

Technical report for the 2nd cohort of the Longitudinal Study of Young People in England (LSYPE2): Wave 1 (2013)



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1. Introduction

The Department for Education (DfE) commissioned the second Longitudinal Study of Young People in England (LSYPE2), known as “Our Future” to respondents, at the beginning of 2013. This is one of the largest and most challenging studies of young people ever commissioned and aims to build upon the first LSYPE which ran from 2004 to 2010 following young people from the age of 13/14 to 19/20.

The purposes of this survey are: to follow a sample of young people through the final years of compulsory education; through their transition from compulsory education to other forms of education, training employment, and other activities; to collect information about their career paths and about the factors affecting them; and to provide a strategic evidence base about the lives and experiences of young people. It is intended that the study will track a sample of over 13,000 young people from the age of 13/14 annually through to the age of 20.

Face-to-face interviews with both young people and their parents are being used initially, switching to mixed mode interviews in the later waves of the survey. The survey will cover a wide range of topics, such as young people’s schooling and education (and eventually employment), as well as their attitudes, behaviour and family background. Administrative data on young people’s education and characteristics will also be linked to results from the survey for those who give permission.

Fieldwork and data processing for the first wave was carried out jointly by TNS BMRB and GfK NOP.

Table 1.1: Planned waves of LSYPE2							
	Wave 1	Wave 2	Wave 3	Wave 4	Wave 5	Wave 6	Wave 7
Academic Age	Age 13 (13/14)	Age 14 (14/15)	Age 15 (15/16)	Age 16 (16/17)	Age 17 (17/18)	Age 18 (18/19)	Age 19 (19/20)
Year of Interviews	2013	2014	2015	2016	2017	2018	2019
Family Members interviewed	2 x Parents and Young Person	1 Parent and Young Person	1 Parent and Young Person	Young Person	Young Person	Young Person	Young Person
Academic Year	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
School Year	Year 9	Year 10	Year 11	Year 12	Year 13	1 st Year of HE	2 nd Year of HE

2. Questionnaire Development

This section outlines the development work that was carried out prior to the start of main stage fieldwork in January and February 2013. Prior to LSYPE2 fieldwork an expert advisory group was formed consisting of a number of experts from a variety of sectors, with both methodological and policy expertise. The advisory group was consulted during the questionnaire development stage. Reports from the pilot and cognitive testing are available from the Department for Education upon request.

2.1. Cognitive Testing

The questionnaire comprised of a number of core questions taken from LSYPE1 as well as new items designed for the second cohort. Cognitive testing was used to test these newly developed questions. In addition to adapting and improving new questions, the cognitive testing allowed questions which had been taken from the original LSYPE to be tested with the new generation of respondents, to see if these questions and their wording were still relevant a decade later.

For the cognitive testing, researchers from TNS BMRB visited two schools in Leicester and Guildford. 15 young people in year 9 were put forward by these schools to take part. Pupils from a variety of backgrounds were interviewed, males and females from a range of social classes and ethnicities. Interviews lasted approximately half an hour.

As a result of the cognitive testing some of the newly designed questions and some of those taken from LSYPE1 were revised or removed from the questionnaire.

2.2. Pilot

Alongside the cognitive testing stage, a full pilot using the same design approach as implemented at the main stage was conducted. The purpose of the pilot was firstly to test the questionnaire in field, and secondly to test the fieldwork procedures, including practices for making contact and gaining cooperation. The pilot was also used to test the average length of the questionnaire. There were a total of 8 interviewer assignments drawn from maintained schools which had not been selected as part of the sample in the main stage and a total of 20 cases per assignment (160 addresses in total). The assignments were drawn from across the country in the following areas:

- North Surrey/ South West London
- South London
- Worcestershire
- Lowestoft
- Ealing
- Nottinghamshire
- Leeds
- Manchester

117 pilot interviews were conducted between the 1st February and the 6th March 2013. All interviewers working on the pilot were given a full day briefing prior to starting work. Of the 117 households interviewed, 107 were full households (where all eligible household members were interviewed) and 10 were partial households (where at least one eligible household member was not interviewed). All households (117) had a main parent interviewed, 113 had a young person interviewed and 70 (of the 77 two parent households) had a second parent interview successfully conducted.

Researchers accompanied interviewers in the field to observe interviews being conducted, observing interviews at 8 households. In addition to this, interviewers were provided with feedback forms which they were required to complete during their assignments, and they also attended a debrief session with TNS BMRB researchers to feed back any observations from the pilot.

The average interview length at the pilot was 88 minutes compared to the target of 75 minutes, meaning a considerable amount of the questionnaire was cut out in order to reduce the length for the main stage. A summary pilot report was provided to the Department for Education following the pilot and cuts and revisions to the questionnaire were made based on interviewer comments and observations from the pilot, along with feedback from the expert advisory panel.

2.3. Questionnaire Content

There were five main components of the questionnaires: the household grid, the main parent interview, the individual parent interviews, the history of the young person interview and the young person interview; and a maximum of three respondents per household: main parent, second parent and young person.

Within both the young person and main parent Computer Assisted Personal Interview (CAPI) modules there was also a self-completion module where the interviewee entered his or her answers directly into the computer without going through the interviewer (Computer Assisted Self Interviewing, CASI).

The final questionnaire modules covered the following topic areas and had the following broad structure:

Household Grid

This section was always completed first at every household by a parent or guardian who lived with the sampled young person. It collected the following information:

- Household members, relationships and characteristics
- Establishing the main parent

Main Parent

At the end of the Household Grid respondents were asked to nominate one parent (if there were two present in the household) as the main parent. This was the person who was considered to have the most involvement with the young person's education. The Main Parent interview covered the topics below:

- Attitudes to the young person's education
- Year 10 subject choices
- Aspirations for the future

- Family activities
- CASI - Attitudes towards the RPA policy
- CASI - Relationship with the young person
- CASI - Periods when the young person was in care
- CASI - Risk factors - school absences, suspensions, expulsions, truancy, bullying, contact with the police
- CASI - Relationship history (if the main parent was the history respondent)
- Income and benefits
- National Pupil Database (NPD) linkage
- Future contact details

Individual Parent

The Individual Parent module was asked of both parents (if both lived with the young person) and collected information specific to the parent interviewed, including:

- Qualifications
- Current activity and economic history
- Health and demographics

History

This section was asked of the history respondent, who was automatically selected by the CAPI script. The history respondent was defined as (i) the natural mother of the sampled young person if both natural parents were resident (ii) the natural father if the natural mother was not resident (iii) the main parent respondent if neither natural parent was resident. This section included questions on the topics below:

- Birth and health of the young person
- Choice of current school
- Relationship history in self-completion (if history respondent was not the main parent)
- History of living with the young person

Young person

This section was answered by the sampled young person and covered the following topics:

- Demographics
- Attitudes to current school
- Year 10 subject choices
- Rules and discipline

- Study support
- Future plans and advice
- CASI - Attitudes to school
- CASI - Homework
- CASI - Relationship with parents
- CASI- Risk factors- truancy, bullying, smoking, drugs, criminal behaviour, gangs
- CASI - Household responsibilities
- Employment
- Use of leisure time
- National Pupil Database (NPD) linkage

The full questionnaires and showcards can be found in the appendices.

3. Sample design

3.1. Sample design objectives

The target survey population for LSYPE2 is: individuals attending Year 9 between 1st September 2012 and 31st August 2013 and turning 14 within that time period. They must also have been normally resident in England at the time of sampling.

DfE wanted a representative sample to be drawn from this population (as it was in January 2013) but with the added constraint of minimum sample sizes for particular sub-groups by wave 7.

Minimum expected wave 7 sample sizes were set for:

- (i) those who are or have been eligible for free school meals at some point over the preceding three years ($n \geq 2,000$);
- (ii) those who are or have been eligible for free school meals *and* have special educational needs of any type ($n \geq 750$);
- (iii) each of eight ethnic groups: 'White British', 'Indian', 'Pakistani', 'Bangladeshi', 'Black Caribbean', 'Black African', 'Mixed' and 'Other single ethnic group' ($n \geq 150$ for each); and
- (iv) those who attend school in the independent sector ($n \geq 300$).

Each individual in the population was classified accordingly and field data from [LSYPE1](#) was used to help estimate the probability of obtaining a wave 7 interview *if sampled*. These wave 7 response probabilities were used to determine the issued sample size for each classification group.

Different population databases were used to sample (i) pupils in the maintained sector, and (ii) pupils in the independent sector or (exclusively) attending a pupil referral unit. The sampling method for each subpopulation is covered in sections 3.2 and 3.3.

3.2. Maintained sector pupils

3.2.1. Population database

The pupil level Autumn 2012 census dataset was used to sample maintained sector pupils¹. Where possible, Spring 2012 census data was added to this frame because the Spring census collects more information than the Autumn census (e.g. supplementary information on special educational needs). A small proportion of cases (1.1%) lacked Spring census data because they were either (i) new entrants to the population, (ii) were omitted from the Spring census for other reasons, or (the vast majority) (iii) lacked a pupil reference number.

Although it is feasible to draw a single-stage sample of pupils from the Autumn 2012 census dataset, analysts of LSYPE1 data asked for the sample to be clustered by school to maximise the ability to distinguish school-level and pupil-level effects. A set of derived variables was produced for each pupil to assist with the sampling process:

1. Whether resident in one of the 10% most deprived Lower Super Output Areas (LSOA) in England (as measured by the 2010 Index of Multiple Deprivation (IMD) added to the Autumn census via

¹ The Autumn 2012 census dataset also included pupils temporarily or part attending a Pupil Referral Unit.

- home postcode; or, if this was missing, as measured by the 2010 Income Deprivation Affecting Children Index (IDACI) for the pupil's Spring census address; or if *both* were missing, this value was imputed as 'no');
2. Whether has any special educational needs (coded School Action ('A'), School Action Plus ('P') or have a statement of educational needs ('S') in the Autumn census variable <SENProvision>);
 3. Whether first language is English or a minority British language (coded BSL [British Sign Language], CCE [Caribbean Creole English], CRN [Cornish], CYM [Welsh/Cwyrhaeg], ENB [Believed to be English], ENG [English], GAE [Gaelic/Irish], GAL [Gaelic (Scottish)] , MNX [Manx Gaelic] , SCO [Scots] or WPE [West African Pidgin English] in the Autumn census variable <Language>);
 4. Eight category Ethnic group ('White British', 'Indian', 'Pakistani', 'Bangladeshi', 'Black Caribbean', 'Black African', 'Mixed', 'Other ethnic group', derived from <EthnicGroupMinor> in the Spring census dataset because there is no ethnic data in Autumn census dataset);
 5. Region (derived from home postcode or, if missing, school local authority (Autumn census variable <LA>));
 6. Gender (derived from Autumn census variable <Gender>);
 7. Free school meals eligibility at *either* the Spring or Autumn censuses (derived from variable <FSMEligible> available in both censuses);
 8. Approximate free school meals eligibility for at least a period of time over last three years (either <EVERFSM_3> = yes in the Spring census or <FSMEligible> = yes in the Autumn census (last three year data not recorded in Autumn census)).

The language and ethnic variables (derived variables 3 and 4 respectively) were revised so that 'missing data' cases were allocated to the 'English/minority British language' and 'White British' categories respectively. This was simply to ensure every pupil was allocated to a category for every derived variable.

A school level variable <LAEstab> was derived by combining the variables <LA> and <Estab> and a Unique Reference Number (URN) attached to each case using a LAEstab-to-URN look-up file supplied by DfE. There were a small number of <LAEstab> codes with two associated URNs. Where there was more than one URN associated with an <LAEstab> code, the URN of a school labelled as an 'academy converter' or 'free school' took precedence over the other URN. This accounted for all 'double URN' schools. Once a URN code was available for each school, *EduBase* data could be attached to each pupil in the Autumn 2012 Census.

3.2.2. Estimation of response interview probabilities for target sub-groups

A key requirement of the sample design was to ensure minimum wave 7 sample sizes for a set of particular sub-groups (see section 3.1). Field data from LSYPE1 was used to help estimate interview probabilities for each of these sub-groups.

Firstly, the derived variables described above were also derived for cases in the (anonymised) LSYPE1 'sampled pupils' file. This file contains the spring 2003 census data for all sampled pupils from LSYPE1 cooperating schools as well as indicator variables showing at which waves pupil interviews were obtained.

