strike	7	
	Other personal family reasons Other reasons	8 9	J4
J4	When did you last attend work in this job?		
	NOTE MONTH OF LAST ATTENDING:		
	J2 NOTE YEAR OF LAST ATTENDING:		
	J1		J5
J4b	ASK IF CURRENTLY NOT IN WORK (J2 Code 2)		
	Have you ever had a paid job since full-time education?	()	
	Yes	1	J5
	No	2	J34
	Not yet finished full time education	3	
J5	What is/was your main job?		
	----- ----- -----		J6
J6	What do/ did you mainly do in your job?		

	-----		J7

Q.No		Code	Route
J7	Are you working as an employee or self-employed in your main job? Employee Self-employed	1 2	J8 J10
J8	ASK ALL EMPLOYEES (J7 Code 1) Do you have any managerial duties, or are you supervising any other employees? Manager Foreman/supervisor Not a manager or supervisor	1 2 3	J9 J10
J9	ASK ALL MANAGERS OR SUPERVISORS (J8 Codes 1 or 2) Do you supervise more than 25 people? Yes No	1 2	J10
J10	ASK ALL EMPLOYEES AND SELF EMPLOYED (J7 Code 1 or 2) When did you first start ... IF J7 = 1 ... your job with this employer? IF J7 = 2... this period of self employment? If you have had periods of working and not working for this employer, please give me the date on which your current period of working for this employer started. INTERVIEWER: ENTER MONTH HERE: J2 ENTER YEAR HERE: J1 IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11		J11 if Employee J22 if Self Employed
J11	ASK J11-J21 IF AN EMPLOYEE (J7 = 1) CARD J2 Which type of organisation do you work for in your main job? Private firm/company/PLC Civil Service or central government (not armed forces) Local government or town hall (including Local Education Authority, fire, police) National Health Service or NHS Trust State Higher Education (university or polytechnic) Nationalised industry Non-profit-making organisation (including charity, co-operative) Armed Forces Other	1 2 3 4 5 6 7 8 9	J12
J11b	ASK IF NOT CURRENTLYWORKING BUT HAS HAD JOB SINCE FULL TIME EDUCATION (JP4b Code 1) I would like to ask about the last paid job you did. Was this job full-time or part-time? Full –time (30 or more hours a week) Part-time (under 30 hours a week)	() 1 2	J

Q.No		Code	Route
J12	About how many people work for your employer at the workplace (building, branch works or site) where you work? Works alone 1 1 - 2 2 3-9 3 10 - 24 4 25 - 49 5 50 – 99 6 100-199 7 200-499 8 500-999 9 1000 or more 10 DK, fewer than 25 11 DK, 25 or more 12		J14 J13
	THERE IS NO J13-20		
J21	CARD J6 And can you tell me which, if any, of the pensions on this card you have? CODE 6 CANNOT BE PART OF MULTICODE Employer's final salary occupational pension scheme 1 Employer's money purchase (or annuity) pension scheme 2 Employer's other scheme, don't know what type 3 A personal pension scheme 4 A stakeholder pension 5 None of these 6		SEE BELOW
J22	ASK ALL WHO ARE SELF EMPLOYED (J7 Code 2). OTHERS GO TO J25 About how many people work for you? Works alone or only with partner 1 Less than 25 employees 2 25 or more employees 3		J24 J23
J24	ASK ALL SELF EMPLOYED (J7 = 2) Do you have a personal pension scheme? Yes 1 No 2 Is making other provision (e.g. assets, house, paintings) 3		J25
J25	ALL CURRENTLY IN WORK OR ON LEAVE (J1 CODE 1 OR J2 CODE 1) Do you work mainly at or from home? Yes 1 No 2		J26
J26	How many hours do you usually work a week in your job excluding meal breaks? WRITE IN: J3		J27

Q.No		Code	Route
J34	ASK ALL NOT CURRENTLY IN PAID WORK AND NOT ON LEAVE FROM A JOB (J2 Code 2). OTHERS GO TO J39a		
	CARD J11 Which of these best describes your current status? CODE ONE ONLY		
	Looking after the family	1	J35
	Found a job, waiting to start it	2	
	Out of work and looking for a job	3	
	Out of work, for reasons of poor health	4	J38
	Taking part in the New Deal (training, task force or voluntary work)	5	
	On another Government scheme	6	
	On a modern apprenticeship scheme	7	J35
	Full-time student	8	
	Not in paid work for some other reason	95	
J35	ASK ALL WHO ARE NOT IN PAID WORK BECAUSE THEY ARE LOOKING AFTER THE FAMILY/ON A MODERN APPRENTICESHIP SCHEME/FULL TIME STUDENT/OTHER REASON (J34 = 1/7/8/95)		
	Are you currently looking for paid work? Is that full-time work, part-time work or either of these?		
	Yes - full time	1	
	Yes - part time	2	J38
	Yes - either full or part time	3	
	No - not looking for work	4	J36
J36	Why is that?		
J38	ASK ALL NOT IN WORK J2=2		
	When did this period of not working start?		
	IF NEVER WORKED CODE Never = 1 AND RECORD DATE OF LEAVING FULL TIME EDUCATION		
	NEVER	1	
	Month:		
	J2		
	YEAR:		
	J5		J45
	Don't know	2	
	Can't remember	3	
J39a	ASK ALL EMPLOYEES (J7 Code 1)		
	Last time you were paid (in your main job) what was your total take home pay - that is after all deductions for tax, National Insurance, union dues, pension and so on, but including overtime, bonuses, commission and tips?		
	RESPONDENTS TO CHECK PAYSIP IF POSSIBLE		
	WRITE IN: £		J39b
	J15		
	Don't know		J41
	Refusal		J44
	IF AMOUNT GIVEN AT J39a WAS OVER £70,000		
	Interviewer – please confirm that total take home pay is over £70,000		
	Correct	1	J39b
	Incorrect	2	J39a

Q.No		Code	Route
J39b	ASK ALL WHO GAVE INCOME AT J39a		
	How long a period did that pay cover?		
	1 week	1	
	Fortnight	2	
	Four weeks	3	
	Calendar month	4	
	Year	5	
	Other (specify)		
	-----	95	J40
J40	CARD J13 Does this amount include any tax credits?		
	Yes, the Child Tax Credit	1	
	Yes, the Working Tax Credit (Previously Working Families Tax Credit)	2	
	Yes, the Child Care Tax Credit	3	
	Yes, the Disabled Persons Tax Credit	4	
	No (exclusive code)	5	
	(Spontaneous: gets Child's Tax Credit but NOT included in amount given)	6	
	(Spontaneous: gets WTC (previously WFTC) but NOT included in amount given)	7	
	(Spontaneous: gets DPTC but NOT included in amount given)	8	J41
J41	ASK ALL EMPLOYEES (J7=1)		
	And the last time you were paid what was your gross pay - that is before any deductions? NOTE: EXCLUDE ANY TAX CREDITS ADDED TO PAY RESPONDENTS TO CHECK PAYSHEET IF POSSIBLE		
	WRITE IN: £		
	----- J16		J42
	Don't know		Instruc.
	Refusal		Above
			J43
	IF AMOUNT GIVEN AT J41 WAS OVER £70,000		
	Interviewer – please confirm that total gross pay is over £70,000		
	Correct	1	J42
	Incorrect	2	J41
	IF AMOUNT GIVEN AT J41 IS LESS THAN AMOUNT GIVEN AT J39a		
	Interviewer – the amount given for gross pay is less than the amount given for net pay. Please check that this is correct.		
	Correct	1	J42
	Incorrect	2	J41
J42	ASK ALL WHO GAVE A GROSS PAY AT J41		
	How long a period did that cover?		
	1 week	1	
	Fortnight	2	
	Four weeks	3	
	Calendar month	4	
	Year	5	
	Other (specify)		
	-----	95	SEE BELOW

Q.No		Code	Route
J43	ASK ALL WHO ARE SELF EMPLOYED (J7 Code 2) I know that it is sometimes difficult for self-employed people to give an exact figure for their income, but could you please think about your take home income in the last 12 months. That is, the amount you personally took out of the business after all taxes and costs. About how much is this? WRITE IN: £ J17 Don't know Refusal		SEE BELOW
J44	ASK ALL CURRENTLY IN PAID WORK OR ON LEAVE (J1=1 OR J2=1) You have already told me about income from your current job. Do you receive any other regular income from paid work at all - I mean from a second job, odd jobs, casual work and so on? Yes No	1 2	J46 J48
J45	ASK ALL THOSE NOT IN PAID WORK (J2=2) Do you receive any occasional income from paid work at all - I mean from odd jobs, casual work and so on? Yes No	1 2	J46 J48
J46	ASK ALL WHO RECEIVE INCOME FROM ODD JOBS (J44 Code 1 or J45 Code 1) How many hours do you usually work a <u>month</u> in your second/odd job(s), excluding meal breaks but including any overtime you might do? NOTE: IF NO USUAL HOURS ASK FOR AVERAGE WRITE IN HOURS: J3 Don't know Refused	1 2	J47
J47	Before tax and other deductions how much did you earn from your second and all other occasional jobs in the last calendar <u>month</u> ? IF 'DON'T KNOW/CAN'T REMEMBER' PROBE: Can you give me an approximate amount? ENTER TO NEAREST £: J7 Don't know Refused	1 2	J48
J67	ASK IF MAIN RESPONDENT SAME AS MCS1 OR IF MAIN RESPONDENT WAS PARTNER AT MCS1 (HHQ4 = CODE 1) OR (HHQ15b = CODE 4 AND FFPARTST = CODE 3) OR (HHQ20 = CODE 4 and FFPARTST = CODE 4) I'd now like to ask a few questions about your education and qualifications since Cohort child was aged 9 months. Yes No	() 1 2	J68 J71

Q.No		Code	Route
J68	ASK IF J67 CODE 1		
	CARD J19 Please tell me which of these qualifications on this card you have gained since Cohort child was 9 months old? CODE ALL THAT APPLY.		
	Higher degree	1	
	First degree	2	
	Diplomas in higher education	3	
	A / AS / S levels	4	
	O level / GCSE grades A-C	5	
	GCSE grades D-G	6	
	Other academic qualifications (incl. Overseas)	7	
	None of these qualifications – EXCLUSIVE CODE	8	J69
J69	ASK IF J67 CODE 1		
	CARD J20 Please tell me which of the qualifications on this card you have gained since Cohort Child was 9 months old? CODE ALL THAT APPLY		
	Professional qualifications at degree level	1	
	Nursing / other medical qualifications	2	
	NVQ / SVQ / GSVQ level 3	3	
	Trade apprenticeships	4	
	NVQ / SVQ / GSVQ level 2	5	
	NVQ / SVQ / GSVQ level 1	6	
	Other vocational qualifications (incl. overseas)	95	
	None of these qualifications – EXCLUSIVE CODE	96	J71
J73	ASK J73 TO J82 TO NEW RESPONDENTS ONLY (HHQ4 = CODE 2 AND HHQ15b = CODES 1,2,3 OR 5) OR (HHQ4 = CODE 2 AND HHQ15b = CODE 4 AND FFPARTST = CODES 5,6, OR 7)		
	I'd now like to ask a few questions about your education. First, how old were you when you left full-time continuous education? IF LEFT AND LATER RETURNED TO BECOME A FULL-TIME STUDENT, ASK: How old were you when you <u>first</u> left? IF SANDWICH COURSE OR GAP YEAR TREAT AS FULL-TIME CONTINUOUS EDUCATION, IF STILL IN FULL-TIME EDUCATION, CODE 0 WRITE IN: J11		J74
J74	CARD J19 AGAIN Please tell me whether you have any of the qualifications on this card. IF YES: Please look down the list starting from the top and tell me the first one you come to that you have. CODE ONE ONLY		
	Higher degree	1	
	First degree	2	
	Diplomas in higher education	3	
	A / AS / S levels	4	
	O level / GCSE grades A-C	5	
	GCSE grades D-G	6	
	Other academic qualifications (incl. overseas)	95	
	None of these qualifications	96	J75

Q.No		Code	Route
J75	CARD J20 AGAIN And please tell me whether you have any of the qualifications on this card. IF YES: Please look down the list starting from the top and tell me the first one you come to that you have. CODE ONE ONLY Professional qualifications at degree level Nursing / other medical qualifications NVQ / SVQ / GSVQ level 3 Trade apprenticeships NVQ / SVQ / GSVQ level 2 NVQ / SVQ / GSVQ level 1 Other vocational qualifications (incl. overseas) None of these qualifications	1 2 3 4 5 6 95 96	 J78
J76	Do you use a computer at work, college or at home? Yes, at work or college Yes, at home Yes, both No, neither	0 1 2 3 4	 J78
J78	As you know, many people have problems with reading. Can I just check, can you read aloud to a child from a children's storybook? PROBE IF YES: Can you usually read this easily or with difficulty?		
	Yes, easily	1	
	Yes, with difficulty	2	
	No	3	
J79	Can you read and fill out forms you might have to deal with?		
	Yes, easily	1	
	Yes, with difficulty	2	
	No	3	
J80	When you buy things in shops with a five or ten pound note, can you usually tell if you have the right change? PROBE IF YES: Can you usually do this easily or with difficulty?		
	Yes, easily	1	
	Yes, with difficulty	2	SEE
	No	3	BELOW
J81	IF HAVE DIFFICULTY WITH READING ALOUD, FILLING IN FORMS, CHECKING CHANGE IN SHOPS (J78 Codes 2 or 3 or J79 Codes 2 or 3 or J80 Codes 2 or 3): Do problems with reading, writing or maths make it difficult to manage day to day activities, like paying bills, writing letters and so on? Yes No	1 2	J82 NEXT SECTION
J82	IF HAVE DIFFICULTY MANAGING DAY TO DAY ACTIVITIES (J81 Code 1) Have you ever been on any courses to improve your reading or number skills? Yes, reading Yes, number Yes, both No, neither	1 2 3 4	NEXT SECTION

MODULE M: EMPLOYMENT HISTORY -

Q.No.		Code	Route
MP1	ASK EXCEPT IF JP4b=2/3		
	SHOW CARD M5 Between leaving full-time education and the start of your current job (if working) / period of not working (if not working), were you always or mostly employed, or not employed?	()	
	Always employed	1	
	Mostly always employed with one or two short periods of unemployment or not working (excluding sick leave)	2	
	Employed for half the time and unemployed for half the time	3	
	Unemployed for most of the time	4	
	Other (specify)		
	-----	5	NEXT SECTION

MODULE L: OTHER MATTERS

PARTNER RESPONDENTS

Q.No		Code	Route
L1	ASK L1-L5 TO NEW RESPONDENTS ONLY (HHQ4 = CODE 2)		
	I'd like to ask a few more questions about some other issues. Talking to people about the General Election on the 7 th of June 2001 we have found that a lot of people didn't manage to vote. How about you? Did you manage to vote in the General Election? NOTE: IF NOT ELIGIBLE OR TOO YOUNG TO VOTE, CODE AS NO.		
	Yes No	1 2	L3
L3	THERE IS NO L2		
	How interested would you say you are in politics? Would you say you were		
	READ OUT:		
	Very interested	1	
	Fairly interested	2	
	Not very interested	3	
	Or, not at all interested	4	L4
L4	Do you regard yourself as belonging to any particular religion? IF YES: Which?		
	No religion	1	
	Christian, no denomination	2	
	Roman Catholic	3	
	Church of England/Ireland/Anglican/Episcopal	4	
	United Reformed Church (URC)/Congregational	5	
	Baptist	6	
	Methodist	7	
	Presbyterian/Church of Scotland	8	
	Free Presbyterian	9	
	Other Christian (specify)		
	-----	10	
	Hindu	11	
	Jew	12	
	Muslim/Islam	13	
	Sikh	14	
	Buddhist	15	
	Other non Christian (specify)		
	-----	16	SEE BELOW
L5 (LChAttn)	IF DOES BELONG TO ANY PARTICULAR RELIGION (L4 = CODES 2-16)		
	How often, if at all, do you attend services or meetings connected with your religion? Do you attend		
	READ OUT:		
	Once a week or more	1	
	Less often but at least once a month	2	
	Sometimes, but less than once a month	3	
	Or, very rarely or never	4	L6

Q.No		Code	Route
L6	ASK ALL A lot of parents nowadays feel they don't have enough time to spend with their children. How do you feel about the amount of time you have to spend with Cohort child? Would you say you have READ OUT: Plenty of time with Cohort child 1 Just enough 2 Not quite enough 3 ----- Or, nowhere near enough 4 ----- Don't know 5		
			NEXT SECTION
			L7
			NEXT SECTION
L7	ASK IF NOWHERE NEAR ENOUGH TIME (L6 Code 4) Why do you feel you do not have enough time to spend with Cohort child? CODE ALL THAT APPLY Works long hours 1 Works away from home 2 Other work reasons 3 Demands of domestic work 4 Demands of other children 5 Respondent is in poor health 6 Other (specify) 95 -----		
			NEXT SECTION

MODULE H: SELF-COMPLETION

PARTNER RESPONDENTS

Q.No		Code	Route
HO	I now have some questions for you to answer yourself on the computer. Will you be able to read and answer these yourself or would you prefer me to read them out loud? Self-completion accepted 1 Self-completion refused 2 Not able to do 3 Self-completion administered by interviewer 4		HIntro
INSTRUCTION	IF SELF-COMPLETION ACCEPTED (HO=CODE1) INTERVIEWER PLEASE PASS CAPI MACHINE TO RESPONDENT		
H REFUSE	Self-completion refused: (HO=CODE 2) INTERVIEWER: CODE REASON(S) WHY RESPONDENT REFUSED - CODE ALL THAT APPLY Didn't like computer 1 Child crying/needed attention etc. 2 Worried about confidentiality 3 Concerned because someone else was present 4 Couldn't be bothered 5 Other (specify) 95 -----		NEXT SECTION
H UNABLE	If not able to do self completion (HO=CODE 3) Eyesight problems 1 Reading/literacy problems 2 Language problems 3 Other (specify) 4 -----		NEXT SECTION
Hintro	The next questions are for you to answer yourself. They all ask you to choose one answer from those listed on the screen. Please choose your answer by tapping the number next to the answer you want to give and the next question will appear. If the next question doesn't appear press <NEXT> at the bottom right of the screen. Please ask the interviewer if you want any help. Now press <NEXT>		
HP1	Apart from your (husband/wife/partner) have you ever lived as a couple with anyone (else) for a month or more? Yes 1 No 2		HP2 HP3
HP2	IF YES AT HP1 How many other partners have you lived with? Enter number 0 (range 1..99)		HP3
HP3	The next few questions are about any other children you may have had. Have you (given birth to) any children who do not live here with you now? Please do not include children away at boarding school. <i>(if mother/step mother say 'given birth to', if father/step father say 'fathered')</i> Yes 1 No 2		HP4 HP56
HP4	IF YES AT HP3 How many other children have you had who do not live here with you now? 0		

Enter number:

(range 1..10)

HP5

Q.No.		Code	Route
HP5a	If one child at H4: Thinking about that child, what year was s/he born in? If more than one child at H4: Starting with the oldest child, what year was s/he born in? etc. REPEAT HP5a-hp10 FOR EACH CHILDMENTIONED AT HP4 Please enter year: (range 1950..2005)	()	HP5b
HP6	Where is s/he now? S/he died ----- With his/her other parent With other relatives With an unrelated adoptive family In care/with foster parents Living independently In hospital Somewhere else ----- Don't know	() 1 2 3 4 5 6 7 8 9	HP9 HP7 HP9
HP7	IF NOT CODES 1/9 AT HP6 (Do) you ever see him/her? (<i>'Do' if one child, ir more than one child say 'Still thinking about the first child ...'</i>) Yes No	() 1 2	HP8 HP9
HP8	IF YES AT HP7 How often do you see him/her? Every day Less often but more than once a week Once a week Less often but at least once a month Less often than once a month	() 1 2 3 4 5	HP9
HP9	IF YES AT HP3 Did this child ever live with you? Yes No	() 1 2	HP10
HP10	IF CODES 2-8 AT HP6 Do you make regular maintenance payments for this child? Yes No	() 1 2	HP56
HP56	REPEAT HP5a-HP10 FOR EACH CHILD MENTIONED AT HP4 PARENTING COMPETENCE. ASK ALL Thinking particularly about <cohort child> can you choose your response to the following statements: I feel that I am: Not very good at being a parent A person who has some trouble being a parent An average parent A better than average parent A very good parent	() 1 2 3 4 5	SEE BELOW

Q.No		Code	Route
H47	REPEAT FOR EACH COHORT CHILD – ensure each twin/triplet is identified Overall, do you think that your child has difficulties in one or more of the following areas: Emotions, concentration, behaviour or being able to get on with other people? No Yes - minor difficulties Yes - definite difficulties Yes - severe difficulties Can't say	1 2 3 4 5	H56 H48 H56
H48	IF YOU HAVE ANSWERED 'YES', PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT THESE DIFFICULTIES: (H47=CODES 2, 3 OR 4) How long have these difficulties been present? Less than a month 1 - 5 months 6 - 12 months Over a year Can't say	1 2 3 4 5	H49
H49	Do the difficulties upset or distress your child? Not at all Only a little Quite a lot A great deal Can't say	1 2 3 4 5	H50
	Do the difficulties interfere with your child’s everyday life in the following areas?		
		Not at all Only a little Quite a lot A great deal Can't say	
H50	Home Life	1 2 3 4 5	
H51	Friendships	1 2 3 4 5	
H52	Learning	1 2 3 4 5	
H53	Leisure Activities	1 2 3 4 5	
H54	Do the difficulties put a burden on you or the family as a whole? Not at all Only a little Quite a lot A great deal Can't say	1 2 3 4 5	H56
	SKIP TO F25 IF ADMINISTERING AS INTERVIEW AND LANGUAGE SPOKEN IS ENGLISH (IF HO=CODE 1 AND HH23=10R2)		
H56	PARENTING COMPETENCE The next question is about how you feel about being a parent. For the next statement, choose your response from the choice 1 to 5: I feel that I am: Not very good at being a parent A person who has some trouble being a parent An average parent A better than average parent A very good parent Can't say	1 2 3 4 5 6	H68

Q.No								Code	Route
	PARENT-CHILD RELATIONSHIP SCALE REPEAT FOR EACH COHORT CHILD – ensure each twin/triplet is identified In this section please think about how far each of the statements currently apply to your relationship with Cohort child								
		Definitely does not apply	Not really	Neutral ,not sure	Applies some-times	Definitely applies	Can't say		
H111-H125	I share an affectionate, warm relationship with Cohort child	1	2	3	4	5	6		
H111-H125	Cohort child and I always seem to be struggling with each other	1	2	3	4	5	6		
H111-H125	Cohort child will seek comfort from me	1	2	3	4	5	6		
H111-H125	Cohort child is uncomfortable with physical affection or touch from me	1	2	3	4	5	6		
H111-H125	Cohort child values his/her relationship with me	1	2	3	4	5	6		
H111-H125	When I praise Cohort child, he/she beams with pride	1	2	3	4	5	6		
H111-H125	Cohort child spontaneously shares information about himself/herself	1	2	3	4	5	6		
H111-H125	Cohort child easily becomes angry at me	1	2	3	4	5	6		
H111-H125	It is easy to be in tune with what Cohort child is feeling	1	2	3	4	5	6		
H111-H125	Cohort child remains angry or is resistant after being disciplined	1	2	3	4	5	6		
H111-H125	Dealing with Cohort child drains my energy	1	2	3	4	5	6		
H111-H125	When Cohort child wakes up in a bad mood, I know we're in for a long and difficult day	1	2	3	4	5	6		
H111-H125	Cohort child's feelings towards me can be unpredictable or can change suddenly	1	2	3	4	5	6		
H111-H125	Cohort child is sneaky or manipulative with me	1	2	3	4	5	6		
H111-H125	Cohort child openly shares his/her feelings and experiences with me	1	2	3	4	5	6		H110 (or H111 if additional child)

H84a	The next few questions are about how you have felt over the last 30 days.								H84b
		All of the time	Most of the time	Some of the time	A little of the time	None of the time	Can't say		
	During the last 30 days, about how often did you feel so depressed that nothing could cheer you up? SINGLE CODE ONLY	01	02	03	04	05	06		
H84b	During the last 30 days, about how often did you feel hopeless? SINGLE CODE ONLY	01	02	03	04	05	06		H84c
H84c	During the last 30 days, about how often did you feel restless or fidgety? SINGLE CODE ONLY	01	02	03	04	05	06		H84d
H84d	During the last 30 days, about how often did you feel that everything was an effort? SINGLE CODE ONLY	01	02	03	04	05	06		H84e
H84e	During the last 30 days, about how often did you feel worthless? SINGLE CODE ONLY	01	02	03	04	05	06		H84f
H84f	During the last 30 days, about how often did you feel nervous? SINGLE CODE ONLY	01	02	03	04	05	06		H85
	H88 – H104 ONLY ASKED TO RESPONDENTS WHO HAVE A HUSBAND/WIFE/PARTNER HUSBAND = HH14=1 OR HHQ19=CODE 1 OR HHQ20=CODE1 AND RESP SEX = FEMALE WIFE = HH14 = 1 AND RESP SEX = MALE PARTNER = HH14 =2								
H88	The next few questions are about your relationship with your husband/wife/partner. Please say how much you agree or disagree with each of the following statements. My husband/wife/partner is usually sensitive to and aware of my needs. Strongly agree1 Agree2 Neither agree nor disagree3 Disagree4 Strongly disagree5 Can't say6								H89
Q.No	Q.No							Q.No	Q.No
H89	My husband/wife/partner doesn't seem to listen to me. Strongly agree1 Agree2 Neither agree nor disagree3 Disagree4 Strongly disagree5 Can't say6								H90
H90	I sometimes feel lonely even when I am with my husband/wife/partner.								

		Strongly agree	1	
		Agree	2	
		Neither agree nor disagree	3	
		Disagree	4	
		Strongly disagree	5	
		Can't say	6	H91
H93	I suspect we may be on the brink of separation.	Strongly agree	1	
		Agree	2	
		Neither agree nor disagree	3	
		Disagree	4	
		Strongly disagree	5	H95/
		Can't say	6	B48
B48	How often do you and (husband/wife/partner) disagree over issues concerning Cohort child?	Never	1	
		Less than once a week	2	
		Once a week	3	
		Several times a week	4	
		Once a day	5	
		More than once a day	6	
		Can't say	7	
H96	Here is a scale from 1 - 7 where '1' means that you are very unhappy and '7' means that you are very happy. Please enter the number which best describes how happy or unhappy you are with your relationship, all things considered?			
	1 2 3 4 5 6 7 8			
	Very Unhappy	Very happy	Can't say	H97
H97	People often use force in a relationship - grabbing, pushing, shaking, hitting, kicking etc. Has your husband/partner ever used force on you for any reason?	Yes	1	
		No	2	
		Don't want to answer	3	H98
H95	How often do you and your wife/husband/partner go out together as a couple in your leisure time without Cohort child or any other children?	Once a week or more	1	
		Once a month or more	2	
		Less often	3	
		Hardly ever / never	4	
		Can't say	5	H96

Q.No		Code	Route
H106	People have very different opinions about things. The following are a list of statements on difference topics. For each one, please say how much you agree or disagree with it. A child is likely to suffer if his or her mother works before he/she starts school. Strongly agree 1 Agree 2 Neither agree nor disagree 3 Disagree 4 Strongly disagree 5 Can't say 6		H107
H107	Couples who have children should not separate. Strongly agree 1 Agree 2 Neither agree nor disagree 3 Disagree 4 Strongly disagree 5 Can't say 6		H109
H109	Children need their father to be as closely involved in their upbringing as their mother Strongly agree 1 Agree 2 Neither agree nor disagree 3 Disagree 4 Strongly disagree 5 Can't say 6		

Q.No		Code	Route
H110	As you know, many people have experimented with drugs at some time. During the past year have you used any recreational drugs like cannabis, cocaine or ecstasy? Occasionally Regularly Never Can't say	1 2 3 4	Cont.
H126	ASK IF DRINKS ALCOHOL AT ALL (G25 CODES 1-6) The next few questions are about drinking alcohol. Have you ever felt you should cut down on your drinking? Yes No	1 2	H127
H127	Have people annoyed you by criticising your drinking? Yes No	1 2	H128
H128	Have you ever felt bad or guilty about your drinking? Yes No	1 2	H129
H129	Have you ever had a drink first thing in the morning to steady your nerves or to get rid of a hangover (eye opener)? Yes No	1 2	H135
H132	New resps. only answer 132, 133 134. MCS1 resps. go to H135 (HHQ4=CODE 2) The last few questions are to do with how you feel about your life so far. Please enter the number next to the statement which is most true for you. I never really seem to get what I want out of life I usually get what I want out of life Can't say	1 2 3	H133

Q.No		Code	Route
H133	The next few questions are to do with how you feel about your life so far: Please enter the number next to the statement which is most true for you. I usually have a free choice and control over my life 1 Whatever I do has no real effect on what happens to me 2 Can't say 3		H134
H135	ASK ALL Finally, Here is a scale from 1 - 10 where '1' means that you are completely dissatisfied and '10' means that you are completely satisfied. Please enter the number which corresponds with how satisfied or dissatisfied you are about the way your life has turned out so far. 1 2 3 4 5 6 7 8 9 10 11 Completely Completely Can't dissatisfied satisfied say		

H End Q Thank you for answering these questions. Please tell the interviewer that you have finished and they will carry on with the interview.

MODULE N: Complete

Q.No		Code	Route
	READ OUT: Thank you for taking part in the survey. I now just need to check some contact details with you. INTERVIEWER CHECK: Was this interview translated? Yes 1 No 2		
	IF YES: Which language was it translated in? Welsh 1 Urdu 2 Punjabi 3 Gujarati 4 Hindi 5 Bengali 6 Sylheti 7 Cantonese 8 Somali 9 Tamil 10 Turkish 11 Kurdish 12 Arabic 13 Other European Language 14 Other African Language 15 Other Asian Language 16 Other (specify) 17 -----		
	Who translated the interview?		
	Respondents wife/husband /partner 1 Female adult household member 2 Male adult household member 3 Female child in household 4 Male child in household 5 Female non-household member 6 Male non-household member 7 Interviewer 8		

GfK. Growth from Knowledge



Proxy questionnaire

PROXY Q'RE - Main respondents questioned about absent/incapacitated partner only**MODULE APX: PARENTAL SITUATION****PROXY INTERVIEW**

Q.No		Code	Route
(ProxStT)	Time at start of proxy interview [set by Proxwarn] Time --/--		
Intro-Proxy-2	INTERVIEWER ASK OR CODE: Why is a proxy interview rather than a personal interview being conducted? CODE ONE ONLY Farther / Mother / Partner away in forces Father/ Mother/ Partner working away Father/ Mother /Partner away in hospital Father/ Mother /Partner away in prison Father/ Mother /Partner away for some other reason (specify) Father/ Mother /Partner incapacitated (unable to understand and answer questions for themselves) Other (specify)	1 2 3 4 5 6 7	Intro3
Intro-Proxy-3	As your [wife/husband/partner] is... ...(intro 2 = 1,2,3,4,5) away at the moment... ...(intro 2 = 6/7) unable to answer any questions about him/herself... I would like to ask you a few questions about [him/her]		APX1
	CAPI DEFINITIONS: Wife = HHQ14=1 AND HHQ6=1 Husband = HHQ14=1 AND HHQ6=2 Partner = HHQ14=1/2 Him = HHQ14=1/2 AND HHQ11=1 Her = HHQ14=1/2 AND HHQ11=2		
APX1	CARD APX1 Can I just check what is [name's] current legal marital status? INTERVIEWER – PROMPT IF NECESSARY, CODE FIRST THAT APPLIES	() Legally separated Married, 1 st and only marriage Remarried, 2 nd or later marriage Single never married Divorced Widowed Don't know Refused	INSTRUC ABOVE A0a

Q.No		Code	Route
A0a	ASK A0a TO ALL <u>NEW</u> RESPONDENTS IN <u>ENGLAND</u>		
	CARD APX1 Which of the groups on this card does [name] regard [him/her]self as belonging to?	()	
	White - British	1	
	White - Irish	2	
	Any other White background – specify	3	

	Mixed – White and Black Caribbean	4	
	Mixed – White and Black African	5	
	Mixed – White and Asian	6	
	Any other mixed background – specify	7	

	Asian/Asian British – Indian	8	
	Asian/Asian British – Pakistani	9	
	Asian/Asian British – Bangladeshi	10	
	Any other Asian background – specify	11	

	Black/Black British – Caribbean	12	
	Black/Black British – African	13	
	Any other Black background – specify	14	

	Chinese	15	
	Any other background – specify	16	

			F1INTRO

Q.No		Code	Route
A0b	ASK A0b TO ALL <u>NEW</u> RESPONDENTS IN <u>WALES</u>		
	CARD APX2 Which of the groups on this card does [name] regard [him/ her]self as belonging to?	()	
	White - Welsh	1	
	White – other British	2	
	White - Irish	3	
	Any other White background – specify	4	

	Mixed – White and Black Caribbean	5	
	Mixed – White and Black African	6	
	Mixed – White and Asian	7	
	Any other mixed background – specify	8	

	Asian/Asian British – Indian	9	
	Asian/Asian British – Pakistani	10	
	Asian/Asian British – Bangladeshi	11	
	Any other Asian background – specify	12	

	Black/Black British – Caribbean	13	
	Black/Black British – African	14	
	Any other Black background – specify	15	

	Chinese	16	
	Any other background – specify	17	

			F1INTRO

Q.No		Code	Route
A0c	ASK A0c TO ALL <u>NEW</u> RESPONDENTS IN <u>SCOTLAND</u>		
	CARD APX3 Which of the groups on this card does [name] regard [him/ her]self as belonging to?	()	
	White - Scottish	1	
	White – other British	2	
	White - Irish	3	
	Any other White background – specify	4	

	Any mixed background – specify	5	

	Asian/Asian Scottish/Asian British – Indian	6	
	Asian/Asian Scottish/Asian British – Pakistani	7	
	Asian/Asian Scottish/Asian British – Bangladeshi	8	
	Asian/Asian Scottish/Asian British - Chinese	9	
	Any other Asian background – specify	10	

	Black/Black Scottish/Black British – Caribbean	11	
	Black/Black Scottish/Black British – African	12	
	Any other Black background – specify	13	

	Any other background – specify	14	

			F1INTRO

Q.No		Code	Route
A0d	ASK A0d TO ALL <u>NEW</u> RESPONDENTS IN <u>NORTHERN IRELAND</u>		F1INTRO
	CARD APX4 Which of the groups on this card does [name] regard [him/ her]self as belonging to?	()	
	White	1	
	Chinese	2	
	Irish Traveller	3	
	Indian	4	
	Pakistani	5	
	Bangladeshi	6	
	Black Caribbean	7	
	Black African	8	
	Any other Black background – specify	9	

	Mixed ethnic group – specify	10	

	Any other background – specify	11	

MODULE FPX: GRANDPARENTS AND FRIENDS

PROXY INTERVIEW

Q.No		Code	Route
FIIntro	READ OUT: I'd now like to ask you about [name's] parents.		
F1	DO NOT ASK IF MOTHER DEAD AT MCS1 (FFMUMAL2 = 1)		
	ASK OR CODE IF OBVIOUS		
	May I just check, is [name's] mother still alive? ADD IF NECESSARY: By mother I mean natural or adoptive mother.	()	
	Yes	1	
	No	2	
	Don't know	3	SEE
	Refused	4	BELOW
F2	DO NOT ASK IF FATHER DEAD AT MCS1 (FFDADAL2 = 1)		
	ASK OR CODE IF OBVIOUS		
	And is [name's] father still alive? ADD IF NECESSARY: By father I mean natural or adoptive father.	()	
	Yes	1	
	No	2	
	Don't know	3	SEE
	Refused	4	BELOW
F10	ASK IF MOTHER IS ALIVE (F1=1)		
	CARD FPX1 How often does [name] see [his/ her] mother nowadays?	()	
	Every day	1	
	3 - 6 times a week	2	
	Once or twice a week	3	
	Less often, but at least once a month	4	
	Once every few months	5	
	Once a year	6	
	Less than once a year	7	
	Never	8	
	(Lives with mother)	9	
	Don't know	10	SEE
	Refused	11	BELOW

Q.No		Code	Route
F11	ASK IF FATHER IS ALIVE (FPX2=1)		
	CARD FPX1 How often does [name] see [his/ her] father nowadays?	()	
	Every day	1	
	3 - 6 times a week	2	
	Once or twice a week	3	
	Less often, but at least once a month	4	
	Once every few months	5	
	Once a year	6	
	Less than once a year	7	
	Never	8	
	(Lives with father)	9	
	Don't know	10	SEE BELOW
	Refused	11	
F12	ASK IF MOTHER OR FATHER IS ALIVE (F1=1 or F2=1)		
	CARD FPX2 Does [name's] parents do any of the following for you, apart from any time they may spend looking after your child? IF YES: In what ways do they help you? CODE ALL THAT APPLY	()	
	Buying essentials for the child - food, clothes, etc.	1	
	Paying for other household costs - e.g. bills, shopping, etc.	2	
	Buying gifts and extras for the child	3	
	Lending money	4	
	Paying for childcare	5	
	Other financial help	6	
	No, does not help in any of these ways (exclusive code)	7	
	Don't know (exclusive code)	8	
	Refused	9	F21
	CAPI: a) If both parents alive (FPX1=1 and FPX2=1): wording as above b) If only mother is alive (FPX1=1 and FPX2=2/3) OR FFDADAL2=1: Does [name's] mother do any of the following for you, apart from any time she may spend looking after your child? IF YES: In what ways does she help you? c) If only father is alive (FPX2=1 and FPX1=2/3) OR FFMUMAL2=1: Does [name's] father do any of the following for you, apart from any time he may spend looking after your child? IF YES: In what ways does he help you?		
F21	ASK ALL Can I also check, was [name] born in the UK?	()	
		Yes 1	G1 F23
		No 2	
		Don't know 3	
		Refused 4	
F23	IF NOT BORN IN UK (F21=1) When did [name] come to the UK to live?		
	RECORD YEAR:		
	Don't know	1	G1
	Refused	2	

MODULE GPX: PARENT'S HEALTH

PROXY INTERVIEW

Q.No		Code	Route
G1	I would now like to ask about [name's] health. How would you describe [his/her] health generally? Would you say it is READ OUT Excellent Good Fair Or, poor Don't know Refused	() 1 2 3 4 5 6	G13
G13	Does [name] have a longstanding illness, disability or infirmity? By longstanding I mean anything that has troubled [him/her] over a period of time or that is likely to affect [him/her] over a period of time. Yes No Don't know Refused	() 1 2 3 4	G13a INSTRU ABOVE G17
G13a	ASK IF HAS ILLNESS/DISABILITY (G13=1) Interviewer: Please record what the longstanding illness, disability or infirmity is.		
G17	IF ASKING ABOUT NEW PARTNER (HHQ15a=2) I'd now like to ask about [name's] height and weight. First, how tall is [he /she] without shoes? INTERVIEWER: IS ANSWER GOING TO BE IN FEET AND INCHES OR CENTIMETRES? Feet and inches Centimetres Don't know Refused	() 1 2 3 4	SEE BELOW
G17a	IF G17 =1 FIRST ENTER HEIGHT IN FEET: Range 3 .. 8 NOW ENTER NUMBER OF INCHES: Range: 0 .. 12		
G17b	IF G17=2 ENTER HEIGHT IN CENTIMETRES: Range: 90 . 270		

Q.No		Code	Route
G18	ASK ALL I'd now like to ask you about [name's] weight. What is [his /her] weight now without clothes? INTERVIEWER: IS ANSWER GOING TO BE IN STONES AND POUNDS OR KILOGRAMS? Stones and pounds Kilograms Don't know Refused	() 1 2 3 4	SEE BELOW
G18a	IF G18 = 1 FIRST ENTER WEIGHT IN STONES: Range 3 .. 40 NOW ENTER NUMBER OF POUNDS: Range: 0 .. 14 (CHECK G6)		
G18c	IF GPX5 = 2 ENTER WEIGHT IN KILOGRAMS: Range: 3 . 300 (CHECK GP7)		
G18d	Interviewer Code Respondent sure about weight Respondent gave estimate	1 2	

MODULE JPX: EMPLOYMENT AND EDUCATION

PROXY INTERVIEW

Q.No	NATURAL MOTHERS / FATHERS ONLY	Code	Route
J16	CARD JPX1 I'd now like to ask you some questions about paid work. Which of these things on this card best describes what [name] is currently doing? SINGLE CODE	()	
	Full time paid employee (30 or more hours per week)	1	
	Part time paid employee (under 30 hours per week)	2	
	On maternity/ paternity/ parental leave from an employer	3	J5
	Full time self-employed	4	
	Part-time self-employed	5	
	Out of work & looking for a job	6	
	Out of work for reasons of poor health	7	
	Taking part in the New Deal (training, task force or voluntary work)	8	
	On another Government scheme	9	
	On a modern apprenticeship scheme	10	JPX2
	Full-time student	11	
	Wholly retired	12	
	Found a job, waiting to start	13	
	Looking after family full-time	14	
	Not in paid work for some other reason	15	
	Don't know	16	
	Refused	17	
JPX2	IF NOT CURRENTLY IN PAID WORK/ ON LEAVE (J16=6-17) Has [name] done any paid work since [name of cohort child] was 9 months old either as an employee or self employed?	()	
	Yes	1	JPX4
	No	2	
	Don't know	8	JPX3
	Refused	9	
JPX3	Has [name] ever done a paid job?	()	
	Yes	1	JPX4
	No	2	INSTRUC
	Don't know	8	ABOVE
	Refused	9	JPX22
	ASK IF CURRENTLY IN PAID WORK OR ON LEAVE FROM JOB (J16=1/2/3/4/5) ASK ABOUT PREVIOUS JOB IF CURRENTLY NOT WORKING & HAD JOB IN PAST (JPX2=1 OR JPX3=1)		
J5	What is/was [name's] (main) job? WRITE IN Is = J16=1-5 Was = JPX2=1 OR JPX3=1		
	Don't know	1	JPX5

Q.No		Code	Route
J6	What does [he /she] mainly do / what did [he /she] mainly do in their job? INTERVIEWER: CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB. WRITE IN Does = JPX1=1-5 Did = JPX2=1 or JPX3=1 Don't know	1	J7
J7	Did [name] work/ Is [name] name working as an employee or self-employed (in [his/ her] main job)? Did = JPX2=1 or JPX3=1 or JPX1=3 Is = JPX1=1-5	()	
	Employee	1	J8
	Self-employed	2	
	Don't know	3	J10
	Refused	4	
J8	ASK EMPLOYEES (JPX6=1) Does [name] /Did [name] have any managerial duties, or is [he/she] supervising any other employees? Does = JPX1=1-5 Did = JPX2=1 or JPX3=1	()	
	Manager	1	J9
	Foreman/supervisor	2	
	Not a manager or supervisor	3	
	Don't know	4	J10
	Refused	5	
J9	ASK MANAGERS OR SUPERVISORS (J8=1/2) Does [name] / Did [name] supervise more than 25 people? Does = JPX1=1-5 Did = JPX2=1 or JPX3=1	()	
	Yes	1	
	No	2	
	Don't know	3	SEE
	Refused	4	BELOW
J10	ASK IF EMPLOYEE (J7=1) When did [name] first start [his/ her] job with this employer? If [he /she] has had periods of working and not working for this employer, please give me the date on which their most recent period of working for this employer started. ASK IF SELF-EMPLOYED (J7=2) When did [name] first start [his/ her] self-employed job? If [he/she] has had periods of being self-employed and being an employee, please give me the date on which CIS current period of self-employment started.		