Logistic regression models were produced to model LSYPE1 interview success at wave 7. The predictor variables were limited to those also available for the Autumn 2012 census pupils. The regression coefficients were then applied to the pupils in the Autumn 2012 census to find the relative odds of obtaining an interview at wave 7. These numbers were converted into interview probabilities for LSYPE2 by centring them on the expected LSYPE2 response rate by wave 7.

3.2.3. Calculation of school and pupil sampling probabilities

For efficiency reasons, all very small schools (those with fewer than ten Year 9 pupils in the Autumn census) were identified and the pupils excluded from the population database. This reduces population coverage to 99%, an acceptable compromise.

Tables were then produced showing the pupil population split into cells based on special educational needs status (derived variable #2), ethnic group (derived variable #4) and approximate free school meals status over the last three years (derived variable #8). An estimated wave 7 interview probability was then calculated for each cell. A set of sampling probabilities was calculated for each cell in the table such that

- (i) the target minimum wave 7 sample sizes should be achieved,
- (ii) the sample should otherwise be as representative as possible, and
- (iii) the (expected) total number of interviews across waves 1, 2 and 3 should not exceed the available budget for this stage of the study.

This process resulted in a target issued sample size of 17,771, divided as in table 3.1a but with each cell total rounded to the nearest integer. For reference, the population totals are shown in table 3.1b.

Table 3.1a: Target issued sample size for maintained sector population subgroups									
		Ethnic Group							
FSM status	SEN status	White British	Indian	Pakistani	Bangladeshi	Black Caribbean	Black African	Mixed	Other ethnic group
No FSM	No SEN	6,534	230	226	120	211	191	288	708
	SEN	1,387	31	64	25	66	41	54	137
FSM	No SEN	2,495	63	217	192	219	313	226	388
	SEN	2,243	28	138	95	207	201	167	269

Table 3.1b: Population totals for maintained sector population subgroups									
		Ethnic Group							
FSM status	SEN status	White British	Indian	Pakistani	Bangladeshi	Black Caribbean	Black African	Mixed	Other ethnic group
No FSM	No SEN	271,004	9,549	9,370	3,174	3,218	6,052	11,945	29,363
	SEN	57,517	1,277	2,652	653	1,005	1,289	2,258	5,694
FSM	No SEN	59,501	1,506	5,175	2,923	1,917	5,696	5,387	9,244
	SEN	36,142	453	2,216	970	1,223	2,466	2,690	4,330

The target number of pupils to sample from each school was set at 24 which meant that the target number of schools to sample in the maintained sector was approximately 740. This was reduced to 730 in the school sampling probability equation to allow for the need to cap any sampling probability (whether a school sampling probability or a pupil sampling probability) at 1 and redistribute the sampling

probabilities so that the sum of total pupil sampling probabilities was the same as the pre-capped sum. An expansion factor of 1.2 was also applied to allow a reserve sample of one sixth of the total sampled schools. This reserve sample would have been activated if sample batches issued at the start of the fieldwork period had indicated a lower than expected response rate. Pupils from reserve schools would have been added to the last batch issued to the field. In the event, the reserve sample was not required.

The provisional school sampling probability ($p_{a(1)}$) was set as

$$p_{a(1)} = ((\sum(N_{ha} * p_h)) / (\sum(N_h * p_h))) * 730 * 1.2$$

N_{ha} = number of pupils in school a that are in cell h

p_h = sampling probability for cell h (as calculated above)

N_h = number of pupils in England that are in cell h

$\sum(N_{ha} * p_h)$ = sum of $N_{ha} * p_h$ for all cells h represented in school a

$\sum(N_h * p_h)$ = sum of $N_h * p_h$ for all cells h = total number of pupils to sample

The provisional within-school pupil sampling probability ($p_{ha|s_a}$) was set as

$$p_{ha|s_a} = p_h / p_{a(1)}$$

The provisional total pupil sampling probability (p_{ha}) equalled

$$p_{ha} = p_{a(1)} * p_h / p_{a(1)} = p_h$$

In the event, no provisional school sampling probabilities exceeded 1 but a very small number of within-school pupil sampling probabilities exceeded 1. These sampling probabilities were all capped at 1 and the relevant school sampling probability increased to ensure that the sum of total pupil sampling probabilities attached to school was the same as the pre-capped sum². In no instance did this increase the school sampling probability above 1 and enforce further adjustment. The total expected number of schools to sample was increased from 876 (730*1.2) to 886.32. The expected number of schools to allocate to the main sample increased from 730 to 738.6 (886.32/1.2), close enough to the target of 740 for no further adjustment to be required.

A school-level file was produced from the pupil level Autumn census. The school-level file included

- (final) school sampling probability
- school region (derived from the Autumn census <LA> variable)
- school type (derived from the December 2012 *EduBase*):
 - LA maintained non-special schools
 - Academies and other non-maintained non-special schools
 - Special schools
- proportion of year 9 pupils eligible for free school meals over the preceding three years (derived from the 'approximate FSM eligibility' variable added to the Autumn census)
- proportion of year 9 pupils with special educational needs
- proportion of year 9 pupils who have white British ethnicity (where Spring census data available for the pupils in the school)
- other *EduBase* data

² No adjustment to within-school pupil sampling probabilities was made for 'uncapped' subgroups in those situations where the school sampling probability was increased. Doing so would have added complexity to the process without making any substantial difference to the sampling probabilities.

The schools were stratified by

- (i) region (nine categories: North East, North West, Yorkshire & Humberside, East Midlands, West Midlands, East, London, South East and South West),
- (ii) school type (three categories: LA maintained non-special schools, academies and other non-maintained non-special schools, special schools),
- (iii) two equal sized bands based on proportion of year 9 pupils eligible for FSM,
- (iv) two equal sized bands based on proportion of year 9 pupils with special educational needs, and
- (v) two equal sized bands based on proportion of year 9 pupils who have white British ethnicity.

This created 216 provisional strata. However, many of these provisional strata needed to be combined to ensure that every stratum was expected to be represented by at least three schools in the main sample³. For the most part, this meant dropping stratification factor (v) but for special schools, this meant no stratification beyond factor (ii) and, in some cases, two or more regions of special schools needed to be combined.

The school-level file was sorted by stratum and, within stratum, by total number of year 9 pupils. A systematic random sample of schools was drawn with school sampling probabilities as previously calculated. The sampled schools were systematically allocated to main and reserve pools following a 5:1 ratio. All random start numbers have been recorded so the sample can be replicated. 738 schools were allocated to the main sample pool and 148 to the reserve pool (886 in total).

The total expected number of pupils to sample, given the schools allocated to the main sample pool, was 17,727, forty-four below target but close enough not to adjust pupil sampling probabilities or draw in a reserve school from the start.

3.3. Independent sector pupils and pupils in PRUs

At the time the sample was selected pupils in the independent sector or exclusively attending pupil referral units were not covered by the pupil level Autumn 2012 census. Consequently, a two-stage sample was drawn in which schools were sampled direct from *EduBase* and then pupils sampled from cooperating schools.

3.3.1. Identification of eligible schools

The December 2012 edition of *EduBase* was supplied by DfE to help identify eligible schools.

Schools were eligible if all four of the following conditions were satisfied:

- (i) < EstablishmentTypeGroupname > = "Independent schools" or < TypeOfEstablishmentname > = "Other Independent Special School" or "Pupil Referral Unit"
- (ii) < EstablishmentStatusname > = "Open" or "Open but proposed to close"
- (iii) Total number of 14 year olds > 5
- (iv) Total number of 13 year olds > 0

³ A minimum *expected* total of 3 was adopted so that a *realised* minimum of 2 was assured. A minimum of 2 is required for statistical software to recognise the stratified nature of the sample design.

Condition (i) limited the types of school to those not covered by the pupil level Autumn census but excluded some highly specialised schools (e.g. overseas schools) ineligible for the survey. Condition (ii) ensured that only open schools were included. Condition (iii) was intended to ensure that the very smallest schools were excluded (for practical reasons). Condition (iv) in combination with condition (iii) was intended to ensure that all schools included a year 9. However, this reflected a misunderstanding on the part of the research team. The numbers of 13 year olds and 14 year olds were actually the numbers of children of 'academic age' 13 and 14 - i.e. the numbers in years 9 and 10 - rather than the numbers technically aged 13 and 14 at the time of data entry. In fact, condition (iii) should have been 'total number of academic age 13 year olds > 5' and there was no need for a condition (iv).

In total, 849 independent schools and 106 pupil referral units were counted as eligible to be sampled. Of these, 63 of the independent schools (comprising 0.5% of the pupils) and 39 of the pupil referral units (comprising 10.8% of the pupils) should have been excluded for being too small. An additional 53 independent schools should have qualified as well as an additional 21 pupil referral units. The non-coverage rates at the pupil level were 1.4% (independent schools) and 18.3% (pupil referral units). Clearly, this error affected pupil referral units more than independent schools, although the effect on the survey as a whole is minimal.

3.3.2. Calculation of sampling probabilities

DfE specified a minimum expected wave 7 interview total of 300 for pupils in the independent sector, somewhat below their natural proportions, but adopted to minimise the number of schools to sample. This also reflects the greater cost involved in obtaining these pupils, given the limited survey budget. Using response data from LSYPE1 and adopting the same average number of pupils to sample as at maintained schools (24), TNS BMRB calculated that c31 cooperating schools were required. Assuming the same school level response rate as observed for LSYPE1 (57%) and allowing a larger reserve sample⁴ (one in three instead of one in six as with the maintained sector) led to a sample target of c81 independent schools.

- Target wave 7 interview total: 300
- Expected cumulative wave 7 response rate from sampled pupils: 57%⁵
- Target issued independent school pupils = 740 (300/57%)
- Target cooperating independent schools = 30.83 (740/24)
- Expected school level response rate: 57% (=LSYPE1 rate)
- Target sampled schools (main pool) = 54.09 (30.83/57%)
- Target sampled schools (reserve pool) = 27.04 (54.09/2)
- Total target sampled schools = 81.13 (54.09+27.04)

In addition, a sample target of c6 pupil referral units was set to ensure some representation of pupils exclusively attending these establishments (sampling six should have ensured a minimum of two participating).

As reported in section 3.3.1, school sampling probabilities were set to be proportionate to the number of academic age 14 year olds in the school (an error, as they should have been proportionate to the number of academic age 13 year olds in the school) :

⁴ The small size of the independent school sample in LSYPE1 meant there was a large margin of error when using the observed 57% school response rate as a guide for LSYPE2.

⁵ This rate is equal to the rate for maintained sector, White British pupils without special educational needs and not eligible for free school meals. This is a proxy, adopted due to a lack of reliable LSYPE1 field data from the independent sector sample.

The provisional school sampling probability ($p_{a(1)}$) for independent schools was set as

$$p_{a(1)} = (N_{ai}/N_i) * 83.13$$

N_{ai} = number of academic age 14 year olds in independent school a

N_i = number of academic age 14 year olds in (eligible) independent schools in England (48,034)

The provisional school sampling probability ($p_{a(1)}$) for pupil referral units was set as

$$p_{a(1)} = (N_{ap}/N_p) * 6.06$$

N_{ap} = number of academic age 14 year olds in PRU a

N_p = number of academic age 14 year olds in (eligible) pupil referral units in England (2,022)⁶

The provisional within-school pupil sampling probability ($p|s_a$) was set as

$$p|s_a = p / p_{a(1)}$$

p = total expected pupil level sampling probability (0.041 for independent school pupils, 0.072 for PRU pupils)

As with the maintained sector, both school and within-school pupil sampling probabilities needed to be adjusted to ensure that neither exceeded 1 but that the total sampling probability allocated to pupils in each school matched the pre-cap total.

3.3.3. School stratification

Stratification was basic due to the small numbers of schools to sample. The pupil referral units made up one stratum, and the independent schools were stratified by region with North East England, North West England and Yorkshire & Humber combined as one stratum, and East and West Midlands as another. All other regions counted as standalone strata. Schools were sorted within strata by the total number of pupils of academic age 14 before a systematic random sample of schools (with school sampling probabilities as calculated above) was drawn and one in three allocated to the reserve pool.