Q.No		Code	Route
	ENTER MONTH HERE: Range: 1 .. 12 INTERVIEWER: ENTER YEAR HERE: Range: 1965 .. 2005 Don't know Refused IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11	1 2	SEE BELOW
J12	IF EMPLOYEE (J7=1) NOW GO TO J12 IF SELF-EMPLOYED (J7=2) NOW GO TO J22 About how many people work for [name's] employer at the workplace (building, branch, works or site) where [he/she] works? If JPX1 =1/2/3/4/5 – wording as above If JPX2 =1 or JPX3=1 then: About how many people worked for [name's] employer at the workplace (building, branch, works or site) where [he/she] worked? Works/ed alone 1 - 2 3-9 10-24 25-49 50-99 100-199 200-499 500-999 1000 or more DK, fewer than 25 DK, 25 or more DK, at all Refused	() 1 2 3 4 5 6 7 8 9 10 11 12 13 14	SEE BELOW
JPX11	HJ16~=1/2/3/4/5 When did this job end? ENTER DATE: Month (1-12) Year (1965-2005) DK Refused IF DK MONTH ENTER '98' OR SEASON: WINTER = 02, SPRING = 05, SUMMER = 08, AUTUMN = 11	1 2	INSTRUC ABOVE J67
	ASK IF IN EMPLOYMENT/ON LEAVE (JPX1=1/2/3)		

Q.No		Code	Route
J21	IF J16=1/2/3 AND J7=1		
	CARD JPX2 Can you tell me which, if any, of the pensions on this card [name] has? CODE 6/7 CANNOT BE PART OF MULTICODE	()	
	Employer's final salary occupational pension scheme	1	
	Employer's money purchase (or annuity) pension scheme	2	
	Employer's other scheme, don't know what type	3	
	A personal pension scheme	4	
	A stakeholder pension	5	
	None of these	6	
	Don't know	7	
	Refused	8	J26
J22	ASK IF IS/WAS SELF EMPLOYED (J7=2)		
	About how many people work for [name]?	()	
	If JPX1 = 1/2/3/4/5: wording as above		
	If JPX2 = 1 or JPX3 =1: About how many people worked for [name]?		
	Works alone or only with partner	1	
	Less than 25 employees	2	
	25 or more employees	3	
	Don't know	4	SEE BELOW
	Refused	5	
J24	ASK IF SELF EMPLOYED AND IN WORK (HJ16=4/5 OR J16=3 AND J7=2)		
	Does [name] have a personal pension scheme?	()	
	Yes	1	
	No	2	
	Is making other provision (e.g. assets, house, paintings)	3	
	Don't know	4	
	Refused	5	J26
J26	ASK IF IN WORK OR ON LEAVE (IF J16=1-5)		
	How many hours does [name] usually work a week in [his/her] job? INCLUDE USUAL OVERTIME. IF NO USUAL ASK FOR AVERAGE. NOTE: IN MAIN JOB		
	WRITE IN:		
	Range: 1 .. 120		
	Don't know	1	JPX16
	Refused	2	
JPX16	ASK IF IN WORK OR ON LEAVE (IF J16=1-5)		
	CARD JPX3 In [his/her] main job how often does [name] work away from home overnight?	()	
	Every week	1	
	At least once per month	2	
	Less than once per month	3	
	Never	4	SEE BELOW
	Don't know	5	

Q.No		Code	Route
J39a	ASK EMPLOYEES (IF J16=1 OR 2)		
	Last time [name] was paid (in [his/her] main job) what was [his/her] total take home pay – that is after all deductions for tax, National Insurance, union dues, pension and so on, but including overtime, bonuses, commission and tips? RESPONDENTS TO CHECK PAYSHEET IF POSSIBLE WRITE IN: £ Range: 0 .. 70,000		JPX18
	----- Don't know Refused		JPX19
J39b	ASK THOSE WHO GAVE AMOUNT AT J39a		
	How long a period did that pay cover? 1 week Fortnight Four weeks Calendar month Year Other (specify) -----	 () 1 2 3 4 5 6	
	Don't know Refused	7 8	JPX19
J41	ASK ALL EMPLOYEES (JPX1=1/2)		
	And the last time [name] was paid what was [his/her] gross pay – that is before any deductions? NOTE: EXCLUDE ANY TAX CREDITS ADDED TO PAY RESPONDENTS TO CHECK PAYSHEET IF POSSIBLE WRITE IN: £ Range: 0 .. 100,000		JPX20
	----- Don't know Refused		INSTRUC ABOVE JPX22
J42	ASK ALL WHO GAVE AMOUNT JPX19		
	How long a period did that cover? 1 week Fortnight Four weeks Calendar month Year Other (specify) -----	 () 1 2 3 4 5 6	
	Don't know Refused	7 8	INSTRUC ABOVE JPX22

Q.No		Code	Route
J43	ASK THOSE WHO ARE SELF EMPLOYED (JPX1=4/5) I know that it is sometimes difficult for self-employed people to give an exact figure for their income, but could you please think about [name's] take home income in the last 12 months. That is, the amount [he/she] personally took out of the business after all taxes and costs. About how much is this? If JPX3=1 and JpX6=2) : replace 'in the last 12 months' with 'During the last 12 months you were self employed'... WRITE IN: £ Range: 1 .. 70,000 Don't know Refusal	1 2	
J67	IF PARTNER SAME AS AT MCS1 (HHQ15a=1) CARDS J19-J20 I'd now like to ask a few questions about [name's] education and qualifications since [name of Cohort child] was aged 9 months. Has [he/she] acquired any new qualifications? Yes No Don't know	() 1 2 3	J68 Hp3
J68	IF J67=1 CARD JPX4 Please tell me which, if any, of the qualifications on this card [name] has gained since [name of Cohort child] was 9 months old? CODE ALL THAT APPLY Higher degree First degree Diplomas in higher education A / AS / S levels O level / GCSE grades A-C GCSE grades D-G Other academic qualifications (incl. Overseas) None of these qualifications Don't know Refused	() 1 2 3 4 5 6 95 96 97 98	J69
J69	CARD JPX5 Please tell me which, if any, of the qualifications on this card [name] has gained since [name of Cohort Child] was 9 months old? CODE ALL THAT APPLY Professional qualifications at degree level Nursing / other medical qualifications NVQ / SVQ / GSVQ level 3 Trade apprenticeships NVQ / SVQ / GSVQ level 2 NVQ / SVQ / GSVQ level 1 Other vocational qualifications (incl. Overseas) None of these qualifications Don't know Refused	() 1 2 3 4 5 6 95 96 97 98	HP3

Q.No		Code	Route
J73	IF ASKING ABOUT NEW PARTNER (HHQ15a=2) I'd now like to ask a few questions about [name's] education. First, how old was [he/she] when [he/she] left full-time continuous education? IF LEFT AND LATER RETURNED TO BECOME A FULL-TIME STUDENT, ASK: How old was [he/she] when they first left? IF SANDWICH COURSE OR GAP YEAR TREAT AS FULL-TIME CONTINUOUS EDUCATION. IF STILL IN FULL-TIME EDUCATION, CODE 0 WRITE IN: Range: 0 to 35 CHECK JP29, JP30 Don't know Refused	1 2	J74
J74	CARD JPX4 Please tell me whether [name] has any of the qualifications on this card. IF YES: Please look down the list starting from the top and tell me the first one you come to that [he/she] has. Higher degree First degree Diplomas in higher education A / AS / S levels O level / GCSE grades A-C GCSE grades D-G Other academic qualifications (incl. Overseas) None of these qualifications	() 1 2 3 4 5 6 95 96	J75
J75	CARD JPX5 And please tell me whether [he/she] has any of the qualifications on this card. IF YES: Please look down the list starting from the top and tell me the first one you come to that they have. Professional qualifications at degree level Nursing / other medical qualifications NVQ / SVQ / GSVQ level 3 Trade apprenticeships NVQ / SVQ / GSVQ level 2 NVQ / SVQ / GSVQ level 1 Other vocational qualifications (incl. Overseas) None of these qualifications Don't know Refused	() 1 2 3 4 5 6 7 8 9 10	HP3

MODULE LPX: OTHER MATTERS

PROXY INTERVIEW

Q.No		Code	Route
HP3	ASK ALL NEW RESPONDENTS As far as you know, has [name] any other children who do not live with [him/her]? Please do not include children away at boarding school. If mother/step mother say 'given birth to' If father/step father say 'fathered'	() Yes 1 ----- No 2 Don't know 3	HP7 ProxedT
HP7	IF HP3=1 Does [he/she] see this child/ these children at all ?	() Yes 1 ----- No 2 Don't know 3 Refused 4	HP8 ----- HP10
HP8	IF HP7=1 IF YES AT LPX3 How often?	() Every day 1 Less often but more than once a week 2 Once a week 3 Less often but at least once a month 4 Less often than once a month 5 Don't know 6 Refused 7	HP10
HP10	IF HP3=1 Does [name] make regular maintenance payments for this child/ these children?	() Yes 1 No 2 Don't know 3 Refused 4	ProxedT
Prox dT	Time at end of proxy interview (set by proxkids)		
	Time --/--		

GfK. Growth from Knowledge



New Families questionnaire

JN 450100

NF MODULE HH HOUSEHOLD

Q.No.		Code	Route
	INTERVIEWER: ASK ALL <u>MAIN</u> RESPONDENTS ONLY		
Q.A.	Please enter household serial number:		
Q.B.	Please confirm the following information is correct: Country = Number of [Cohort Child]ren = (FFMULTI) 1 / 2 / 3 [Cohort Child] name and sex = (FFBNAME, FFBSEX); (FBNAME2, FFBSEX2); (FBNAME3, FFBSEX3) [Cohort Child]'s date of birth: (FFBDOB; FFBDOB2; FFBDOB3) __ / __ / ____ 1. Yes - information is correct - GO TO Q.C. 2. No, incorrect. Household Serial number is incorrect - GO TO Q.A and re-enter serial number of amend information as necessary 3. Names of children are incorrect 4. Date of birth of children is incorrect		
Q.C.	Please enter the date of the interview: __ / __ / ____		
	Hard check: if child's date of birth + 40 months is BEFORE the date of this interview, terminate interview. Show message to interviewer "This interview has been terminated because the child is too old"		

Q.No.		Code	Route
QC2	Before we can start the interview itself, I need to check that you were living at (9 MONTHS ADDRESS) ON (DATE WHEN [COHORT CHILD] 9 MONTHS OLD). Is this correct? Yes No	1 2	PROCEED TO QD ASK QC3
QC3	ASK IF NO AT QC2 And can I just make a note of what your address was on (FFW ELIGIBLE DATE), including the postcode? INTERVIEWER PLEASE ENTER IN FULL OR CODE REFUSED REFUSED	1	THANK AND CLOSE
QC4	Was the address you have just given me within a 20-minute walk of (FFW ELIGIBLE ADDRESS), or further away? Within 20 mins walk Further away Don't know	1 2 3	PROCEED TO Q1 THANK & CLOSE THANK & CLOSE
Q.1.	ASK ALL MAIN RESPONDENTS First I'd like to ask a few questions about yourself and the people who live here. Please remember that all the answers you give me will be completely confidential. Including yourself, how many people live here regularly as members of this household? ENTER:		Q.3.
Q.3.	<u>THERE IS NO Q.2.</u> INTERVIEWER ENTER RESPONDENT'S FIRST NAME - ASK IF NECESSARY ENTER:		Q.D
Q.D.	Can I just check whether you will have any problems reading these cards because you are unable to see properly, even with glasses on? Yes - has sight problem Yes - blind No - no sight problems (include problems corrected by glasses/contact lenses)	01 02 03	Q.6
Q.6.	ASK ALL INTERVIEWER CODE RESPONDENT'S SEX: Male Female	() 1 2	Q.7.
Q.7.	And now yourself. What is your date of birth? ENTER: DAY: MONTH: YEAR: OR CODE: Don't know	01	Q.8.

Q.No.		Code	Route
Q.8.	SHOW CARD H1 What is your relationship to [Cohort Child]? INTERVIEWER PROMPT OR CHECK IF NECESSARY: So, you are [Cohort Child]'s? NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOSTERING.	()	
	Natural parent	07	
	Adoptive parent	08	
	Foster parent	09	
	Step-parent/partner of parent	10	
	Natural brother/natural sister	11	
	Half brother/half sister	12	
	Step-brother/step-sister	13	
	Adopted brother/adopted sister	14	
	Foster brother/foster sister	15	
	Maternal grandparent	17	
	Paternal grandparent	18	
	Other relative	19	
	Nanny/au pair	20	
	Other non-relative	21	Q.9.
Q.9.	Can I just check, are you currently in paid work or not? NOTE: IF ON LEAVE, CODE YES	()	
	Yes	01	
	No	02	Q.10.
	ASK Q.10 - Q.17 FOR EACH OTHER PERSON IN HOUSEHOLD		
Q.10.	And what is the first name of the next person in your household?		
	ENTER:		Q.11.
Q.11.	INTERVIEWER CODE SEX:	()	
	Male	01	
	Female	02	Q.12.
Q.12.	And what is (NAME OF PERSON FROM Q10)'s date of birth?		
	ENTER: DAY:		
	MONTH:		
	YEAR:		
	OR CODE: Don't know	01	Q.13.

Q.No.		Code	Route
Q.13.	SHOW CARD H1 AGAIN What is (NAME OF PERSON FROM Q10)'s relationship to [Cohort Child]? INTERVIEWER PROMPT OR CHECK IF NECESSARY: So, ... (NAME OF PERSON FROM Q10) is [Cohort Child]'s? NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOSTERING. Natural parent 07 Adoptive parent 08 Foster parent 09 Step-parent/partner of parent 10 Natural brother/natural sister 11 Half brother/half sister 12 Step-brother/step-sister 13 Adopted brother/adopted sister 14 Foster brother/foster sister 15 Maternal grandparent 17 Paternal grandparent 18 Other relative 19 Nanny/au pair 20 Other non-relative 21		
Q.14.	SHOW CARD H2 And what is (NAME OF PERSON FROM Q10)'s relationship to you? INTERVIEWER PROMPT OR CHECK IF NECESSARY: So, ... (NAME OF PERSON FROM Q10) is your? NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOSTERING. Husband/wife 01 Partner/cohabitee 02 Natural son/daughter 03 Adopted son/daughter 04 Foster son/daughter 05 Stepson/stepdaughter/child of current or previous partner 06 Natural parent 07 Adoptive parent 08 Foster parent 09 Step-parent/partner's parent 10 Natural brother/natural sister 11 Half brother/half sister 12 Step-brother/step-sister 13 Adopted brother/adopted sister 14 Foster brother/foster sister 15 Grandchild 16 Maternal grandparent 17 Paternal grandparent 18 Other relative 19 Nanny/au pair 20 Other non-relative 21		
	REPEAT Q.14 TO ASK ABOUT <u>EACH</u> PREVIOUS PERSON IN HOUSEHOLD RECORDED ON HOUSEHOLD GRID.		

Q.14.

Q.15a

Q.No.		Code	Route
Q.15.	ASK FOR EACH PERSON AGED 16+ IN HOUSEHOLD (NAMED AT Q10, AGE BASED ON DOB AT Q12) Can I check, is (NAME OF PERSON) currently in paid work or not? NOTE: IF ON LEAVE, CODE YES. Yes 01 No 02	() 01 02	
Q.18a	READ OUT: You said the only people living in this household are (LIST ALL HOUSEHOLD MEMBERS ENTERED AT Q10 + RESPONDENT NAME FROM Q3 + [COHORT CHILD]). Is this correct or have we forgotten someone? Correct - GO TO INSTRUCTION ABOVE Q.15a. Incorrect - REPEAT Q10-15 UNTIL RESPONSE AT Q18A= "CORRECT"		
Q.15a	ASK IF HUSBAND/WIFE/PARTNER/COHABITEE OF MAIN RESPONDENT CODED AT Q.14 (01 or 02) person coded 01 OR 02 AT Q14 IS MALE (Q11=01) AND NATURAL PARENT (Q13=07) AND MAIN RESPONDENT IS FEMALE (Q6=01) INTERVIEWER: Is respondent's partner (NAME OF PERSON CODED 01 OR 02 AT Q14) the same as [Cohort Child]'s father? (NAME OF PERSON CODED 07 AT Q13 AND CODED 01 AT Q11) Yes 01 No 02	() 01 02	Q.17. Q.15b
Q.15b	ASK IF NO AT Q.15a (Code 02) OR IF NO PARTNER RECORDED AT Q14 (Q14=01 OR 02) AND MAIN RESPONDENT IS FEMALE (Q6=02) READ OUT: Would you mind telling me why [Cohort Child]'s father does not live here, with you and [Cohort Child]? Deceased 01 Separated/divorced/relationship ended 02 Long term absence (e.g. hospital) 03 Child's father never lived with them 04 Other (specify) 05	() 01 02 03 04 05	Q15c
Q.15c	ASK IF [COHORT CHILD]'S FATHER HAS DIED (Q15b = 01) Would you mind telling me when [Cohort Child]'s father died? ___/___/___ Don't know	01	
Q.19.	IF THERE IS ONLY ONE NATURAL PARENT IN HOUSEHOLD AND THIS PERSON DOES NOT HAVE A PARTNER IN THE HOUSEHOLD AND [COHORT CHILD]'S FATHER STILL ALIVE NOW (Q6 – 02 AND Q8 = 7 AND Q.14 NOT 1/2 AND Q15b NOT 1) We would like to interview [Cohort Child]'s father if he ever lives here, so can I just check, does he live here at all, even if it's only for one or two days a week? Yes 1 No 2	() 1 2	Instruc above Q17 Q23

Q.No.		Code	Route
Q.17.	IF PART TIME PARTNER (Q19=1) REPEAT Q10-14 THEN GO TO Q17. OTHERS GO TO Q23		
	ASK IF ANY PARTNER IN HOUSEHOLD (Q14= CODE 01 OR 02)		
	Is (NAME OF PARTNER, PERSON CODED 01/02 AT Q14) living away from home at the moment?	()	
	Yes No	1 2	HHQ17b HHQ18
Q.17b	Will (NAME OF PARTNER, PERSON CODED 01/02 AT Q14) be living away from home until [Cohort Child] is 3 years, 3 months?	()	
	Yes No	1 2	PROXY HHQ18
Q.18.	Is (NAME OF PARTNER, PERSON CODED 01/02 AT Q14) able to do an interview himself/herself?	()	
	Yes can do interview	1	Partner Interview
	No cannot understand/answer questions due to language problems	2	Partner Interview with interpreter
	No cannot understand/answer as incapacitated	3	PROXY
Q.23.	ASK ALL MAIN RESPONDENTS		
	Can I just check - is English the language usually spoken at home? IF YES: PROBE: Is that English only, or other languages as well? SINGLE CODE ONLY	()	
	Yes - English only	1	SEE BELOW
	Yes - English and other language(s)	2	
	No - other language(s) only	3	
Q.24.	IF LANGUAGE USUALLY SPOKEN AT HOME IS ANOTHER LANGUAGE OR ENGLISH AND OTHER LANGUAGE (Q23=2/3) Which other languages are spoken at home?		
		()	
	Welsh	1	
	Gaelic	2	
	Urdu	3	
	Punjabi	4	
	Gujarati	5	
	Hindi	6	
	Bengali	7	
	Sylheti	8	
	Cantonese	9	
	Somali	10	
	Tamil	11	
	Turkish	12	
	Kurdish	13	
	Arabic	14	
	Other (specify)	95	Q.26.

Q.No.		Code	Route
Q.25.	Who speaks other languages? CODE ALL THAT APPLY Mother/mother figure Father/father figure [Cohort Child] Other household members	() 1 2 3 4	SEE BELOW
Q.26.	IF OTHER LANGUAGE ONLY OR ENGLISH & OTHER LANGUAGES SPOKEN BY [COHORT CHILD] (Q. 23 Code 2/3 and Q.25 Code 3) Does [Cohort Child] read/understand a story (read in) English? Yes No	() 1 2	SEE BELOW
Q.27.	Can I just check, who has the main responsibility for caring for [Cohort Child]? (LIST OF ALL OTHER HOUSEHOLD MEMBERS FROM Q10 + MAIN RESPONDENT NAME FROM Q3)	()	
	<u>HHQ26 DISPLAY</u> INTERVIEWER YOU MUST NOW CONDUCT THE FOLLOWING INTERVIEWS: - Main interview with (NAME OF MAIN RESPONDENT) - A partner interview with (NAME OF PARTNER RESPONDENT) - A proxy partner interview about (NAME OF PARTNER) Older siblings for whom we need consent to look at their school records (consent form 3, part A) = (LIST OF ALL OLDER SIBS AGED 5-15 YEARS INCLUSIVE) OR N/A Older siblings who need to complete a self-completion questionnaire = (LIST OF UP TO 2 OLDER SIBS AGED 10-15 YEARS BASED ON ELIGIBILITY, GEOGRAPHICAL & SELECTION CRITERIA) OR N/A READ OUT: As mentioned in the letter we sent you, once you have finished your main interview we would like to ask you some questions about your older children. This will take approximately XX minutes. XX = 15 (in CF areas) / 10 (in England, non CF areas) / 5 (in Scot/Wales/NI)		

Q.No		Code	Route
	Module X: New section for natural mothers		
	ASK NATURAL MOTHERS ONLY (Q6 = CODE 02 FEMALE AND Q8 = CODE 07 NATURAL PARENT) – OTHER MAIN RESPONDENTS GO TO MODULE B <i>We would like to ask you a few questions about [Cohort Child]'s birth</i>		
QX1	Was [Cohort Child] born ... READ OUT ... in hospital At home Or somewhere else?	1 2 95	
QX2	ASK IF BABY WAS BORN SOMEWHERE OTHER THAN HOSPITAL OR AT HOME [QX1=95] Where was [Cohort Child] born? Text: up to 100 characters		
QX3	ASK ALL NATURAL MOTHERS Was the labour induced or attempted to be induced? NOTE: INDUCED LABOUR = ANY ATTEMPT TO START LABOUR (INC. INJECTIONS, PESSARIES, BREAKING THE WATERS) Yes No	1 2	
QX4	ASK ALL NATURAL MOTHERS What type of delivery did you have. Was it ...READ OUT... CODE ALL THAT APPLY ... a normal delivery, assisted with forceps, assisted vacuum extraction, assisted breach, a planned Caesarian, an emergency Caesarian, or, another type of delivery?	1 2 3 4 5 6 95	
QX5	ASK IF ANOTHER TYPE OF DELIVERY [QX4=95] What type of delivery was it? TEXT: UP TO 100 CHARACTERS		

Q.No		Code	Route
	QX6 TO QX13A REPEATED FOR EACH [COHORT CHILD] IF MORE THAN ONE [FFMULTI =2,3,4,5,6]		
QX6	ASK ALL NATURAL MOTHERS How much did [Cohort Child] weigh when he/she was born? INTERVIEWER: ASK RESPONDENT TO CONSULT RED BOOK IF AVAILABLE . CODE IF ANSWER GIVEN IN KILOS OR POUNDS Kilos and grammes Pounds and ounces	1 2	
QX7	ASK IF WEIGHT GIVEN IN KILOS [QX6=1] INTERVIEWER: ENTER BABY'S WEIGHT IN KILOS AND GRAMMES Range: 0.00..99.99 CHECK C6		
QX8	ASK IF WEIGHT GIVEN IN POUNDS [QX6=2] INTERVIEWER: ENTER POUNDS Range: 1..20		
QX9	INTERVIEWER: ENTER OUNCES Range: 0..15 CHECK C7		
QX10	ASK ALL NATURAL MOTHERS Was [Cohort Child] taken to the special care or neo-natal or Intensive care unit after birth? Yes No	1 2	
QX11	ASK IF BABY WAS TAKEN TO SPECIAL CARE, NEO-NATAL OR INTENSIVE CARE UNIT AFTER BIRTH [QX10=1] Was this in the same hospital he/she was born or another hospital? IF BORN AT HOME OR ELSEWHERE, USE CODE 2 Same hospital Transferred to a different hospital	1 2	
	ASK IF A DIFFERENT HOSPITAL TO THE ONE IN WHICH BABY WAS BORN [QX11=2]		
QX12	What is the name and town of the hospital(s)? INTERVIEWER: IF MORE THAN ONE, ENTER DETAILS ABOUT ALL HOSPITALS. Text: up to 100 characters		

Q.No		Code	Route
QX13	ASK ALL NATURAL MOTHERS		
	CARD A1 And which of the groups on this card do you regard [Cohort Child] as belonging to?		
	White - British	1	
	White - Irish	2	
	Any other White background - specify	3	

	Mixed – White and Black Caribbean	4	
	Mixed – White and Black African	5	
	Mixed – White and Asian	6	
	Any other mixed background – specify	7	

	Asian/Asian British – Indian	8	
	Asian/Asian British – Pakistani	9	
	Asian/Asian British – Bangladeshi	10	
	Any other Asian background – specify	11	

	Black/Black British – Caribbean	12	
	Black/Black British – African	13	
	Any other Black background – specify	14	

	Chinese	15	
	Any other background – specify	95	

QX13A	ASK IF BELONGS TO ANY 'OTHER' ETHNIC GROUP [BBETHE=3,7,11,14, 95]		
	INTERVIEWER: TYPE IN OTHER ANSWER		
	Text: up to 100 characters		
QX14	ASK IF RESPONDENT IS THE ONLY RESIDENT NATURAL PARENT AND HAS NOT ALREADY SAID THAT THE OTHER NATURAL PARENT HAS DIED (IF HH8=7 AND HH13~=7 AND HHQ15B~=01)		
	I'd like to ask you a few questions about [Cohort Child]'s father /mother. Do you know how old he/she was when [Cohort Child] was born ENTER AGE OR Don't know CODE 98 IF FATHER/MOTHER DIED, CODE 97 Range: 0..98		
	TEXT SUB: [Cohort Child]'s father = INSERT '[Cohort Child]'s father' IF MAIN RESPONDENT IS FEMALE; '[Cohort Child]'s mother' IF MAIN RESPONDENT IS MALE his =INSERT 'his' IF MAIN RESPONDENT IS FEMALE; 'her' IF MAIN RESPONDENT IS MALE		

Q.No		Code	Route
QX15	ASK IF DON'T KNOW COHORT BABY'S OTHER NATURAL PARENT'S AGE WHEN [COHORT CHILD] WAS BORN [QX14=98]		
	Was he/she ... READ OUT under 16, 1 between 16 and 24, 2 between 25 and 34, 3 between 35 and 44, 4 between 45 and 54, 5 or, 55 or over? 6		
	TEXT SUB: he = 'he' if main respondent is female; 'she' if main respondent is male		
QX16	ASK IF OTHER NATURAL PARENT IS ALIVE [QX14==01-96 OR 98]		
	CARD A2 Which of the groups on this card do you regard [Cohort Child]'s father/mother as belonging to? White - British 1 White - Irish 2 Any other White background - specify 3 ----- Mixed – White and Black Caribbean 4 Mixed – White and Black African 5 Mixed – White and Asian 6 Any other mixed background – specify 7 ----- Asian/Asian British – Indian 8 Asian/Asian British – Pakistani 9 Asian/Asian British – Bangladeshi 10 Any other Asian background – specify 11 ----- Black/Black British – Caribbean 12 Black/Black British – African 13 Any other Black background – specify 14 ----- Chinese 15 Any other background – specify 95 -----		
QX16A	ASK IF BELONGS TO ANY 'OTHER' ETHNIC GROUP [QX16=3,7,11,14, 95]		
	INTERVIEWER: TYPE IN OTHER ANSWER Text: up to 100 characters		

Q.No		Code	Route
QX17	ASK IF [COHORT CHILD]'S OTHER NATURAL PARENT IS ALIVE [QX14 =01-96 OR 98)		
	I'd like to ask you a few questions about your relationship with [Cohort Child]'s father/mother. Which of these best describes your relationship? READ OUT... .. married but separated, 1 divorced, 2 lived together then separated, 3 or, never lived together? 4 DK/Refused 97 CHECKS AS MAIN SCRIPT - A2, A3, A4, A5		
QX18	ASK IF OTHER NATURAL PARENT HAS DIED AND RESPONDENT IS FEMALE [QX14=97 AND HH6=2]		
	Can I just check, did [Cohort Child]'s father/mother die before or after he/she was born? Before 1 After 2 GO TO QX20		
	ASK IF OTHER NATURAL PARENT IS RESIDENT PART-TIME [HHQ19=1]		
QX19	I'd like to ask you a few more questions about your relationship with [Cohort Child]'s father/mother. Which of these best describes your relationship? READ OUT ...		
	... married, 1 separated, 2 divorced, 3 closely involved, 4 just friends, 5 or, not in any relationship? 6 CHECKS A6, A7, A8, A9		
QX20	ASK IF NATURAL PARENTS ARE MARRIED, SEPARATED OR DIVORCED [HHQ8=7 AND HHQ13=7 AND HHQ14=1 OR QX17=1,2 OR QX19=1,2,3]		
	Did you and [Cohort Child]'s father/mother live together before you got married? Yes 1 No 2		
	ASK IF NATURAL PARENTS CURRENTLY LIVE TOGETHER AND AREN'T MARRIED, ARE MARRIED, SEPARATED OR DIVORCED BUT LIVED TOGETHER BEFORE MARRIAGE OR NEVER MARRIED BUT USED TO LIVE TOGETHER THEN SEPARATED [HHQ8=7 AND HHQ13=7 AND HHQ14=02 ;OR QX20=1 ; OR QX17=3]		
QX21A	When did you and [Cohort Child]'s father/mother start living together? ENTER YEAR AT THIS QUESTION Range: 1900..2003		

Q.No		Code	Route
QX21B	(When did you and [Cohort Child]'s father/mother start living together?) ENTER MONTH AT THIS QUESTION January 1 February 2 March 3 April 4 May 5 June 6 July 7 August 8 September 9 October 10 November 11 December 12		
	CHECK A10		
	ASK IF NATURAL PARENTS ARE MARRIED, SEPARATED OR DIVORCED [HHQ8=7 AND HHQ13=7 AND HHQ14=1; OR QX17=1,2; OR QX19=1,2,3]		
QX22A	When did you and [Cohort Child]'s father/mother get married? ENTER YEAR AT THIS QUESTION Range: 1900..2004		
QX22B	(When did you and [Cohort Child]'s father/mother get married?) ENTER MONTH AT THIS QUESTION January 1 February 2 March 3 April 4 May 5 June 6 July 7 August 8 September 9 October 10 November 11 December 12		
	CHECKS A11, A12, A13		
	ASK IF ONLY ONE NATURAL PARENT IS RESIDENT BUT USED TO LIVE WITH OTHER NATURAL PARENT OR IF DIDN'T KNOW/REFUSED TO SAY WHAT RELATIONSHIP WITH OTHER NATURAL PARENT IS OR IF OTHER NATURAL PARENT IS CURRENTLY RESIDENT PART-TIME [HHQ8=7 AND HHQ13=7 AND QX17=3; OR QX17=95 OR DK; OR HHQ19=1]		
QX23	And can I check, when [Cohort Child] was born were you and his/her father/mother living together at all? IF YES PROBE: Was this all of the time or just some of the time? All of the time 1 Some of the time 2 Not living together at all 3		

Q.No		Code	Route
QX24	ASK IF RESPONDENT IS THE ONLY RESIDENT NATURAL PARENT AND OTHER NATURAL PARENT IS NOT DEAD [HHQ8=7 AND HHQ13~=7 AND HHQ15b~=1]		
	And what was your relationship with [Cohort Child]'s father/mother at the time he/she was born ... READ OUT ...CODE FIRST TO APPLY married and living together, 1 cohabiting/living as married, 2 separated, 3 divorced, 4 closely involved, 5 just friends, 6 or, not in any relationship? 7		
	CHECKS A14, A15, A16, A17		
QX25	ASK IF WAS NOT MARRIED AND LIVING WITH COHORT BABY'S OTHER NATURAL PARENT WHEN COHORT BABY WAS BORN [QX24~=1]		
	Is his/her name on [Cohort Child]'s birth certificate? Yes 1 No 2		
	ASK IF NATURAL PARENTS WERE LIVING TOGETHER ALL OR SOME OF THE TIME WHEN COHORT BABY WAS BORN (BUT NO LONGER LIVING TOGETHER FULL TIME) OR IF OTHER NATURAL PARENT IS NOT CURRENTLY RESIDENT PART-TIME [QX23=1,2 OR HHQ19=2]		
QX26	When did you and [Cohort Child]'s father/mother stop living together? ENTER YEAR AT THIS QUESTION Range: 1900..2004		
QX26	ASK IF YEAR GIVEN [QX26A=RESPONSE]		
	(When did you and [Cohort Child]'s father/mother stop living together?) ENTER MONTH AT THIS QUESTION		
	January 1 February 2 March 3 April 4 May 5 June 6 July 7 August 8 September 9 October 10 November 11 December 12		
	CHECKS A18, A19, A20, A21		

Q.No		Code	Route
QX27	ASK IF CURRENTLY LIVING TOGETHER PART-TIME AND LIVED TOGETHER ALL OF THE TIME WHEN COHORT BABY WAS BORN [HHQ19=1 ANDQX23=1]		
	When did you and [Cohort Child]'s father/mother stop living together all of the time? ENTER YEAR AT THIS QUESTION Range: 1900..2004		
QX27	ASK IF A YEAR ENTERED ABOVE [QX27A=RESPONSE]		
	(When did you and [Cohort Child]'s father/mother stop living together all of the time?) ENTER MONTH AT THIS QUESTION January 1 February 2 March 3 April 4 May 5 June 6 July 7 August 8 September 9 October 10 November 11 December 12 CHECKS A22, A23, A24, A25		
	ASK IF ONLY ONE NATURAL PARENT IS RESIDENT AND THEY ARE MARRIED TO/COHABITING WITH SOMEONE OTHER THAN THE BABY'S OTHER NATURAL PARENT [HH8=7 AND HH13~=7 AND HH14=1,2]		
QX28	Can I just check, when did you and your husband/wife/partner start living together? ENTER YEAR AT THIS QUESTION Range: 1900..2004		
QX28	(When did you and your husband/wife/partner start living together?) ENTER MONTH AT THIS QUESTION January 1 February 2 March 3 April 4 May 5 June 6 July 7 August 8 September 9 October 10 November 11 December 12 CHECKS A26, A27		
	ASK IF RESPONDENT IS NATURAL PARENT AND CURRENTLY LIVING WITH A NEW HUSBAND/WIFE/PARTNER AND WAS LIVING WITH OTHER NATURAL PARENT AT TIME OF BABY'S BIRTH [HH8=7 AND HH13~=7 AND HH14=1,2 AND QX23=1,2]		
QX29 [derived]	Difference in months between dates: QX28A/B –QX26A/B Range: 0..997		

Q.No		Code	Route
	ASK IF DIFFERENCE BETWEEN DATE STOPPED LIVING WITH OTHER NATURAL PARENT AND DATE STARTED LIVING WITH NEW PARTNER IS ONE MONTH OR MORE [QX29>=1]		
QX30	Can I just check, were you looking after [Cohort Child] as a lone parent between [date respondent and other natural parent stopped living together] (QX26A/B) and [date respondent and other new partner started living together] (QX28A/B) ? Yes No	1 2	
	ASK IF RESPONDENT IS A NATURAL PARENT WHO'S EITHER NEVER LIVED WITH OTHER NATURAL PARENT OR HAS LIVED WITH OTHER NATURAL PARENT BUT WASN'T AT TIME OF BABY'S BIRTH AND IS NOW LIVING WITH NEW PARTNER BUT STARTED LIVING WITH NEW PARTNER MORE THAN ONE MONTH AFTER BABY'S BIRTH [HH8=7 AND HH13~=7 AND HH14=1,2 AND QX17=4 OR QX24=3]		
QX31	Can I just check, were you looking after [Cohort Child] as a lone parent between when he/she was born and [date respondent and new partner started living together] [QX28A/B] Yes No	1 2	
	ASK IF RESPONDENT IS CURRENTLY A LONE NATURAL PARENT WHO WAS LIVING WITH OTHER NATURAL PARENT AT TIME OF BABY'S BIRTH [IF HH8=7 AND HH13~=7 AND HH14 =1,2 AND QX23=1,2]		
QX32	Can I just check, have you been looking after [Cohort Child] as a lone parent since month and year given at QX26A/B? Yes No	1 2	
	month and year given at QX26A/B= 'month and year given at QX26A/B if month and year given; 'you and [Cohort Child]'s father stopped living together' if month and/or year not given		