In total, 86 independent schools were sampled, and 57 allocated to the main pool. Nine pupil referral units were sampled with six allocated to the main pool. More pupil referral units were sampled than initially anticipated (nine instead of six) because many pupil referral units had fewer than 24 pupils aged 14. In this situation, the school sampling probability $p_{a(1)}$ is increased to ensure that the target number of pupils is sampled.

3.3.4. Pupil-level sampling

Although a within-school pupil sampling probability had been set for each school, in practice, a sample of 25 year 9 pupils⁷ - or all if fewer than 25 was available - was drawn from each cooperating school.

⁶ This total will include both those exclusively attending PRUs *and* those also registered with a maintained sector school. The survey-eligible total will be lower than 2,022.

In the independent sector, this simpler-to-execute approach yielded pupil level sampling probabilities that were close to 0.041 but varied slightly between schools. However, only a minority of PRU pupils were exclusively registered to the pupil referral units so the pupil level sampling probabilities proved to be much higher than 0.072.

In the event, the entire reserve sample was activated due to lower than expected school response rates among independent schools and pupil referral units. In grand total, 687 independent school pupils were sampled (from 30 schools and against a target of 740) and 31 others were drawn from four pupil referral units.

⁷ This should have been 24 but a mis-communication meant that a total of 25 was requested instead. The impact of this error will have been negligible.

4. Fieldwork procedures

4.1. Main stage fieldwork

Fieldwork was carried out in the home by interviewers from TNS BMRB and GfK NOP. Interviewing began on April 8th 2013 and was complete by 14th September 2013. The survey consisted of face-to-face computer-assisted personal interviews and included self-completion modules. Up to three household members were interviewed per household, the named young person, the main parent and the second parent.

4.2. Briefing of interviewers

Both consortium companies carried out fieldwork. All interviewers were trained by their respective company. All interviewers attended a face to face LSYPE-specific briefing. A master briefing was carried out by TNS BMRB with all consortium researchers in attendance in order to ensure standardised interviewer briefings. Both consortium companies then continued with their own briefings following the same format.

Each briefing lasted a full day. In the morning interviewers were taken through the background of the study and the contact procedures that were to be followed. In the afternoon practice interviews were conducted with researchers taking on the role of a respondent and following a pre-prepared script to ensure consistency between different briefings. In addition to this, interviewers were required to go through the script on their own before starting fieldwork. In total, there were 26 briefings.

4.3. Interview length

The average household interview length for wave 1 was 72 minutes. The length of the household interview varied depending on whether or not two parents were interviewed. In households where there was only one parent interview completed the average length was 68 minutes, in households where two parent interviews were completed the average length was 75 minutes. Table 4.1 below shows the average length of each of the component interviews within the household.

Table 4.1: Average length of component interviews

Interview	Length (minutes)
Household grid	5
Main Parent	30
Second parent	7
Young person	33

4.4. Advance letters

The sampled young person and their parents/guardians were sent the following documents in advance of an interviewer approaching them to take part in the study:

1. An advance letter to the young person's parent/guardian from the Department for Education (DfE)
2. An advance letter to the young person from the Department for Education
3. A colour information leaflet for the parent
4. A colour information leaflet for the sampled young person

The parent/guardian letter introduced the survey, explained why their son/daughter had been selected and informed them that an interviewer would be calling. This letter also informed them that their son/daughter would be given a £10 gift voucher as a thank you at the end of their interview. An information leaflet was enclosed in the letter for the young person's parent/guardian. The information leaflet gave more detail about the study and provided contact details for both the DfE and respective research agency that would be getting in touch with them, should they wish to contact them.

The letter to the young person introduced the survey to them, explained that an interviewer would be calling and informed them that the interviewer would give them a £10 gift voucher as a thank you for taking part. An information leaflet was also enclosed with the young person's letter with additional information.

Copies of the advance letters and leaflets can be found in the accompanying documents to this technical report.

4.5. Interviewing procedures

4.5.1. Parental consent

As the young people were aged 13 or 14 consent was received in all cases from a parent or guardian prior to interview.

4.5.2. Language difficulties

It was expected that there would be cases where language difficulties were encountered, especially on initial calls. Interviewers were briefed to first try to find another adult member of the household, or close relative or friend living nearby, to act as a translator. The named young person was not allowed to be used as a translator for their parents. In cases where a translator was not available all interviewers had a doorstep language translation card to use. The card displayed the following paragraph in Punjabi, Urdu, Bengali and Gujarati:

I am conducting a research study about young people and education for the Government Department for Education. Your child has been chosen at random to take part. Is there anyone in the household who can speak English? If so, please could I speak to them now, or could you let me know when they will be available?

If not, that's not a problem, I will ask for another interviewer who can speak this language to call here in the next few weeks. This person will tell you more about the study.

If the respondent recognised one of the four languages on the show card then interviewers contacted head office to arrange for an interviewer who speaks that language to conduct the interview.

4.5.3. Conducting the interview

Where possible interviewers attempted to conduct the parent interviews without the young person in the room and vice versa. However, this was not always possible and to take account of this the script included a check at the end of each section to establish who was present during that part of the interview.

4.5.4. Supported administration

In cases where either the young person or parent had literacy problems and was unable to read the show cards or the self-completion section the interviewer was able to assist by reading out the questions and answers.

In cases where the young person was not capable of completing the interview themselves interviewers were able to use someone else in the household to help interpret their answers where possible. When it was not possible for the parents or anyone else to interpret, interviewers were briefed to still attempt to get the parents to complete their sections of the interview.

4.5.5. Incentive

All young people who interview at Wave 1 were given a £10 voucher as a token of thanks. This voucher was conditional on the young person having completed their interview.

4.5.6. Change of address cards

At the end of each interview the interviewer left a pre-paid 'change of address card' at the house for the family to fill in should they change address at any time in the future. A copy of this can be found in the accompanying documents to this technical report.

4.5.7. National Pupil Database (NPD) Linkage

Both the young person and the main parent were asked for permission to link their education records held by the Department for Education (National Pupil Database) to their responses in the survey. At the end of the young person and main parent questionnaires interviewers were prompted to ask the respondents for permission to link the young person's education records to their survey data.

Interviewers explained to young people and their parents what information DfE would like to link their survey answers to and the reasons for this. They were informed that linkage would be done on a yearly basis until the respondents inform DfE that they no longer wish the linkage to take place or they decide to stop taking part in the study. Where respondents had further queries or questions they were directed to the respondent website.