Q.No		Code	Route
	ASK IF RESPONDENT IS A LONE NATURAL PARENT AND HAS EITHER NEVER LIVED WITH OTHER NATURAL PARENT OR HAS LIVED WITH OTHER NATURAL PARENT BUT WASN'T AT TIME OF BABY'S BIRTH [HHQ8=7 AND HHQ13~=7 AND HHQ14~=1,2 AND QX17=4 OR QX23=3]		
QX33	Can I just check, have you been looking after [Cohort Child] as a lone parent ever since he/she was born?		
	Yes	1	
	No	2	
	ASK IF [HHQ8=7 AND HHQ13=7; OR HHQ8=7 AND HHQ19=1]		
QX34	Has there ever been a period of one month or more when you were looking after [Cohort Child] as a lone parent?		
	Yes	1	
	No	2	

GfK. Growth from Knowledge



Proxy questionnaire

NEW FAMILIES PROXY Q'RE - Main respondents questioned about absent/incapacitated partner only

MODULE APX: PARENTAL SITUATION

PROXY INTERVIEW

Q.No		Code	Route
(ProxStT)	Time at start of proxy interview [set by Proxwarn] Time --/--		
Intro-Proxy-2	INTERVIEWER ASK OR CODE: Why is a proxy interview rather than a personal interview being conducted? CODE ONE ONLY Farther / Mother / Partner away in forces Father/ Mother/ Partner working away Father/ Mother /Partner away in hospital Father/ Mother /Partner away in prison Father/ Mother /Partner away for some other reason (specify) Father/ Mother /Partner incapacitated (unable to understand and answer questions for themselves) Other (specify)	1 2 3 4 5 6 7	Intro3
Intro-Proxy-3	As your [wife/husband/partner] is... ...(intro 2 = 1,2,3,4,5) away at the moment... ...(intro 2 = 6/7) unable to answer any questions about him/herself... I would like to ask you a few questions about [him/her]		APX1
	CAPI DEFINITIONS: Wife = HHQ14=1 AND HHQ6=1 Husband = HHQ14=1 AND HHQ6=2 Partner = HHQ14=1/2 Him = HHQ14=1/2 AND HHQ11=1 Her = HHQ14=1/2 AND HHQ11=2		
APX1	CARD APX1 Can I just check what is [name's] current legal marital status? INTERVIEWER – PROMPT IF NECESSARY, CODE FIRST THAT APPLIES Legally separated Married, 1 st and only marriage Remarried, 2 nd or later marriage Single never married Divorced Widowed Don't know Refused	() 1 2 3 4 5 6 8 9	INSTRUC ABOVE AOa

Q.No		Code	Route
	ASK AOa TO ALL RESPONDENTS IN <u>ENGLAND</u>		
AOa	CARD APX1 Which of the groups on this card does [name] regard [him/her]self as belonging to?	()	
	White - British	1	
	White - Irish	2	
	Any other White background – specify	3	

	Mixed – White and Black Caribbean	4	
	Mixed – White and Black African	5	
	Mixed – White and Asian	6	
	Any other mixed background – specify	7	

	Asian/Asian British – Indian	8	
	Asian/Asian British – Pakistani	9	
	Asian/Asian British – Bangladeshi	10	
	Any other Asian background – specify	11	

	Black/Black British – Caribbean	12	
	Black/Black British – African	13	
	Any other Black background – specify	14	

	Chinese	15	
	Any other background – specify	16	

			F1INTRO

MODULE FPX: GRANDPARENTS AND FRIENDS
PROXY INTERVIEW

Q.No		Code	Route
FIIntro	READ OUT: I'd now like to ask you about [name's] parents.		
F1	ASK OR CODE IF OBVIOUS May I just check, is [name's] mother still alive? ADD IF NECESSARY: By mother I mean natural or adoptive mother. Yes 1 No 2 Don't know 3 Refused 4	() 0 1 2 3 4	SEE BELOW
F2	ASK OR CODE IF OBVIOUS And is [name's] father still alive? ADD IF NECESSARY: By father I mean natural or adoptive father. Yes 1 No 2 Don't know 3 Refused 4	() 0 1 2 3 4	SEE BELOW
F10	ASK IF MOTHER IS ALIVE (F1=1) CARD FPX1 How often does [name] see [his/ her] mother nowadays? Every day 1 3 - 6 times a week 2 Once or twice a week 3 Less often, but at least once a month 4 Once every few months 5 Once a year 6 Less than once a year 7 Never 8 (Lives with mother) 9 Don't know 10 Refused 11	() 0 1 2 3 4 5 6 7 8 9 10 11	SEE BELOW

Q.No		Code	Route
F11	ASK IF FATHER IS ALIVE (FPX2=1)		
	CARD FPX1 How often does [name] see [his/ her] father nowadays?	()	
	Every day	1	
	3 - 6 times a week	2	
	Once or twice a week	3	
	Less often, but at least once a month	4	
	Once every few months	5	
	Once a year	6	
	Less than once a year	7	
	Never	8	
	(Lives with father)	9	
	Don't know	10	SEE BELOW
	Refused	11	
F12	ASK IF MOTHER OR FATHER IS ALIVE (F1=1 or F2=1)		
	CARD FPX2 Does [name's] parents do any of the following for you, apart from any time they may spend looking after your child? IF YES: In what ways do they help you? CODE ALL THAT APPLY	()	
	Buying essentials for the child - food, clothes, etc.	1	
	Paying for other household costs - e.g. bills, shopping, etc.	2	
	Buying gifts and extras for the child	3	
	Lending money	4	
	Paying for childcare	5	
	Other financial help	6	
	No, does not help in any of these ways (exclusive code)	7	
	Don't know (exclusive code)	8	
	Refused	9	F21
	CAPI: a) If both parents alive (FPX1=1 and FPX2=1): wording as above b) If only mother is alive (FPX1=1 and FPX2=2/3) OR FFDADAL2=1: Does [name's] mother do any of the following for you, apart from any time she may spend looking after your child? IF YES: In what ways does she help you? c) If only father is alive (FPX2=1 and FPX1=2/3) OR FFMUMAL2=1: Does [name's] father do any of the following for you, apart from any time he may spend looking after your child? IF YES: In what ways does he help you?		
F21	ASK ALL Can I also check, was [name] born in the UK?	()	
		Yes 1	G1 F23
		No 2	
		Don't know 3	
		Refused 4	
F23	IF NOT BORN IN UK (F21=1) When did [name] come to the UK to live?		
	RECORD YEAR:		
	Don't know Refused	1 2	G1

MODULE GPX: PARENT'S HEALTH

PROXY INTERVIEW

Q.No		Code	Route
G1	I would now like to ask about [name's] health. How would you describe [his/her] health generally? Would you say it is READ OUT	() Excellent 1 Good 2 Fair 3 Or, poor 4 Don't know 5 Refused 6	G13
G13	Does [name] have a longstanding illness, disability or infirmity? By longstanding I mean anything that has troubled [him/her] over a period of time or that is likely to affect [him/her] over a period of time.	() Yes 1 No 2 Don't know 3 Refused 4	G13a INSTRU ABOVE G17
G13a	ASK IF HAS ILLNESS/DISABILITY (G13=1) Interviewer: Please record what the longstanding illness, disability or infirmity is.		
G17	ASK ALL I'd now like to ask about [name's] height and weight. First, how tall is [he /she] without shoes? INTERVIEWER: IS ANSWER GOING TO BE IN FEET AND INCHES OR CENTIMETRES?	() Feet and inches 1 Centimetres 2 Don't know 3 Refused 4	SEE BELOW
G17a	IF G17 =1 FIRST ENTER HEIGHT IN FEET: Range 3 .. 8 NOW ENTER NUMBER OF INCHES: Range: 0 .. 12		
G17b	IF G17=2 ENTER HEIGHT IN CENTIMETRES: Range: 90 . 270		

Q.No		Code	Route
G18	ASK ALL I'd now like to ask you about [name's] weight. What is [his /her] weight now without clothes? INTERVIEWER: IS ANSWER GOING TO BE IN STONES AND POUNDS OR KILOGRAMS? Stones and pounds Kilograms Don't know Refused	() 1 2 3 4	SEE BELOW
G18a	IF G18 = 1 FIRST ENTER WEIGHT IN STONES: Range 3 .. 40 NOW ENTER NUMBER OF POUNDS: Range: 0 .. 14 (CHECK G6)		
G18c	IF GPX5 = 2 ENTER WEIGHT IN KILOGRAMS: Range: 3 . 300 (CHECK GP7)		
G18d	Interviewer Code Respondent sure about weight Respondent gave estimate	1 2	

MODULE JPX: EMPLOYMENT AND EDUCATION

PROXY INTERVIEW

Q.No	NATURAL MOTHERS / FATHERS ONLY	Code	Route
J16	CARD JPX1 I'd now like to ask you some questions about paid work. Which of these things on this card best describes what [name] is currently doing? SINGLE CODE	()	
	Full time paid employee (30 or more hours per week)	1	
	Part time paid employee (under 30 hours per week)	2	
	On maternity/ paternity/ parental leave from an employer	3	J5
	Full time self-employed	4	
	Part-time self-employed	5	
	Out of work & looking for a job	6	
	Out of work for reasons of poor health	7	
	Taking part in the New Deal (training, task force or voluntary work)	8	
	On another Government scheme	9	
	On a modern apprenticeship scheme	10	JPX2
	Full-time student	11	
	Wholly retired	12	
	Found a job, waiting to start	13	
	Looking after family full-time	14	
	Not in paid work for some other reason	15	
	Don't know	16	
	Refused	17	
JPX2	IF NOT CURRENTLY IN PAID WORK/ ON LEAVE (J16=6-17) Has [name] done any paid work since [name of cohort child] was 9 months old either as an employee or self employed?	()	
	Yes	1	JPX4
	No	2	
	Don't know	8	JPX3
	Refused	9	
JPX3	Has [name] ever done a paid job?	()	
	Yes	1	JPX4
	No	2	INSTRUC
	Don't know	8	ABOVE
	Refused	9	JPX22
	ASK IF CURRENTLY IN PAID WORK OR ON LEAVE FROM JOB (J16=1/2/3/4/5) ASK ABOUT PREVIOUS JOB IF CURRENTLY NOT WORKING & HAD JOB IN PAST (JPX2=1 OR JPX3=1)		
J5	What is/was [name's] (main) job? WRITE IN Is = J16=1-5 Was = JPX2=1 OR JPX3=1		
	Don't know	1	JPX5

Q.No		Code	Route
J6	What does [he /she] mainly do / what did [he /she] mainly do in their job? INTERVIEWER: CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB. WRITE IN Does = JPX1=1-5 Did = JPX2=1 or JPX3=1 Don't know	1	J7
J7	Did [name] work/ Is [name] name working as an employee or self-employed (in [his/ her] main job)? Did = JPX2=1 or JPX3=1 or JPX1=3 Is = JPX1=1-5 Employee Self-employed Don't know Refused	() 1 2 3 4	J8 J10
J8	ASK EMPLOYEES (JPX6=1) Does [name] /Did [name] have any managerial duties, or is [he/she] supervising any other employees? Does = JPX1=1-5 Did = JPX2=1 or JPX3=1 Manager Foreman/supervisor Not a manager or supervisor Don't know Refused	() 1 2 3 4 5	J9 J10
J9	ASK MANAGERS OR SUPERVISORS (J8=1/2) Does [name] / Did [name] supervise more than 25 people? Does = JPX1=1-5 Did = JPX2=1 or JPX3=1 Yes No Don't know Refused	() 1 2 3 4	SEE BELOW
J10	ASK IF EMPLOYEE (J7=1) When did [name] first start [his/ her] job with this employer? If [he /she] has had periods of working and not working for this employer, please give me the date on which their most recent period of working for this employer started. ASK IF SELF-EMPLOYED (J7=2) When did [name] first start [his/ her] self-employed job? If [he/she] has had periods of being self-employed and being an employee, please give me the date on which CIS current period of self-employment started.		

Q.No		Code	Route
	ENTER MONTH HERE: Range: 1 .. 12 INTERVIEWER: ENTER YEAR HERE: Range: 1965 .. 2005 Don't know 1 Refused 2 IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11		SEE BELOW
J12	IF EMPLOYEE (J7=1) NOW GO TO J12 IF SELF-EMPLOYED (J7=2) NOW GO TO J22 About how many people work for [name's] employer at the workplace (building, branch, works or site) where [he/she] works? If JPX1 =1/2/3/4/5 – wording as above If JPX2 =1 or JPX3=1 then: About how many people worked for [name's] employer at the workplace (building, branch, works or site) where [he/she] worked? Works/ed alone 1 1 - 2 2 3-9 3 10-24 4 25-49 5 50-99 6 100-199 7 200-499 8 500-999 9 1000 or more 10 DK, fewer than 25 11 DK, 25 or more 12 DK, at all 13 Refused 14	()	SEE BELOW
JPX11	HJ16~=1/2/3/4/5 When did this job end? ENTER DATE: Month (1-12) Year (1965-2005) DK 1 Refused 2 IF DK MONTH ENTER '98' OR SEASON: WINTER = 02, SPRING = 05, SUMMER = 08, AUTUMN = 11		INSTRUC ABOVE J67
	ASK IF IN EMPLOYMENT/ON LEAVE (JPX1=1/2/3)		

Q.No		Code	Route
J21	IF J16=1/2/3 AND J7=1		
	CARD JPX2 Can you tell me which, if any, of the pensions on this card [name] has? CODE 6/7 CANNOT BE PART OF MULTICODE	()	
	Employer's final salary occupational pension scheme	1	
	Employer's money purchase (or annuity) pension scheme	2	
	Employer's other scheme, don't know what type	3	
	A personal pension scheme	4	
	A stakeholder pension	5	
	None of these	6	
	Don't know	7	
	Refused	8	J26
J22	ASK IF IS/WAS SELF EMPLOYED (J7=2)		
	About how many people work for [name]?	()	
	If JPX1 = 1/2/3/4/5: wording as above		
	If JPX2 = 1 or JPX3 =1: About how many people worked for [name]?		
	Works alone or only with partner	1	
	Less than 25 employees	2	
	25 or more employees	3	
	Don't know	4	SEE BELOW
	Refused	5	
J24	ASK IF SELF EMPLOYED AND IN WORK (HJ16=4/5 OR J16=3 AND J7=2)		
	Does [name] have a personal pension scheme?	()	
	Yes	1	
	No	2	
	Is making other provision (e.g. assets, house, paintings)	3	
	Don't know	4	
	Refused	5	J26
J26	ASK IF IN WORK OR ON LEAVE (IF J16=1-5)		
	How many hours does [name] usually work a week in [his/her] job? INCLUDE USUAL OVERTIME. IF NO USUAL ASK FOR AVERAGE. NOTE: IN MAIN JOB		
	WRITE IN:		
	Range: 1 .. 120		
	Don't know	1	JPX16
	Refused	2	
JPX16	ASK IF IN WORK OR ON LEAVE (IF J16=1-5)		
	CARD JPX3 In [his/her] main job how often does [name] work away from home overnight?	()	
	Every week	1	
	At least once per month	2	
	Less than once per month	3	
	Never	4	SEE BELOW
	Don't know	5	

Q.No		Code	Route
J39a	ASK EMPLOYEES (IF J16=1 OR 2)		
	Last time [name] was paid (in [his/her] main job) what was [his/her] total take home pay – that is after all deductions for tax, National Insurance, union dues, pension and so on, but including overtime, bonuses, commission and tips? RESPONDENTS TO CHECK PAYSIP IF POSSIBLE WRITE IN: £ Range: 0 .. 70,000		JPX18
	----- Don't know Refused		JPX19
J39b	ASK THOSE WHO GAVE AMOUNT AT J39a		
	How long a period did that pay cover? 1 week Fortnight Four weeks Calendar month Year Other (specify) -----	() 1 2 3 4 5 6	
	Don't know Refused	7 8	JPX19
J41	ASK ALL EMPLOYEES (JPX1=1/2)		
	And the last time [name] was paid what was [his/her] gross pay – that is before any deductions? NOTE: EXCLUDE ANY TAX CREDITS ADDED TO PAY RESPONDENTS TO CHECK PAYSIP IF POSSIBLE WRITE IN: £ Range: 0 .. 100,000		JPX20
	----- Don't know Refused		INSTRUC ABOVE JPX22
J42	ASK ALL WHO GAVE AMOUNT JPX19		
	How long a period did that cover? 1 week Fortnight Four weeks Calendar month Year Other (specify) -----	() 1 2 3 4 5 6	
	Don't know Refused	7 8	INSTRUC ABOVE JPX22

Q.No		Code	Route
J43	ASK THOSE WHO ARE SELF EMPLOYED (JPX1=4/5)		
	I know that it is sometimes difficult for self-employed people to give an exact figure for their income, but could you please think about [name's] take home income in the last 12 months. That is, the amount [he/she] personally took out of the business after all taxes and costs. About how much is this? If JPX3=1 and JpX6=2) : replace 'in the last 12 months' with 'During the last 12 months you were self employed'... WRITE IN: £ Range: 1 .. 70,000 Don't know Refusal	1 2	

Q.No		Code	Route
J73	ASK ALL I'd now like to ask a few questions about [name's] education. First, how old was [he/she] when [he/she] left full-time continuous education? IF LEFT AND LATER RETURNED TO BECOME A FULL-TIME STUDENT, ASK: How old was [he/she] when they first left? IF SANDWICH COURSE OR GAP YEAR TREAT AS FULL-TIME CONTINUOUS EDUCATION. IF STILL IN FULL-TIME EDUCATION, CODE 0 WRITE IN: Range: 0 to 35 CHECK JP29, JP30 Don't know Refused	1 2	J74
J74	CARD JPX4 Please tell me whether [name] has any of the qualifications on this card. IF YES: Please look down the list starting from the top and tell me the first one you come to that [he/she] has. Higher degree First degree Diplomas in higher education A / AS / S levels O level / GCSE grades A-C GCSE grades D-G Other academic qualifications (incl. Overseas) None of these qualifications	() 1 2 3 4 5 6 95 96	J75
J75	CARD JPX5 And please tell me whether [he/she] has any of the qualifications on this card. IF YES: Please look down the list starting from the top and tell me the first one you come to that they have. Professional qualifications at degree level Nursing / other medical qualifications NVQ / SVQ / GSVQ level 3 Trade apprenticeships NVQ / SVQ / GSVQ level 2 NVQ / SVQ / GSVQ level 1 Other vocational qualifications (incl. Overseas) None of these qualifications Don't know Refused	() 1 2 3 4 5 6 7 8 9 10	HP3

MODULE LPX: OTHER MATTERS

PROXY INTERVIEW

Q.No		Code	Route
HP3	ASK ALL NEW RESPONDENTS As far as you know, has [name] any other children who do not live with [him/her]?	0 Yes 1 ----- No 2 Don't know 3	HP7 ProxedT
HP7	IF HP3=1 Does [he/she] see this child/ these children at all ?	0 Yes 1 ----- No 2 Don't know 3 Refused 4	HP8 ----- HP10
HP8	IF HP7=1 IF YES AT LPX3 How often?	0 Every day 1 Less often but more than once a week 2 Once a week 3 Less often but at least once a month 4 Less often than once a month 5 Don't know 6 Refused 7	HP10
HP10	IF HP3=1 Does [name] make regular maintenance payments for this child/ these children?	0 Yes 1 No 2 Don't know 3 Refused 4	ProxedT
Prox dT	Time at end of proxy interview (set by proxkids)		
	Time --/--		

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Home Observation questionnaire

JN 450100

MCS2: INTERVIEWER HOME OBSERVATION

COMPLETE THESE ITEMS AFTER YOU HAVE LEFT THE RESPONDENTS HOME AND AS SOON AFTER COMPLETING THE INTERVIEW AS POSSIBLE

ANSWER ON THE BASIS OF YOUR PERSONAL OBSERVATION OF THE HOME AND THE MOTHER/CHILD INTERACTIONS AT THE TIME OF YOUR VISIT

Q.No		Code	Route
P1	About the home. Child's in-home play environment is safe. E.g, without things such as uncovered rotary fan, boards with nails sticking out, pot handles sticking over the stove, exposed electrical outlets, falling plaster, peeling paint, rodents, poisons and cleaning materials. Not safe 0 Safe 1 Not observed 2	() 0 1 2	P2
P2	Parent provided toys for child during the visit. Mother made a special effort to have something interesting for the child to do during the interview. Did not provide toys 0 Provided toys 1 Not observed 2	() 0 1 2	P3
P3	Parent kept child in visual range when child was not cared for by someone else; looked often at him/her. 'Often' means enough to ensure safety of child and to keep some kind of interpersonal contact with him/her. Not in range 0 In range 1 Child only present during assessment 2	() 0 1 2	P4
P4	During the entire visit, how easy did the parent appear? Very uncomfortable 1 Slightly ill at ease 2 Moderately comfortable 3 Completely comfortable and at ease 4	() 1 2 3 4	P5
P5	The interior of the home is dark or perceptually monotonous. Yes 0 No 1 Not observed 2	() 0 1 2	P6
P6	All visible rooms of house/apartment are reasonably clean. Yes 0 No 1 Not observed 2	() 0 1 2	P7
P7	All visible rooms of house/flat are reasonably uncluttered. Yes 0 No 1	() 0 1	P8

Q.No		Code	Route
P8	About the conditions of assessment. During the assessments (and interview) was there No noise from television/radio stereo Moderate noise from television/radio/stereo Loud noise from television/radio/stereo	() 1 2 3	P9
P9	Was there No background conversation Audible but not loud background conversation Loud background conversation	() 1 2 3	P9
P10	Was there No-one entering/leaving the home Someone entering/leaving the home once or twice Someone entering/leaving the home 3 or more times	() 1 2 3	P11
P11	Were there No interruptions by another child 1-2 interruptions by another child 3 or more interruptions by another child	() 1 2 3	P12
P12	Were there No interruptions of the session by other adult(s) 1-2 interruptions of the session by other adult(s) 3 or more interruptions of the session by other adult(s)	() 1 2 3	P13
P13	About child's behaviour during the assessment. Degree of positive reaction to either the test material, you or (his/her) parent. Positive reaction includes smiling, laughing, or making sounds that are perceived as expressions of excitement, happiness, or pleasure. The ratings refer to both duration and intensity. None displayed 1 - 2 brief displays 3 or more brief displays 1 - 2 intense, heightened or prolonged displays 3 or more intense, heightened or prolonged displays	() 1 2 3 4 5	P14
P14	Degree of negative response to either the test material, you or (his/her) parent. Negative response includes fussing, pouting, whining, crying and vocal or physical expression of anger. None displayed 1 - 2 brief displays 3 or more brief displays 1 - 2 intense, heightened or prolonged displays 3 or more intense, heightened or prolonged displays	() 1 2 3 4 5	P15
P15	The degree to which the child's behaviour is vigorous, robust, animated or expressive. Consistently lacking; tired and lacklustre Typically tired and lacklustre; 1-2 periods of animation or energy Animated or energetic half the time; tired and lacklustre half the time Typically animated or energetic; 1-2 periods of being tired or lacklustre Consistently animated or energetic	() 1 2 3 4 5	P16

Q.No		Code	Route
P16	The amount of interest the child displays in the materials or stimuli. This does not mean the amount of enthusiasm, persistence, or overall attention the child displays; but rather the degree to which the child initially attends to the materials or the examiner during each item administration. No interest 1-2 displays of interest Moderate interest Much interest Constant interest	() 1 2 3 4 5	P17
P17	The degree to which the child remains focused on the tasks presented by the examiner; the degree to which the child sustains interest in the tasks. Constantly off task, does not attend Typically off task; attends in 1-2 instances Off task half the time Typically attends; attention wanders in 1-2 instances Constantly attends	() 1 2 3 4 5	P18
P18	The extend to which the child shows fear toward you when you make a social or physical approach toward the child or when you present material to the child. For example, a fearful child might try to hide behind (his/her) parent, bury (his/her) head in the parents lap, or be hesitant to even go in the room with you. A less fearful child may exhibit fear only when you get too close. Constantly fearful, never trusting Typically fearful; only 1 - 2 instances of trust Fearful half the time; trusting half the time Typically trusting; 1 - 2 instances of fear Constantly trusting; never fearful	() 1 2 3 4 5	P19
P19	Co-operation reactions to suggestions or requests. The degree to which the child willingly responds to our requests to perform the tasks. Constantly resists suggestions/requests Typically resists; 1-2 instances of co-operation Resists half the time; co-operates half the time Typically co-operates, 1-2 instances of resistance Constantly co-operates	() 1 2 3 4 5	P20
P20	Behaviour that is superfluous and impulsive; the child is fidgety and has agitated movement, much squirming and kicking. Constantly fidgeting and agitated in movement Typically fidgety and agitated; 1-2 instances of appropriate level of activity Fidgety and agitated half the time; appropriate level of activity half the time Typically at appropriate level, 1-2 instances of fidgety and agitated movement Constantly appropriate; never fidgety or agitated	() 1 2 3 4 5	P21
P21	Child destructive (towards objects, e.g. breaks, throws) versus treats with care. Treats everything with care, not destructive at all Mostly treats materials with care Somewhat destructive Inconsistently/moderately destructive Constantly/highly destructive	() 1 2 3 4 5	P22

Q.No		Code	Route
P22	Child is dangerous/harmful to others e.g. kicking, hitting, biting, throwing objects. Not at all dangerous towards others Minimally dangerous towards others Somewhat dangerous towards others Moderately dangerous towards others Highly dangerous to others, very likely to cause harm	() 1 2 3 4 5	P23
P23	About child/parent interactions during assessment. When speaking of or to child, mother's voice conveys positive feeling. Is the mother pleased with her child? Does she enjoy (him/her) and talk about (him/her) in a pleasant, joyful manner rather than talk in a flat tone which communicates, 'She's here, so I'll put up with her'. Positive Not positive Can't tell - including does not speak English	() 1 2 3	P24
P24	Mother converses with child at least twice during visit (scolding and degrading comments are not counted). This item involves maternal conversation, not just any sounds or words exchanged with the child. The mother must make an effort to converse with the child and ask questions, to talk about things, or to engage in verbal interchange other than scolding or degrading comments. Converses Did not converse Can't tell - including does not speak English	() 1 2 3	P25
P25	Mother answers child's questions or requests verbally. In order to receive credit for this item the mother must make an effort to answer the child's questions. If the mother is unable to answer it at the moment, she may tell the child she doesn't know but that they will look up the answer later. Answers such as 'Mother's busy, go away' or 'Don't bother me now' do not receive credit. Answers Did not answer Can't tell - including does not speak English	() 1 2 3	P26
P26	Mother spontaneously praises child's qualities or behaviour twice during visit. The key word here is 'spontaneous', but since most mothers enjoy talking about and are proud of their children, this is not hard to observe. Frequently a mother will tell you how well her child throws a ball or runs and will brag on how well he/she dresses himself/herself or can get his/her own drink. Spontaneous praise more than once Not spontaneous praise Can't tell - including does not speak English	() 1 2 3	P27
P27	Mother caresses, kisses or cuddles child at least once during visit. This need not be a wild burst of showy affection. Simple signs of concern such as a mother gently tucking the child's shirt in, holding him/her on her lap, holding a hand or a gentle pat on the shoulder would all be coded as 'affectionate'. Affectionate Not affectionate	() 1 2	P28

Q.No		Code	Route
P28	Mother introduces interviewer to child. A formal introduction is not necessary for credit. A comment such as 'This is Mrs. Jones, she's here to talk to us' or 'Show Mrs. Jones the new book you got for your birthday' will receive credit. The object is for the mother to make the child aware of the visitor's name and the fact that she has come to visit both of them and not just the mother.	() Introduce 1 Did not introduce 2 Can't tell - including does not speak English 3	P29
P29	Mother scolded (shouted at) or made derogatory comments to child more than once during visit. In this item all remarks must be made to the child; that is, the mother must tell the child that he is a bad boy and not simply tell the interviewer that the child is bad. If this occurs more than once during the visit, the item should be coded as 'Scolded more than once'.	() Did not scold 1 Scolded more than once 2 Can't tell - including does not speak English 3	P30
P30	Mother used physical restraint, shook, grabbed, or pinched child during visit. In a younger child the mother might be apt to hold the child in her lap even though the child struggles to get down. An older child might be placed in a chair to keep him/her out of the way, or he/she might be jerked back for handling items on a table or pulled away if he/she tried to climb on the interviewer's lap.	() Did not use restraint 1 Restraint 2	P31
P31	Mother slapped or spanked child during visit. In this item the slaps and spanks must be in anger or as a reprimand for some wrong doing. An affectionate pat on the bottom as the mother sends the child out to play does not mean the item should be coded as 'Slapped or spanked'.	() Did not slap or spank 1 Slapped or spanked 2	

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Height questionnaire

MODULE Height

Q.No.		Code	Route
HH_ID	Please enter household serial number: Child Identifier Child name		
HHQB	Please confirm the following information is correct: Country = Date of last interview = (FFINTDAT) __ / __ / ____ Number of Cohort Children = (FFMULTI) Cohort Child name and sex = (FFBNAME, FFBSEX): (FBNAME2, FFBSEX2); (FBNAME3, FFBSEX3) Cohort child's date of birth: (FFBDOB; FFBDOB2; FFBDOB3) __ / __ / ____ 1. Yes – information is correct 2, No, incorrect. Household Serial number is incorrect 3. Names of children are incorrect	1 2 3 1 2 3	HHQ1 HHQA + re-enter serial number if necessary Which name
WHICH NAME	ASK IF CODE 3 AT HHQB AND FFMULTI 2/3 Which child's name is incorrect?		HHQB – NAME - A
HHQB – NAME – A	Please enter correct name for child Check: Are you sure that this is the correct name for the cohort child?		HHQ1
Height_intro	Height measurement		
HO	Record the serial number of the equipment (on the black box, white sticks and head piece)		
H1	Record the parental outcome Parent Accepted Parent refused (specify)	() 01 02	
	ASK IF H1 =1		
H2	Record child outcome Child accepted Child Refused (specify) Child unable to be measured (specify)	01 02 03	
H2b	If H1= 2 or H2 =2/3 Please can I look in your Red Book to see the last recorded measurement?		

Q.No.		Code	Route
	Yes (enter height in nearest cm to nearest mm as recorded in book on next screen) Not got Red Book / not in Red Book Refused	1 2 3	
HH3	If H2b =1 or H1 =1 or H2=1 Record the child's standing height in cms to the nearest mm (80- 120) (0-9)		
H3 Taken	If H2 = 1 Enter the date from the red book when the measure was taken Day Month Year		
H4	Record number of attempts to make the measurement (1-99)		
H4a	Please enter the time that the measurement was taken using the 24 hour clock. Hours (1-24) Mins (0-59)		
H5	Which of these circumstances apply to the measurement? Code all that apply Height measured successfully Hairstyle Turban Posture – back not straight Posture – legs not straight Unable to stand still	1 2 3 4 5 6	
H6	Is there anything else that you think we need to know about this height measurement? Yes – please specify No	1 2	

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Weight questionnaire

MODULE: Weight

Q.No.		Code	Route
HH_ID	Please enter household serial number: Child identifier Name of child		
HHQB	Please confirm the following information is correct: Country = Date of last interview = (FFINTDAT) __ / __ / ____ Number of Cohort Children = (FFMULTI) Cohort Child name and sex = (FFBNAME, FFBSEX): (FBNAME2, FFBSEX2); (FBNAME3, FFBSEX3) Cohort child's date of birth: (FFBDOB; FFBDOB2; FFBDOB3) __ / __ / ____ 1. Yes – information is correct 2, No, incorrect. Household Serial number is incorrect 3. Names of children are incorrect	1 2 3 1 2 3	
	ASK IF CODE 3 AT HHQB AND FFMULTI 2/3		
WHICH NAME	Which child's name is incorrect?		
	Please enter correct name for child		
	Check: Are you sure that this is the correct name for the cohort child?		

Q.No.		Code	Route
Weight_intro	Weight measurement NOTE: Please make sure scales are on kilograms settings.		
W0	Record the serial number (on the back of the scales)		
W1	Record the parental outcome Parent Accepted Parent refused (specify)	01 02	W3a
W2	ASK IF W1 =1 Record the child outcome Child accepted Child Refused (specify) Child unable to be weighed (specify)	01 02 03	
W3a	If W1= 2 or W2 =2/3 Please can I look in your Red Book to see the last recorded measurement? Yes (enter weight in kg as recorded in book on next screen) Not got Red Book / not in Red Book Refused	0 1 2	
W3	If W3a =0 or W1 = 1 or W2 =1 Record child's weight in KGs as it appears on the screen (8-50) (0-9)		
W3 Taken	If W3a = 0 Enter the date from the red book when the measurement was taken Day Month Year		
Chk W3	If w3>30 Warning: That seems rather a lot, are you sure you took the measurement correctly and keyed in the correct value? Yes - Correct No – Incorrect, amend answer	1 2	
W4	Record the number of attempts to take the measurement (1 –99)		
W4a	Please enter the time that the measurement was taken using the 24 hour clock. Hours (1-24) Mins (0-59)		
W5	Were the scales placed on an uneven floor or carpet? Yes – uneven floor Yes – Carpet No – Neither	1 2 3	

W6	Was the measurement made with an adult? By this we mean did the parent stand on the scales and hold the child while the measurement was taken? Yes 1 No 2		
W7	Which of these circumstances might have affected the weight? Child wearing shoes or more than light clothing 1 Child was wearing plaster cast on upper limb e.g. arm 2 Child was wearing plaster cast on lower limb e.g. leg 3 None of these 4		
W8	Is there anything else that you think we need to know about this weight measurement? Yes – please specify 1 No 2		

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BAS instrument example & BAS/ Bracken



End test

What is this?

Correct

Partially correct

Shoe

Name of any other type of shoe (e.g. trainer or boot)

Thing you can wear

Put on your foot

Leather

☐ Other Correct (Specify)☐ Other partially correct - Specify☐ Wrong Response - Specify☐ Don't know☐ No response☐ Non English response

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JN 450100

MCS2: QUESTIONS AT THE END OF BAS & BRACKEN

Q.No		Code	Route
1.	Was anyone else present in the room during the administration of the test?	()	Q.1a.
	Yes	1	
	No	2	
1a.	IF YES AT Q1	()	Q.2.
	Who was present?		
	Mother	1	
	Father	2	
	Other adults	3	
	Children	4	
	None of the above	5	Q.3.
2.	IF YES AT Q1		Q.3.
	CODE EFFECT ON CHILD'S PERFORMANCE		
	Code at Q1.a (e.g Mother)	()	
	Seemed to be harmful	1	
	No effect	2	
	Seemed to improve	3	
3.	ASK ALL	()	End
	CODE CHILD'S ENERGY LEVEL DURING TEST		
	Low (tired)	1	
	Medium	2	
	High	3	
	Varied	4	

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Logic and Range checks

LOGIC CHECKS FOR MCS2 QUESTIONNAIRE.

HOUSEHOLD MODULE

GLOBAL CHECK: NO dates should be allowed after the date of the MCS2 interview (from Q.C)

SOFT CHECK HH1: *IF year of interview is not 2003 or 2004 or 2005*
[Year(IntDate)<>2003 or 2004 or 2005] 'The year should be 2003 or 2004 or 2005. Please change'

HARD CHECK HH1a: Date 2000-2002

HARD CHECK HH2: *IF child is over 39 months or 3 years 3 months [derived from DOB at QB and QC Date of Interview where >39 months or 3 years 3 months]*
'INTERVIEWER: This child is now too old to be interviewed (^age of child in months). Please check the DOB and if correct, explain to respondent and end interview.'

HARD CHECK HH3: *IF child is less than 3 years or 36 months [derived from DOB at QB and Date of Interview at QC where <3 years]* 'INTERVIEWER: This child is currently too young to be interviewed (^age of child in months). Please check the DOB and if correct, contact the office for advice.'

SOFT CHECK HH3a: Range 2-16

HARD CHECK HH4: Range 1-31

HARD CHECK HH5: Range 1-12

HARD CHECK HH6: Date 1920-1987

HARD CHECK HH6a: Range 0-97

HARD CHECK HH6b: Date 2000-2004

HARD CHECK HH6c: Date 2000-2003

HARD CHECK HH7: *IF respondent's relationship to child is given as husband/wife/partner/cohabitee or son/daughter/grandchild [Q8 Codes 1,2,3,4,5,6,16]*
'INTERVIEWER: This relationship to the child is not possible! Please change your answer.'

HARD CHECK HH8: *IF relationship to cohort child is given as husband/wife/partner/cohabitee or son/daughter/grandchild [Q8 Codes 1,2,3,4,5,6,16 OR Q13 Codes 1,2,3,4,5,6,16]* 'INTERVIEWER: This relationship to the child is not possible! Please change your answer.'

SOFT CHECK HH9: *IF relationship to child is a natural or step parent and they are under 18 [Q8 Codes 7, 10 AND Q7 derived age<18 OR Q12 Codes 7, 10 AND Q13 derived age<18]* 'INTERVIEWER: You said that this person is a parent, but they are only ^answer given at page years old. Amend your answer or make a note to explain.'

SOFT CHECK HH10: *IF relationship to child is natural parent and sex is female AND age is over 45 [(Q8 Code 7 AND Q6 Code 2) AND Q7 derived age >45, OR (Q13 Code 7 AND Q11 Code 2) AND Q12 derived age >45]* ‘INTERVIEWER: ^name given at pname is ^answer given at page years old. Is that right?’

SOFT CHECK HH11: *IF relationship to child is natural brother/sister or half brother/sister and age over 30 [Q8 Codes 11, 12 AND Q7 derived age >30 OR Q13 Codes 11, 12 AND Q12 derived age >30]* ‘INTERVIEWER: Are you sure that this is the child's (half) brother/sister? Amend your answer or make a note to explain.’

SOFT CHECK HH12: *IF relationship to child is foster or adoptive parent and age is less than 18 [Q8 Codes 8,9 AND derived age from Q7 <18 OR Q13 Codes 8,9 AND derived age from Q12 <18 OR]* ‘INTERVIEWER: You said that this person is an adoptive or foster parent, but they are only ^answer given at page years old. Amend your answer or make a note to explain.’

SOFT CHECK HH13: *IF relationship to child is grandparent and age is less than 30 [Q8 Codes 17,18 AND age derived from Q7 <30 OR Q13 Codes 17,18 AND age derived from Q12 <30]* ‘INTERVIEWER: You said that this person is a grandparent, but they are only ^answer given at page years old. Amend your answer or make a note to explain.’

SOFT CHECK HH14: *IF relationship to child is nanny and age is less than 16 [Q8 Code 19 AND age derived from Q7 <16 OR Q13 Code 19 AND age derived from Q12 <16]* ‘INTERVIEWER: You said that this person is a nanny, but they are only ^page years old. Amend your answer or make a note to explain.’

SOFT CHECK HH15: *IF more than two people have been coded as being natural parents of cohort child (Code 7 at Q8 AND all cycles of Q13)* ‘INTERVIEWER: You have coded more than two people as the Natural Parents of ^Jack! Please change’

SOFT CHECK HH16: *IF more than two people have been coded as being adoptive parents of cohort child (Code 08 at Q8 AND all cycles of Q13)* ‘INTERVIEWER: You have coded more than two people as the Adoptive Parents of ^Jack! Please change’

SOFT CHECK HH17: *IF more than two people have been coded as being foster parents of cohort child (Code 09 at Q8 AND all cycles of Q13)* ‘INTERVIEWER: You have coded more than two people as the Foster Parents of ^Jack! Please change’

SOFT CHECK HH18: *IF more than two people have been coded as being step parents of cohort child (Code 10 at Q8 AND all cycles of Q13)* ‘INTERVIEWER: You have coded more than two people as the Step Parents of ^Jack! Please change’

HARD CHECK HH19: *IF more than two people have been coded as being any type of parent to cohort child (Codes 07, 08, 09, 10 at Q8 AND all cycles of Q13)* ‘INTERVIEWER: You have coded more than two people as parents of ^Jack! Amend your answer.’

HARD CHECK HH20: Date 1900-2005

HARD CHECK HH21: *IF anyone else in the household is coded as husband/wife and age is less than 16 [Q14 and all cycles Code 1 AND age derived from Q12<16]*

‘INTERVIEWER: This person is under 16 and therefore cannot be married. Amend your answer.’

SOFT CHECK HH22: *IF relationship to anyone else in household is natural parent or step-parent and age is less than 15 [Q14 Codes 7, 10 AND age derived from Q12<15]*

‘INTERVIEWER: You said that this person is a parent, but they are only ^answer given at page years old. Amend your answer or make a note to explain.’

SOFT CHECK HH23: *IF relationship to anyone else in household is adoptive or foster parent and age is less than 18 [Q14 Codes 8,9 AND age derived from Q12<18]*

‘INTERVIEWER: You said that this person is an adoptive or foster parent, but they are only ^answer given at page years old. Amend your answer or make a note to explain.’

SOFT CHECK HH24: *IF relationship to anyone else in household is grandparent and age is less than 30 [Q14 Codes 17,18 and age derived from Q12<30]*

‘INTERVIEWER: You said that this person is a grandparent, but they are only ^answer given at page years old. Amend your answer or make a note to explain.’

SOFT CHECK HH25: *IF relationship to anyone else in household is nanny and age is less than 16 [Q14 Code 19 AND age derived from Q12<16]*

‘INTERVIEWER: You said that this person is a nanny, but they are only ^answer given at page years old. Amend your answer or make a note to explain.’

SOFT CHECK HH26: *IF relationship to respondent is nanny [Q14 Code 20]*

‘INTERVIEWER: Are you sure that ^answer given at PName is the respondent's nanny?!’

SOFT CHECK HH27: *IF anyone in household is coded as the natural child of someone who's age is less than 16 [age derived from Q12<16 AND Q14 Code 3]*

‘INTERVIEWER: You have said that this person is ^name given at pname's own child, but ^answer given at pname is only ^answer given at page years old. Amend your answer or make a note to explain.’

SOFT CHECK HH28: *IF anyone in household is coded as the grandchild of someone who's age is less than 30 [age derived from Q12<30 AND Q14 Code 16]*

‘INTERVIEWER: You have said that this person is ^name given at pname's own grandchild, but ^name given at pname is only ^age given at page years old. Amend your answer or make a note to explain.’

SOFT CHECK HH29: *IF anyone in household is recorded as being married or cohabiting with more than one other person in household at Q14 and all cycles*

‘INTERVIEWER: This person has more than one spouse/cohabitee! Please change!’

HARD CHECK HH30: *IF part-time resident parent is not coded as child's parent*

[Q13 PTP loop Codes 7,8,9,10] ‘INTERVIEWER: You have coded that this person is NOT ^name of child's parent. Please go back and amend PTPChck!’

SOFT CHECK HH31: *IF relationship to child is natural or step-parent and age is less than 15 [Q13 PTP loop Codes 7, 10 AND age derived from Q12 <15 at PTP loop]*
'INTERVIEWER: You said that this person is a parent, but they are only ^answer given at PTPAge years old. Amend your answer or make a note to explain.'

SOFT CHECK HH32: *IF relationship to child is adoptive or foster parent and age is less than 18 [Q13 PTP loop Codes 8,9 AND age derived from Q12 <18 at PTP loop]*
'INTERVIEWER: You said that this person is an adoptive or foster parent, but they are only ^answer given at PTPAge years old. Amend your answer or make a note to explain.'

HARD CHECK HH33: *IF coded as married to someone else in household at Q14 PTP loop only* 'INTERVIEWER: This person has more than one spouse/partner. Amend your answer.'

SOFT CHECK HH34: *IF relationship to anyone else in household is natural or step-parent and age is less than 15 [Q14 Codes 7,10 PTP loop only AND age derived at Q12<15 PTP loop only]* 'INTERVIEWER: You said that this person is a parent, but they are only ^answer given at PTPAge years old. Amend your answer or make a note to explain.'

SOFT CHECK HH35: *IF relationship to anyone else in household foster parent [Q14 Code 09 PTP loop only]* 'INTERVIEWER: You said that this person is a foster parent. This is not possible. Please amend.'

SOFT CHECK HH36: *IF relationship to anyone else in household is grandparent and age is less than 30 [Q14 Codes 17,18 PTP loop AND age derived at Q12<30 PTP loop only]*
'INTERVIEWER: You said that this person is a grandparent, but they are only ^answer given at PTPAge years old. Amend your answer or make a note to explain.'

SOFT CHECK HH37: *IF relationship to anyone else in household is nanny [Q14 Code=19 PTP only]* 'INTERVIEWER: You said that this person is a nanny. This is not possible – please amend'

HARD CHECK HH42: *IF have coded two people of the same sex as both being natural parents of cohort child (from Q6 and Q8, or Q11 and Q13)* 'INTERVIEWER: You have coded two natural parents of the same sex. Please amend your coding!'

HARD CHECK HH43: *IF have coded a foster parent as being in same household as a natural, adoptive or step-parent (at Q8 and Q13)* 'INTERVIEWER: Foster parents cannot live in same household as natural, adoptive or step-parents. Please amend your answer.'

HARD CHECK HH44: Date cannot be before date of MCS1 interview at QB, and not after the date of MCS2 interview at QC.

MODULE K

HARD CHECK K1: Date must be no earlier than date of last interview [FFDATE] and no later than the Date of Interview.

SOFT CHECK K2: *If number of rooms is greater than 10* 'INTERVIEWER: This seems rather a lot. Please check and amend if necessary.'

SOFT CHECK K3: *If number or places lived at is greater than 5*
'INTERVIEWER: This seems rather a lot. Please check and amend if necessary.'

HARD CHECK K4: Number of weeks = 1-52

HARD CHECK K5: Number of months = 1-28.

SOFT CHECK K6: *If number of cars/vans is greater than 10* 'INTERVIEWER:
This seems rather a lot. Please check and amend if necessary'

HARD CHECK K7: Range 1-99

MODULE A

SOFT CHECK A1: *If respondent's marital status is single and was reported to have a spouse in the household questionnaire [QA0=Code 4 AND Q14=Code 1]*
'INTERVIEWER: Are you sure they are single? They said they had a husband/wife in the household grid. Please check.'

SOFT CHECK A2: *If respondent's marital status is divorced and was reported to have a spouse in the household questionnaire [QA0=Code 5 AND Q14 Code 1]*
'INTERVIEWER: Are you sure they are divorced? They said they had a husband/wife in the household grid. Please check.'

SOFT CHECK A3: *If respondent's marital status is widowed and was reported to have a spouse in the household questionnaire [QA0=Code 6 AND Q14 Code 1]*
'INTERVIEWER: Are you sure they are widowed? They said they had a husband/wife in the household grid. Please check.'

SOFT CHECK A4: *If respondent's marital status is single never married and was reported to be married in the household questionnaire [QA0=Code 4 AND Q21 Code 1]*
'INTERVIEWER: Are you sure they have never married? They said they had a husband/wife in the household grid. Please check.'

SOFT CHECK A5: *If respondent's marital status is single never married and was reported to be divorced in the household questionnaire [QA0=Code 4 AND Q21 Code 1]*
'INTERVIEWER: Are you sure they are single? They said they had been divorced in the household grid. Please check.'

HARD CHECK A6: Date 2001-2005

HARD CHECK A7: Date cannot be before the date of the MCS1 interview

HARD CHECK A8: Cannot be before the date of the MCS1 interview if didn't live together before marriage

HARD CHECK A9: Cannot be before date at A6e if did live together

HARD CHECK A10:	Cannot be before date at Q9b
HARD CHECK A11:	Range 0-52
HARD CHECK A12:	Range 0-97
HARD CHECK A13:	Range 10-39
HARD CHECK A14:	Range 1-3
SOFT CHECK A15:	Range 1-10
HARD CHECK A16:	Date 1999-2005
HARD CHECK A17:	Range 0-40

MODULE D

HARD CHECK D1:	Years 1-3
HARD CHECK D2:	Months 9-38
HARD CHECK D3:	Months 1-39
HARD CHECK D4:	No. of immunisations 1-4 only
HARD CHECK D5:	No. of accidents 1-96 only.
HARD CHECK D6:	Months 10-11
HARD CHECK D7:	No. of attacks 1-99

MODULE G

HARD CHECK G1:	Weeks 1-44
HARD CHECK G2:	Months 1-9
SOFT CHECK G3:	Feet 3-8
SOFT CHECK G4:	Inches 0-12
SOFT CHECK G5:	Centimetres 90-270 (n/a 997, DK 998, REF 999)
SOFT CHECK G6:	Stones 3-40
SOFT CHECK G7:	Pounds 0-14

SOFT CHECK G8: Kilograms 3-300 (n/a 997, DK 998, REF 999)

SOFT CHECK G9: Cigarettes smoked 0-95

MODULE F

HARD CHECK F1: *If age > than current age (from HH section):*
'INTERVIEWER: The age given is greater than the respondents age. Please check and amend.'

HARD CHECK F2: *If year given is before the D.O.B. given in HH section:*
'INTERVIEWER: The year given is prior to the respondent's date of birth. Please amend'

HARD CHECK F3: Range 1-99

MODULE J

HARD CHECK J1: Date 1995-2005

HARD CHECK J2: Month 01-12

HARD CHECK J3: Hours 1-120

HARD CHECK J4: Hours 1-50

HARD CHECK J5: Year 1964-2005

HARD CHECK J6: Range 1-999997

HARD CHECK J7: Range 1-1200

HARD CHECK J8: Range 0-800

HARD CHECK J9: Range 0=5000

HARD CHECK J10: Range 0-99997

HARD CHECK J11: Range 14-35

HARD CHECK J12: Range 0-6000

HARD CHECK J13: Range 0-3000

HARD CHECK J14: Range 0-10,500

HARD CHECK J15: Range 1-100,000

HARD CHECK J16: Range 1-70,000

HARD CHECK J17: Range 1-999,999

MODULE M

HARD CHECK M1: Date 1964-2005

HARD CHECK M2: Month 01-12

HARD CHECK M3: Date 2000 – current year (2005 maximum)

HARD CHECK M4: Weeks 4-110

HARD CHECK M5: Date 1900-2005

HARD CHECK M6: Date 1960-2000

MODULE E

HARD CHECK E1: Year 2000-2005

HARD CHECK E2: Months 01-12

HARD CHECK E3: Hours 01-80

SOFT CHECK E4: Range 0.00 – 30.00

SOFT CHECK E5: Range 1-500

HARD CHECK E6: Range 0-99

SOFT CHECK E7: Range 1-2000

HEIGHT

HARD CHECK H1: Range 1-999

HARD CHECK H2: Range 80-120

HARD CHECK H3: Range 0-9

HARD CHECK H4: Days 1-31

HARD CHECK H5: Months 1-12

HARD CHECK H6: Date 2000-2004

HARD CHECK H7: Range 1-99

HARD CHECK H8: Range 00.00-23.59

WEIGHT

SOFT CHECK W1: Range 8-50

SOFT CHECK W2: Range 0-9

SOFT CHECK W3: *If weight >30 check ‘that seems rather a lot, are you sure you took the measurement correctly?’*

HARD CHECK W4: Days 1-31

HARD CHECK W5: Month 1-12

HARD CHECK W6: Date 2000-2004

HARD CHECK W7: 1-99

GfK. Growth from Knowledge



Interviewer Instructions

NOP Field Interviewing Services

Job No: **4 5 0 1 0 0** Job Name: **Child of the New Century (MCS) Sweep 2**

Date: **31/03/2006**

INTERVIEWER INSTRUCTIONS

Thank you for agreeing to work on this project. Please ensure that you read these instructions carefully, in conjunction with the questionnaire, before you start. If you have any problems or queries please contact your Area Manager or Head Office.

CONTENTS OF YOUR BRIEFING PACK

Contents	Number Enclosed	Contents	Number Enclosed
Paper Questionnaire	1	Electronic scales*	1
Interviewer instructions	1	Battery for the scales	1
Showcards	1 main and 1 partner set	Bracken easel*	1
Police notification letter	1	BAS easel*	1
Pay claim	1	Example Giraffe height chart	1
Expenses record sheet	1		
Yellow pay claim	1		
Interviewer report sheet	1		
Return envelope – Chelmsford	1		
Example progress chase sheet	1		
Annotated cover sheet	1		
Example consent form – Office copy	1		
Example consent form – Personal copy	1		
Example Older Siblings self completion qre	1		
Leicester measure (stadiometer)*	1 complete set including baseplate, 4 sticks, 2 head pieces, 1 box, 1 black webbing carrying strap		

*to be returned to the office at the end of the survey (but not at the end of each wave)

If any contents are missing please contact the office immediately and we will despatch whatever you require.

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BACKGROUND TO SURVEY

The Millennium Cohort Survey is the fourth of Britain's world-renowned national longitudinal birth cohort studies. Each follows a large number of individuals born over a limited period of time through the course of their lives. They are run by the Centre for Longitudinal Studies, which is a research centre in the Institute of Education at London University. MCS – which is known as “Child of the New Century Survey” in the field – is following the progress of children born between September 2000 and December 2001 in a sample of wards across the UK. Their parents were interviewed about the child and their family circumstances when these babies were 9 months old. NOP is carrying out the Second Sweep of Child of the New Century (MCS), which is the first follow-up, from September 2003 onwards and these interviews will take place when the MCS children are 3 years old. The survey is funded by the Economic and Social Research Council and by a range of government departments from all the countries of the UK, as it will gather information which will be of value for many scientific and policy purposes.

WHOM TO INTERVIEW

Before starting wave 1, you have been asked to PRE-RECRUIT two families with three year olds with whom you can practise the cognitive assessments (Bracken and BAS) and if possible the height and weight measurement too, on the days between the first and second part of the Briefing. However, you will not be carrying out any parental interviews with these families.

You have been provided with named sample to interview for this study. We expect you to try to make contact with all the households issued to you as sample.

In each household in the sample, you will be looking to interview the following:

- The person who was the main respondent when the family were last interviewed – this will be the person mainly responsible for taking care of the cohort child/ren – i.e. usually the mother or mother figure. (If this person has left the household you will have to select a substitute respondent from within the household – this is described in the contact sheet.)
- the cohort child/ren – you will be measuring his/her/their height and weight and administering two cognitive assessments - this will require the children to be available for about 30-45 minutes each, in total. In addition you will be asking the parent to take a sample of the child's saliva with a special swab.
- a shorter interview with the partner of the main respondent (if they are a member of the same household); we estimate that this will take in the region of 15 minutes
- up to two older siblings in the age range 10 to 15, if there are any such in the household, via self-completion – if necessary questionnaires can be left for them, so you do not need to have direct contact with them (though you do need to collect their questionnaires from the household)

INCENTIVES

There are no financial incentives for taking part in this study but we are offering the three year olds a colouring book and box of crayons as a thank-you. Do feel free to time the handing over of these in a way that helps you – i.e. helps buy you more quiet time with the mother or fends off disruptive siblings!

ADVANCE LETTERS AND SURVEY INFORMATION SHEETS

You will be given a letter to send to each family in your sample. You should mail it a few days in advance of when you plan to visit for the first time.

These letters will be provided with the name and address of the cohort child/ren's parent mail-merged onto the top of the letter. There is a space on the letter for you to write your name before you send it out. Please remember to sign the letters before sending them. You can also add your own telephone number if you would like the family to be able to contact you e.g. to let you know about their availability. The letter needs to go out WITH the survey information sheet – in the same envelope. You will also be provided with pre-stamped window envelopes for the advance letters and information sheets to go in.

It's up to you whether you want to send all of the advance letters at the beginning of the fieldwork period or stagger sending them - perhaps to fit in with the target interview dates. When you first try to make contact at the address it should always be with the person named on the contact sheet address label.

If you are happy to do so, please remember to add your phone number as well as your name to the advance letter and appointment cards. The advance letters have been redesigned slightly to make it easier for you to do this. Some respondents have been ringing CLS to cancel appointments, which means there is a delay in getting the message to you. If you have a mobile phone, why not put that on the advance letters and appointment cards? That way even if a respondent needs to cancel at short notice, after you've left home, they can still get hold of you.

This is what the unmerged letter looks like:

NOP Field Interviewing Services

INTERVIEWER NUMBER

Name
Address 1
Address 2
Address 3
Address 4
Postcode

date

Dear (respondent name)

Do you remember taking part in the Child of the New Century Study two years ago? Your help then was much appreciated and you should have received some first results of that survey in July 2003. Now your child is three we would very much like to come back and find out how your family is getting on. This time there are also some extra questions about older children in the family. I enclose an information sheet from the study team at the Institute of Education, which tells you more about the new stage of the study.

This year we have entrusted NOP Research with the task of making the visits to families and I am writing to ask you if one of NOP's interviewers may arrange to visit you. The interviewer can explain more about what is involved.

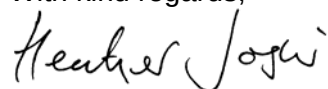
It is entirely voluntary whether you take part in this round of the survey at all, and whether you take part in all of the survey or just some of it. If you are sure you don't want to take part you can let us know by phone or letter, otherwise you can make up your mind when the interviewer contacts you.

We hope you will enjoy taking part, as most parents tell us they did the first time around. The interviewer would like to spend about an hour and half with you and your three-year-old. This will include interviewing you and you answering some questions yourself on the computer, around 5 minutes measuring your child's height and weight, about 20 minutes seeing how familiar your child is with simple words, colours and numbers and also to collect a sample of saliva (spit). We would also like to spend about 15 minutes with your child's father or father-figure if he is available, and devote extra time to older brothers and sisters (about 15 minutes), if you and they agree.

If you are willing, an interviewer will come and talk to you about whether you would like to take part in the survey and the most convenient time or times that this can be done. The interviewer will be calling in the next few days to talk about this. If you would like to make an appointment, or let us know that you are not interested please call the interviewer below, or the Institute on Freephone 0800 092 1250:

I do hope that you will be able to take part again in this important survey.

With kind regards,



Interviewer : _____

Telephone: _____

Professor Heather Joshi, OBE
Project Director

31/3/2006

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The Survey Information Sheet is a four-sided document with the CNC and NOP logos at the top of the first page, followed by this heading:

Child of the New Century

Age three survey

Your child is still special

FIELDWORK DATES

You should interview your allocated sample between the dates specified for EACH WAVE. As each wave of sample is issued, you will receive information about the fieldwork dates for it.

The dates for wave 1 are 8 September (or after completion of briefing) up to 17 October. But please be aware that wave 2 will start at the beginning of October and have to be completed soon after the end of October. So in order not to find yourself with too much to do in October (because of the overlap between the first two waves) make sure you do as much of wave 1 as possible before the end of September.

WHERE TO INTERVIEW

You should go in the first instance to the addresses given on the contact sheets allocated to you. Interviews are to be carried out in home.

POLICE NOTIFICATION PROCEDURE

There seemed to be some confusion at the briefings about what you do in terms of police notification of a project like this. We would like you to visit a police station only once, at the beginning of the project, to let them know what you will be doing. If the area that you will be covering is quite large, you should visit the most central police station to this area.

SHOW MATERIAL

You will have two sets of showcards to use with the interview questionnaires. One is the set to use in the main respondent's interview, the other is for the partner interview. You will also have a Bracken booklet (easel) to use with the Bracken cognitive assessment and a BAS booklet to use with the naming vocabulary cognitive assessment.

THE SAMPLE

Virtually all the families in the sample were interviewed at sweep 1 of the Child of the New Century survey, when the cohort child was 9 months old. Since then, the Centre for Longitudinal Studies' tracing team has made efforts to keep their details up-to-date.

NOP Field Interviewing Services

The few families who were not interviewed at sweep 1 of the survey will be clearly labelled as such on the cover sheet ("New Family"), and there is a different version of the q're to use with them, to take account of the fact that they have had no previous contact with the survey. You may not actually have any new families among the leads allocated to you. (No new families will be interviewed at wave 1, 2 or 3.)

If you find that the family has moved away from the address on the cover sheet, you will need to record this information on the Cover Sheet (described below).

There is a small chance that when you make contact with these households, the cohort child/ren will not be part of the household any more – having died, been taken into care or gone to live with other family members. Because the focus of the survey is the child rather than the parents, you would not attempt to carry out an interview at the original address. If the child is still alive, and living at a different address, then we want to conduct the survey with whomever he or she is living with now, but we will need to make special arrangements for this, as they will know nothing about the survey.

CALLING CARDS

"Calling cards" have been produced for this survey; they are for you to post through the letter box if you call and find the cohort family is not at home. You can put your name and your telephone number on them (if you wish) so that they can contact you to set up an appointment. This can be particularly helpful with those households who are hard to find at home.

INTRODUCING AND ANSWERING QUESTIONS ABOUT THE STUDY

Introducing the study

When you introduce the survey you should explain:

a) Who you are and who the survey is for

"I work for NOP and I am carrying out Child of the New Century survey for the Centre for Longitudinal Studies at the Institute of Education."

Show your identity card at all addresses and to anyone who asks to see it.

When talking to respondents always refer to the study as 'Child of the New Century' rather than the Millennium Cohort Study.

b) What is the survey about

Start by explaining the purpose of the survey: Say something like: The study is all about children born at the beginning of the 21st century and their parents.

Answering questions about the study

"How long will the survey take?"

The interview with the child's mother will take about 60-75 minutes and the interview with the child's father will take about fifteen minutes.

"Will the Government Departments who fund the survey see my replies?"

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No, they will not know who said what. The names and addresses of those interviewed in this survey are known only to NOP and researchers at the Institute of Education.

Your name and address will never be revealed without your permission and no one's replies can be personally identified without these.

"How can I be sure you are a genuine interviewer?"

I have shown you my identity card. Also I have here a letter from the Child of the New Century Study explaining about the survey.

Making Appointments

When you first make contact, you will need to make sure all parents have seen the advance letter and are adequately informed about the survey and willing to take part in it. You should normally plan you will need to make a subsequent appointment to carry out the interview. As we are aiming to secure the long-term co-operation of the parents it is important that respondents don't feel they have to do the interview straightaway, or indeed that they are under any compulsion to take part. However, if a respondent is already well-informed and happy to do the interview straightaway, that's fine – we don't want you to risk losing interviews by making appointments unnecessarily.

THE COVER SHEET

****PLEASE REFER TO THE ANNOTATED COVER SHEET IN YOUR PACK****

You will have one cover sheet (sometimes called a contact sheet or address record form) for each piece of sample (family) issued to you. Each cover sheet issued to you must be fully completed, whether that address yields an interview or a non-contact. On the cover sheet we expect you to list all your attempts to make contact with this family and carry out interviews, as well as the outcome of your attempts, whether you managed to complete all the various parts of the interviewing task, and some other information we need.

The cover sheet also includes a "Neighbourhood Assessment Form" which is like a little questionnaire for you to complete by observation. It is in the cover sheet because we want you to complete it EACH TIME you visit the address on the contact sheet.

The cover sheet will tell you

1. the family's unique identifying number
2. the address including postcode
3. their telephone number (if given at sweep 1)
4. the name of the "cohort child/ren" in the household and their gender
5. the name of the person who was the main respondent in that household at sweep 1 and who is probably the mother of the cohort child/ren

You also use the front sheet to record the total number of calls at the address, and to record a new address if you manage to obtain one for movers.

The second page of the cover sheet takes you step by step through the rules – discussed above – for deciding whether to interview in that household and who should be the main respondent.

There is also a space where you should record any information you have managed to gather about UNTRACED movers – i.e. those for whom you don't have enough of a new address to enable you

NOP Field Interviewing Services

or another interviewer to go there. Any information you record here will be used by the tracing team in the office at CLS.

The third page contains details of the outcome at the address – whether you conducted an interview or not, and if you did, whether you completed every part of the interview and assessments, or only some of them. For the parts involving the child, like Bracken and BAS, you need to record whether they were completed or not, and if not whether it was the parent who refused permission or the child who wouldn't co-operate.

The final part of the cover sheet contains the Neighbourhood Assessment, a series of questions about the area the household lives in. This is laid out as a grid, so you can answer the questions each time you visit that address. Note these are all just asking for your personal opinion – there are no right or wrong answers. These questions are to be answered EACH TIME you visit the address so you may run out of space if you have to make many visits – special forms called Extra Neighbourhood Assessments are available for you to attach to the cover sheet in this case.

All cover sheets allocated to you need to be fully completed, and once they have been completed, sent to Chelmsford for processing.

CONTACT PROCEDURE

- 1) Always try to make the first contact in person (after sending the advance letter)
- 2) If you discover immediately that the family is not living at the issued address (i.e. moved) :
 - a) if you get a new address for them then visit the new address if it is not too far away; if too far away complete the cover sheet with that new address and record it as "household at new address - address known" and send it back to Chelmsford so that it can be reassigned to another interviewer. **PLEASE DO THIS AS SOON AS YOU FIND OUT THAT THEY HAVE MOVED.**
 - b) if you do not get a new address for them, use the **phone number** to see if they have taken the number to their new home - then again if you can get a new address for them, visit that new address if it is not too far away; if it is too far away complete the contact sheet with that new address and record it as "household at new address – address known" and send it back to the office to see if someone else can visit it
 - c) If you discover that they have left the country, please record this as "Out of scope" and send the cover sheet back to Chelmsford.
- 3) If you have made two visits on different days of the week and at different times of day without success in contacting the family, you may start using the telephone number. If the telephone number turns out to be incorrect then of course you will need to keep making visits to the issued address – on different days and at different times. In any case, you should only be using the phone number IN CONJUNCTION with personal visits, NOT instead of them.
- 4) If you are not told that the family has moved away, you need to make a **minimum of 6 visits** to the issued address, on different days of the week and at different times, before giving up the lead as a non-contact. Phone calls are in addition to these visits. At least 2 of these visits should be at the weekend and the visits need to be spread over THREE WEEKS (to give people time to return from holidays etc). Then send the cover sheet back to the office so that the household can be traced by CLS. Use the cover sheet to record ANY information you have picked up about what may have become of the household – e.g. whether still there or possibly gone away and anything else which might be helpful.

HOW TO SELECT THE MAIN RESPONDENT

The contact sheet gives guidance on whom to interview as main respondent. This is something you need to establish on making contact with the family, by asking the questions on the contact

NOP Field Interviewing Services

sheet in a tactful manner, so that you can make an appointment of an appropriate length with the right person and so that the person who knows the most about the child is asked the most detailed questions about him/her. The basic principles are these:

- 1) establish whether the cohort child/ren is/are still living as part of the household – if not, notify your Area Manager and await further instructions. Do NOT attempt to follow the child to its new household unless you are specifically asked to do so (this is because the child's new household will not know anything about the Child of the New Century, never having been involved in it before).
- 2) Assuming that the cohort child/ren is/are still living as part of the same household, interview the adult named on the contact sheet as the main respondent, wherever possible (i.e. unless they have actually left the household) – this person was the main respondent at sweep 1
- 3) if that person has left the household but the household still contains ONE biological parent of the cohort child, interview the biological parent of the cohort child
- 4) it's highly unlikely that the household would contain TWO biological parents of the cohort child if the main respondent from sweep 1 had left, but if this were the case, you should interview the mother as main respondent
- 5) if the sweep 1 main respondent has left the household and the household now contains NO biological parent of the cohort child, then interview the person in the household who is the child's main carer (if necessary giving priority to those who are related by blood e.g. grandparents rather than nannies).
- 6) The main respondent's resident partner (if there is one) should get the "partner" interview, regardless of their relationship to the cohort child
- 7) If the whole household has moved to another address, you may ask the people now living at the address on the contact sheet if they have a forwarding address for the household. If yes and the address is local, then send an advance letter to the new address and try to make contact with the household there. If no new address is available or if the new address is not local, record this on the contact sheet and let your Area Manager know.

Some further points to note about less common family types are:

- Foster/adoptive parents are eligible for interview in the same way as natural parents
- If child is permanently cared for by someone other than parents (e.g. grandparent/aunt) then these carers are eligible for interview
- Same sex partners are eligible for interview – if one of them is the natural parent of the child, they will get the main interview and the other partner will get the partner interview. If neither of them are natural parents, you will need to establish who is the main carer.

ELIGIBILITY OF RESPONDENTS

There seems to have been some confusion surrounding the eligibility of certain types of respondents. To confirm, you would NOT class a partner as part of the household if they do not stay in the household regularly (for one or two nights a week at least). Even if they visit every day, they do not count as a household member. In terms of Older Siblings self completion, any types of brothers or sisters would be eligible for this, including natural siblings, half siblings, step siblings and foster siblings, as long as they are resident in the household i.e. you have collected information about them in the household section of the questionnaire. If you have entered them onto CAPI as household members, then CAPI will tell you who to give the self completion questionnaires to.

Non-resident parents

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You should **not** interview parents who are not resident with the cohort child. However, if a parent is sometimes resident (e.g. they spend one or two nights a week there) we do want to try to interview them **at that address**. Note that you are not expected to go to another address to interview a parent who is not fully resident.

Multiple Births

The programme should cope with multiple births – the survey sample contains both twins and triplets, although the interview will take longer for them. Some of the questions will be asked about each child separately, so if you know there is a multiple birth, make sure you allow extra time for the interview. You will be able to tell multiple births because there will be more than one name of Cohort Child on the cover sheet.

Handling children

In general, handling young children and babies is discouraged. Never pick them up uninvited. If you have to entertain them (for example while mother does Self-completion) sit on the floor with them rather than picking them up and walking around with them. Try not to be left alone with a baby or other children.

“Child Abuse “

As in all surveys, it is very important that you maintain the confidentiality of the information that you are gathering for the study. Respondents need to feel sure that the information they are giving to you will only be used for the survey and for no other purpose. It is important that the respondents do not have the impression that you represent any official agency nor that you are “snooping” on them. Worries of this kind may be even more pronounced in the case of young children. So it is important that you do as much as you can to alleviate them.

Some of the parents you visit may feel under pressure due to the demands of looking after a young family. Please remember that the information sheet supplied to all cohort households includes details of help-line telephone numbers to which you may refer, in the event that you are asked for help or advice, but it is not part of your role to initiate such a referral. However, there may be an exceptional occasion when because of various signs you observe you become concerned about the treatment of one or more children in the family. This concern may be so intense that you feel you must do something about this. We would suggest that you are very cautious about coming to any hasty conclusions or about any action you take bearing in mind that it is unlikely that you are professionally qualified to make judgements about “abuse”. If nevertheless you feel so convinced that there is a potential or actual danger of “abuse” and that you should take some action, please ring your Area Manager and discuss the matter with her. Your Area Manager will then also discuss the matter with the executive team. If it is felt that your concerns may be valid, a referral will be made to the local health care professionals for further investigation. Please make detailed written notes of the events or impressions which triggered your concern, before you ring your Area Manager.

TRACING

As you will remember, we spent some time at the briefings talking to you about the things you can, and can't do now in terms of trying to track respondents down. In the past, we encouraged you to do all sorts of things in an effort to trace respondents who have moved, but in light of the recent, and ongoing changes to the Data Protection Act, we, or rather you, are now not allowed to do things that you may have done in the past.

Since returning from the briefings we have spent some time in discussion with the MRS and they have clarified a few things for us. ***You will see that some of the guidelines contradict what you were told in the briefings, so please do read these carefully.***

In order to inform you of what you can, and can't do, you will find below examples of real life situations that you may encounter, along with the guidelines that you should follow when trying to trace in these circumstances. Thanks to all of you at the briefings who gave us lots of examples that we could use for illustration purposes!

- Obviously, when you contact the cohort child's household you will be asking for the Main Respondent by name. If you establish at this stage that the family have moved, and the new resident has a forwarding address that they are happy to give you, we CAN use this.
- If that address is not in your Area you need to send the Cover Sheet back to Chelmsford ASAP, **along with the barcode listing**, in order that it can be reissued as a matter of priority.
- If the address is in your area, it is best practice for you to post all of the advance material to the new address prior to going round and knocking on the door. In instances where the new address is just around the corner however, you may try to make contact immediately, but please ensure you always carry copies of the advance letter, survey information sheet and saliva sheet with you so that you can be ready to show the respondents. You can then either wait for them to read it, and understand it, before you interview them, or alternatively go back at a later date.
- If you discover at the original address that the new occupants don't know where the Cohort family have moved to, but they say that a neighbour knows, you can try to contact that neighbour to ask if they can give you their address. You **are** able to use the name of the Cohort family in this instance. You must not, however, go knocking on all of the doors in the original street in an effort to find someone who has their new address.
- If you discover that the family have moved to a road nearby, you can go to that road and knock on one or two of the doors in an attempt to trace the family, but please ensure that you do limit this to **one or two households only**. Again, you **are** able to use the name of the family when you do this. The guiding principle is both this case, and the previous one, is that you should not be seen to be too actively seeking the family and possibly causing alarm and concern among other people in the neighbourhood. This could give a disreputable impression of market research and yourselves as interviewers.
- Finally, although you might have tried to contact housing associations or councils in the past in an effort to track down movers, you will probably find that if they are following

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current legislation, they will not be in a position to give you the information. If you would like us to contact the council/housing association on your behalf however, then please do let us know and we will try do our best to gain the new address from them.

INTERVIEWS IN TRANSLATION

If a respondent cannot understand English sufficiently to take part in the interview but is able to understand the questions through an interpreter, you should look for someone suitable to act as an interpreter and conduct the interview through them. If possible the interpreter should be an adult household member of the same sex as the respondent (rather than husband or wife). It is NOP's policy never to use people aged less than 16 years as interpreters. The husband or wife may be used as an interpreter if there is no other suitable adult in the household. If the household contains no suitable person to interpret, record this on the contact sheet and attempts will be made to find an interpreter from another source. You may end up visiting the household again at a later date in the company of an interpreter.

Respondents living in Wales may request an interview in the Welsh language. However it is not incumbent on you to offer this unless you think it is required, because it makes the practicalities of the survey so much more difficult. Many interviewers have found that when the respondent understands that the interviewer cannot do the interview in Welsh him/herself but is going to have to arrange for someone else to visit, with consequent delay, the respondent often agrees to be interviewed in English.

Please be aware that every respondent needs to give full informed consent to the survey – see the next section of the Interviewer Instructions for more information about this. For those who speak little or no English, they need TRANSLATED versions of the documents they need to read – these include: the advance letter and Survey Information Sheet, as well as the Consent Forms. If you are being issued with sample where English is not the first language, we will send you translated materials in the mother tongue in your workpacks. Languages in which we intend to supply translated survey documents include: Welsh, Urdu, Punjabi, Gujarati, Hindi, Bengali, Somali, Tamil, Turkish, Kurdish and Arabic.

If an interview is conducted in translation, certain questions will be skipped (either because they are too sensitive or too difficult to translate). The self-completion section of the questionnaire should also be skipped for the same reasons. You will be asked to record at the end of the interview whether or not the interview was conducted in full or in part in translation and in which language.

CONSENT FORMS AND INFORMATION SHEETS

An important requirement for this survey is that a parent /guardian of the 3 year old give INFORMED CONSENT. As explained at the briefing, this means that you must give the main respondent the Survey Information Sheet which explains what the Child of the New Century Survey is and what it involves for them, and they must read it. Then you give them a consent form where they indicate by ticking boxes and signing whether they give permission to the following:

- for you to interview them and give them a CAPI self-completion qre to fill in – obviously only the person with whom you carry out the main interview can sign this
- for the cohort child/ren child to have the four tests done (height, weight, Bracken, BAS). It is OK for any parent/guardian to sign these consent forms relating to the children – they do not necessarily have to be signed by the one who is going to do the main interview.

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- obtaining data on school attendance of all children aged 5+ (any parent/guardian).
- obtaining data about the cohort child from NHS health records (any parent/guardian)
- giving up to two older siblings between 10 and 15 years of age a paper self-completion questionnaire (any parent/guardian) – IN ENGLAND ONLY

There are two copies of each Consent Form, and both you and the respondent need to sign both copies in ALL the places indicated on each form. In the case of households with more than one cohort child, put in the names of ALL the cohort children. The Office Copy needs to be posted back to the office. Make sure you put the appropriate barcoded label on the front before you send it back. The Personal Copy should be left with the parent/guardian as a record of what they consented to (together with the Information Sheet).

Do not try to use the Older Siblings consent form except in households where the cohort child has siblings aged between 10 and 15 years old. If the cohort child has three or more siblings in this age range, you will have to wait until CAPI has carried out a selection procedure to choose which two are going to be involved, before asking a parent/guardian to sign the Older Siblings consent forms – otherwise you will not know which two older siblings' names need to be written into the forms. Only older siblings in England will be completing a self-completion q're.

Form 3 part A that relates to the use of school records and has space for up to four children aged 5-15. If you are interviewing in a very large family and that is not enough, please add in as many lines and yes/no boxes as you need!

Although it is unusual for NOP to carry out surveys where consent forms are needed, our clients CLS have been required to obtain Medical Research Ethics Committee (MREC) approval for this study, and a condition of MREC approval is that all families involved in the research should go through this procedure (because of the involvement of young children, the collection of medical/health information and particularly because the children are having tests done directly to them). We therefore ask you to be understanding about the extra paperwork involved.

In order to save time for respondents, you may wish to pre-complete the forms with items like the name of the cohort child, the date and your own signature. Then all the respondent has to do is sign after having read the form.

Consent forms for non-English speakers

Obviously a person cannot give informed consent if they cannot understand the Information Sheets, e.g. because of language difficulties. Translated consent forms will be available in a range of languages – make sure you use one of these whenever it is more appropriate. If a respondent is unable to read and understand the Information Sheet even in translation (e.g. because they are not literate in their mother tongue) then ensure that a person with the relevant language skills reads the Information Sheet to them in their mother tongue, before they are asked to sign.

Consent forms for people with literacy problems or poor vision

A person whose mother tongue is English but who cannot read and understand the Information Sheet for themselves, e.g. because of literacy problems or poor vision, should have the Information Sheet read out to them in English.

THE QUESTIONNAIRE

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As the questionnaire is on CAPI, you will not have to worry about working out the routing. However it is a lengthy questionnaire and you will need to read through it carefully on paper and on screen to familiarise yourself with all the material.

The sections included in the main questionnaire script are:

Questionnaires :	Main	Partner
1 Household	✓	
2 Parental situation	✓	✓
3 Parent's involvement with child	✓	✓
4 Child Health	✓	
5 Grandparents and Friends	✓	✓
6 Parent's health	✓	✓
7 Housing and local area	✓	
8 Employment and education	✓	✓
9 Employment history	✓	✓
10 Childcare	✓	
11 Other Matters	✓	✓
12 Self-completion	✓	✓
13 Older siblings	✓	

Please make sure that you only start the main questionnaire with the person who should be the main respondent!

There are also separate CAPI questionnaires for:

- BAS
- Bracken
- Height measurement
- Weight measurement
- Home observation

When starting each of these questionnaires, you will need to enter the family Serial Number from the cover sheet.

CHILD IDENTIFIER

In addition to the family Serial Number, when starting BAS, Bracken, height or weight, you will need to enter a Child Identifier. In households with only one cohort child, this number will always be 1. In households with twins or triplets, please consult the front of the cover sheet and make sure the Child Identifier you use is consistent with this, so that the data is linked to the right child.

RECORDING THE NUMBER OF PEOPLE IN THE HOUSEHOLD

At the very start of the Main Respondent interview you record the number of people in the household, and then after you have collected details about all of these people, you then double

Check with the respondent that they haven't forgotten anyone. You may find circumstances where they realise that they have forgotten someone, or where you discover that a partner is actually

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living in the household for some of the time. If this happens, record the information about that person as requested on CAPI but **DO NOT** go back and amend the number of people in the household. CAPI will automatically know there are extra people when you go on to collect their details. If you go back and amend that number you will find yourself in all sorts of trouble in CAPI!

OLDER SIBLINGS' SELF-COMPLETION SECTION

This is the only paper questionnaire in the survey and it is for children who are aged between 10 and 15 years (inclusive) on the date of interview, who are siblings (including step-siblings etc) of the cohort child and members of the same household.

These are not required in Wales, Scotland or Northern Ireland, so please do not attempt to administer Part B of Form 3 of the Consent Booklet to parents/guardians in Wales, Scotland or Northern Ireland. Even if CAPI tells you to give out a questionnaire to an older sibling, please ignore this instruction unless you are working at an address in England. If you are working in Wales only and still have supplies of paper self-completion questionnaires, please return these to Head Office at your earliest convenience, marked for the attention of Rowan Haylett.