Consent was given verbally and interviewers recorded in the CAPI script whether or not the respondents said yes or no to this. As the young people were only 13/14 linkage would only be carried out in cases where both the parent and young person provided consent. 97% of young people interviewed provided permission for NPD linkage, and 97% of parents provided permission for NPD linkage. In 93% of households interviewed both the young person and parent gave permission for linkage.

5. Fieldwork Response

A total of 13,100 households were interviewed during main stage fieldwork between April and September 2013. This equates to an unweighted and weighted survey response rate of 72%. Table 5.1 shows the full household fieldwork outcomes for wave 1. Where all eligible household members were interviewed the household outcome is reported as a 'full' household. This includes households where there was no second parent present but both the main parent and young person were interviewed. Where at least one member of the household eligible to take part in the survey was not interviewed the outcome is reported as a 'partial' household.

Table 5.1: Summary of response

	No. of households	% of issued sample
Issued	18,290	
		%
Productive household	13,100	71.6
<i>Full household (all eligible household members interviewed)</i>	11,786	64.4
<i>Partial household (one or more eligible household members not interviewed)</i>	1,314 ⁸	7.2
Unproductive	5,146	28.1
<i>Non contact</i>	716	3.9
<i>Refusals</i>	2,531	13.8
- <i>Office refusal</i>	150	0.8
- <i>Refusal to interviewer</i>	1,962	10.7
- <i>Refused all information about occupants</i>	419	2.3
<i>Other unproductive</i>	1,899	10.4
- <i>Broken appointment</i>	546	3.0
- <i>Mover untraced</i>	1,174	6.4
- <i>Interview achieved but CM requested data deletion</i>	5	<0.1
- <i>Address inaccessible</i>	34	0.2
- <i>Unable to locate address</i>	49	0.3
- <i>Missing interview</i>	44	0.2
- <i>Other reason</i>	47	0.3
Ineligible	44	0.2

⁸ This figure is based on the number of full and partial interviews achieved prior to data editing. Following data edits a small number of second parent interviews were removed and therefore these figures may differ slightly to the published data

<i>Young person not resident in England</i>	17	0.1
<i>Young person not in Year 9</i>	21	0.1
<i>Young person has died</i>	6	<0.1

5.1. Completed sections

In the majority of households where at least one interview was achieved, all sections of the questionnaire were completed. Table 5.2 below shows the breakdown of households with achieved interviews.

Table 5.2: Completed sections

	No. of households	% of productive households	% of eligible households
Productive household	13,100		
		%	%
<i>Full household (all eligible household members interviewed)</i>	11,786	64.4	
<i>Partial household (one or more eligible household members not interviewed)</i>	1,314 ⁹	7.2	
Young person interviewed	12,866	98.2	
Main parent interviewed	12,959	98.9	
Households where two parents are present	9,000	68.7	
Second parent interviewed	7,929	60.5	88.1

⁹ As above

6. Data

6.1. Coding

6.1.1. Coding other 'specify' and open ended questions

Coders looked at all questions where 'other – specify' had been given as an answer. The aim of this exercise, commonly known as back coding, was to see whether the answer given could actually be coded into one of the original pre-coded response options. Coding was done in Ascribe, a Windows based coding package.

The TNS BMRB research team and DfE agreed code frames in advance of the start of the coding exercise. Standard coding procedures were applied to the coding of both 'other – specify' and open ended questions. After coding the data was analysed to examine the proportion of answers that were remaining in the 'other' category and where necessary additional code frames were agreed. Not all open ended questions were coded. Both GfK NOP and TNS BMRB coded their own data. Code frames are available from the Department for Education upon request.

6.1.2. Coding of occupation

The 'individual parent' section of the questionnaire asked about current employment. This data was used to provide a Standard Occupation Classification (SOC) for each adult interviewed and currently in paid employment or self-employment.

Occupations were coded using the Standard Occupational Classification 2010 (SOC2010). All occupational coding was done centrally by specialist coders once the data were returned by interviewers.

6.2. Data

6.2.1. Data cleaning and editing

Following fieldwork GfK NOP data was combined with TNS BMRB data and was fully checked by TNS BMRB to ensure that all questions that should have been answered did have a response, and questions that should not have been answered did not have a response. This checking found some responses at questions where they should not be. This was a result of 'snapback': where a respondent gave a particular answer at one question that caused another question to be asked, answered this second question but then changed their mind and gave a different answer to the first question which meant the second question should not have been asked. In cases such as this the second question was edited to be 'not applicable'.

Due to some problems with the CAPI script some variables were not asked of all respondents that should have been asked them. The following variables were affected:

BirthWt_W1_HIST

State1_W1_HIST

InterpH_W1_HIST

NumSchools_W1_HIST

YNtAp_W1_HIST

WhyBe_W1_HIST

Truant1a_W1_YP

Prelig3_W1_MP

Prelig3_W1_SP

SCFIP_W1_HIST

SCFIP_W1_MP

In addition 18 cases were missing household grid data due to technical issues. Where possible these respondents were recontacted by telephone and any data obtained through the recontact was included in the dataset.

6.2.2. Missing key stage 2 data

The LSYPE2 cohort sat their key stage 2 (KS2) tests in a year when a large number of schools boycotted them. Of those for whom we are able to match in information from the NPD, KS2 test results are missing for slightly less than 30 per cent of cases (unweighted). This also includes around 2 per cent (unweighted) with no KS2 record, which can be the case for a variety of reasons, such as being educated in an independent school or outside England at the time. It was decided to draw the LSYPE2 sample from a complete cohort of pupils, i.e. not to exclude pupils who experienced the KS2 boycott from the sample, because of the substantial risk of unobserved sample bias. DfE intend a programme of work to investigate missing data and options to compensate for it. This programme is also intended to encompass other variables with substantial amounts of missing or implausible data, such as household income.

7. Weighting

A weight has been supplied for all sampled cases for which we have obtained *at least one interview* (young person, first parent or second parent). There are 13,100 of these productive cases. In 11,784 of these cases (90%) all eligible household members provided data. For the most part, the missing data is second parent interview data. In 12,744 cases (97%) both the young person and first parent data has been obtained¹⁰.

Table 7.1 shows how the productive cases are distributed across the data levels.