There are a number of stages to this process:

- 1) CAPI will decide whether the household contains any eligible children. At the end of the household section of the main respondent questionnaire, a CAPI screen will tell you that you need to complete a main interview with (name of main respondent), a partner interview with (name of partner) – if there is one in the household, and it will also give you the names of any children in the household who should get the Older Sibling Self-completion Questionnaire. There will be a further reminder at the very end of the main respondent qre, when there will be CAPI screens asking you to find out if the partner will be available for interview during the fieldwork period, and reminding you to arrange the handover of the Self-completion Questionnaires.
- 2) There are complicated selection and eligibility rules which CAPI apply. In households where more than 2 young people are potentially eligible, CAPI will use the rules to select 2.
- 3) So – wait until CAPI has told you who is eligible for the OSSQ, and then get the main respondent to read and sign the part of the consent form that relates to this, inserting the name/s of the child or children selected.
- 4) Assuming parental consent has been given, for each older sibling who is going to be involved:
 - put a bar-coded identification label for the appropriate family onto the box on the front of the paper self-comp questionnaire
 - write the sex and date of birth of the older sibling in the box too. When writing the date of birth please use the following format DD/MM/YYYY (i.e. date before month and years in full)
 - also need to identify whether the older sibling is 1 or 2 (see below)
 - put the questionnaire into a covering envelope and
 - write the NAME of the child it is for on the **outside** of the envelope.

Please do not put the child's name on the questionnaire itself. The sex and date of birth will enable us to match the paper questionnaire back to the right child within the household, in households where there is more than one child of the right age to do this self-completion exercise. The name on the outside of the envelope will enable you or the main respondent to give the right questionnaire to the right person.

- 5) Then either give the envelope to the older sibling/s yourself, if possible, asking them to complete it and leave it in the envelope ready for you to pick up when you next visit the address, or, if they are not at home/can't be disturbed, give the envelope to the main respondent and ask them to get the older sibs to complete it.

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- 6) Pick up the completed questionnaires on a subsequent visit to the household.
- 7) Post the questionnaires back to Chelmsford together with the cover sheet and Consent Forms for the same household

NUMBERING OF OLDER SIBLINGS ON PAPER SELF COMPLETIONS

If there is only one older sibling who is eligible for a self completion questionnaire, then you need to tick 1 on the OFFICE USE ONLY box on the front of the questionnaire, where you also stick on your barcode, and enter the sex and date of birth of the child.

If two older siblings are eligible for the self completion questionnaire, write their names on the Consent Forms, and then please ensure that you tick 1 in the OFFICE USE ONLY box for the older sibling whose name appears first on the Consent Form, and tick 2 on the OFFICE USE ONLY box for the older sibling whose name appears second on the Consent Form.

For example, if their names are Sally and Ann and the consent form is completed as follows:

i) Sally

ii) Ann

Then on the front of the q're that you give to Sally, you will tick box 1 and on Ann's you will tick box 2. If there is only one older sib that is completing the q're then they are always older sib 1.

MAIN RESPONDENT OLDER SIBLINGS SECTION – CHILDREN'S FUND AREAS

As mentioned at the briefings, if the piece of sample that you are working on falls within a *Children's Fund Area* the questions that you ask the Main Respondent about any Older Siblings will take slightly longer to administer. This is because we are asking them about their use of various services which the Children's Fund provides in specific areas of the country.

Your sample listing will tell you whether or not your address is in a CF area, and if so, how many services you will be asking the respondent about.

MEASURING HEIGHT AND WEIGHT

Height and weight measurement are set up as two separate questionnaires on CAPI. When you access these questionnaires you will have to enter a number to tell CAPI which household this questionnaire belongs to – the number we want is the SERIAL NUMBER from the Cover Sheet. In addition, in a household with more than one cohort child you will have to enter something to tell CAPI which of the cohort children this particular questionnaire is for. The child identifier is also given on the front of the Cover Sheet. (In households with only one cohort child, it will always be 1)

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General points

- ⇒ Make sure you have obtained written consent to these measurements at the start of the interview. If written consent is not obtained, do not carry out measuring and weighing of the child.
- ⇒ Then open the CAPI questionnaire for height or weight (whichever you want to be done first) and enter the household identifier (serial number) and child identifier

Before measuring and weighing

- ⇒ Explain to the parent/guardian that you will need help and that this will involve the parent in kneeling and, possibly, lifting the child.
- ⇒ Chat to the child and engage them in helping you in this task.
- ⇒ Ask the parent or guardian to
 - remove the child's shoes and socks
 - ensure that they are wearing light indoor clothing (e.g. t-shirt and shorts)
 - avoid any hairdos (such as buns) that may affect how accurately their child's height can be measured (excluding those hairstyles that are for religious or cultural reasons).
 - look for a suitable firm floor surface (avoiding shag pile carpets) and clear wall area and set up the equipment.
- ⇒ Make the measurements at any point in the interview when you and the parent/guardian consider the child is ready and likely to be co-operative.
- ⇒ Make a single measurement where possible – but repeat if unhappy with the first (perhaps because the child moved or was not standing as straight as they could), provided the child and parent are happy for you to do so.
- ⇒ Do not spend more than 10 minutes in total trying to obtain measurements as beyond this time it is unlikely that you will succeed. Instead if you are returning for a second visit to the family have a second attempt (again no longer than 10 minutes) when the child may feel more comfortable with you and hence more cooperative.
- ⇒ If both attempts are unsuccessful, then ask the mother if you can record the last weight and date recorded for that child in the parent held record (sometimes known as 'red' book). Record the weight. Height measurements recorded in this book are unlikely to be reliable and information on these is not being collected.

Weight

- ⇒ Weight is measured using Tanita scales to the nearest 0.1kg.
- ⇒ The scales have been checked for accuracy before being issued to interviewers.
- ⇒ Insert the batteries and then place the scales on a firm, level surface. Make a note on the computer if only a soft carpeted surface is available.
- ⇒ Most three year olds will not be wearing nappies. If you find a child who is wearing nappies and otherwise able to have their weight measured, explain to the parent that the wetness of the nappy will affect the weight measurement; ask the parent to check if the nappy is wet and if it is, to change it for a dry disposable.
- ⇒ Most three year olds will be weighed unassisted. If it looks as if the child will need assistance to be weighed ask a parent to help.
- ⇒ We are only advising one assisted weighing option:
 - the mother stands on the scales which are then set to 'zero'. She is then handed the child and the scales record the child's weight.

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Explain

To the child

- that you need their help to see how heavy (big) they are.
- show them where they will have to place their feet on the scale (footprints are being ordered for scales but not available for DR)
- remind them that they will need to stand straight and still.
- remind them that they should not touch any wall or counter top while standing on scales.

If you need glasses to read the scale remember to put them on

Unassisted weighing

- ⇒ Switch the scales on by pressing the button on the front. (You may wish to ask the child to do this.) The display will show '888.8' and then '0.0'.
- ⇒ When it shows '0.0' ask the child to stand on the scales with feet together, heels on the back edge, arms loosely at the sides, head facing forward and to remain still – “be a statue”.
- ⇒ Immediately record the measurement on the computer, the number of attempts made, together with any special circumstances that may affect accuracy.
- ⇒ If however you find it easier to enter the data on the computer later on, then make a note of the weight and **the time it was measured**, for later entry.
- ⇒ Remember to praise the child and tell them how well they are growing. The parent may wish you to write the weight in the parent's child health record (“red book”)

Assisted weighing:

- ⇒ With the scales switched off (i.e. no display) ask the mother to stand on the scales.
- ⇒ Ask the mother to stand on the scales with feet together with heels on the back edge. Switch the scales on by pressing the button on the front. The display will show '888.8' and then '0.0'.
- ⇒ When it shows '0.0' ask the mother to pick up the child. Alternatively another adult or the interviewer may hand the child to the mother. Ask the mother to stand still with the child in her arms.
- ⇒ When the weight display shows a constant value, immediately record that value on the computer as above.

Troubleshooting:

If the display flashes you may find that the batteries have not been correctly inserted.

Before packing the scales away remember to remove the batteries (or reverse them) to avoid scales being inadvertently switched on in transit.

The batteries you have been sent are new and should last a long time. You should have a spare battery which you can use in case of problems. If you find that the battery runs down quickly, it may be a defective battery, in which case use the spare. However if you find that the second battery also runs down very quickly then it is more likely that you have defective scales, in which case please let your supervisor know, so that you can be sent out a replacement set of scales and return the defectives ones to the office.

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Height

Height is measured using a portable stadiometer called the Leicester measure. For a diagram of how to assemble this, please see the last few pages of these interviewer instructions. Children may enjoy helping with the assembly.

Explain

To the child

- that you are going to see how tall they are and that they need to help by standing up straight as a statue with their feet nice and flat on the ground
- Show them where they will have to place their feet on the baseplate
- Show them that they need to keep their legs straight
- Show them how the blue measuring arm moves up and down and needs to rest on the top of their head.
- Show them the coloured height chart which you will be leaving for them to follow their own growth

To the parent(s)

- that if child has a top knot or pony tail that will get in the way, that it would help to take it out for the height measurement
- that you will need them to kneel down and check that the child is standing straight (i.e. knees are not bent) and that their heels are flat on the ground.
- that you will need to hold the child's head gently to make sure they are in the right position

If you need glasses to read the scale please remember to put them on

- ⇒ While you and the parent kneel on the floor, ask the child to stand with their feet in the footprints on the baseplate and their back to the measuring rod.
- ⇒ Remind the child to stand straight as a statue but with their arms at their sides and feet flat on the ground.
- ⇒ Check the feet are together and flat on the baseplate. Ask the parent to hold them steady while you check that the legs and back are straight and hands are at the side.
- ⇒ Lower the blue measuring arm so that it rests firmly on the child's head.
- ⇒ Position the child's head so that the lower part of the eye socket and the middle of the ear hole are at the same level (see diagram). This is called the Frankfort plane.
- ⇒ You can obtain the maximum height by suggesting to the child that they take a deep breath in. However children may find this difficult to do so don't labour this point.
- ⇒ If they do find breathing in difficult to do, then you can also obtain maximum height by applying a gentle stretch to the child. To do this cup the child's head in your hands, placing the heels of your palms either side of the head behind the ears. Your fingers should come to rest just under the ears (see diagram). Firmly but gently apply upward pressure lifting the child's head upwards. Take care not to tilt the head at an angle: you must keep it in the Frankfort plane.
- ⇒ Lower the headplate down gently onto the child's head by holding it by the part that goes round the white plastic rod: holding it by the blue head plate will tend to break the headplate and also tilt the headpiece and make measurements less reliable. Make sure that the plate touches the skull and that it is not pressing down too hard.

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- ⇒ With the child's head in your hands check with the parent that the feet are still flat and then read the height measurement to the nearest **completed** millimetre. Thus if the scale shows arrow between 76.5cm and 76.6cm then reading should be 76.5cm.
- ⇒ Tell the child and parent that the measurement is over and raise the blue arm – again handling the part round the white rod - so the child can move away.
- ⇒ Immediately record the measurement on the computer, the number of attempts made, and any special circumstances that may affect accuracy.
- ⇒ If however you find it easier to enter the data on the computer later on, then make a note of the height and **the time it was measured**, for later entry.
- ⇒ Mark the height you have measured on the child's height chart.
- ⇒ Remember to praise the child and tell them how well they are growing. The parent may also wish you to write the height in the parent's child health record (red book).

LOOKING AFTER AND CARRYING THE EQUIPMENT

PLEASE remember to check that you have all pieces of the Leicester Measure with you when you leave the household:

- The four sticks
- The blue base plate
- The head plate
- The black webbing strap (which can be used to wrap around the black box to strengthen it)

The measuring equipment all belongs to the Institute of Child Health and we would ask you to do your utmost to take care of it and not lose any of it, as it will be expensive to replace and you may not be able to do your interviews while you are waiting for replacement parts to arrive.

You will see that the head plates are packaged in a jiffy bag in order to protect them, and you must place them in this bag when you pack the equipment away. The head plates are delicate and prone to snapping.

The black box has been specially designed to hold all the parts of the stadiometer safely and we urge you to keep the stadiometer in it as much as possible. If you want to use it for transporting your equipment please do so – use the black webbing strap around the outside if you are carrying it on public transport, or walking with it for more than a few metres. Even if you do not want to use the black box for transporting your equipment in the field please **DO NOT DISPOSE** of the black box – this is what you will have to use to return the stadiometer to the office in, at the end of the survey. The black boxes can be replaced if necessary but they are expensive in themselves so please be understanding and take care of them.

We have also given you some bubble wrap to wrap around the set of scales in order to protect the panel on the front of them. Again, please ensure that you wrap the scales in them before packing them into your bag.

BRACKEN BASIC CONCEPT SCALE

31/3/2006

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INTRODUCTION

The Bracken Basic Concept Scale – Revised (BBCS-R) is used to assess the basic concept development in children in the age range of 2 years, 6 months to 7 years, 11 months. In its complete form, the BBCS-R consists of 11 subtests. For the MCS2 project only subtests 1-6 will be administered:

1. **Colours**—represents both primary colours and basic colour terms.
2. **Letters**—measures knowledge of both upper and lowercase letters.
3. **Numbers/Counting**—measures recognition of single- and double- digit numbers and samples the ability to assign a number value to a set of objects.
4. **Sizes**—includes concepts that describe one, two, and three dimensions.
5. **Comparisons**—measures ability to match and/or differentiate objects based on one or more of their salient characteristics.
6. **Shapes**—includes one-, two-, and three-dimensional shapes.

Only those children for whom written consent has been obtained will be tested.

The aim is to administer the BBCS-R to each child in a manner which ensures that he/she gains a score which is a true reflection of his/her attainment at the time of testing. To achieve this, it is **vital** that the subtests are administered in the standard manner prescribed by the test developers. This is described below, and will be demonstrated during the briefing.

In addition – do not attempt to test children who understand no English. (The “owners” of the test do not allow it to be translated.) In the case of a child who understands SOME English the test can be attempted. Please do not allow parents/carers or anyone else to translate the questions for the child. Since the answers to the test are given by pointing at one of the pictures, the language in which answers are given is not an issue.

Remember:

- Follow the testing procedure outlined below
- Keep in mind the influences on the child's performance, e.g.:
 - a. the **rapport** you establish with the child
 - b. the testing **environment**
 - c. the **reinforcement and encouragement** you give
 - d. the appropriateness and timing of **breaks** during the testing procedure.

A. Environment

Ideally, the test should be administered in a quiet, well-lit, and properly ventilated room, removed from distractions and disruptions.

You need to be able to control the BBCS-R Test Easel, and record responses on your CAPI tablet while keeping the latter out of the line of sight of the child.

Given the age of the children you will be testing, you will need to be flexible in arranging the testing environment:

- If a table is available at which the child can sit comfortably and safely, you may find it possible to arrange it such that the child and yourself can sit at right angles across the corner of the table.
- Alternatively, some children may work better seated on the floor, or seated in the arms of a parent/caregiver.

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A parent/caregiver should be always be present in the room when you administer the test.

Explain to the parent/caregiver that he/she should not prompt or cue the child during the test administration (i.e.: they should not reword or explain the instructions to the child, or give hints, examples, or encouragement). You should make sure that this is explained to them BEFORE the test starts, as it only takes a few words from the parent to invalidate the test. One nice way to do this is to say to the child, before you start, *"Now we've got to tell Mummy that she mustn't say anything!"*

Where possible, try to ensure that the child is not distracted from the Test Easel by extraneous materials in their direct view (e.g.: toys, your pencil, your CAPI tablet etc),

B. Rapport

Prior to administering the test, take some time to establish a rapport with the child. This is especially important with children of this age who will have had little or no experience with formal educational testing.

It will help if you are introduced to the child by a parent/caregiver.

C. Reinforcement and encouragement

Reinforcing effort and co-operation will greatly help you maintain rapport and distract attention from failure.

When administering the test you should try to be continuously aware of and sensitive to the child's mood. As the child progresses thorough each sub-test from easy to difficult items, be prepared to comment emphatically on how difficult the test is becoming, and express genuine encouragement to allay the child's frustration and negative reaction to failure.

Be careful not to reinforce or focus attention only on a child's correct responses. When incorrect responses are met by silence, the child becomes acutely aware of failure. Examples of appropriate encouraging statements are: 'You are doing a good job', 'I like the way you are working', or 'We are almost finished' – **AND MAKE IT SOUND SINCERE.**

When the child gives a response, respond with a neutral phrase such as 'thank you' (after both a correct and incorrect answer) and go on to the next one.

D. Breaks

Most of the children with whom you will be working will be able to attend and participate actively in the assessment without a break. However, you should be especially sensitive to behaviours that suggest the need for a bathroom or rest break (i.e.: squirming, rubbing eyes, yawning). When a break is warranted, you should strive to finish the current subtest before stopping. After the break, begin administering the next subtest with a brief comment such as, 'Let's get going so we can finish soon'.

ADMINISTRATION AND RECORDING

The first screen to appear in the test will ask you to enter a CHILD IDENTIFIER NUMBER. The rules for this are as follows;

In households with ONE cohort child, the child identifier number will always be 1.

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In households with 2 or more cohort children, you should assign an identifier number according to the order that the children's names appear on the cover sheet, and on their SAMPLE LISTING. If you refer to either of these documents you will see that a number appears before each cohort child's name – this is the identifier to use.

The script shown below will appear automatically on your CAPI screen, but please take time to familiarise yourselves with it before you carry out these tests on a child, particularly the wording that you should use.

Trial Items

Administer the Trial Items to familiarise the child with the testing task

Trial Item 1

SAY TO THE CHILD:	'I am going to ask you to point to some things, For example, if I asked you to point to your hair, where would you point?'
IF THE CHILD POINTS TO HIS/HER HAIR, SAY:	'That's right, you pointed to your hair
IF THE CHILD DOES NOT POINT TO HIS/HER HAIR, POINT TO THE CHILD'S HAIR AND SAY:	'You would point right here, wouldn't you?'

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Trial Item 2

SAY TO THE CHILD:	'Let's do another one. Show me your nose'
IF THE CHILD POINTS TO HIS/HER NOSE, SAY:	'That's right, you pointed to your nose'
IF THE CHILD DOES NOT POINT TO HIS/HER NOSE, POINT TO THE CHILD'S HAIR AND SAY:	'You would point right here, wouldn't you?'

Trial Item 3

SAY TO THE CHILD:	'Now show me the floor'
IF THE CHILD POINTS TO THE FLOOR SAY:	'Good, you pointed to the floor'
IF THE CHILD DOES NOT POINT TO THE FLOOR, POINT TO THE FLOOR AND SAY:	'You would point right here, wouldn't you?'

- ASK SIMILAR QUESTIONS UNTIL YOU ARE CERTAIN THAT THE CHILD UNDERSTANDS THE TASK
- LIMIT YOUR QUESTIONS TO OBJECTS IN THE ROOM.
- DO NOT INCLUDE ACTUAL TEST MATERIALS.
- ONCE THE CHILD UNDERSTANDS THE POINTING TASK, ADMINISTER TRIAL ITEM 4

Trial Item 4

SAY TO THE CHILD:	'Now I am going to show you some pictures. I will read something to you, and I want you to point to the picture that shows what I say?'
TURN TO THE PAGE MARKED 'TRIAL ITEM 4' AT THE FRONT OF THE TEST EASEL AND DIRECT THE CHILD'S ATTENTION TO THE PICTURES BY SAYING AND POINTING TO PICTURES 1-4 IN TURN:	'Let's look at each of these pictures. Look at this picture , this picture , this one and this one '
THEN SAY:	'Show me the ball'
IF THE CHILD POINTS TO THE BALL, SAY:	'Good, you looked at all of the pictures and pointed to the ball'. 'Now let's do some more. Listen carefully to what I say and then point to the picture that shows what I say. I can say it again if you need me to'
IF THE CHILD DOES NOT POINT TO THE BALL OR APPEARS HESITANT ABOUT THE TASK:	USE THE OTHER THREE PICTURES ON THE 'TRIAL ITEM

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PAGE' AS PRACTICE ITEMS BEFORE ADMINISTERING THE FIRST SUBTEST.

Subtest items

Administer the items for each subtest in order, starting at subtest 1 Colours:

Start with the first item for each subtest.

- Administer the items in order until:
 - The CAPI program directs you to move on to the next subtest (this will happen where the child misses three consecutive items).
 - The child completes the subtest.
- Record the child's responses by entering the number that corresponds with the child's response into CAPI.
- If the child does not respond, even after you have repeated the item or if the child says something like 'I don't know' or 'I can't', enter 0 (No Response) into CAPI.
-

Presenting items

In presenting each item:

- Introduce each test item by saying, 'Show me,,,,'.
- After the child fully understands the task you may delete the 'Show me' part of the item and just read the item (e.g.: 'which animal is big?'). In any case, you should introduce at least the first item of each subtest by saying 'Show me,,,,' to re-orient the child to the task.
- Repeat each item if the child does not respond after about 10 seconds or if the child requests it. Do not repeat an item if the child responds incorrectly after the first presentation unless the child requests it.
- As a reminder to the child, you should begin each subtest by saying 'Look at all of the pictures'. If at any point during the testing the child falls into a pattern of pointing to pictures located in only one position on the easel page, again say, 'Look at all of the pictures'. If the child continues to pick only one position, present the next item by saying, 'Look at this picture, this picture, this one and this one'. Watch the child's eyes to make sure that he/she is following your directions and is looking at each stimulus option. Then read the item. Continue the cues to look at all the pictures as necessary.
- If the child points to more than one picture, say, 'You can only point to one picture. Show me...', and record the child's next response. If the child continues to point to more than one picture for that item, record the multiple responses and score as 0.
- Sometimes a child will 'self-correct' (correctly revise his/her incorrect response to a test item). If self-correction occurs before presentation of the next item, erase the child's first (incorrect) response and record the self-corrected response.

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Special testing conditions

You may encounter a child who has special characteristics of needs, including:

Colour blindness

Test as described above. The child's score will be adjusted to allow for this problem.

Attention deficit

- Try to ensure that there are as few as possible distracting elements in the testing environment.
- Repeat items to which the child does not respond.
- Allow the child to take a break between each subtest

Inability to respond to the stimuli in typical fashion

Adapt the administration to the child's needs, e.g.

- Repeat items to which the child does not respond.
- Ask the child to say yes or no as you point to each possible answer.
- In some cases the child may be able to answer by giving the number that appears below the picture of their chosen answer
- Use eye gaze or eye blinks

NB: In all cases make a full note of the problems encountered when requested by the CAPI program

After completing all the subtests

Thank the child and stress how well they did.

BAS

INTRODUCTION AND BACKGROUND TO THE TEST

The *British Ability Scales Second Edition* (BAS II) is a battery of tests of cognitive abilities and educational achievements suitable for use with children and adolescents aged from two years, 6 months to seventeen years, 11 months. Although BAS consists of a number of different tests, we are only going to be administering one of them – the Naming Vocabulary subscale, which is designed to assess expressive language and knowledge of names.

The aim is to administer the BAS II to each child in a manner which ensures that he/she gains a score which is a true reflection of his/her attainment at the time of testing. To achieve this, it is **vital** that the test is administered in the standard manner prescribed by the test developers. This is described below.

IMPORTANT THINGS TO REMEMBER

Only those children for whom written consent has been obtained will be tested.

Do not attempt to carry out the test with children who speak no English. In the case of a child who speaks SOME English, the test may be attempted. However, answers must be given in English in order for you to be able to accept them as correct. So if a child at first gives an answer in some other language, probe “what is that in English?” or some other suitable probe. If after this probing they still answer in some other language, you should record under “other – specify” “*not in English*”. Do not allow parents or anyone else to translate the test to the child. Do not accept answers which have been “translated” into English by a parent or anyone else. This test is a test of the child’s skills in English only.

Follow the testing procedure outlined below

Keep in mind the influences on the child’s performance, e.g.:

- the **rapport** you establish with the child
- the testing **environment**
- the **reinforcement and encouragement** you give
- the appropriateness and timing of **breaks** during the testing procedure.

All the comments made about rapport, the testing environment, reinforcement and encouragement and breaks for the Bracken test also apply to the BAS.

You need to be able to control the BAS II Test Easel, and record responses on your CAPI tablet while keeping the latter out of the line of sight of the child.

Where possible, try to ensure that the child is not distracted from the Test Easel by extraneous materials in their direct view (e.g.: toys, your pencil, your CAPI tablet etc),

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ADMINISTRATION AND RECORDING

The first screen to appear in the test will ask you to enter a CHILD IDENTIFIER NUMBER. The rules for this are as follows;

In households with ONE cohort child, the child identifier number will always be 1.

In households with 2 or more cohort children, you should assign an identifier number according the order that the children's names appear on the cover sheet, and on their SAMPLE LISTING. If you refer to either of these documents you will see that a number appears before each cohort child's name – this is the identifier to use.

Teaching Items

There are no trial or example items for the Naming Vocabulary subscale. However, the **first two items** (Shoe and Chair) are designated 'Teaching Items'. The purpose of teaching is to provide additional instruction after the child has failed one of the initial items of the scale (if the child fails one of these first two items), in order to help the child do as well as he/she can on the later items. As the first items are easier, failure on one of them may reflect a misunderstanding of the instructions. Teaching usually includes repeating and rephrasing the questions or instructions, providing clues and, if necessary, demonstrating by saying the correct response. Teaching is carried out only for the first two items administered.

As children who fail an item designated as a teaching item receive feedback on their performance, those children who pass such an item should also receive feedback so they will be reassured that their understanding of the task is correct. If the child passes a designated teaching item the response should be acknowledged as correct by saying something like: 'That's right, now try another'. *This kind of explicit acknowledgement of a correct response should only be given on designated teaching items.*

Questioning to clarify an answer

For each test item the CAPI page will provide numerous examples of correct and incorrect responses.

If the child gives a response that appears in the list on the CORRECT side of the screen, record this as correct, and you will be taken to the next item. If the child gives an answer that is not on the CORRECT list, but is clearly of the same type and is clearly correct, you should code it as CORRECT even though it is not on the list

On the QUERY side of the screen is a list of answers that the child may give. If the child gives one of these, you should click the "QUERY" box and you will be given another opportunity to gently question the child. Again you can code "QUERY" if the answer is not on the list, but is of the same type.

One of the most common uses of the "QUERY" code is when child says "ring-ring", when shown a telephone, or "you wear it on your foot when shown a shoe. In these cases your follow-up question after using the "QUERY" code should be along the lines of "That's right, but do you know what it's called?" or "What's its name?"

Children occasionally give responses which are borderline quality or difficult to evaluate with confidence. In these circumstances you should record the response verbatim in the "Other specify – Query" code on CAPI. When you enter something here, again, rather than moving on to the next item you will then have another opportunity to gently question the child in an effort to encourage elaboration or further explanation.

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If the child gives a response that is clearly totally incorrect, but does not appear on the INCORRECT list, please record this verbatim in the “Other specify – Wrong” code. The CAPI script will then move you on to the next item in the test, as the child has got the item completely incorrect, and the response does not need further clarification. This will happen in all cases APART FROM the first two, teaching, items, where you will be allowed to try to get the child to clarify their answer, but once you have moved past the teaching items, entering an incorrect response in the “Other specify – Wrong” box will take you to the next item.

In questioning the child, it is important not to direct the child towards the correct solution or to give hints or clues in that direction. However, it is important to direct the child to clarify or expand their answer. Such questioning must be done in a non-threatening manner, and without making the child feel that the first response was entirely wrong.

EXAMPLE OF ADMINISTERING THE BAS. ITEMS 1 and 2 – TEACHING ITEMS

Start with the first item (Shoe).

- A list of correct/incorrect responses will appear on the CAPI screen. Other responses may be correct. In general, the following rules apply:

Correct

- Any appropriate name, provided this is not too general; overly specific names are acceptable (eg: ‘trout’ or ‘bass’ for ‘fish’)

Incorrect

- A description of a function (eg: ‘thing you sit on’ for ‘chair’)
- Materials or parts (eg: ‘silver’ for ‘spoon’ or ‘glass’ for ‘window’)
- An overly general name (eg: ‘animal’ for ‘duck’ or ‘shape’ for ‘triangle’)

QUESTIONING

- IF THE CHILD’S ANSWER IS DIFFICULT TO EVALUATE WITH CONFIDENCE OR IS ONE OF THE INCORRECT RESPONSES GIVEN ON THE CAPI SCREEN FOR THE ITEM (i.e. it appears on the Incorrect list, or you feel it would benefit from further questioning and have entered it in the “other specify – Query” box) gently question the child to encourage elaboration or further explanation.

NB: In questioning the child, it is important not to direct the child towards the correct solution or to give hints or clues in that direction. However, it is important to direct the child to clarify or expand their answer. Such questioning must be done in a non-threatening manner, and without making the child feel that the first response was entirely wrong

- If the child improves his/her response so that it becomes a correct response, record as correct
- If the child makes no further response or elaborates his/her answer so that it becomes clearly incorrect, record as incorrect
- IF THE CHILD GIVES A STRING OF RESPONSES VARYING WIDELY IN QUALITY: Record the child’s best response.

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- Record the child's response to item 1 as correct or incorrect as requested by CAPI.

TEACHING – FIRST TWO ITEMS ONLY

- IF THE CHILD'S ANSWER IS INCORRECT: Provide additional instruction, including repeating and rephrasing the question or instructions, providing clues and, if necessary, demonstrating by saying the correct response.
- IF THE CHILD'S ANSWER IS CORRECT: Acknowledge the response as correct by saying something like: 'That's right, now try another'. You can only use this phrase for the first two items in the Test.
- Repeat the above steps for item 2 (Chair).

ITEMS 3 and higher – NO TEACHING ALLOWED

- Administer item 3 (Bicycle) and subsequent items.
- A list of correct/incorrect responses to each item will appear on the CAPI screen.
- If the child's response appears in the list on the CORRECT side of the screen, record this as correct.
- If the child's response appears on the INCORRECT list, or you feel it would benefit from further questioning (see rules above) then either click on the INCORRECT box (if it appears in the list) or record it verbatim as an "Other specify – Query".
- If the child's response does not appear in either list, and is obviously completely wrong, record this as "Other specify – Wrong".

QUESTIONING

- IF THE CHILD'S ANSWER IS DIFFICULT TO EVALUATE WITH CONFIDENCE (and you have entered this in the "Other specify – Query" box) OR IS ONE OF THE INCORRECT RESPONSES GIVEN ON THE CAPI SCREEN FOR THE ITEM: Gently question the child to encourage elaboration or further explanation.
 - If the child improves his/her response so that it becomes a correct response, record as correct
 - If the child makes no further response or elaborates his/her answer so that it becomes clearly incorrect, record as incorrect, if necessary using the "Other specify – wrong" box.
- IF THE CHILD GIVES A STRING OF RESPONSES VARYING WIDELY IN QUALITY: Record the child's best response.

NB: If the child gives a response other than the ones listed on the CAPI screen, enter the response verbatim whether correct or incorrect.

ENDING THE TEST

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- Continue to administer the items in order until the CAPI program directs you to stop. This will happen:
 - where the child has failed on 5 successive items
 - after item 16 (Ear), except where the child has failed on less than three of all items administered.
 - after item 30 (Hourglass), except where the child has failed on less than three of all items administered.
- The child completes the Naming Vocabulary subscale (ie: reaches item 36 (Easel). This is unlikely.

PRESENTING ITEMS

In presenting each item:

- Introduce each test item by saying: 'What is this?'
- If the child does not respond, encourage the child by saying: 'What is this called?' or 'Tell me what this thing is.'
- You may repeat the general directions when the child asks for a repetition or does not seem to understand the instruction.
- The general directions may be re-phrased as long as no additional information is provided.
- Like general directions, specific questions may be repeated.
- Items 1 and 2 are teaching items and should be used to provide additional instruction to children who gave incorrect answers, and positive feedback to those children who gave the correct answer (see above).
- After Items 1 and 2, you **must not** use phrases such as "that's right", or "you're doing really well", or "well done". This is very hard, as it is likely that your natural response will be to want to praise the child. However, you must use neutral phrases all the way through the test such as "thank you" or "let's try another one" until you reach the end of the test. At this stage you can praise the child and say how well they have done.

SPECIAL TESTING CONDITIONS

You may encounter a child who has special characteristics of needs, including:

Attention deficit

- Try to ensure that there are as few as possible distracting elements in the testing environment.
- Repeat items to which the child does not respond.

Inability to respond to the stimuli in typical Do not administer subscale

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fashion

Not proficient in English

Do not administer subscale

NB: In all cases make a full note of the problems encountered when requested by the CAPI program

After completing the Naming Vocabulary subscale

Thank the child and stress how well they did.

BAS AND BRACKEN IN LANGUAGES OTHER THAN ENGLISH

Some interviewers have expressed surprise that we cannot carry out the BAS and Bracken assessments in languages other than English, and are concerned that some parents may become angry if their child cannot be assessed in its mother tongue. While we can be sympathetic to parents' feelings, it is important for us to remember that these assessments are the "intellectual property" of particular people/organisations, and that our clients, the Centre for Longitudinal Studies, have to respect the rules laid down by the owners of the assessments when deciding how they should be used in CNC. We and our clients only have permission to administer these assessments in English. Furthermore, these assessments are valuable because they have been thoroughly validated by their developers and the performance of a particular child can be compared with norms for his/her age. But the validation and the norms only hold if the assessment is administered in a standard way. It might one day be possible to carry out BAS and Bracken equivalents in other languages, but first someone would have to decide how to score responses in each other language, then validate the assessments in that language and create new norms.

If you do encounter a family who are very unhappy about this then please do refer them to the CNC helpline where one of the clients can speak to them directly.

COMPLETION OF BAS AND BRACKEN WHEN MAIN INTERVIEW IS NOT COMPLETED

If for any reason you are unable to carry out a Main Respondent interview and, if applicable, a Partner interview, we would still like you to carry out BAS and Bracken, and also Height and Weight, if the parent is happy to consent to this (you cannot carry out any of these with no consent). Any information we can gain about these 3 year olds will be very useful, so in circumstances where you have had refusals from the adults, do please still ask if you can carry out the child elements of the survey. You may find that the Mum doesn't feel she has time to be interviewed but has no problem at all allowing you to work with the child.

SALIVA TESTING

It has been suggested that common and often unnoticed infections during early childhood may protect children against developing allergic diseases such as asthma and hay fever later in childhood and adult life. To find out whether this is the case we are asking all parents of the Millennium Cohort children to help us find out whether their child has had any of these infections in the past.

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We would like parents to collect some saliva (spit) from their child. (Only the cohort children themselves, no siblings.) The saliva on the gums contains substances that tell us whether the child has had any of these infections before. We can collect the saliva using a gum swab. The gum swab is a sponge designed to be used like a toothbrush. Using it is a simple, painless process, much like brushing your teeth. Saliva is collected by simply rubbing the sponge firmly along the gum at the base of the teeth, until the sponge becomes moist. This takes about one minute.

Taking a saliva sample

- If the mother has given her consent, show her the tube with the gum swab. You can collect the specimen at any time during the interview when you both feel the child is ready and will cooperate.
- It is preferable to collect saliva at least 15 minutes after the child has eaten but the laboratory can cope with food particles if no other option.
- We do not expect you to collect the sample, just to encourage the mother. This method has been widely used in postal surveys with good response rates. Mothers have found it easy to do and acceptable to children of this age.
- Encourage the mother to rub the sponge gently over the child's gums for **one minute** – the aim is to soak up the saliva that sits over the gums. It will look rather like tooth brushing. This is the preferred method. Please emphasise that – if possible - this is done for the full minute.
- If the child does not like the sponge being rubbed over the gums then an alternative is to leave the sponge in the space between the cheek and bottom teeth and let the sponge soak up the saliva that gathers there for **one minute**. Only do this if the toothbrush type of method doesn't work.
- If the child won't cooperate while you are there, ask carer whether they would be prepared to try and collect and post specimen themselves later. Remember to ask carer to write date and time of sample on the bar-coded adhesive label and to stick this on the tube (see below).
- Remember always to stick a BARCODED LABEL onto the sample tube before giving it to the parent, and to make sure that you or they write the **DATE AND TIME BUT NOT THE NAME OF THE CHILD** on the barcoded label too, before sending it. The lab which analyses the samples has received a couple of samples with only the child's name written on the tube, or only the serial number.

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After the sample has been taken:

- **Please remember to stick the bar-coded label** on the tube otherwise the specimen is completely wasted as we will not know whose it is.
- **If you are in a household with more than one cohort child, please make sure you use the right label – they are marked child 1, child 2 and child 3**
- Please **write time and date** on adhesive label and stick this to the tube that swab came in. There is no need to write on the tube itself.
- Then place this tube inside the green screw capped plastic container and place this inside the envelope provided.

Posting the sample:

- Please post to lab using reply-paid envelope. One specimen per envelope same day or as soon as possible.
- The sample can be left at room temperature before posting.

Other questions parents might ask:

- The parents have been given a special information sheet about this part of the study and you should have a copy in your pack.
- The saliva will be tested for viruses which cause hepatitis, glandular fever, chicken pox and diarrhoea and vomiting.
- The saliva will **not** be used for any DNA or genetic test.
- These infections are often mild or may go unnoticed so the fact that parents don't recall their child being ill in this way is no clue as to whether they have or have not had these infections.
- The tests will identify infections that the child might have had at **any** time in their life: hence current symptoms or infections are not really relevant.
- The laboratory uses the bar-coded label and doesn't know the child's identity.
- No individual results are given to GPs or cohort families but cohort members will get general information about study findings.

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HOME OBSERVATION QUESTIONNAIRE

This is a separate CAPI questionnaire for you to complete after the visit in which the Bracken and BAS tests are administered to the 3 year old. You must not complete it while you are still in the child's home, but do it as soon as possible after leaving, as your memory of events on that visit needs to be very clear. There are no right or wrong answers to the questions. We are just asking you for your opinion.

COMMUNICATIONS

You must telephone your Area Manager to update her on your progress. There will be a weekly progress chase for which you will need to update the specially designed Progress chase sheet. You will be briefed on how to do this, and informed on what days of the week you should provide the update information. Please make sure you always give a full update.

NOTE: If you Area Manager is not in, you should leave the required information on the Ansaphone.

If you have an urgent query and cannot contact your Area Manager or myself, the Field Department emergency number is 0800 279 7940. Note: This is only operational during office hours. Please do not use this number if your query is non-urgent.

RETURN OF WORK

Please dial in every day. This is important as it will give us an indication of how well the interview is working in the field and it will enable us to give feedback to our client.

Please remember the fieldwork dates for each wave and make sure all work is dialled in, and all paperwork posted back, by the day following the end of the wave.

NOTE: If we do not receive your work within the specified time we may not be able to use your questionnaires and therefore will not be able to pay for the work received outside the specified dates. The exception to this would be if, due to special circumstances, you had agreed this with your Area Manager and the office.

REASSURING RESPONDENTS

It is important that you make every effort to gain an interview with a potential qualifying respondent. This can involve putting them at ease about participating in market research. Please note the following:

- Always show your **MRS ID** card;
- Offer the **MRS Freephone** so respondents can verify that NOP is a bona fide market research agency – they dial the operator and ask for Freephone Market Research Society or they ring 0500 39 69 99;
- Offer the **NOP Freephone** number which is a recorded message to verify that we are conducting a survey in the area – the number is **0800 3760017**;
- Hand out a **thank you leaflet** with your interviewer number written on it.

In addition, for this survey you must hand them the special Information Sheet and get them to read and sign the Consent Forms IN ADVANCE of starting the interview, as described earlier. Do not forget to leave them a copy of the Information Sheet and Consent form to keep.

31/3/2006

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You **must** notify the police before you start work. This is especially important as the study involves visiting people with young children. Project specific police letters are provided in your workpack.

You should call at the nearest police station in the area in which you are working. Tell the desk officer what the survey is about, give them a copy of the advance letter, and explain how long you will be working in the area. Then present your identity card and leave your name and home telephone number. Ensure that all the details you have given are recorded in the day book at the station desk if that station has one. Make a note of the name of the officer to whom you speak and the date of your call so that in the event of any query or complaint to the police, you are fully covered. It is reassuring for suspicious parents, as well as those people you come into contact with when trying to make contact, to be told that the police know about you.