Table 7.1: Distribution of productive cases			Count
Main parent completed interview	Young person completed interview	No second parent	3970
		Second parent completed interview	7816 ¹¹
		Second parent did not complete interview	959
	Young person did not complete interview	No second parent	87
		Second parent completed interview	64
		Second parent did not complete interview	63
Main parent did not complete interview	Young person completed interview	No second parent	43
		Second parent completed interview	29
		Second parent did not complete interview	49
	Young person did not complete interview	No second parent	0
		Second parent completed interview	20
		Second parent did not complete interview	0

The weight given to each interviewed case can be decomposed into (i) a sampling weight, and (ii) a calibration factor. These are multiplied together to form the final weight. The calibration factors were separately calculated for the sample drawn from the maintained sector and the sample drawn from the independent sector/pupil referral units.

The sampling weight is simply the inverse of the young person's sampling probability ($1/p(\text{sampled})$). The sampling weight is used as a 'base weight' when calibrating the interview sample so that it matches known population totals. Calibration is a form of weighting designed to deal with differential non-response from (or non-coverage of) population subgroups. If a survey variable is correlated with subgroup identity, calibration reduces both bias and variance in the total population estimate.

A case's calibration factor indicates how many members of the population is 'represented' by that case. A scaled version has also been produced with a mean of 1. Any case with a scaled calibration factor greater than 1 is a member of a sub-population that is under-represented in the interview sample. Any

¹⁰ Given the very low 'missing interview' rate, a single weight for all analyses is feasible with simple filters employed if the analysis is limited to (e.g.) those with young person interviews.

¹¹ This figure is based on the number of full and partial interviews achieved prior to data editing. Following data edits a small number of second parent interviews were removed and therefore these figures may differ slightly to the published data

case with a scaled calibration factor less than 1 is a member of a sub-population that is over-represented in the interview sample.

The smallest scaled calibration factor was 0.65 and the largest was 1.89. The standard deviation was only 0.13, demonstrating the general representativeness of the responding sample. Only a small number of sub-groups used in the calibration matrix received average calibration factors outside of the range 0.9-1.1:

- pupils in special schools (1.54);
- pupils with a statement of special educational needs (1.27);
- pupils in the category 'Other single ethnic groups' (1.20);
- pupils in schools with fewer than 100 pupils in Year 9 (1.17);
- pupils attending schools located in the 4th highest IDACI decile (1.14).

7.1. Calibration of the maintained sector interview sample

The population database used to sample pupils from the maintained sector is the Autumn 2012 pupil census. Year 9 frequency counts from this database have been used as population totals for calibrating the maintained sector interview sample.

However, a small number of sampled pupils were found to be ineligible for the survey (outcome codes 12 (not living in England), 13 (not in year 9) and 15 (deceased)). Therefore, the survey population (i.e. those eligible to be surveyed) is a subset of the Autumn 2012 census. The survey population totals are *estimated* following the calibration stage. To achieve this, the total issued sample, not just the interview sample is calibrated to the Autumn census population totals. The base weights are calculated as follows:

- Eligible non-interview cases (outcome codes 19, 20): base weight = 0
- Interview cases (outcome codes 1, 2): base weight = (sampling weight/sum of sampling weights for interview cases)*(sum of sampling weights for interview cases + sum of sampling weights for eligible non-interview cases + (sum of sampling weights for cases with unknown eligibility * estimated probability of being eligible))
- Ineligible cases (outcome codes 12, 13, 15): base weight = sampling weight
- Cases with unknown eligibility (all other outcome codes): base weight = sampling weight*estimated probability of being *ineligible*¹²

Effectively, this approach reallocates the sampling weights such that all the weights for eligible cases are loaded onto the interview cases but all the weights for ineligible cases remain in place. After calibrating this base-weighted sample to population totals, the non-interview cases can be stripped out from the dataset. The survey population totals can be estimated from the (post-calibration) weighted interview sample.

The sample was calibrated using the Stata software package and the user-written command *calibrate* (D'Souza, 2011). A generalised linear regression method (GREG) was used with the added constraint that the calibration weight could not be smaller than one third the sampling weight and could not be larger than three times the sampling weight. This constraint prevents very large or very small weights being generated. Small numbers of extreme weights tend to increase standard errors more than is

¹² The estimated probability of being eligible is equal to the number of eligible cases divided by the number of cases where eligibility status is known. The probability of being *ineligible* is simply the complement of that. A more complex model is not worthwhile, given the small numbers of known ineligible cases.

justified by the reduction in bias they bring. This procedure is still able to find a calibration solution, just not quite the 'least squares' solution.

The population totals used were:

Table 7.2: Population totals used for calibration				
Gender				
	Aut 12 census total	%	Estimated survey pop total	%
Female	273,206	48.8	272,385	48.8
Male	286,789	51.2	285,893	51.2
Total	559,995	100.0	558,279	100.0
Month of birth				
	Aut 12 census total	%	Estimated survey pop total	%
January 1999	46,082	8.2	45,978	8.2
February 1999	42,534	7.6	42,345	7.6
March 1999	47,322	8.4	47,269	8.5
April 1999	45,169	8.1	45,065	8.1
May 1999	47,686	8.5	47,638	8.5
June 1999	47,223	8.4	46,924	8.4
July 1999	48,707	8.7	48,532	8.7
August 1999	47,399	8.5	47,159	8.4
September 1998	49,354	8.8	49,330	8.8
October 1998	47,651	8.5	47,550	8.5
November 1998	44,645	8.0	44,492	8.0
December 1998	46,223	8.3	45,998	8.2
Total	559,995	100.0	558,279	100.0
Ethnic group				
	Aut 12 census total	%	Estimated survey pop total	%
White British (+ unknowns)	425,821	76.0	424,631	76.1
Indian	12,805	2.3	12,747	2.3
Pakistani	19,457	3.5	19,457	3.5
Bangladeshi	7,747	1.4	7,708	1.4
Black Caribbean	7,388	1.3	7,388	1.3
Black African	15,548	2.8	15,488	2.8
Mixed ethnic groups	22,389	4.0	22,302	4.0
Other single ethnic groups	48,840	8.7	48,557	8.7
Total	559,995	100.0	558,279	100.0
Language at home				