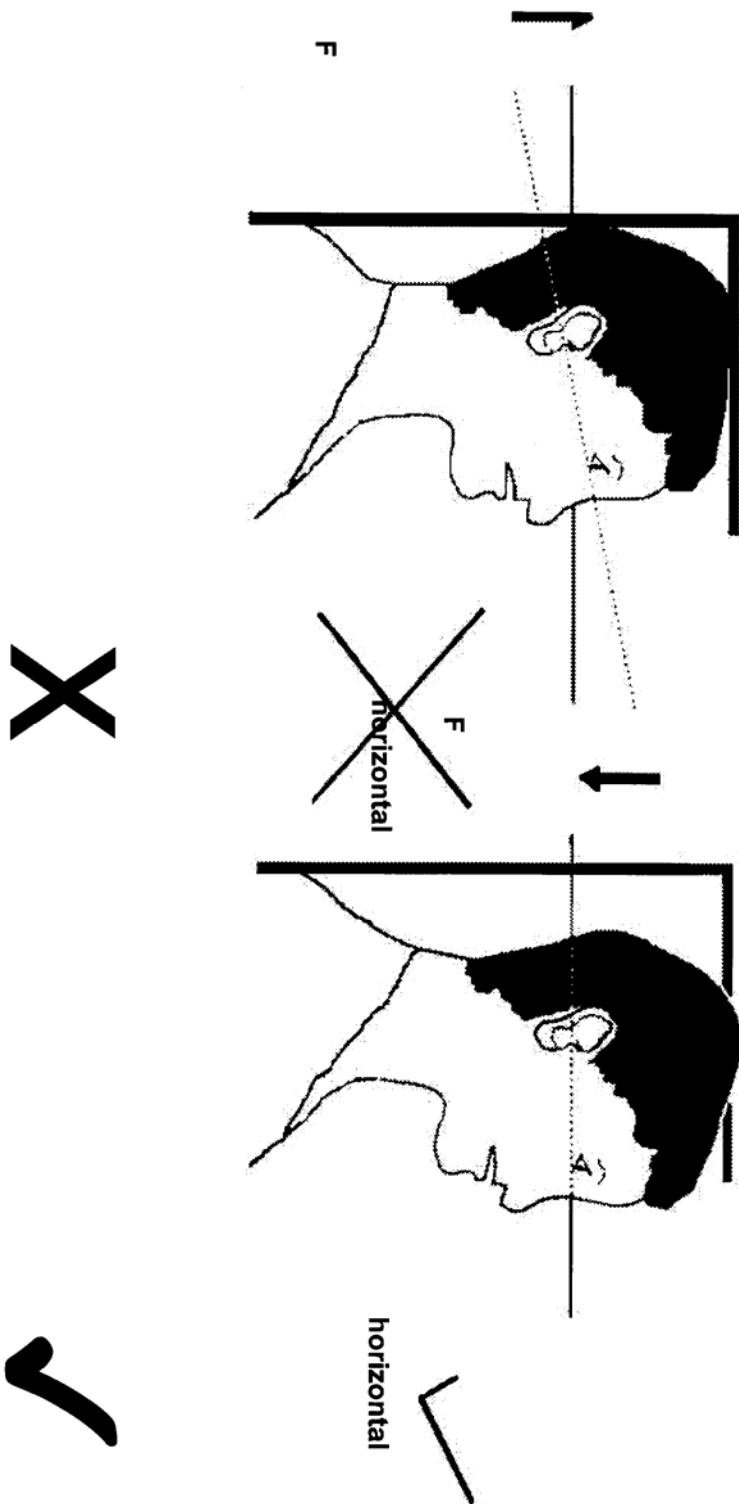
We hope you enjoy working on this project.

Good Luck!

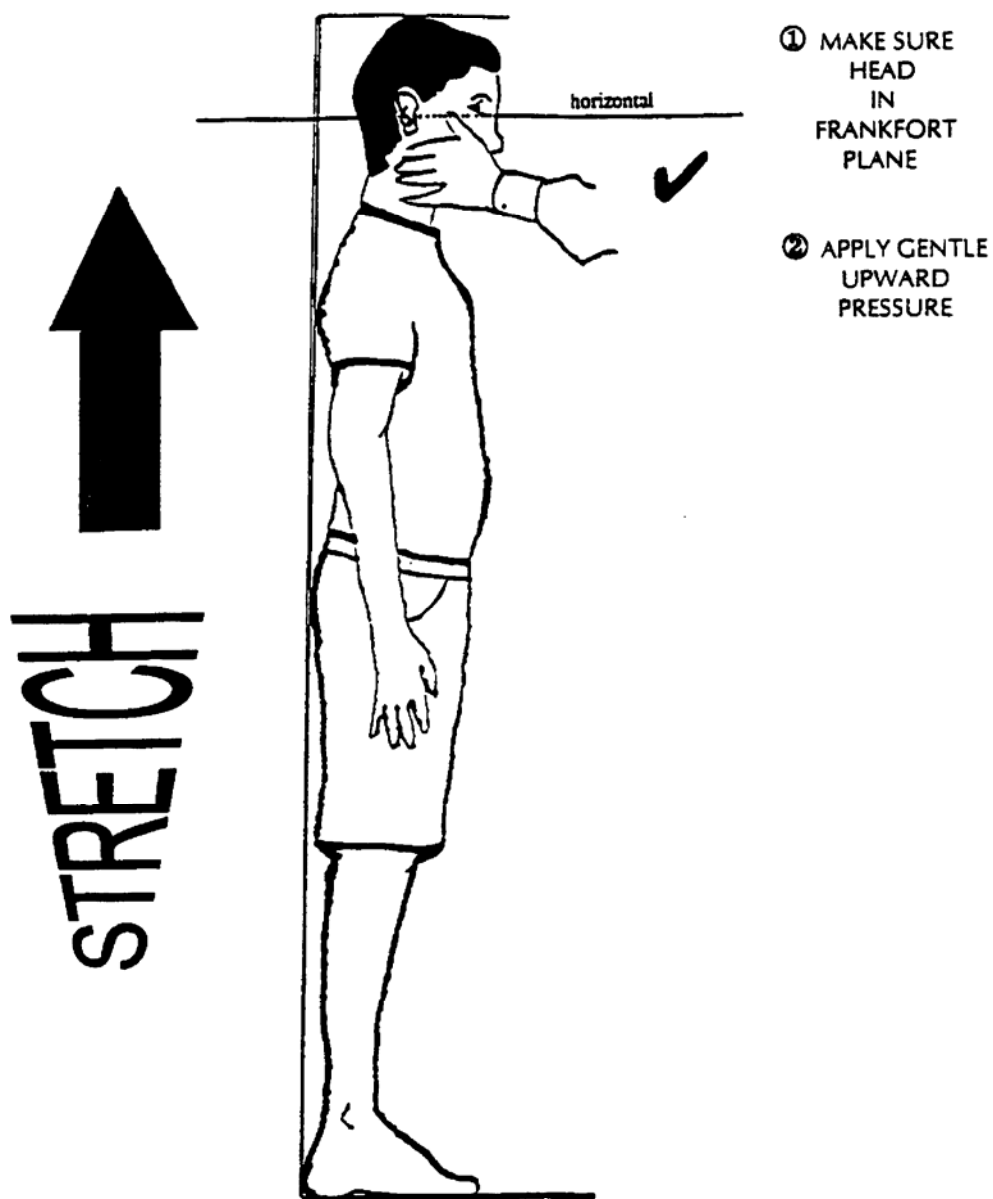
Project Manager:	Rowan Haylett	Tel.	0207 890 9431
	Eileen Earl		0207 890 9096
Executives:	Nickie Rose	Tel.	0207 890 9636
	Nikki Steel		0207 890 9424

DIAGRAMS

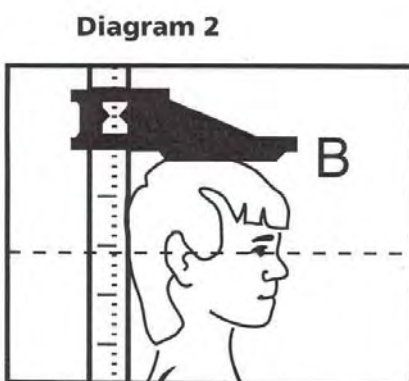
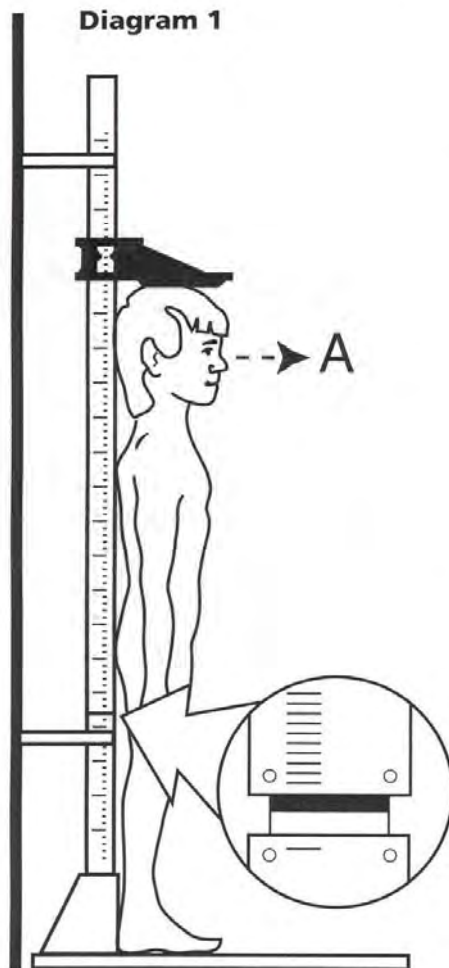
FRANKFORT PLANE CARD



MEASURING CHILDREN'S HEIGHT



Leicester Height Measure



A precision instrument for measuring children and adults from 75cm [approx 2ft 6 in] - 205cm [approx 6ft 9in]. Recommended by Child Growth Foundation.

Installing the Leicester Height Measure

Slot the white upright sections firmly together* and ensure that the bottom section locks into the blue base. Slide on the measuring arm and position the 2 white stabilisers as required [see diagram 1]. Ensure the stabilisers stay clear of the joints. The base should be placed on a firm uncarpeted surface with the stabilisers resting against a wall/door to give the Leicester rigidity.

NB: The Metric and Imperial scales are calibrated to take account of the 3cm difference between the black measurement arrow and the flat surface of the measuring arm.

5 easy steps to Accurate Measurement

- 1 Stand subject on the "feet" preferably barefoot with his/her heels together and touching the backstop. The spine at pelvis and shoulder level should touch the upright. Shoulders should be relaxed, arms to the side. Remove headgear [bows, ribbons etc.] where possible.
- 2 Lower the measuring arm onto the head and position the head so that an imaginary horizontal line runs between the earhole and the lower border of the eye socket [see diagram 2].
- 3 Ask the subject to stand up straight.*
- 4 Read off the Metric height to the last completed millimetre. Do not round up! Measure with care.
- 5 Record the height in the boxes provided on the subject's PCHR, record card or centile chart. Date and initial your entry and then plot your measurement - again with care.

[* tip: you need assemble only 2 or 3 upright sections if you are measuring young children. NB: Children under 18 months or who are not able to stand straight should be measured supinely].

This Leicester Height Measure has been distributed by the:
Child Growth Foundation,
2 Mayfield Avenue, Chiswick, London W4 1PW
Telephone: +44 (0)20 8995 0257 Fax: +44 (0)20 8995 9075

GfK. Growth from Knowledge



Advance information sheet

Child of the New Century Age three survey

Your child is still special

Two years ago, you were good enough to talk to us about your child who is now three years old, and about your family. You are now part of an important nationwide study, and you should have received some results of the survey of babies at 9 months. We are trying to find out what it is like to grow up in the 21st century. How will children get on at school? What helps them and what holds them back? The answers you have already given us will help plan health-care, education and child care services to bring real benefits to children and their parents. It will help even more if you agree to let us visit you again, now that your child is three, so that we can find out how he or she is growing up.

We'd like to know how you and your child are getting on

The information you give us will be confidential under the law – you won't be named in the survey report, no information about you or your family as individuals will ever be published, and no names are made public.

Our interviewers are trained to ask questions about

- your child's health and development
- your use of child care outside the home
- your beliefs and concerns about bringing up children today
- and to update the background information about your family, jobs and home.

They have also been given special training

- to measure your child's progress by seeing what he/she can tell us about a simple set of picture games,
- to measure your child's height and weight
- to help you collect saliva (spit) from your child

If you agree to our visit, the questions for Mum will last a little over an hour, and those for Dad, if available, about a quarter of an hour.

If you give permission, we will also need a parent to be present while your three-year old does the picture games which should take about 20 minutes. It will also take about 5 minutes, with your help, to measure your child's weight and height. For this, shoes and socks must be taken off but there is no need for the child to be

undressed. In measuring height, the interviewer will need to hold your child's head. In measuring weight, the interviewer or someone else may need to help your child onto the scales although in most cases, this is not likely to be necessary. Altogether the whole survey for the three year old will usually take about one and three quarter hours for two parents combined, or one and a half hours for a single parent.

If you give permission, we would also like to collect a small sample of saliva (spit) from your child. This is a simple and painless process, much like toothbrushing. The saliva is collected by a specially designed gum swab which is rubbed gently on the gums for about one minute.

The saliva contains substances which can tell us whether your child has had some common infections that often go unnoticed by the child and their carers. This information will help us find out whether these early infections protect the child from developing asthma or allergies later on. The interviewer will post the specimen to the laboratory. All we ask is that you help your child rub the sponge on their gums. More information is available in the enclosed leaflet.

We would also like your permission to get information about any hospital admission your three-year-old child might have already had, and those they might yet have up to their seventh birthday. This information is the routine information that the Health Service records on date and reason for hospital admission or treatment. This will be very helpful, as it will help us identify how much hospital care is needed by the Children of the New Century without having to ask each parent details of every admission. We will **not** have any access to your child's personal medical records.

Your older children are important too

For many of you, your three year old who is part of the Child of the New Century is not your only child. When our interviewers saw you last time, many of you wondered why we were not asking any questions about your other children. This time we would like to find out a little bit about any older brothers and sisters. May we ask you a few questions? This will take some extra time, usually about 10 minutes, but this varies between 5 and 24 minutes, depending on where you live, how many older children you have and their ages. If you have three (or more) older children, our interviewer will limit the extra time taken by only asking questions about two of them. When the interviewer calls we will be able to let you know roughly how long it will take for your family. If you have any children who are aged ten to fifteen, we would like them to answer a few questions themselves about their lives. This will take them about 10 minutes each. But if they don't want to or you don't want them to then, of course, that's fine. You can also ask to make a separate appointment for this if you prefer. If you can let us know the name of the school they attend, we expect to be able to consult the official records on their attainment (SATs) and attendance without having to take up your time over it.

Thank-you again for your help

We'll put together the answers you give with those given by all the other families we talk to throughout the United Kingdom and add them to the picture that is being built up about the study families when the children were babies. This will show how the Children of the New Century are growing-up.

Do you have questions for us?

What's the point of all this fuss?

A fair question, but we are asking for your time and trouble in a good cause! It's only by getting this kind of information – now, and by following the children as they grow into adulthood – that government, parents and others can change things for the better. We've done surveys like this before – in fact Britain is the world leader in this type of research, following children from the last century who are now adults. We found out, for example, that good health services for mothers and children, good housing and proper food make a lasting difference to health and success as children grow up.

Will we be coming back again?

We'd like to come back in a couple of years time and find out how the Children of the New Century are getting on with school. We are also hoping to follow them every few years as they grow up. That way we get a good idea of how your child is developing. This information will give the government and other groups valuable clues about how they can give people more help.

Once I've said yes to this survey are we stuck with it for life?

Absolutely not. You or your child can leave the study at any time, although of course we hope you stay with us. People generally seem to enjoy being part of these surveys.

Who are we?

We are a research centre in the Institute of Education at London University. We have been chosen to run this survey because we have carried out other, similar surveys and can be trusted to do a professional job. The interviews are being carried out by NOP, a research company who are experts in this field. Child of the New Century is being funded by ESRC (the governments' Economic and Social Research Council) and other government departments from all the countries of the UK.

THIS IS YOUR SURVEY

If you would like more information about the survey at age 3,
or about the results of the survey at 9 months,
please contact the Study team on Freephone 0800 092 1250,
visit the Study Website: <http://www.childnc.net>,
email us at childnc@cls.ioe.ac.uk ,

or

write to the FREEPOST address given at the bottom of this page

Other useful contacts for general advice to families:

Parentline - Freephone 0808 800 2222

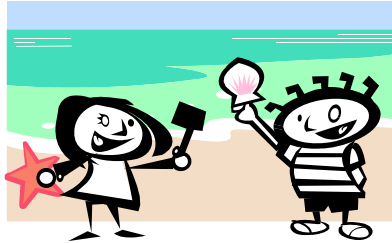
Home-Start - Freephone 08000 68 63 68

or contact your local Citizens Advice Bureau
(the number will be in your local telephone directory).

**PLEASE TURN OVER FOR MORE INFORMATION ON
THE SURVEY**

Infections and later allergies

Do common infections in early childhood protect against later allergies?



Parents information sheet

It has been suggested that common and often unnoticed infections during early childhood may protect children against developing allergic diseases such as asthma and hay fever later in childhood and adult life. To find out whether this is the case we are asking all parents of the Child of the New Century children to help us find out whether their child has had any of these infections in the past.

We would like you to collect some saliva (spit) from your child. The saliva on the gums contains substances that tell us whether your child has had any of these infections before. We can collect the saliva using a gum swab. The gum swab is a sponge designed to be used like a toothbrush. Using it is a simple, painless process, much like brushing your teeth.

Collecting saliva

Saliva is collected by simply rubbing the sponge firmly along the gum at the base of the teeth, until the sponge becomes moist. This takes about one minute.

What happens to the saliva?

The interviewer will send it to the laboratory where the tests are done. Any sample left after testing is completed will be thrown away at the end of the study. No genetic tests will be done.

What happens to the results?

The infections we are measuring are common and often go unnoticed. The laboratory uses bar-coded labels (like the ones used in supermarkets) and has no way of knowing your child's identity. Results will not be given back to individual families or GPs.

Your help would be gratefully appreciated and the results of this work would allow us to make a real contribution to child health.

GfK. Growth from Knowledge



Advance letters (Main, New Families, Welsh)

Interviewer Number:

Our Reference:

Dear

Do you remember taking part in the Child of the New Century Study two years ago? Your help then was much appreciated and you should have received some first results of that survey in July 2003. Now your child is three we would very much like to come back and find out how your family is getting on. This time there are also some extra questions about older children in the family. I enclose an information sheet from the study team at the Institute of Education, which tells you more about the new stage of the study.

This year we have entrusted NOP Research with the task of making the visits to families and I am writing to ask you if one of NOP's interviewers may arrange to visit you. The interviewer can explain more about what is involved.

It is entirely voluntary whether you take part in this round of the survey at all, and whether you take part in all of the survey or just some of it. If you are sure you don't want to take part you can let us know by phone or letter, otherwise you can make up your mind when the interviewer contacts you.

We hope you will enjoy taking part, as most parents tell us they did the first time around. The interviewer would like to spend about an hour and half with you and your three-year-old. This will include interviewing you and you answering some questions yourself on the computer, around 5 minutes measuring your child's height and weight, about 20 minutes seeing how familiar your child is with simple words, colours and numbers and also to collect a sample of saliva (spit). We would also like to spend about 15 minutes with your child's father or father-figure if he is available, and devote extra time to older brothers and sisters (about 5 to 15 minutes, depending on circumstances), if you and they agree.

If you are willing, an interviewer will come and talk to you about whether you would like to take part in the survey and the most convenient time or times that this can be done. The interviewer will be calling in the next few days to talk about this. If you would like to make an appointment, or let us know that you are not interested please call the interviewer below, or the Institute on Freephone 0800 092 1250.

I do hope that you will be able to take part again in this important survey.

With kind regards,



Professor Heather Joshi, OBE
Project Director

Interviewer : _____

Telephone: _____

Interviewer Number:

Our Reference:

Dear

We would like to invite you to join a big national study of families who had a baby shortly after the turn of the new century. You should have already received a letter from the Inland Revenue along with an information sheet telling you about the study. For your convenience we have included the information sheet with this letter. As you will see from the information leaflet, the study team at the Institute of Education had intended to include you in the first survey when the children were 9 months old, because you were living in one of the places selected for the study but the records of your address at the time were not up to date. It is not too late for your family to be included. We would like to come and interview you mainly about your three year old child, and also ask a few questions about any older children in the family.

We have entrusted NOP Research with the task of making the visits to families and I am writing to ask you if one of NOP's interviewers may arrange to visit you. The interviewer can explain more about what is involved.

It is entirely voluntary whether you take part in this survey at all, and whether you take part in all of the survey or just some of it. It is also entirely up to you whether you continue to take part in future rounds of the survey. If you are sure you don't want to take part you can let us know by phone or letter, otherwise you can make up your mind when the interviewer contacts you.

We hope you will enjoy taking part, as most parents tell us they did the first time around. The interviewer would like to spend about an hour and half with you and your three-year-old. This will include interviewing you and you answering some questions yourself on the computer, around 5 minutes measuring your child's height and weight, about 20 minutes seeing how familiar your child is with simple words, colours and numbers and also to collect a sample of saliva (spit). We would also like to spend about 15 minutes with your child's father or father-figure if he is available, and devote extra time to older brothers and sisters (about 5 to 15 minutes, depending on circumstances), if you and they agree.

If you are willing, an interviewer will come and talk to you about whether you would like to take part in the survey and the most convenient time or times that this can be done. The interviewer will be calling in the next few days to talk about this. If you would like to make an appointment, or let us know that you are not interested please call the number given below. Alternatively, for more information call the Institute on Freephone 0800 092 1250.

I do hope that you will be able to take part in this important survey.

With kind regards,



Professor Heather Joshi, OBE
Project Director

Interviewer : _____

Telephone: _____

A ydych yn cofio cymryd rhan yn Astudiaeth Plentyn y Ganrif Newydd ddwy flynedd yn ôl? Cafodd eich help bryd hynny ei werthfawrogi'n fawr, ac fe ddylech fod wedi derbyn rhai canlyniadau dechreuol o'r arolwg hwnnw ym mis Gorffennaf 2003. Yn awr bod eich plentyn yn dair oed, hoffem yn fawr gael dod yn ôl a chanfod sut y mae pethau gyda'ch teulu. Y tro hwn, mae yna rai cwestiynau ychwanegol hefyd ynglŷn â phlant hŷn yn y teulu. Rwy'n amgáu dalen wybodaeth gan dîm yr astudiaeth yn y Sefydliad Addysg, sy'n dweud mwy wrthyhych ynglŷn â cham newydd yr astudiaeth.

Eleni rydym wedi ymddiried y dasg o ymweld â theuluoedd i gwmni NOP Research, ac rwy'n ysgrifennu i ofyn a gaiff un o gyfwelwyr NOP drefnu i dalu ymweliad â chi. Bydd y cyfwelydd yn gallu egluro mwy ynglŷn â'r hyn y bydd hynny'n ei olygu.

Mater hollol wirfoddol yw penderfynu a ydych am gymryd rhan yn y rownd hon o'r arolwg o gwbl, ac a fyddwch yn cymryd rhan yn yr arolwg cyfan ynteu mewn rhan ohono yn unig. Os ydych yn siŵr nad ydych yn dymuno cymryd rhan, gallwch roi gwybod i ni dros y ffôn neu drwy lythyr, neu fe allwch wneud eich meddwl i fyny pan fydd y cyfwelydd yn cysylltu â chi.

Rydym yn gobeithio y byddwch yn mwynhau cymryd rhan, fel y dywedodd y rhan fwyaf o rieni eu bod wedi gwneud y tro cyntaf. Hoffai'r cyfwelydd dreulio tua hanner awr gyda chi a'ch plentyn tair oed. Bydd hyn yn cynnwys eich cyfweld a chael atebion gennych i rai cwestiynau amdanoch chi eich hyn ar y cyfrifiadur, tua 5 munud yn mesur taldra a phwysau eich plentyn, a thua 20 munud yn gweld pa mor gyfarwydd y mae eich plentyn â geiriau syml, lliwiau a rhifau, a hefyd yn casglu sampl o boer. Hoffem hefyd dreulio tua 15 munud gyda thad neu ffigwr tadol eich plentyn, os yw ar gael, a neilltuo amser ychwanegol (tua 15 munud, gan ddibynnu ar yr amgylchiadau) ar gyfer brodyr neu chwiorydd hŷn, os byddwch chi a hwy'n cytuno i hynny. Gall y cyfweliad gyda chi, a'r asesiad o'ch plentyn, gael eu cynnal naill ai yn Gymraeg neu yn Saesneg.

Os ydych yn fodlon, bydd cyfwelydd yn dod i siarad gyda chi ynglŷn â dymuno cymryd rhan yn yr arolwg, ac am yr amser neu amseroedd mwyaf cyfleus ar gyfer gwneud hynny. Bydd y cyfwelydd yn galw yn ystod y dyddiau nesaf i drafod hyn. Os hoffech wneud apwyntiad, neu roi gwybod i mi nad oes gennych ddiddordeb, ffoniwch y cyfwelydd isod, neu'r Sefydliad ar Freephone 0800 092 1250.

Rwy'n mawr obeithio y byddwch yn gallu cymryd rhan unwaith eto yn yr arolwg pwysig hwn.

Cofion cynnes,



Yr Athro Heather Joshi, OBE
Cyfarwyddwr y Prosiect

Cyfwelydd : _____

Ffôn : _____

GfK. Growth from Knowledge



Cover sheet

NOP 450100

CHILD OF THE NEW CENTURY – SECOND SWEEP - WAVE

Issued address

Serial No :

PHONE NUMBER: 0161 428 5403

COHORT CHILD NAME:

COHORT CHILD SEX:

Sweep 1 MAIN RESPONDENT NAME:

LANGUAGE:

CF AREA?

B Complete for ALL households, whether interviewed or not

Household still at issued address: No corrections needed.....1

Address/phone corrections needed.....2

Household at new address: Address known 3

Address unknown/out-of-scope..... 4

Enter corrections or new address details below, if needed.

No. and street _____

District/Town _____

County _____

Postcode

Telephone STD _____ No. _____

Issued Interviewer Number:

Actual Interviewer Number:

Interviewer Name: _____

COMPLETE NEIGHBOURHOOD ASSESSMENT ON BACK PAGE FOR EVERY VISIT

Call No.	Day	Date	Time in 24hr	Use this column to specify the outcome of calls and appointments made. Full reasons for whole household refusals/non-contacts should be given on page 9.
1				
2				
3				
4				
5				
6				
7				
8				

Total No. of calls at issued address

(52-53)

Total No. of calls at new address

(54-55)

Office Use Only: Batch Code

(56-59)

NOP Research, Caxton House, 91 Victoria Road, Chelmsford, Essex, CM1 1JW

RESPONDENT SELECTION

Follow the instructions below, but don't circle the codes – there may be another address

1. Does the Cohort Child live at issued address? Yes <u>1 GO TO 2</u> No <u>2 GO TO 4</u> 2. Does the Sweep1 Main Respondent live at issued address? Yes <u>1 GO TO A</u> No <u>2 GO TO 3</u> 3. Do either of Cohort Child's biological parents live at issued address? Yes <u>1 GO TO B</u> No <u>2 GO TO C</u> 4. Cohort Child has Moved.... <u>1 ASK 5</u> Died<u>2 CLOSE</u> (if not known code as moved)	5. Is Cohort Child still living with (some of) the same people as on Sweep 1? Yes <u>1 GO TO 6</u> No <u>2 SEND FORM TO CHELMSFORD</u> 6. New address found? Yes <u>1 GO TO 7</u> No <u>2 SEND FORM TO CHELMSFORD</u> 7. New address local? Yes <u>1 FOLLOW TO NEW ADDRESS</u> No.....<u>2 SEND FORM TO CHELMSFORD</u> A Conduct main interview with Sweep 1 Main Respondent B Conduct main interview with biological parent C Conduct main interview with main carer

UNTRACED MOVERS

If respondent has moved and no new address has been obtained, please fill in below any information you did manage to find out them, however vague. Even information liked "moved by his work", or "gone to be near her ill sister" may help the tracing team.

FINAL OUTCOME

1. Did you conduct any interviews (incl proxy) at household?

Yes.....1 **GO TO 4**
No.....2 **ASK 2**

2. Why no interviews?
Code one only

No trace of address 0
Address occupied no contact.....1

Office Refusal 2
Refusal to interviewer.....3
Household doesn't speak English 4
Ill at home during survey period 5
Away from during survey period 6
Physically or mentally unable 7

**GIVE
DETAILS
BELOW**

Child moved out of scope.....8
Child deceased.....9
Failed Eligibility.....F

WRITE IN FULL DETAILS OF REASONS FOR REFUSAL OR OTHER NON-INTERVIEW

IF REFUSAL TO INTERVIEWER

3. If you/another interviewer visited this address in 2-3 weeks time, how likely do you think it is that you/they would get an interview?

Very likely 1
Fairly likely 2
Fairly unlikely 3
Very unlikely 4

4. Please give details of attempts to complete main and partner interviews.

	Main	Partner
Full interview in person.....1	1	1
Partial interview in person.....2	2	2
Full interview by proxy	3	3
Partial interview by proxy	4	4
 Refusal.....5	 5	 5
No contact.....6	6	6
Ill/away/unable.....7	7	7
Language problems.....8	8	8
 No partner	 9	 9

5. Please give details of attempts to conduct child elements

	Child		
	1	2	3
Bracken – complete.....1	1	1	1
Bracken – refused by parent 2	2	2	2
Bracken – refused by child 3	3	3	3
Bracken – language problem 4	4	4	4
Bracken – other non-complete...5	5	5	5
BAS – complete 1	1	1	1
BAS – refused by parent 2	2	2	2
BAS – refused by child 3	3	3	3
BAS – language problem 4	4	4	4
BAS – other non-complete.....5	5	5	5
Ht – complete.....1	1	1	1
Ht – refused by parent.....2	2	2	2
Ht – refused by child.....3	3	3	3
Ht – Other non complete.....4	4	4	4
Wt – complete.....1	1	1	1
Wt – refused by parent 2	2	2	2
Wt – refused by child 3	3	3	3
Wt – Other non complete	4	4	4
Saliva – complete 1	1	1	1
Saliva – left with parent 2	2	2	2
Saliva – refused by parent 3	3	3	3
Saliva – refused by child.....4	4	4	4

Older sibling selfcomp:

Not needed.....1
Completed 2
Refused by parent.....3
Refused by child.....4
Language problem.....5

OFFICE USE ONLY

Progress code:

Completed..... 1
To CLS for tracking..... 2
Re-issue mover to interviewer..... 4 **To re-issue/**
Re-issue noncon to interviewer 5 **query**
Query to interviewer..... 6 **details**
Other (write in) 7

Re-issue/query details

Re-issue/query area

Re-issue/query interviewer no.

NEIGHBOURHOOD ASSESSMENT

		VISIT	1	2	3	4	5	6
	Day of Week	(Monday = 1, Tues = 2, Weds=3, Thurs-4. Fri=5, Sat=6, Sun=7						
	Time of Day	Morning = 1, Afternoon = 2, Evening =3						
1.	How would you rate the general condition of <u>most</u> of the residences or other buildings in the street?	Well kept, good repair & exterior surfaces Fair condition Poor condition, peeling paint, broken windows Badly deteriorated	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
2.	Do any of the fronts of residential or commercial units have metal security blinds, gates, or iron bars & grilles?	None Some Most	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
3.	Are there any traffic calming measures in place on the street?	Yes No	1 2					
4.	How would you rate the volume of traffic on the street?	No traffic permitted Light Moderate Heavy	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
5.	Are there any abandoned or burnt-out cars on the street?	Yes No	1 2	1 2	1 2	1 2	1 2	1 2
6.	Is there any of the following: rubbish, litter, broken glass, drug related items, beer cans etc, cigarette ends or discarded packs - in the <u>street</u> or on the <u>pavement</u> ?	None or almost none Yes, some Yes, just about everywhere you look	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
7.	Is there dog mess on the pavement?	None Some A lot	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
8.	Is there any graffiti on walls or on public spaces like bus shelters, telephone boxes or notice boards?	No A little A lot	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
9.	Is there any evidence of vandalism such as broken glass from car windows, bus shelters, telephone boxes?	No Yes	1 2	1 2	1 2	1 2	1 2	1 2
10.	Are there any adults or teenagers in the street or on the pavements arguing, fighting, drinking, or behaving in any kind of hostile or threatening way?	No—one seen in the street or pavement None observed behaving in hostile ways Yes, one or two arguing etc. Yes, at least one group of three or more	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
11.	How did you feel parking, walking, waiting at the door in the street?	Very comfortable, can imagine living/ shopping here Comfortable - a safe and friendly place Fairly safe and comfortable I would be uncomfortable living/ working/shopping here I felt like an outsider, looked on suspiciously I felt afraid for my personal safety	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
12.	Did you notice anything else - positive or negative - about the street? WRITE IN							

GfK. Growth from Knowledge



Older Siblings questionnaire

Tell me about you...

- Here are some questions for you to answer on your own.
- We are interested in your honest answers.
- We will not tell anyone what your answers are.
- You can miss out any question that you don't want to answer.
- Look at the instructions below and read what to do.

How to answer the questions

Please read each question carefully.

Most of the questions can be answered by putting a cross in the box next to the answer that applies to you like this:

Yes ☐ No ☒

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

Write in the number of hours

If you make a mistake, just put a line through the wrong answer, and put a cross in the box next to the right answer, like this:

Yes ☒ No ☒

When you have finished please put the questionnaire in the envelope provided and hand it back to the interviewer. If the interviewer has left your house, please hand the envelope containing your questionnaire to your parent and they will keep it safe until the interviewer comes back to collect it.

For Office Use Only	
Job No	450100 (1-6)
Date of Birth	/ / (14-21) (7-13)
Older Sibling	1 2 (22)
Sex	Male Female (23)
INTERVIEWER STICK BARCODE HERE	

your spare time...

1(a) Do you sometimes go to sports classes or sports clubs that are not connected to your school to do sport, gymnastics, swimming, martial arts, horse riding, chess and so on? Please tick one box only	Yes ☐	No ☐	24
1(b) Do you sometimes go to cubs, brownies, scouts or guides, or Boys/Girls Brigades, or Woodcraft Folk?	☐	☐	
1(c) Do you sometimes go to dance classes of any kind outside school ?	☐	☐	
1(d) Do you sometimes go to classes outside school to do drawing, painting, making pots or anything like that?	☐	☐	
1(e) Do you sometimes have any music lessons, or sing in a choir or group outside school ?	☐	☐	
1(f) Do you sometimes go to any clubs connected with the Army, Royal Air Force or Royal Navy?	☐	☐	
1(g) Do you sometimes go to First Aid classes or classes run by St. John Ambulance or the Red Cross?	☐	☐	
1(h) Do you sometimes go to the local playcentre or adventure playground?	☐	☐	
1(i) Do you sometimes go to the local youth club?	☐	☐	32
1(j) Do you sometimes use the local public library?	☐	☐	
1(k) During school holidays, do you sometimes go to a local summer holiday or play scheme?	☐	☐	
1(l) Do you do any work for money after school on school days?	☐	☐	
1(m) Do you do any work for money at weekends?	☐	☐	
1(n) Do you do any work for money during the school holidays?	☐	☐	
1(o) Have you ever been on your own to a drop-in centre or play worker to talk over any problems you might have had?	☐	☐	38

extra activities run by your school...

	Yes	No	I'm not at school	
2(a) Do you sometimes go to a breakfast club before school starts?	☐	☐	☐	39
2(b) Do you sometimes go to a homework club?	☐	☐	☐	
2(c) Do you sometimes go to an after school club?	☐	☐	☐	
2(d) Do you sometimes stay on after school to play in a sports team or to play organised games?	☐	☐	☐	
2(e) Do you sometimes stay on after school to play in a band or orchestra, or sing in a choir or group?	☐	☐	☐	

other classes outside school...

	Yes	No	
3(a) Do you sometimes go to classes outside school to learn a language?	☐	☐	44
3(b) Do you sometimes go to classes for school work at the weekend?	☐	☐	
3(c) Do you have a private tutor for any school lessons?	☐	☐	
3(d) Do you sometimes go to classes connected with your religion or your culture?	☐	☐	
4. Do you do anything else outside school that you'd like to tell me about? <i>Please write your answer in the space provided below.</i>			48-51

.....

.....

.....

.....

.....

.....

Please Turn Over...

your life at home...

- 5(a) Do your parent/s set any limits on the kinds of TV programmes you can watch?
- Yes ☐ No ☐ There is no TV at home ☐
- 52
- 5(b) When you go out, do you tell your parent/s where you are going?
- Always/nearly always ☐ Sometimes ☐ Hardly ever ☐ Never ☐
- 5(c) In the last few weeks, have you been out after nine o'clock at night without your parent/s knowing where you were?
- Yes ☐ No ☐
- 5(d) Who usually chooses what **you** eat at home?
- I do ☐ Someone else does ☐
- 5(e) Are your parent/s strict about making you do household chores? For example, washing up or tidying your bedroom.
- Yes ☐ No ☐
- 5(f) Which statement best describes the way your parent/s check how you are doing at school?
- They watch what I am doing very closely ☐ They prefer me to be independent ☐
- 57

about your health...

- 6(a) Have you ever been to see a dentist?
- Yes ☐ No ☐
- 58
- 6(b) Have you ever had to have fillings put in your teeth by a dentist?
- Yes, more than one ☐ Yes one ☐ No ☐
- 6(c) Do you ever smoke cigarettes?
- Yes ☐ No ☐
- IF YOUR ANSWER IS 'YES' AT 6(c):**
- 6(d) How many cigarettes did you smoke in the last 7 days? Write in
- 61-63
- 6(e) Do any of your friends ever smoke cannabis?
- Yes ☐ No ☐
- 6(f) Have you had an alcoholic drink in the last 4 weeks? Please include a whole drink not just a sip.
- ☐ ☐
- 6(g) Do any of your friends ever use drugs like ecstasy, cocaine or crack?
- ☐ ☐
- 6(h) Do you think that in the next 12 months, you might be tempted to use or try out any kind of illegal drug?
- ☐ ☐
- 67

about school...

7(a) Do you want to leave school when you are 16, or do you plan to go on to sixth form or college?	Leave at 16 ☐	Sixth Form /College ☐	68
7(b) How important is it to you to get good marks in your school work, exams or tests?	Not very important ☐	Fairly important ☐	Very important ☐
7(c) Do you like most of your teachers?	Yes ☐	No ☐	I'm not at school ☐
7(d) Do you think your teachers are always getting at you?	☐	☐	☐
7(e) Do you care what your teachers think about you?	☐	☐	☐
7(f) Is it OK to break a bad school rule?	Yes ☐	No ☐	
7(g) Do you agree or disagree that a lot of teachers like ordering pupils about just to show who's in charge?	Agree ☐	Disagree ☐	
7(h) In the last 12 months, have you ever skipped or bunked off school?	Yes ☐	No ☐	75

Please Turn Over...

things that may have happened to you...

	Yes	No
8(a) In the last 12 months, has anyone stolen or tried to steal something that belonged to you, even if you got it back later?	☐	☐
8(b) In the last 12 months, has anything of yours been damaged by vandals?	☐	☐
8(c) In the last 12 months, has anyone used force against you on purpose? For example scratched, hit or kicked you so that you were physically injured, cut or bruised?	☐	☐
8(d) In the last 12 months, has anyone used a weapon like a knife against you?	☐	☐
8(e) In the last 12 months, has anyone threatened you in a way that actually frightened you?	☐	☐
8(f) In the last 12 months, has anyone bullied you in a way that frightened or upset you? <i>Please include bullying in and out of school</i>	☐	☐

76

things you may have done...

	Yes	No
9(a) Have you ever tried to avoid paying the correct fare when travelling on public transport?	☐	☐
9(b) Have you ever been noisy or rude in a public place so that people complained or got you into trouble?	☐	☐
9(c) Have you ever taken something from a shop without paying for it?	☐	☐
9(d) Have you ever bought a mobile phone that you knew or believed to be stolen?	☐	☐
9(e) Have you ever written things or sprayed paint on a building, fence or train or anywhere else where you shouldn't have?	☐	☐
9(f) Have you ever on purpose damaged anything in a public place that didn't belong to you, for example by burning, smashing or breaking things like cars, bus shelters and rubbish bins?	☐	☐
9(g) Have you ever picked on or bullied anyone? <i>Please include bullying in and out of school</i>	☐	☐
9(h) Have you ever attacked, threatened or been rude to someone because of their skin colour, race or religion?	☐	☐
9(i) Do you ever carry a knife or other weapon for your own protection or in case you get into a fight?	☐	☐

82

90

the area where you live...

	Yes	No	
10. Do you enjoy living in this area?	☐	☐	91
11. Do you worry about being robbed or mugged on the street in this area?	☐	☐	
12. Are you afraid to walk alone in this area after dark?	☐	☐	
13. Are most people in this area friendly?	☐	☐	
14. Which things, if any, do you think would most improve this area as a place for you to live? Please write your answer in the space provided below			95-98

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings on the page.

THANK YOU VERY MUCH FOR YOUR TIME.

Please now put your questionnaire in the envelope and hand it to the interviewer (or your parent if the interviewer has left)

GfK. Growth from Knowledge



Consent booklets

Child of the New Century

Consent Booklet

Form 1: Interview and Self Completion

I (name), _____ give my consent to

_____ (Interviewer)

to my participation in the Second Survey of the 'Child of the New Century' by: (tick one for each)

a) Answering questions put to me by the interviewer

Yes

☐

No

☐

b) Completing a questionnaire

☐☐

I have read the letter of introduction and the information leaflet about the Second Survey of the 'Child of the New Century'. I have discussed any outstanding questions with the interviewer named below and I wish to participate in the survey. I understand that I can stop the interview and/or questionnaire completion at any point or decline any question, and that all information will be treated in the strictest confidence and used for research purposes only.

Signature by Parent

Signed _____

Date _____

Countersignature by Interviewer

I confirm that I have explained the nature of the proposed studies to the person named above and have left a copy of the information sheet and this consent form with them for future reference.

Signed _____

Date _____

Form 2: Consent for the Cohort Child

I (name), _____ give my consent to
_____ (Interviewer)

to carry out the following Measurements: (tick one for each)

	Yes	No
a) Knowledge of colours, letters, numbers and counting, sizes, comparisons and shapes,	☐	☐
b) Names of objects	☐	☐
c) Standing height	☐	☐
d) Body weight	☐	☐

of my child (name) _____

I have read the letter of introduction and the information leaflet about the Second Survey of the 'Child of the New Century'. I have discussed any outstanding questions with the interviewer named below and I wish my child named above to participate in the Measurements. I understand that I can stop the interview and the Measurements at any point or decline any part of it, and that all information will be treated in the strictest confidence and used for research purposes only.

☐ **I give my consent to my child providing a sample of saliva (spit).**

I have read the letter of introduction, the 'Infections and Allergies Study' leaflet and the information leaflet about the Second Survey of the 'Child of the New Century'. I have discussed any outstanding questions with the interviewer named below and I wish my child named above to participate in this study. I understand that I can stop the interview and the collection of saliva (spit) at any point or decline any part of it, and that all information will be treated in the strictest confidence and used for research purposes only.

☐ **I give my consent to use of information from National Health Service records on date and reason for hospital admission and treatment for my child from birth to age 7 years in future medical research studies of the causes, diagnosis, treatment or outcome of disease.** I understand that the information obtained by the investigators will be coded and used anonymously for research purposes only, and will not include my name or address. I understand that I may withdraw this consent at any time by contacting the investigators in writing, without giving any reasons.

Signature by Parent

Signed _____ Date _____

Countersignature by Interviewer

I confirm that I have explained the nature of the proposed studies to the person named above and have left a copy of the information sheet and this consent form with them for future reference.

Signed _____ Date _____

Form 3: Consent for Older Siblings

Part A - School Records to be completed in households with children aged 5+ only

I (name), _____ give my consent to use of information from school records on the performance and attendance of my child(ren) named below: (tick one for each)

	Yes	No
1) _____	☐	☐
2) _____	☐	☐
3) _____	☐	☐
4) _____	☐	☐

in research based on the current round of the Child of the New Century Study. I understand that the investigators will wherever possible, obtain information from centrally held records rather than directly from the school. This information will be coded and used anonymously for research purposes only. It will not include my name or address. I understand that I may withdraw this consent at any time by contacting the investigators in writing, without giving any reasons.

Part B (ENGLAND ONLY) - Older siblings self-completion questionnaire to be completed only in households with children aged 10 to 15 years (inclusive)

I (name), _____ give my consent to
_____ (Interviewer)

for my child(ren) named below to complete the Older Sibling Questionnaire: (tick one for each)

	Yes	No
1) _____	☐	☐
2) _____	☐	☐

I have read the letter of introduction and the information leaflet about the Second Survey of the 'Child of the New Century'. I have discussed any outstanding questions with the interviewer named above and I wish my child/ren named above to participate in this stage of the study by completing the Older Sibling Questionnaire. I understand that I can stop the interview and the Older Sibling Questionnaire at any point or decline any part of it, and that all information will be treated in the strictest confidence and used for research purposes only.

Signature by Parent

Signed _____ Date _____

Countersignature by Interviewer

I confirm that I have explained the nature of the proposed studies to the person named above and have left a copy of the information sheet and this consent form with them for future reference.

Signed _____ Date _____

Child of the New Century

Consent Booklet

Interviewer - stick barcoded label here

Form 1: Interview and Self Completion

I (name), _____ give my consent to
_____ (Interviewer)

to my participation in the Second Survey of the 'Child of the New Century' by: (tick one for each)

a) Answering questions put to me by the interviewer

Yes

No

☐☐

b) Completing a questionnaire

☐☐

I have read the letter of introduction and the information leaflet about the Second Survey of the 'Child of the New Century'. I have discussed any outstanding questions with the interviewer named below and I wish to participate in the survey. I understand that I can stop the interview and/or questionnaire completion at any point or decline any question, and that all information will be treated in the strictest confidence and used for research purposes only.

Signature by Parent

Signed _____

Date _____

Countersignature by Interviewer

I confirm that I have explained the nature of the proposed studies to the person named above and have left a copy of the information sheet and this consent form with them for future reference.

Signed _____

Date _____

Form 2: Consent for the Cohort Child

I (name), _____ give my consent to

(Interviewer)

to carry out the following Measurements: (tick one for each)

a) Knowledge of colours, letters, numbers and counting, sizes, comparisons and shapes,

Yes

No

☐☐

b) Names of objects

☐☐

c) Standing height

☐☐

d) Body weight

☐☐

of my child (name) _____

I have read the letter of introduction and the information leaflet about the Second Survey of the 'Child of the New Century'. I have discussed any outstanding questions with the interviewer named below and I wish my child named above to participate in the Measurements. I understand that I can stop the interview and the Measurements at any point or decline any part of it, and that all information will be treated in the strictest confidence and used for research purposes only.

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Signature by Parent

Signed _____

Date _____

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Signed _____

Date _____

Form 3: Consent for Older Siblings

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	Yes	No
1) _____	☐	☐
2) _____	☐	☐
3) _____	☐	☐
4) _____	☐	☐

in research based on the current round of the Child of the New Century Study. I understand that the investigators will wherever possible, obtain information from centrally held records rather than directly from the school. This information will be coded and used anonymously for research purposes only. It will not include my name or address. I understand that I may withdraw this consent at any time by contacting the investigators in writing, without giving any reasons.

Part B (ENGLAND ONLY) - Older siblings self-completion questionnaire to be completed only in households with children aged 10 to 15 years (inclusive)

I (name), _____ give my consent to
_____ (Interviewer)

for my child(ren) named below to complete the Older Sibling Questionnaire: (tick one for each)

	Yes	No
1) _____	☐	☐
2) _____	☐	☐

I have read the letter of introduction and the information leaflet about the Second Survey of the 'Child of the New Century'. I have discussed any outstanding questions with the interviewer named above and I wish my child/ren named above to participate in this stage of the study by completing the Older Sibling Questionnaire. I understand that I can stop the interview and the Older Sibling Questionnaire at any point or decline any part of it, and that all information will be treated in the strictest confidence and used for research purposes only.

Signature by Parent

Signed _____ Date _____

Countersignature by Interviewer

I confirm that I have explained the nature of the proposed studies to the person named above and have left a copy of the information sheet and this consent form with them for future reference.

Signed _____ Date _____

GfK. Growth from Knowledge



Thank You letters (Main and New Families)

CHILD OF THE NEW CENTURY
The Millennium Cohort Study – second survey

We are writing to thank you and your family for taking part in this study and hope that you all enjoyed talking to our interviewer.

The study needs to include all kinds of families from the whole of the UK, so we are delighted that so many have joined in. This shows that most families are happy to support high quality research that will follow the progress of their children.

The information collected by *Child of the New Century* will guide the provision of services for children, like yours, growing up in the 21st Century. Our aim is that the research will benefit this new generation of children and, we hope, their families.

As you know, we are very keen to stay in touch and you probably gave the interviewer information that will help us to do this. However, if you change your address or telephone number, could you please take a minute to call us on **0800 092 1250**. Your call will be free, and a great help to us. Or if you prefer, you can write to us at Child of the New Century, FREEPOST LON20095, London, WC1H 0BR - you won't need a stamp. We'll also be pleased for you to call us if you have any questions or would like any more information about the study. Remember all the information you give is treated in the strictest confidence.

Thank you again for your co-operation.

Yours sincerely

A handwritten signature in black ink, reading 'Heather Joshi', with a vertical red line to its right.

Heather Joshi
Study Director
Institute of Education

CHILD OF THE NEW CENTURY
The Millennium Cohort Study – second survey

We are writing to thank you and your family for taking part in this study and hope that you all enjoyed talking to our interviewer.

The study needs to include all kinds of families from the whole of the UK, so we are delighted that so many have joined in, especially families new to the survey, like yourselves. This shows that most families are happy to support high quality research that will follow the progress of their children.

The information collected by *Child of the New Century* will guide the provision of services for children, like yours, growing up in the 21st Century. Our aim is that the research will benefit this new generation of children and, we hope, their families.

As you know, we are very keen to stay in touch and you probably gave the interviewer information that will help us to do this. However, if you change your address or telephone number, could you please take a minute to call us on **0800 092 1250**. Your call will be free, and a great help to us. We'll also be pleased for you to call us if you have any questions or would like any more information about the study.

Thank you again for your co-operation.

Yours sincerely

A handwritten signature in black ink, reading 'Heather Joshi', followed by a vertical red line.

Heather Joshi
Study Director
Institute of Education

GfK. Growth from Knowledge



Code Frames

Question	Text	Codes	Labels
HH5a	Main respondent is no longer in the household because	1	Deceased
		2	Separated/divorced
		3	Long term absence eg hospital
		4	Other specify
HH15b	The last time we spoke to you (Partner name) was living here. Please can you tell me, is he/she no longer in the household because ...	1	Deceased
		2	Separated/divorced
		3	Long term absence eg hospital
		4	Main respondent was previous partner
		5	Other specify

HH24	Which other language(s) are spoken at home?	1	Welsh
		2	Gaelic
		3	Urdu
		4	Punjabi
		5	Gujarati
		6	Hindi
		7	Bengali
		8	Sylheti
		9	Cantonese
		10	Somali
		11	Tamil
		12	Turkish
		13	Kurdish
		14	Arabic
		95	Other
		51	Other/Other European language
		52	Other/Other African Language (e.g. Ibo, Shona, Ewondo, Chichewa, Luganda, Akan, Congo Zaire, Kikumba, Afrikaans, Krio, Nigeria, Kswaili, Zulu, Setswana, Mandinga, Marathi, Kinyarwanda, Azulu, Xhosa, Amharic, Tigrigna, Hausa, Ghanian, Kikuyu, Gambian, Sierre Leonean, Swahili, Twi/Ga, Yoruba).
		53	Other/Other Asian Language (e.g. Hinko, Memon, Telegu, Pushto, Mirpuri, Kashmiri, Vietnamese)
		85	Other answer (not codeable 1-14, 51-53)
		86	Irrelevant response

A0a/ A0b/ A0c/ A0d	Which of the groups on this card do you regard yourself as belonging to?		
		1	British, Mixed British
		2	Irish
		3	English
		4	Scottish
		5	Welsh
		6	Cornish
		7	Northern Irish
		8	Cypriot (part not stated)
		9	Greek
		10	Greek Cypriot
		11	Turkish
		12	Turkish Cypriot
		13	Italian
		14	Irish Traveller
		15	Traveller
		16	Gypsy/Romany
		17	Polish
		18	Baltic States (Estonian, Latvian, Lithuanian)
		19	Commonwealth of (Russian) Independent States
		20	Kosovan
		21	Albanian
		22	Bosnian
		23	Croatian
		24	Serbian
		25	Other republics which made up the former Yugoslavia
		26	Mixed Irish/Other white
		27	Other white European, European Mixed
		28	Other mixed white
		29	Other white, white unspecified

A0a/ A0b/ A0c/ A0d	Which of the groups on this card do you regard yourself as belonging to?	30	White and Black Caribbean
		31	White and Black African
		32	White and Asian
		33	Black and Asian
		34	Black and Chinese
		35	Black and White
		36	Chinese and White
		37	Asian and Chinese
		38	Other Mixed, Mixed unspecified
		39	Indian or British Indian
		40	Pakistani or British Pakistani
		41	Bangladeshi or British Bangladeshi
		42	Punjabi
		43	Kashmiri
		44	East African Asian
		45	Sri Lankan
		46	Tamil
		47	Sinhalese
		48	Caribbean Asian
		49	British Asian
		50	Mixed Asian
		51	Other Asian, Asian unspecified
		52	Caribbean
		53	African
		54	Somali
		55	Nigerian
		56	Black British
		57	Mixed Black
		58	Other Black, Black unspecified
		59	Chinese
		60	Vietnamese
		61	Japanese
		62	Filipino
		63	Malaysian
		64	Buddhist

A0a/ A0b/ A0c/ A0d	Which of the groups on this card do you regard yourself as belonging to?	65	Hindu
		66	Jewish
		67	Muslim
		68	Sikh
		69	Arab
		70	North African
		71	Middle Eastern (excluding Israeli, Iranian and 'Arab')
		72	Israeli
		73	Iranian
		74	Kurdish
		75	Moroccan
		76	Latin American
		77	South and Central American
		78	Multi-ethnic islands: Mauritian, Seychelles, Maldivian, St Helena
		85	Other answer (not codeable 1-78)
		86	Irrelevant response

		1	Parent(s) unable to cope/needed a break
A20	What was the reason for Cohort child being fostered?	2	Parent(s) mistreated Cohort child/children or his/her/their siblings
		3	Parent(s) ill in hospital
		4	Parent(s) died
		95	Other specify
		1	Firm rules and discipline
B47	Which of these best captures your style of parenting your child/ children?	2	Lots of fun
		3	Have not really thought about it
		4	Firm discipline plus lots of fun
		5	Doing my best for the children
		6	Other (specify)
D2	I'd now like to ask some questions about Cohort child's eyesight.		
	Has Cohort child ever had any problem(s) with his/her eyesight or his/her eyes?		
		1	No treatment
D5	Has Cohort child been given any treatment for the problem? If so, what?	2	Yes, Operation
		3	Yes, patch
		4	Yes, glasses
		5	Yes, other treatment (specify, including name or type of operation if appropriate)

D7	Now I'd like to ask some questions about Cohort child's hearing.			
	Has Cohort child ever had a problem(s) with his/her hearing?			
		1		None
D10	Has any treatment been given for the problem? If so, what?	2		Yes, hearing aids
		3		Yes, grommets
		4		Yes, other treatment (specify, including name or type of operation if appropriate)
D20	I'd now like to find out whether Cohort child has any longstanding health conditions and this includes those you have already told me about, as not all of these may be longstanding.			
	Does Cohort child have long-term conditions that have been diagnosed by a health professional? By long-term I mean anything that Cohort child has had for at least 3 months or is expected to continue for at least the next 3 months.			
D21	What is this?			
D23	Now I'd like to ask you about any immunisations Cohort child has had, including any that s/he might have had since the last time we came to talk to you.			
	How many doses of the following vaccines has Cohort child had? You may want to refer to your red book to check.			
D23a	Why didn't Cohort child have three doses of ... (vaccine from D23)?			
D25	Has Cohort child had any vaccination against measles, mumps or rubella (including MMR)?			
D26	Why has Cohort child not had the combined vaccination against measles, mumps or rubella?			

		1	Loss of consciousness/knocked out
D32	Thinking about the most severe (or only) accident or injury, ^What sort of accident or injury was it?	2	Injury to the head without being knocked out
		3	Broken bone or fracture
		4	Near drowning
		5	Swallowed household cleaner/other poison/pills
		6	Swallowed object
		7	Cut needing stitches or glue
		8	Injury to the mouth
		9	Burn or scald
		10	Other sort of accident or injury (specify)
		51	Other/Dislocation, avulsion (<i>Avulsion = 'tearing away' of something</i>)
		52	Other/Bruise, sprain, twist
		53	Other/Choking fit
		54	Other/Injury to mouth or face eg nosebleed
		55	Other/Knock, fall or other non-penetrating accident
		85	Other answer (not codeable 1-9, 51-55)
		86	Irrelevant response
		1	Own home
D35	Where did the injury happen?	2	Someone else's home
		3	Garden
		4	Nursery or playgroup
		5	Playground or park
		6	Road - as a pedestrian/in a buggy/on a trike etc.
		7	Road - as a passenger
		8	Other place (specify)

D36	Since we saw you last, has Cohort child been admitted to hospital because of an illness or health problem apart from any hospital admissions you have already told me about? IF YES How many times?		
D36a	Thinking about the most serious (or only) admission what was the reason.		
D37	Apart from anything you've already told me about, have you taken Cohort child to casualty, the health centre or a doctor OTHER THAN for minor childhood illnesses and routine health checks?		
	IF YES: Approximately how many times have you taken Cohort child?		
D38	IF ONE OR MORE AT D37: What was the reason on the most recent occasion?		
D39	Now I'd like to ask you some questions about things Cohort child can do. Is Cohort child able to walk on the level without difficulties?		
D40	IF NO AT D39:		
	Why is that?		
		1	No concerns
D44	Do you have any concerns about Cohort Child's speech & language? If yes what are your concerns?	2	His/her language is developing slowly
		3	S/he doesn't seem to understand other people
		4	S/he pronounces words poorly
		5	S/he doesn't hear well
		6	S/he stutters
		7	Other (Describe)
D47	Do you have any other concerns about Cohort child's health, development, learning or behaviour, which you have not already mentioned, including any worries about Cohort child's future?		
D48	IF YES: Can you tell me what they are?		
		1	Local authority children's home
F6	Where did you mainly live during this time (<i>before the age of 17</i>) ?	2	Voluntary society children's home
F7	INTERVIEWER: TYPE IN OTHER ANSWER (F6 =10)	3	Children's home- not sure which type
		4	Local authority foster parents
		5	Voluntary society foster parents
		6	Foster parents – not sure which type
		7	Boarding school
			Living with relatives E.g. 'looked after by my maternal aunt and uncle' 'with biological father'. Don't include god-parents or partner's family
		8	
		9	Prison/Young Offenders Institute/Borstal
		10	Some other place
		51	Other/Own flat/house/bedsit
			Other/Live-in work (including the armed forces etc) e.g. 'joined RAF and lived in barracks' 'live in job at a hotel' Include other armed forces, live-in nannys, nurse accommodation etc
		52	
		53	Other/Living with partner (including partner's family) e.g. 'at girlfriend's parents'
			Other/Living with friends Include living with friends parents
		54	
		55	Other/Living in a homeless residence
		85	Other answer (not codeable 1-7, 9-10, 51-55)
		86	Irrelevant response
F13	Can I just check, when you were 14, did your mother work?		
F14	What did she do?		

F15	Can I just check, when you were 14, did your father work?			
F16	What did he do?			
F17	Was your mother born in the UK?			
F18	Where was she born?			
F19	Was your father born in the UK?			
F20	Where was he born?			
F21	Can I just check, were you born in the UK?			
F22	Where were you born?			
G13	Do you have a longstanding illness, disability or infirmity. By longstanding I mean anything that has troubled you over a period of time or that is likely to affect you over a period of time?			

		1	...a house or bungalow, <i>include villas/cottages/terrace houses in this code</i>
K3	Is this accommodation ...READ OUT...	2	a flat or maisonette, <i>include flats above shops in this code</i>
		3	a studio flat,
		4	or, room(s) or a bedsit?
		95	Other (specify)
		85	Other answer (not codeable 1-4)
		86	Irrelevant response
		1	Wanted to buy
K7	'What were the main reasons you moved out of that address?'	2	Wanted larger home
			Wanted better home - <i>Quite a broad code and should include positive things about moving to new home E.g. 'wanted a garden for children'</i>
		3	
		4	Job change/nearer work
		5	Spouse or partner job change
		6	To be nearer relative(s)
		7	Could no longer afford it
		8	Evicted/repossessed from last home
		9	Relationship breakdown
		10	New relationship/ move in with partner
		11	Wanted to move to better area
		12	For children's education
		13	Just wanted a change
		14	Wanted place of my own
		15	Problem with neighbours/ neighbourhood
		95	Other (specify)
		51	Other/Fell out with parents <i>include partner's parents</i>
		52	Other/In temporary accommodation e.g. hostel
			Other/Accommodation unsuitable for child/ren <i>include only reasons specifically relating to children e.g. 'too many stairs for pram'. Don't include general problems</i>
		53	
			Other/Problems with quality of the accommodation <i>include general problems with quality e.g. cold, damp etc</i>
		54	
		55	Other/Overcrowding or no space
		56	Other/Owners of property wanted to move in/sell
		57	Other/Problems with the landlord
		85	Other answer (not codeable 1-15, 51-57)
		86	Irrelevant response

			1	Tenancy came to an end
K12	'What was the main reason you moved out of the place you were living in before you became homeless?'		2	Home repossessed
			3	Evicted
			4	Fell out with parents
			5	Marriage/relationship broke down
			95	Other reason
			51	Other/In temporary accommodation e.g. hostel
			52	Other/Accommodation unsuitable for child/ren
			53	Other/Problems with quality of the accommodation
			54	Other/Overcrowding/no space
			55	Other/Waiting to move to new property
			56	Other/Problems with Landlord
			85	Other answer (not codeable 1-5, 51-56)
			86	Irrelevant response
			1	Bed and breakfast
K13	'Where are/ did you stay while you were looking for somewhere to live?'		2	Hotel
			3	Homeless hostel <i>This can include any type of residence for the homeless e.g. homeless flat</i>
			4	Friend/relative's house <i>Include the partner and partner's parents in this code</i>
			5	Women's refuge
			95	Other (specify)
			85	Other answer (not codeable 1-5)
			86	Irrelevant response
			1	Dog
K23a & K23b	K23 a) Which of the following pets do you keep in your home at present?		2	Cat
	K23 b) And which of the following pets did you keep in your home during Cohort Childs first year of life?		3	Other furry pets
			4	Bird
			5	Any other (write in)
			6	None

J5	'What is your main job?'			
J6	'What do you mainly do/ what will you mainly be doing in your job?'			
		1		Financial, I am important as a breadwinner <i>include answers which refer to paying for/providing 'essentials' e.g. "I need the money for day to day things" "pay the mortgage"</i>
J33	'What are the main reasons you are in paid work?'	2		I need to contribute to family finances even though I am not the main breadwinner
		3		Financial, for family extras
		4		Career
		5		Enjoyment
		6		To give time for myself
		7		To have adult company
		95		Other reason(s)
		51		Other/Financial – to improve/maintain lifestyle/quality of life
		52		Other/Other social or psycho-social reasons e.g. 'would be bored at home' Includes reasons such as independence/mental stimulation/self-confidence/life-satisfaction etc
		53		Other/Other work related reasons e.g. 'for the job satisfaction'
		85		Other/Other answer (not codeable 1-6, 51-53)
		86		Irrelevant response

		1	Prefer to be at home with the family rather than working
J36	'Why is that?'	2	I prefer to look after my child/ren myself Include answers such as: <i>E.g. 'I want to spend my time with Natalie 'bringing up family' 'we want to be together as a family as much as possible'. Also include answers that refer to the child's age etc E.g. 'children too young'</i>
		3	I cannot earn enough to pay for childcare
		4	I cannot find suitable childcare
		5	There are no jobs in the right place for me
		6	There are no jobs with the right hours for me
		7	There are no jobs available for me Include because has no/poor qualifications
		8	I am on a training course
		9	My family would lose benefits if I was earning
		10	I am caring for an elderly or ill relative or friend Include close relatives and disabled relative/friend
		11	I cannot work because of poor health
		12	I prefer not to work Include answers such as: <i>E.g. 'I don't want a job' 'I do not need to work' 'doesn't need to financially'</i>
		13	My husband/partner disapproves
		14	Some other reason(s) (specify)
		51	Other/I am pregnant
		52	Other/Language problems
		53	Other/Other study related reasons Include part-time student, waiting/hoping to take up a course
		54	Other/Baby has health problems/disability – has to look after him/her
		85	Other answer (not codeable 1-13, 51-54)
		86	Irrelevant answer

		1	1 week
J39b	'How long a period did that pay cover?'	2	Fortnight
		3	Four weeks
		4	Calendar month
		5	Year
		95	Other
		51	Other/Three weeks
		52	Other/Five weeks
		53	Other/Six weeks
		54	Other/Seven weeks
		55	Other/Eight weeks
		56	Other/Two calendar months
		57	Other/Eight times a year
		58	Other/Nine times a year
		59	Other/Ten times a year
		60	Other/Three months/13 weeks
		61	Other/Six months/26 weeks
		62	Other/Hourly
		63	Other/Daily
		64	Other/One off lump sum
		85	Other answer (not codeable 1-5, 51-64)
		86	Irrelevant response
		1	1 week
J42	How long a period did that pay cover?	2	Fortnight
		3	Four weeks
		4	Calendar month
		5	Year
		95	Other
		51	Other/Three weeks
		52	Other/Five weeks
		53	Other/Six weeks
		54	Other/Seven weeks
		55	Other/Eight weeks
		56	Other/Two calendar months
		57	Other/Eight times a year
		58	Other/Nine times a year
		59	Other/Ten times a year
		60	Other/Three months/13 weeks
		61	Other/Six months/26 weeks
		62	Other/Hourly
		63	Other/Daily
		64	Other/One off lump sum
		85	Other answer (not codeable 1-5, 51-64)
		86	Irrelevant response
		1	Child Benefit <i>Include family allowance</i>
J49	Which of these are you ^or your husband receiving?	2	Child's Tax Credit
		3	Working Tax Credit (previously) Working Families Tax Credit
		4	Child Care Tax Credit
		5	Disabled Persons Tax Credit
		6	Guardian's Allowance
		7	Income Support
		8	Jobseekers Allowance
		9	Housing Benefit
		10	Council Tax Benefit
		11	Invalid Care Allowance <i>Include 'carers allowance'</i>
		12	Widow's Pension or Widowed Mother's Allowance (National Insurance)
		13	Disability Living Allowance
		14	Incapacity Benefit
		15	Maternity Allowance
		16	Statutory Maternity Pay from your employer or former employer
		17	Grant from the Social Fund for Maternity Expenses
		18	Other Care Grant from the Social Fund
		95	Some other state benefit (Please say what)
		51	Other/Severe disablement allowance
		52	Other/Industrial injuries benefit
		53	Other/Statutory sick pay
		85	Other answer (not codeable 1-17, 51-53)
		86	Irrelevant response

		1	1 week
J50b	What period does this cover? (Child tax credit)	2	2 weeks
		3	Four weeks
		4	Calendar month
		95	Other
		1	1 week
J51b	What period does this cover? (Working tax credit)	2	2 weeks
		3	Four weeks
		4	Calendar month
		95	Other
		50	Other/Year
		51	Other/Three weeks
		52	Other/Five weeks
		53	Other/Six weeks
		54	Other/Seven weeks
		55	Other/Eight weeks
		56	Other/Two calendar months
		57	Other/Eight times a year
		58	Other/Nine times a year
		59	Other/Ten times a year
		60	Other/Three months/13 weeks
		61	Other/Six months/26 weeks
		62	Other/Hourly
		63	Other/Daily
		64	Other/One off lump sum
		65	Other/Fortnight
		85	Other answer (not codeable 1-3, 50-65)
		86	Irrelevant response
		1	1 week
J52b	What period does this cover? (Child Care tax credit)	2	2 weeks
		3	Four weeks
		4	Calendar month
		95	Other

		1	Education grants/student shops or work
J53b	'Which of these are you (or your wife/husband/partner) receiving?'	2	Training/government training scheme allowance
		3	Employers maternity/paternity pay
		4	Maintenance allowance or other regular payments direct from a former husband or wife or partner / Maintenance allowance or other regular payments from CSA
		5	Regular cash help from parents
		6	Regular cash help from other relatives or friends outside the household
		7	Rent from boarders, lodgers or sub-tenants/rent from other property <i>Include rent from children or other household members</i>
		8	Other income from organisations or other persons outside the household
		9	Pension from a former employer
		10	Income from investments, including interest on savings
		11	Allowance for a foster child
		95	Any other source of regular family/household income
		85	Other answer (not codeable 1-15)
		86	Irrelevant response
		1	Doing a different job for the same employer
M3	I'll start by asking you what you were doing before your (current spell of employment/not working) which you told me started on (DATE FROM M1a) 'Can you look at this card please and tell me which of the descriptions comes closest to what you were doing immediately before then? Please don't forget to mention any periods of parental leave or maternity leave lasting four weeks or more.'	2	Either working for a different employer OR in paid employment (not self employed) OR Working for myself (self employed)
		3	Unemployed/looking for work
		4	Retired form work altogether
		5	Having a baby or on maternity leave
		6	On parental leave
		7	Looking after home/family
		8	In full-time education/student
		9	Long term sick or disabled
		10	On government training scheme
		11	Something else (WRITE IN)
M5	'Could you tell me some details of that job you started in (DATE AT M4). Please tell me the exact job title & describe fully the sort of work you did.'		
M22	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education'		
M23	'What did you mainly do in your job' WRITE IN		
E14	'When you last changed or stopped your childcare arrangement, what was the reason for the change?	1	Too expensive/could not afford
		2	Cohort child would not settle/unhappy
		3	Hours too inflexible
		4	Hours not sufficient
		5	Changed job and no longer convenient
		6	Not happy with number of adults
		7	Not happy with other conditions or safety
		8	Opening hours not suitable
		9	Difficult journey
		10	Moved house and too far away
		11	Care not appropriate as child grew older/other care more appropriate for older baby/young child
		12	Preferred other provider/place came up at preferred provider
		13	Parent doing caring got a job
		14	Parent stopped work
		95	Other – specify

		1	No religion
L4	Do you regard yourself as belonging to any particular religion? IF YES: Which?	2	Christian, no denomination, born again Christian
		3	Roman Catholic
		4	Church of England/Ireland/Anglican/Episcopal
		5	United Reformed Church (URC)/Congregational
		6	Baptist
		7	Methodist
		8	Presbyterian/Church of Scotland
		9	Free Presbyterian
		10	Other Christian
		11	Hindu
		12	Jew
		13	Muslim/Islam
		14	Sikh
		15	Buddhist
		16	Other non Christian
		51	Other Christian Churches- Independent (FIEC affiliated and associated Churches/Union of Evangelical Churches/Christian Brethren/Darby Brethren/Plymouth Brethren/Independent fellowship and House Churches/Independent Evangelical), Community Church
		52	Other Christian Churches- African/West Indian (New Testament Church of God/Church of God Prophecy/Church of Cherubim and Seraphim/Seventh day Adventist Churches/Pilgrim Wesleyan Holiness Church/Other African and West Indian Churches, Church of God)
		53	Pentecostal/Holiness (Assemblies of God/Elim Pentecostal Church/Apostolic Church/Church of the Nazarene/Emanuel Holiness Church)
		54	Salvation Army
		55	Other Protestant Churches (Lutheran Council of Britain/Evangelical Lutheran Churches/Churches of Christ/Countess of Huntingdon's Connexion/Churches of Overseas Nationals)
		56	Orthodox (Greek Orthodox Archdiocese of Thyateira/and Great Britain/Russian Orthodox Church/ Russian Orthodox Church in Exile/Armenian Orthodox Church/Serbian Orthodox Church/Ukrainian Orthodox Church/Other Orthodox Churches)
		57	Church of Wales
		58	Mormon
		59	Jehovah's Witness
		60	Spiritualist
		84	Other Christian (not codeable 1-16, 51-60)
		85	Other non-Christian (not codeable 1-16, 51-60)
		86	Irrelevant response

		1	Works long hours
L7	Why do you feel you do not have enough time to spend with Cohort Child?	2	Works away from home
		3	Other work reasons <i>E.g. 'long hours commuting' 'difficult shift patterns'. This code can include answers that refer to the sleeping patterns of the baby in relation to that of the respondent's e.g. 'baby always asleep when gets home'</i>
		4	Demands of domestic work <i>Quite a broad code that can include decorating/building work within the home but not building a new home.</i>
		5	Demands of other children
		6	Respondent is in poor health
		95	Other (specify)
		51	Other/I don't live in the same household as child.
		52	Other/I am studying/in education
		53	Other/ work related reasons
		85	Other answer (not codeable 1-6, 51-52)
		86	Irrelevant response
		1	Didn't like computer
(HSelfC)	Self-completion refused:	2	Child crying/needed attention etc.
		3	Worried about confidentiality
		4	Concerned because someone else was present
		5	Couldn't be bothered
		95	Other
		1	Referred by (specify)
N.3 (a)	Were you referred to the (NAME OF SERVICE AT N1/N2) by someone from outside the family or did you choose to use it yourself?	2	Chose myself
		1	Didn't know about it
N.3 (d)	Can you tell me why you haven't used the (NAME OF SERVICE/GP/ORG FROM N1/N2)?	2	Not needed for any of my children
		3	Too difficult to get to
		4	Poor reputation locally
		5	Other (specify)
		1	Yes – specify which
N.3 (e)	Are there any other services, groups or organisations that you have used with '...' (all older siblings) or had contact with about '...' (all older siblings) in the last 12 months?	2	No

		1	Teacher from your child's school
N.13b	Have you or your (husband/wife/partner) spoken to any of the people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
N.13c	Was it your or your (husband's/wife's/ partner's) idea to speak to (SERVICE FROM N13b) or did someone from outside your family suggest it?	2	Outside family (specify)
		1	Teacher from your child's school
N.14b	Have you or your (husband/wife/partner) spoken to any of the people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
N.14c	Was it your or your (husband's/wife's/ partner's) idea to speak to (SERVICE FROM N.14b) or did someone from outside your family suggest it?	2	Outside family (specify)
		1	Teacher from your child's school
N.15b	Have you or your (husband/wife/partner) spoken to any of the people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
N15c	Was it your (or your husband's/wife's/ partner's) idea to speak to (SERVICE FROM N.15b) or did someone from outside your family suggest it?	2	Outside family (specify)
		1	Teacher from your child's school
N.16.b	Have you or your (husband/wife/partner) spoken to any of the people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
N16.c	Was it you(r) (or your husband's/wife's/ partner's) idea to speak to (SERVICE FROM N.16b) or did someone from outside your family suggest it?	2	Outside family (specify)
		1	Teacher from your child's school
N.24b	Have you (or your husband/wife/partner) spoken to any of the people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse

		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
N.24c	Was it your (or your husband's/wife's/ partner's) idea to speak to (SERVICE FROM N.24b) or did someone from outside your family suggest it?	2	Outside family (specify)

		1	Teacher from your child's school
N.25b	Have you (or your husband/wife/partner) spoken to any of the people on this card about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
N.25c	Was it your (or your husband's/wife's/ partner's) idea to speak to (SERVICE FROM N25b) or did someone from outside your family suggest it?	2	Outside family (specify)
		1	Teacher from your child's school
N.26b	Have you (or your husband/wife/partner) spoken to any of the people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
N.26c	Was it you (r) (or your wife's/husband's/ partner's) idea to speak to (SERVICE FROM N.26b) or did someone from outside your family suggest it?	2	Outside family (specify)

		1	Teacher from your child's school
N.27b	Have you (or your husband/wife/partner) spoken to any of the people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
N.27c	Was it your (or your husband's/wife's/ partner's) idea to speak to (SERVICE FROM N.27b) or did someone from outside your family suggest it?	2	Outside family (specify)
		1	Teacher from your child's school
N.28b	Have you (or your husband/wife/partner) spoken to any of the people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
N.28c	Was it your (or your husband's/wife's/ partner's) idea to speak to (SERVICE FROM N.28b) or did someone from outside your family suggest it?	2	Outside family (specify)

		1	Welsh
	IF YES: Which language was it translated into?	2	Urdu
		3	Punjabi
		4	Gujarati
		5	Hindi
		6	Bengali
		7	Sylheti
		8	Cantonese
		9	Somali
		10	Tamil
		11	Turkish
		12	Kurdish
		13	Arabic
		14	Other European Language
		15	Other African Language
		16	Other Asian Language
		17	Other (specify)
		1	White - British

AP0a	Which of the groups on this card do you regard yourself as belonging to?	2	White - Irish
		3	Any other White background – specify
		4	Mixed – White and Black Caribbean
		5	Mixed – White and Black African
		6	Mixed – White and Asian
		7	Any other mixed background – specify
		8	Asian/Asian British – Indian
		9	Asian/Asian British – Pakistani
		10	Asian/Asian British – Bangladeshi
		11	Any other Asian background – specify
		12	Black/Black British – Caribbean
		13	Black/Black British – African
		14	Any other Black background – specify
		15	Chinese
		16	Any other background – specify
		1	White - Welsh
AP0b	Which of the groups on this card do you regard yourself as belonging to?	2	White – other British
		3	White - Irish
		4	Any other White background – specify
		5	Mixed – White and Black Caribbean
		6	Mixed – White and Black African
		7	Mixed – White and Asian
		8	Any other mixed background – specify
		9	Asian/Asian British – Indian
		10	Asian/Asian British – Pakistani
		11	Asian/Asian British – Bangladeshi
		12	Any other Asian background – specify
		13	Black/Black British – Caribbean
		14	Black/Black British – African
		15	Any other Black background – specify
		16	Chinese
		17	Any other background – specify

		1	White - Scottish
AP0c	Which of the groups on this card do you regard yourself as belonging to?	2	White – other British
		3	White - Irish
		4	Any other White background – specify
		5	Any mixed background – specify
		6	Asian/Asian Scottish/Asian British – Indian
		7	Asian/Asian Scottish/Asian British – Pakistani
		8	Asian/Asian Scottish/Asian British – Bangladeshi
		9	Any other Asian background – specify
		10	Black/Black Scottish/Black British – Caribbean
		11	Black/Black Scottish/Black British – African
		12	Any other Black background – specify
		13	Any other background – specify
		1	White
AP0d	Which of the groups on this card do you regard yourself as belonging to?	2	Chinese
		3	Irish Traveller
		4	Indian
		5	Pakistani
		6	Bangladeshi
		7	Black Caribbean
		8	Black African
		9	Any other Black background – specify
		10	Mixed ethnic group – specify
		11	Any other background – specify
		1	Firm rules and discipline
BP47	Which of these best captures your style of parenting your child/children?	2	Lots of fun
		3	Have not really thought about it
		4	Firm discipline plus lots of fun
		5	Do my best for the children
		6	Other (specify)

FP7	ASK IF MAINLY LIVED IN ANOTHER PLACE (FP6 Code 8): INTERVIEWER: TYPE IN OTHER ANSWER			
FP14	What did she do?			
FP16	What did he do?			
FP18	Where was she born?			
FP20	Where was he born?			
GP13a	ASK IF YES AT GP13			
JP5	What is/ was your (main) job?			
JP6	What do you mainly do / what did you mainly do in your job?			
		1		Private firm/company/PLC
JP11	Which type of organisation do (did) you work for in your main job?	2		Civil Service or central government (not armed forces)
		3		Local government or town hall (including Local Education Authority, fire, police)
		4		National Health Service or NHS Trust
		5		State Higher Education (university or polytechnic)
		6		Nationalised industry
		7		Non-profit-making organisation (including charity, co-operative)
		8		Armed Forces
		9		Other (specify)
		1		There are no jobs in the right place for me
JP36	Why is that?	2		There are no jobs with the right hours for me
		3		There are no jobs available for me
		4		I am on a training course
		5		My family would lose benefits if I was earning
		6		I am caring for an elderly or ill relative or friend
		7		I prefer not to work
		95		Some other reason(s) (specify)

		1	1 week
JP39b	How long a period did that pay cover?	2	Fortnight
		3	Four weeks
		4	Calendar month
		5	Year
		95	Other (specify)
		1	1 week
JP42	How long a period did that cover?	2	Fortnight
		3	Four weeks
		4	Calendar month
		5	Year
		95	Other (specify)
		1	Always employed
MP1	Between leaving full-time education and the start of your current job (if working) / period of not working (if not working), were you always or mostly employed, or not employed?	2	Mostly always employed with one or two short periods of unemployment or not working (excluding sick leave)
		3	Employed for half the time and unemployed for half the time
		4	Unemployed for most of the time
		5	Other (specify)

		1	No religion
LP4	Do you regard yourself as belonging to any particular religion? IF YES: Which?	2	Christian, no denomination
		3	Roman Catholic
		4	Church of England/Ireland/Anglican/Episcopal
		5	United Reformed Church (URC)/Congregational
		6	Baptist
		7	Methodist
		8	Presbyterian/Church of Scotland
		9	Free Presbyterian
		10	Other Christian
		11	Hindu
		12	Jew
		13	Muslim/Islam
		14	Sikh
		15	Buddhist
		16	Other non Christian (specify)
		1	Works long hours
LP7	Why do you feel you do not have enough time to spend with Cohort child?	2	Works away from home
		3	Other work reasons
		4	Demands of domestic work
		5	Demands of other children
		6	Respondent is in poor health
		95	Other (specify)
After LP7	Not able to do self completion	1	Eyesight problems
		2	Reading/literacy problems
		3	Language problems
		4	Other specify
		1	Welsh
	ASK IF YES: Which language was it translated into?	2	Urdu
		3	Punjabi
		4	Gujarati
		5	Hindi
		6	Bengali
		7	Sylheti
		8	Cantonese
		9	Somali
		10	Tamil
		11	Turkish
		12	Kurdish
		13	Arabic
		14	Other European language (specify)
		15	Other African language (specify)
		16	Other Asian language (specify)
		17	Others (SPECIFY)

GfK. Growth from Knowledge



Coding Verification sheet

	Qn	CAPI Variable name	Number answered in file	Number coded	CODER	QUERY or RE- CODE?	VERIFIER + % CHECKED	verification comments	Subject	Type	Frame	Code length	No of coding s	No of cols	Notes	CLS NOTES	N (out of 9779) Main Only	% (of answered Q)	estimated N (			
	1	H5a	HHQ5BS	87	83	HM / PF	Codeframe not working	RF 5 %	Good		Other reason main parent not present	O	H5a	2	1	2		additional c	114	81.4	189	
	2	H15b	HHQ15CS	85	85	HM / PF	Query answers	RF 5 %	Good		Other reason partner not present	O	H15b	2	1	2		additional c	82	13.7	136	
	3	H24	HHQ24S	328	328	HM / PF	NO +	RF 5 %	Good		Other language spoken at home	O	H24+	2	5	10			338	3.5	561	
	4	A0a1	A0BS	1	1	HM / PF	NO +	RF 5 %	Good		Other white race - England	O	Kate to check	1		Same as A	see email	15	14.7	25		
	5	A0a2	A0CS	0	0	No verbs					Other mixed race - England	O	Kate to check	1		Same as A	see email			0		
	6	A0a3	A0DS	0	0	No verbs					Other Asian race - England	O	Kate to check	1		Same as A	see email			0		
	7	A0a4	A0ES	0	0	No verbs					Other black race - England	O	Kate to check	1		Same as A	see email			0		
	8	A0a5	A0FS	4	4	HM / PF	NO +	RF 50 %	Good		Other other race - England	O	Kate to check	1		Same as A	see email			0		
	9	A0b1	A0HS	0	0	No verbs					Other white race - Wales	O	Kate to check	1		Same as A	see email			0		
	10	A0b2	A0IS	0	0	No verbs					Other mixed race - Wales	O	Kate to check	1		Same as A	see email			0		
	11	A0b3	A0JS	0	0	No verbs					Other Asian race - Wales	O	Kate to check	1		Same as A	see email			0		
	12	A0b4	A0KS	0	0	No verbs					Other black race - Wales	O	Kate to check	1		Same as A	see email			0		
	13	A0b5	A0LS	2	2	HM / PF	NO +	RF 50 %	Good		Other other race - Wales	O	Kate to check	1		Same as A	see email			0		
	14	A0c1	A0NS	0	0	No verbs					Other white race - Scotland	O	Kate to check	1		Same as A	see email			0		
	15	A0c2	A0OS	0	0	No verbs					Other mixed race - Scotland	O	Kate to check	1		Same as A	see email			0		
	16	A0c3	A0PS	0	0	No verbs					Other Asian race - Scotland	O	Kate to check	1		Same as A	see email			0		
	17	A0c4	A0QS	0	0	No verbs					Other black race - Scotland	O	Kate to check	1		Same as A	see email			0		
	18	A0c5	A0RS	0	0	No verbs					Other other race - Scotland	O	Kate to check	1		Same as A	see email			0		
	19	A0d1	A0SS	0	0	No verbs					Other white race - N Ireland	O	Kate to check	1		Same as A	see email			0		
	20	A0d2	A0TS	0	0	No verbs					Other mixed race - N Ireland	O	Kate to check	1		Same as A	see email			0		
	21	A0d3	A0VS	0	0	No verbs					Other Asian race - N Ireland	O	Kate to check	1		Same as A	see email			0		
	22	A0d4	A0WS	0	0	No verbs					Other black race - N Ireland	O	Kate to check	1		Same as A	see email			0		
	23	A0d5	A0XS	0	0	No verbs					Other other race - N Ireland	O	Kate to check	1		Same as A	see email			0		
	24	A20	A21O	0	0	No verbs					other why Cohort Child Fostered	O	A20	2	5	10			0	0.0	0	
	25	B47(1)	BAS1	89	89	HM / PF	new codes appr	RF 5 %	Good		other parenting type - child 1	O	B47	2	1	2	Same as B	backcode c	71	0.8	118	
	26	B47(2)	BAS2	0	0	No verbs					other parenting type - child 2	O	B47	2	1	2		backcode c	0	0.0	0	
	27	B47(3)	BAS3	0	0	No verbs					other parenting type - child 3	O	B47	2	1	2		backcode c	0	0.0	0	

28	D2(1)	DAS1	613	613	AB/EC/ PF	ICD	EC+PF by AB 100 % AB by TL 5 %	EC&PF reworked as training by AB checked by TL 5 %	Other eyesight problem - child 1	O	ICD	3	6	18			642	6.7	1066
29	D2(2)	DAS2	9	9	EC/PF	ICD	EC+PF by AB 100 %	EC&PF reworked as training	Other eyesight problem - child 2	O	ICD	3	6	18			9	7.8	15
30	D2(3)	DAS3	1	1	EC	ICD	AB 100 %	reworked as training	Other eyesight problem - child 3	O	ICD	3	6	18			1	20.0	2
31	D5(1)	D5M1	134	134	HM	new codes appr	RF 5 %	good	Other eyesight treatment - child 1	O	D5+	2	5	10			153	23.8	254
32	D5(2)	D5M2	1	1	HM	new codes approv	RF 100 %	good	Other eyesight treatment - child 2	O	D5+	2	5	10			1	11.1	2
33	D5(3)	D5M3	0	0	No verbs				Other eyesight treatment - child 3	O	D5+	2	5	10			0	0.0	0
34	D7(1)	DBS1	421	421	PF/EC	ICD	PF checked by AB 100 % EC checked by AB 100 %	re- worked	Other hearing problem - child 1	O	ICD	3	6	18			411	4.3	682
35	D7(2)	DBS2	10	10	EC	ICD	EC checked by AB 100 %	re- worked	Other hearing problem - child 2	O	ICD	3	6	18			10	8.6	17
36	D7(3)	DBS3	0	0	No verbs	ICD			Other hearing problem - child 3	O	ICD	3	6	18			0	0.0	0
37	D10(1)	D10M1	126	126	HM	NO +	RF 5 %	good	Other hearing treatment -child 1	O	D10+	2	5	10			124	30.2	206
38	D10(2)	D10M2	2	2	HM	NO +	RF 50 %	good	Other hearing treatment -child 2	O	D10+	2	5	10			2	20.0	3
39	D10(3)	D10M3	0	0	No verbs				Other hearing treatment -child 3	O	D10+	2	5	10			0	0.0	0
40	D21(1)	D21O1	1496	1496	AB + EC+PF	ICD	EC+PF by AB 100 %	rework as training AB checked by TL 5 %	Long term health problem -child 1	C	ICD	3	6	18			1512	15.9	2510
41	D21(2)	D21O2	23	23	EC+PF	ICD	AB 100 %	rework as training AB checked by TL 5 %	Long term health problem -child 2	C	ICD	3	6	18			14	12.1	23
42	D21(3)	D21O3	1	1	EC	ICD	AB 100 %		Long term health problem -child 3	C	ICD	3	6	18			1	20.0	2

43	D23a polio(1)	D23AO11	107	107	LW (most) PF a (few)	cross reference as interviewers stating as before	LW by SB 20 % PF by RF 5 %	Good - cross referencing needed for these questions	Why not 3 immunisations for polio c	C	new	2	5	10	Look at MCS1 for similar	133	1.4	221
44	D23a diphtheria	D23AO12	104	104	LW (most) PF a (few)		LW by SB 20 % PF by RF 5 %	Good	Why not 3 immunisations for diphth	C	new	2	5	10	Look at MCS1 for similar	129	1.4	214
45	D23a tetanus (1)	D23AO13	100	100	LW (most) PF a (few)		LW by SB 20 % PF by RF 5 %	Good	Why not 3 immunisations for tetanu	C	new	2	5	10	Look at MCS1 for similar	127	1.3	211
46	D23a pertussis	D23AO14	140	140	LW (most) PF a (few)		LW by SB 20 % PF by RF 5 %	Good	Why not 3 immunisations for pertus	C	new	2	5	10	Look at MCS1 for similar	172	1.8	286
47	D23a Hib (1)	D23AO15	129	129	LW (most) PF a (few)		LW by SB 20 % PF by RF 5 %	Good	Why not 3 immunisations for Hib ch	C	new	2	5	10	Look at MCS1 for similar	210	2.2	349
48	D23a meningitis	D23AO16	135	135	LW (most) PF a (few)		LW by SB 20 % PF by RF 5 %	Good	Why not 3 immunisations for mening	C	new	2	5	10	Look at MCS1 for similar	210	2.2	349
49	D23a polio(2)	D23AO21	3	3	LW		SB 33 %	Good	Why not 3 immunisations for polio c	C	new	2	5	10	Look at MCS1 for similar	1	0.9	2
50	D23a diphtheria	D23AO22	3	3	LW		SB 33 %	Good	Why not 3 immunisations for diphth	C	new	2	5	10	Look at MCS1 for similar	1	0.9	2
51	D23a tetanus (2)	D23AO23	3	3	LW		SB 33 %	Good	Why not 3 immunisations for tetanu	C	new	2	5	10	Look at MCS1 for similar	1	0.9	2
52	D23a pertussis	D23AO24	0	0	No verbs				Why not 3 immunisations for pertus	C	new	2	5	10	Look at MCS1 for similar	1	0.9	2
53	D23a Hib (2)	D23AO25	3	3	LW		SB 33 %	Good	Why not 3 immunisations for Hib ch	C	new	2	5	10	Look at MCS1 for similar	1	0.9	2
54	D23a meningitis	D23AO26	3	3	LW		SB 33 %	Good	Why not 3 immunisations for mening	C	new	2	5	10	Look at MCS1 for similar	1	0.9	2
55	D23a polio(3)	D23AO31	0	0	No verbs				Why not 3 immunisations for polio c	C	new	2	5	10	Look at MCS1 for similar	0	0.0	0
56	D23a diphtheria	D23AO32	0	0	No verbs				Why not 3 immunisations for diphth	C	new	2	5	10	Look at MCS1 for similar	0	0.0	0
57	D23a tetanus (3)	D23AO33	0	0	No verbs				Why not 3 immunisations for tetanu	C	new	2	5	10	Look at MCS1 for similar	0	0.0	0
58	D23a pertussis	D23AO34	0	0	No verbs				Why not 3 immunisations for pertus	C	new	2	5	10	Look at MCS1 for similar	0	0.0	0
59	D23a Hib (3)	D23AO35	0	0	No verbs				Why not 3 immunisations for Hib ch	C	new	2	5	10	Look at MCS1 for similar	0	0.0	0
60	D23a meningitis	D23AO36	0	0	No verbs				Why not 3 immunisations for mening	C	new	2	5	10	Look at MCS1 for similar	0	0.0	0
61	D26(1)	D26O1	1056	1056	LW (most) PF a (few)	cross reference as interviewers stating as before	LW by SB 20 % + JW 5 % PF by RF 5 %	Good cross referencing required on these questions	Why not MMR - child 1	C	new	2	5	10		1027	10.8	1705
62	D26(2)	D26O2	21	21	LW / PF		LW by SB 20 % + JW 5 % PF by RF 5 %	Good	Why not MMR - child 2	C	new	2	5	10		15	12.9	25

63	D26(3)	D26O3	0	0	No verbs				Why not MMR - child 3	C	new	2	5	10			0	0.0	0
64	D32(1)	D3M1	964	964	MJK (most)HM (a few)	new codeframes appr	MJK by SB 20 % + JW 5 % HM by RF 5 %	Good	Other type of injury - child 1	O	D32+	2	1	2		review appl	939	28.4	1559
65	D32(2)	D3M2	3	3	MJK	new codeframes appr	SB 100 %	Good	Other type of injury - child 2	O	D32+	2	1	2		review appl	2	6.9	3
66	D32(3)	D3M3	1	1	MJK	new codeframes appr	SB 100 %	Good	Other type of injury - child 3	O	D32+	2	1	2		review appl	1	33.3	2
67	D35(1)	DCS1	269	269	MJK (most)HM (a few)	new codes?	MJK by SB 20 % + JW 5 % HM by RF 5 %	Good	Other where injury happened - child	O	D35	2	1	2		extra codes	278	8.4	461
68	D35(2)	DCS2	3	3	MJK	new codes?	SB 33 %	Good	Other where injury happened - child	O	D35	2	1	2		extra codes	0	0.0	0
69	D35(3)	DCS3	0	0	No verbs				Other where injury happened - child	O	D35	2	1	2		extra codes	0	0.0	0
70	D36a(1)	D36AO1	1791	1791	AB	ICD	AB by TL 5 %, AB by AA 5 %	most experienced ICD coder	Reason for hospital admission - child	C	ICD	3	6	18			1705	17.4	2830
71	D36a(2)	D36AO2	24	24	AB	ICD	AB by TL 5 %, AB by AA 5 %	most experienced ICD coder	Reason for hospital admission - child	C	ICD	3	6	18			18	15.5	30
72	D36a(3)	D36AO3	2	2	AB	ICD	AB by TL 50 %	most experienced ICD coder	Reason for hospital admission - child	C	ICD	3	6	18			2	40.0	3
73	D38(1)	D38O1	1311	1311	EC	ICD	AB 100 %	EC still training AB by TL 5 %	Most imp reason for hospital - child	C	ICD	3	6	18			1335	13.7	2216
74	D38(2)	D38O2	15	15	EC	ICD	AB 100 %	EC still training AB by TL 5 %	Most imp reason for hospital - child	C	ICD	3	6	18			14	12.1	23
75	D38(3)	D38O3	0	0	No verbs	ICD			Most imp reason for hospital - child	C	ICD	3	6	18			0	0.0	0
76	D40(1)	D40O1	42	42	AB	ICD	TL 5 % + PF 5 %	most experienced ICD coder	Why no at D39 - child 1	C	ICD	3	6	18			42	0.4	70
77	D40(2)	D40O2	3	3	AB	ICD	TL 33 %	most experienced ICD coder	Why no at D39 - child 2	C	ICD	3	6	18			3	3.6	5
78	D40(3)	D40O3	0	0	No verbs	ICD			Why no at D39 - child 3	C	ICD	3	6	18			0	0.0	0

79	D44(1)	D44S1	291	291	MJK (most) HM	new codes?	MJK by SB 20 % HM by RF 5 %	Good	Other concerns about language - ch	O	D44	2	5	10		extra codes	290	3.0	481
80	D44(2)	D44S2	7	7	MJK	new codes?	SB 2 / 7	Good	Other concerns about language - ch	O	D45	2	5	10		extra codes	6	5.2	10
81	D44(3)	D44S3	0	0	No verbs				Other concerns about language - ch	O	D46	2	5	10		extra codes	0	0.0	0
82	D48(1)	D48O1	937	937	LW (most) PF		LW by SB 20 % PF by RF 5 %	Good	What reported at D47 - child 1	C	new	2	5	10			886	9.1	1471
83	D48(2)	D48O2	12	12	LW		SB 50 %	Good	What reported at D47 - child 2	C	new	2	5	10			6	5.2	10
84	D48(3)	D48O3	0	0	No verbs				What reported at D47 - child 3	C	new	2	5	10			0	0.0	0
85	F7	F7O	14	14	HM		RF 25 %	Good	Place mainly lived	C	F7+	2	1	2	Same as FP7		10	31.3	17
86	F14	F14O	6082	6082	AA/LB/EC/RF/EC	SOC	AA by TL 100 % /LB by TL 10 % /EC by TL/LB 5 % /RF by TL 10 % /EC by TL 100 % /EC by AB/LB 100 %	broken down into several files. AA + EC still training	Mother job	C	SOC	4	1	4			5872	62.7	9748
86	F14	F14O	0	0		no coding			Mother job	C	NSSEC	4	1	4			5872	62.7	9748
87	F16	F16O	8017	8017	JH / TL / JH / AB / RF / EC	SOC	JH by TL /LB 10 % / TL by AB 5 % / JH by AB 20 % / AB by TL 5 % / RF by AB 5 % / EC by TL /LB 100 %	broken down into several files. JH + EC still training	Father job	C	SOC	4	1	4			7669	84.3	12731
87	F16	F16O	0	0		no coding			Father job	C	NSSEC	4	1	4			7669	84.3	12731
88	F18	F18O	1786	1753	LW (most) HM	extra codes?	LW by SB 20 % / HM by RF 5 %	Good	Mother born	C	ISO coun	2	1	2			1860	19.6	3088
89	F20	F20O	1828	1793	LW (most) HM	extra codes?	LW by SB 20 % / HM by RF 5 %	Good	Father born	C	ISO coun	2	1	2			1896	20.3	3147

90	F22	F22O	1212	1193	LW (most) HM	extra codes?	LW by SB 20 % / HM by RF 5 %	Good	Resp born	C	ISO coun	2	1	2			1246	13.1	2068
91	G13	G13AO	2112	2112	AB	ICD	TL 5 %	Good	Parent disability	C	ICD	3	6	18			2080	21.9	3453
92	K3	KAS	20	20	HM	new codes appr	RF 5 %	Good	other type of accommodation	O	K3	2	1	2			18	0.7	30
93	K7	K7M	515	515	HM	Different wording new codes appr	RF 5 %	Good	Other reasons for moving	O	K7+	2	5	10		review appl	496	18.8	823
94	K12	K12M	69	69	HM	NO +	RF 5 %	Good	Other reason for moving out	O	K12+	2	5	10		review appl	64	45.4	106
95	K13	K13M	19	19	HM	NO +	RF 5 %	Good	Other temporary accommodation	O	K13	2	5	10			19	13.5	32
96	K23a	K23AM	1569	1569	HM / MJ	new codes appr	HM by RF 5 % / MJ by SB 20 %	Good	Other pets now	O	K23	2	5	10		check whet	1568	16.5	2603
97	K23b	K23BM	818	818	HM	new codes appr	HM by RF 5 % / MJ by SB 20 %	Good	Other pets first year	O	K23	2	5	10		check whet	823	8.7	1366
98	J5	J5O	6069	6069	TL / JH / A A / AB / E C	SOC	TL by AB 5 % / JH by TL / LB 10 % / AA by TL / LB 10 % / AB by TL 5 % / EC by TL / LB 10 %	Good	Main job	C	SOC	4	1	4	needs J6, J	NS-SEC to	4936	50.5	8194
98	J5	J5O	6069	0	TL / RF / J He	SEC code B2	TL by AB 5 % / RF by TL 5 % / Jhe by TL 5 %	Good	Main job	C	NSSEC	4	1	4	needs J6, J	NS-SEC to	4936	50.5	8194
	J11	MISSING	0	0					Other organisation type	N					No specify for other			0	
99	J33	J33M	202	202	HM	new codes appr	RF 5 %	Good	Other reason for working	O	J33+	2	5	10		review appl	193	3.9	320
100	J36	J36M	460	460	HM	new codes appr	RF 5 %	Good	Other reason for not working	O	J36+	2	5	10	same as JP	review appl	465	11.5	772
101	J39b	J39CS	50	50	HM	new codes appr	RF 5 %	Good	Other time period	C	J39b+	2	1	2	same as JP39b		57	1.4	95
102	J42	J4AS	44	44	HM	new codes appr	RF 5 %	Good	Other time period	C	J42+	2	1	2	same as JP42		54	1.6	90
103	J49	J49M	100	100	JMJ / HM	new codes appr	RF 5 %	Good	Other benefits	O	J49+	2	5	10		see edit no	88	0.9	146

104	J50b	J50CS	230	0	EC		AB/LB 100 %		Other time period	C	J50b+	2	1	2			199	5.6	330	
105	J51b	J51CS	82	0	HM		SB 10 %	Good	Other time period	C	J51b+	2	1	2			75	3.9	125	
106	J52b	J52CS	9	0	HM		SB 10 %	Good	Other time period	C	J52b+	2	1	2			12	4.8	20	
107	J53b	J53BM	76	0	HM		SB 10 %	Good	Other benefits	O	J53b+	2	5	10		see edit no	99	5.9	164	
108	M3 (1)	MAS1	105	0	Hm		SB 10 %	Good	Other economic activity - spell 1	O	M3	2	1	2		extra codes	118	3.9	196	
109	M3 (2)	MAS2	0	0	No verbs				Other economic activity - spell 2	O	M3	2	1	2		extra codes	42	3.6	70	
110	M3 (3)	MAS3	9	0					Other economic activity - spell 3	O	M3	2	1	2		extra codes	11	2.9	18	
111	M3 (4)	MAS4	5	0					Other economic activity - spell 4	O	M3	2	1	2		extra codes	11	8.1	18	
112	M3 (5)	MAS5	1	0					Other economic activity - spell 5	O	M3	2	1	2		extra codes	5	10.4	8	
113	M3 (6)	MAS6	0	0	No verbs				Other economic activity - spell 6	O	M3	2	1	2		extra codes	1	6.3	2	
114	M3 (7)	MAS7	0	0	No verbs				Other economic activity - spell 7	O	M3	2	1	2		extra codes	1	16.7	2	
115	M3 (8)	MAS8	0	0	No verbs				Other economic activity - spell 8	O	M3	2	1	2		extra codes	0	0.0	0	
116	M3 (9)	MAS9	0	0	No verbs				Other economic activity - spell 9	O	M3	2	1	2		extra codes	0	0.0	0	
117	M3 (10)	MAS10	0	0	No verbs				Other economic activity - spell 10	O	M3	2	1	2		extra codes	0	0.0	0	
118	M5a (1)	M5O1	1667	1667	AA	SOC	TL/LB 10 %	Good	Main job -spell 1	C	SOC	4	1	4	run together with MA01		1465	15.0	2432	
		M5O1	1667	1667	JHe	SEC B2 (simp)	AB 10 %	Good	Main job -spell 1	C	NSSEC	4	1	4	run together with MA01 - needs M6(1), M7(1), M8(1), M1					
119	M5a (2)	M5O2	553	553	HM	SOC	LB 5 %	Good	Main job -spell 2	C	SOC	4	1	4	etc		496	5.1	823	
		M5O2	553	553	JHe	SEC B2 (simp)	TL 5 %	Good	Main job -spell 2	C	NSSEC	4	1	4	etc					
120	M5a (3)	M5O3	197	197	AA	SOC	TL/LB 10 %	Good	Main job -spell 3	C	SOC	4	1	4	etc		184	1.9	305	
		M5O3	197	197	JHe	SEC B2 (simp)	AB 10 %	Good	Main job -spell 3	C	NSSEC	4	1	4	etc					
121	M5a (4)	M5O4	51	51	AA	SOC	TL/LB 10 %	Good	Main job -spell 4	C	SOC	4	1	4	etc		49	0.5	81	
		M5O4	51	51	JHe	SEC B2 (simp)	TL 10 %	Good	Main job -spell 4	C	NSSEC	4	1	4	etc					
122	M5a (5)	M5O5	0	0	No verbs				Main job -spell 5	C	SOC	4	1	4	etc		21	0.2	35	
		M5O5	0	0					Main job -spell 5	C	NSSEC	4	1	4	etc					
123	M5a (6)	M5O6	4	4	AA	SOC	TL 100 %	Good	Main job -spell 6	C	SOC	4	1	4	etc		5	0.1	8	
		M5O6	4	4	JHe	SEC B2 (simp)	TL 50 %	Good	Main job -spell 6	C	NSSEC	4	1	4	etc					
124	M5a (7)	M5O7	2	2	AA	SOC	TL/LB 30.06.05 10 %	Good	Main job -spell 7	C	SOC	4	1	4	etc		1	0.0	2	
		M5O7	2	2	JHe	SEC B2 (simp)	TL 50 %	Good	Main job -spell 7	C	NSSEC	4	1	4	etc					
125	M5a (8)	M5O8	0	0	No verbs				Main job -spell 8	C	SOC	4	1	4	etc		0	0.0	0	
		M5O8	0	0					Main job -spell 8	C	NSSEC	4	1	4	etc					
126	M5a (9)	M5O9	0	0	No verbs				Main job -spell 9	C	SOC	4	1	4	etc		0	0.0	0	
		M5O9	0	0					Main job -spell 9	C	NSSEC	4	1	4	etc					
127	M5a (10)	M5O10	0	0	No verbs				Main job -spell 10	C	SOC	4	1	4	etc		0	0.0	0	
		M5O10	0	0					Main job -spell 10	C	NSSEC	4	1	4	etc					
128	M22	M22O	8851	8851	AA / TL	SOC	AA by LB 10 % / TL by LB 10 %		First main job	C	SOC	4	1	4	run together with M23		8615	90.0	14301	

		M22O	0	0		No coding			First main job	C	NSSEC	4	1	4					
129	M25	M25O	2739	2739	AA / TL	SOC	AA by LB 10 % / TL by LB 10 %	Good	Job after first child	C	SOC	4	1	4			2651	27.0	4401
129	M25	M25O	0	0		No coding			Job after first child	C	NSSEC	4	1	4			2651	27.0	4401
130	E14(1)	E1S1	912	912	HM	new codes appr	SB 5 %	Good	Other reason for choosing childcare	O	E14	2	1	2			863	40.7	1433
131	E14(2)	E1S2	0	0	No verbs				Other reason for choosing childcare	O	E14	2	1	2			0	0.0	0
132	E14(3)	E1S3	0	0	No verbs				Other reason for choosing childcare	O	E14	2	1	2			0	0.0	0
133	L4 Christian	LAS	0	0	No verbs				Other Christian religion	O	L4+	2	1	2	same as LP4		1	0.7	2
134	L4 non-Christian	LBS	0	0	No verbs				Other non-Christian religion	O	L4	2	1	2	same as LP4		1	0.7	2
135	L7	L7S	41	0					Other reason no time for child	O	L7+	2	5	10	same as LP 7		41	10.9	68
136	HB	HREFUSEM	15	0					Other reason selfcomp refused	O	HB	2	5	10	use MCS extra codes		11	3.6	18
137	HC	HUNABLEM	23	0					Other reason unable to complete se	O	HC	2	5	10	use MCS extra codes		22	9.9	37
	N3a		0	0					who referred to child scheme by	N									0
	N3d		0	0					Other reason why scheme not used	N									0
	N3e		0	0					Other child schemes used	N									0
	N13b		0	0					Other person spoken to	N									0
	N13c		0	0					Whose idea to speak to scheme	N									0
	N14b		0	0					Other person spoken to	N									0
	N14c		0	0					Whose idea to speak to scheme	N									0
	N15b		0	0					Other person spoken to	N									0
	N15c		0	0					Whose idea to speak to scheme	N									0
	N16b		0	0					Other person spoken to	N									0
	N16c		0	0					Whose idea to speak to scheme	N									0
	N24b		0	0					Other person spoken to	N									0
	N24c		0	0					Whose idea to speak to scheme	N									0
	N25b		0	0					Other person spoken to	N									0
	N25c		0	0					Whose idea to speak to scheme	N									0
	N26b		0	0					Other person spoken to	N									0
	N26c		0	0					Whose idea to speak to scheme	N									0
	N27b		0	0					Other person spoken to	N									0
	N27c		0	0					Whose idea to speak to scheme	N									0
	N28b		0	0					Other person spoken to	N									0
	N28c		0	0					Whose idea to speak to scheme	N									0
139	Translation	LANGTRBS	0	0					Other European language used	N					No frame supplied for this				0
140	Translation	LANGTRCS	0	0					Other African language used	N					No frame supplied for this				0
141	Translation	LANGTRDS	0	0					Other Asian language used	N					No frame supplied for this				0
142	Translation	LANGTRES	0	0					Other language used	O	check MC	2	5	10	No frame supplied for this	Back-code	13	6.0	22
		TOTALS	66016	59260													76611		127174

GfK. Growth from Knowledge



Response tables (By Wave, By Stratum)

Wave	A 8th Sept			B 29th Sept			C 27th Oct			D 24th Nov			E 22-Dec			F 21st Jan			G 16th Feb			H 20th Mar			J 12-Apr		
	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF
Total/Main/NF	1008	967	41	925	881	44	981	916	65	1216	1168	48	1196	1130	66	1153	1094	59	1141	1083	58	1129	1089	40	1140	1087	53
Addresses Yielding Ints	172	144	28	152	123	29	175	142	33	229	198	31	221	187	34	210	182	28	227	194	33	221	200	21	263	216	47
Non Productive Addresses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Trace	44	40	4	40	34	6	60	53	7	74	63	11	69	56	13	65	54	11	84	75	9	71	62	9	68	57	11
Non Contact	27	25	2	19	17	2	27	25	2	38	35	3	38	32	6	26	23	3	18	13	5	29	27	2	35	28	7
Refusal To CLS	88	70	18	87	69	18	81	59	22	101	89	12	95	83	12	101	87	14	114	98	16	113	104	9	142	115	27
Refusal To Interviewer	3	2	1	0	0	0	1	1	0	1	0	1	2	2	0	1	1	0	2	1	1	1	1	0	1	0	1
No English	3	2	1	0	0	0	1	0	1	3	3	0	2	1	1	2	2	0	0	0	0	0	0	0	1	1	0
Ill	5	4	1	3	2	1	3	3	0	5	5	0	4	3	1	6	6	0	5	5	0	2	2	0	4	4	0
Away	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	2	2	0
Unable	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Complete-Other	1	1	0	2	0	2	2	1	1	2	0	2	3	2	1	3	3	0	2	0	2	2	1	1	3	2	1
Lost CAPI	1	0	1	1	1	0	0	0	0	5	3	2	8	8	0	6	6	0	1	1	0	3	3	0	7	7	0
Other Non Response	6	6	0	8	5	3	15	8	7	10	9	1	23	15	8	9	5	4	22	7	15	25	12	13	12	9	3
Ineligible	4	4	0	6	5	1	12	7	5	7	7	0	15	15	0	5	5	0	8	7	1	13	10	3	9	9	0
Child out of Scope	2	2	0	0	0	0	1	1	0	2	2	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0
Child Deceased	0	0	0	2	0	2	2	0	2	1	0	1	8	0	8	4	0	4	14	0	14	10	0	10	3	0	3
Failed Eligibility	54	44	10	55	40	15	65	46	19	54	45	9	56	44	12	61	50	11	64	48	16	71	55	16	50	41	9
Addresses Outstanding	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unallocated (Status 0)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Never Returned (Status 14)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Returned And Back Out In Field (Status 15)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Returned And NOT Back Out In Field (Status 16)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
With CLS (Status 17)	52	44	8	52	40	12	65	46	19	54	45	9	56	44	12	61	50	11	64	48	16	71	55	16	50	41	9
Query Not Booked In (Status 18)	2	0	2	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discrepancy in address (Status 19)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No address change FID to reissue (Status 20)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Minor address change FID to reissue (Status 21)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
To go to CLS (Status 22)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Household Untraced by CLS(Status 25)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Addresses Issued	1240	1161	79	1140	1049	91	1236	1112	124	1509	1420	89	1496	1376	120	1433	1331	102	1454	1332	122	1446	1356	90	1465	1353	112
Coverage	96%	96%	87%	95%	96%	84%	95%	96%	85%	96%	97%	90%	96%	97%	90%	96%	96%	89%	96%	96%	87%	95%	96%	82%	97%	97%	92%
Interviewed as a % of Covered	86%	88%	59%	87%	88%	63%	86%	87%	71%	85%	86%	62%	86%	87%	72%	85%	86%	71%	85%	85%	76%	85%	85%	83%	82%	84%	55%
Interviewed as a % of issued	81%	83%	52%	81%	84%	48%	79%	82%	52%	81%	82%	54%	80%	82%	55%	80%	82%	58%	78%	81%	48%	78%	80%	44%	78%	80%	47%

K 12-May			L 07-Jun			M 05-Jul			N 02-Aug			P 30-Aug			Q 27-Sep			R 25-Oct			T 22-Nov			U 22-Nov			TOTALS		
Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF
1185	1126	59	1186	1135	51	1107	1045	62	1121	1074	47	238	238	0	252	252	0	283	283	0	328	328	0	5	5	0	15594	14901	693
256	223	33	246	208	38	269	234	35	268	235	33	52	52	0	69	69	0	81	81	0	80	80	0	0	0	0	3191	2768	423
0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2	2	0
82	71	11	92	75	17	94	84	10	86	75	11	13	13	0	21	21	0	19	19	0	23	23	0	0	0	0	1005	875	130
29	26	3	36	26	10	40	33	7	30	24	6	7	7	0	4	4	0	11	11	0	7	7	0	0	0	0	421	363	58
131	112	19	105	95	10	119	103	16	122	109	13	30	30	0	39	39	0	43	43	0	37	37	0	0	0	0	1548	1342	206
1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	10	4
2	2	0	3	3	0	2	2	0	2	2	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	23	20	3
3	3	0	5	4	1	6	6	0	9	8	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	61	56	5
1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	0	1	1	0	4	2	2	8	6	2	1	1	0	1	1	0	1	1	0	2	2	0	0	0	0	39	25	14
6	6	0	4	4	0	2	2	0	10	10	0	1	1	0	3	3	0	6	6	0	9	9	0	0	0	0	73	70	3
17	10	7	11	5	6	20	13	7	22	9	13	3	3	0	4	4	0	4	4	0	3	3	0	0	0	0	214	127	87
9	9	0	10	5	5	13	13	0	9	8	1	3	3	0	4	4	0	3	3	0	3	3	0	0	0	0	133	117	16
1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	9	9	0
7	0	7	1	0	1	7	0	7	13	1	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	72	1	71
66	52	14	76	57	19	70	54	16	79	59	20	10	10	0	14	14	0	11	11	0	13	13	0	3	3	0	872	686	186
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
66	52	14	76	57	19	70	54	16	79	59	20	10	10	0	14	14	0	11	11	0	13	13	0	3	3	0	867	686	181
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1524	1411	113	1519	1405	114	1466	1346	120	1490	1377	113	303	303	0	339	339	0	379	379	0	424	424	0	8	8	0	19871	18482	1389
96%	96%	88%	95%	96%	83%	95%	96%	87%	95%	96%	82%	97%	97%	-	96%	96%	-	97%	97%	-	97%	97%	-	63%	63%	-	96%	96%	87%
83%	84%	69%	83%	85%	61%	82%	83%	69%	82%	83%	70%	83%	83%	-	79%	79%	-	79%	79%	-	81%	81%	-	100%	100%	-	84%	85%	67%
78%	80%	52%	78%	81%	45%	76%	78%	52%	75%	78%	42%	79%	79%	-	74%	74%	-	75%	75%	-	77%	77%	-	63%	63%	-	78%	81%	50%

MCS2
Response by Stratum
UK
Update: 1.2.2006

Stratum	ENGLAND ADVANTAGED			ENGLAND DISADVANTAGED			ENGLAND ETHNIC			ENGLAND Totals			NORTHERN IRELAND ADVANTAGED			DISADVANTAGED			NORTHERN IRELAND	
Total/Main/NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main
Addresses Yielding Ints	4209	3998	211	3883	3597	286	1960	1764	196	10052	9359	693	538	538	0	928	928	0	1466	1466
Non Productive Addresses	555	449	106	862	672	190	612	485	127	2029	1606	423	111	111	0	274	274	0	385	385
No Trace	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	2	2
Non Contact	127	106	21	322	255	67	217	175	42	666	536	130	12	12	0	55	55	0	67	67
Refusal To CLS	115	96	19	112	90	22	68	51	17	295	237	58	12	12	0	18	18	0	30	30
Refusal to Interviewer	286	228	58	390	298	92	276	220	56	952	746	206	78	78	0	191	191	0	269	269
No English	0	0	0	3	1	2	8	6	2	11	7	4	0	0	0	1	1	0	1	1
Ill	5	3	2	4	3	1	2	2	0	11	8	3	2	2	0	4	4	0	6	6
Away	6	6	0	16	15	1	27	23	4	49	44	5	0	0	0	1	1	0	1	1
Unable	0	0	0	3	3	0	0	0	0	3	3	0	0	0	0	0	0	0	0	0
Complete-Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lost CAPI	9	5	4	6	2	4	7	1	6	22	8	14	7	7	0	2	2	0	9	9
OtherNonResponse	7	5	2	6	5	1	7	7	0	20	17	3	0	0	0	0	0	0	0	0
Ineligible	86	48	38	49	20	29	32	12	20	167	80	87	3	3	0	5	5	0	8	8
Child out of Scope	52	46	6	24	18	6	13	9	4	89	73	16	3	3	0	4	4	0	7	7
Child Deceased	2	2	0	1	1	0	3	3	0	6	6	0	0	0	0	1	1	0	1	1
Failed Eligibility	32	0	32	24	1	23	16	0	16	72	1	71	0	0	0	0	0	0	0	0
Addresses Outstanding	156	103	53	297	221	76	180	123	57	633	447	186	10	10	0	44	44	0	54	54
Unallocated (Status=0)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Never Returned (Status 14)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Returned And Back Out In Field (Status 15)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Returned And NOT Back Out In Field (Status 16)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
With CLS (Status 17)	155	103	52	294	221	73	179	123	56	628	447	181	10	10	0	44	44	0	54	54
Query Not Booked In (Status 18)	1	0	1	3	0	3	1	0	1	5	0	5	0	0	0	0	0	0	0	0
Discrepancy in address (Status 19)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No address change FID to reissue (Status 20)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Minor address change FID to reissue (Status 21)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
To go to CLS (Status 22)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Household Untraced by CLS(Status 25)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Addresses Issued	5006	4598	408	5091	4510	581	2784	2384	400	12881	11492	1389	662	662	0	1251	1251	0	1913	1913
Coverage	97%	98%	87%	94%	95%	87%	94%	95%	86%	95%	96%	87%	98%	98%	-	96%	96%	-	97%	97%
Interviewed as a % of covered	90%	91%	76%	83%	85%	64%	77%	79%	65%	84%	86%	67%	83%	83%	-	78%	78%	-	80%	80%
Interviewed as a % of issued	84%	87%	52%	76%	80%	49%	70%	74%	49%	78%	81%	50%	81%	81%	-	74%	74%	-	77%	77%

[illegible]