	Aut 12 census total	%	Estimated survey pop total	%
English or minority British/Irish language (+ those missing language data)	485,477	86.7	484,051	86.7
Other language	74,518	13.3	74,228	13.3
Total	559995	100.0	558,279	100.0
Free school meals status				
	Aug 12 NPD Total	%	Estimated survey pop total	%
Eligible for free school meals at some time between spring 2009 and autumn 2012	142,840	25.5	142,164	25.5
Not eligible for free school meals at any time over this period	417,155	74.5	416,114	74.5
Total	559,995	100.0	558,279	100.0
SEN provision				
	Aut 12 census total	%	Estimated survey pop total	%
N - No SEN provision	435,063	77.7	434,354	77.8
A - School action – the school is giving specific additional help to the child	67,631	12.1	67,212	12.0
P - School action plus – the school has requested external help for the child such as an educational psychologist or therapist	35,860	6.4	35,723	6.4
S - Statement of SEN	21,441	3.8	20,990	3.8
Total	559,995	100.0	558,279	100.0
KS2 overall performance (banded)				
	Aut 12 census total	%	Estimated survey pop total	%
15-42 pts	60,814	10.9	60,263	10.8
43 to 65 pts	250,985	44.8	250,547	44.9
66+ pts	86,170	15.4	86,170	15.4
Did not sit KS2/missing KS2	162,026	28.9	161,299	28.9
Total	559,995	100.0	558,279	100.0
School Year 9 pupil numbers				
	Aut 12 census total	%	Estimated survey pop total	%
Under 100 pupils	29,058	5.2	28,749	5.1
100-199 pupils	263,704	47.1	262,879	47.1

200-299 pupils	236,514	42.2	236,014	42.3
300 or more pupils	30,719	5.5	30,636	5.5
Total	559,995	100.0	558,279	100.0
School type				
	Aut 12 census total	%	Estimated survey pop total	%
LA maintained non-special schools	274,427	49.0	273,519	49.0
Academies and other non-maintained non-special schools	276,398	49.4	275,797	49.4
Special schools	9,170	1.6	8,963	1.6
Total	559,995	100.0	558,279	100.0
School IDACI (pupil deciles)				
	Aut 12 census total	%	Estimated survey pop total	%
Top decile	56,003	10.0	55,777	10.0
2nd decile	56,046	10.0	55,987	10.0
3rd decile	55,974	10.0	55,669	10.0
4th decile	56,010	10.0	55,845	10.0
5th decile	55,947	10.0	55,813	10.0
6th decile	55,996	10.0	55,824	10.0
7th decile	56,009	10.0	55,887	10.0
8th decile	56,033	10.0	55,803	10.0
9th decile	55,962	10.0	55,841	10.0
Bottom decile	56,015	10.0	55,833	10.0
Total	559,995	100.0	558,279	100.0
Region				
	Aut 12 census total	%	Estimated survey pop total	%
NE England	27,521	4.9	27,472	4.9
NW England	77,423	13.8	77,217	13.8
Yorkshire + Humberside	57,348	10.2	57,110	10.2
E Midlands	49,658	8.9	49,603	8.9
W Midlands	62,460	11.2	62,290	11.2
East of England	63,246	11.3	62,972	11.3
London	78,734	14.1	78,551	14.1
SE England	88,966	15.9	88,785	15.9
SW England	54,639	9.8	54,279	9.7
Total	559,995	100.0	558,279	100.0

7.2. Calibration of the independent sector / PRU interview sample

Pupils from independent schools and pupil referral units were sampled from the December 2012 edition of the *EduBase* school database. However, pupil counts are less reliable than those in the Autumn census. Consequently, the interview sample of independent/PRU pupils has not been formally calibrated. Instead, the sampling weight of interview cases has been multiplied by the inverse of the pupil-level response rate recorded for each of the two types of school (25% for independent school pupils, and 30% for PRU pupils):

Sampling weight * (1/(# of responding schools / # of sampled schools)) * (1/(# of responding pupils / # of sampled pupils))

This produces estimated populations of approximately 42,300 independent school pupils and 700 PRU pupils. These figures are 92% and 64% respectively of the *EduBase* academic age 13 totals. The disparity in the PRU numbers are largely due to the fact that some PRU pupils are also registered with a maintained sector school and therefore present in the Autumn census. Only pupils *solely* registered with a PRU could be sampled via the *EduBase* route. Consequently, the population total for this subgroup should be lower than a simple sum of *EduBase* totals.

The weighted interview cases are then added to the calibrated maintained sector interview cases to form the final data file.

7.3. Design factors and design effects

The overall impact of the survey design on the standard error can be reported as the *design factor*¹³. The design factor is the ratio between a standard error estimate that reflects the survey design and one that ignores it. Occasionally, researchers may use an 'average' design factor alongside simple spread-sheets that work with the standard error of a simple random sample (equation 1 in Appendix L).

For LSYPE2, the median design factor across a set of 26 key variables is 1.20 but they range from 0.85 to 1.73. Using a design factor of 1.2-1.3 as an average is a safe enough tactic.

The square of the design factor is called the *design effect*. Dividing the sample size by the design effect provides the *effective sample size*. The effective sample size may be used in place of the actual sample size when working with equation 1 (see Appendix L).

Declaring the survey design in statistical software

Most survey software uses the Taylor Series Expansion (TSE) method to calculate standard errors which reflect the survey design. All that the researcher needs to do is 'declare' the variable containing the final weight (*LSYPE2_W1weight* in LSYPE2), the variable identifying the sample stratum (*FinalStratum* in LSYPE2) and the variable identifying the cluster (*URN* in LSYPE2). Optionally, the researcher may declare the proportion of clusters (schools in LSYPE2) sampled within each stratum and the proportion of units (pupils in LSYPE2) sampled and responding within each cluster. However, this is unlikely to change the standard error estimate much and is not an option within SPSS.

An alternative to the TSE method – especially useful for more complex statistics - is the jack-knife method but more preparation on the part of the researcher is usually required and this is not an option available within SPSS.

Design effects when comparing across cohorts

¹³ (see Appendix L for further detail on the standard error)

To calculate the 95 percent confidence interval of a difference between LSYPE cohort 1 and cohort 2 you apply whatever design effect you calculate for each cohort in order to obtain a standard error (SE) for each cohort's estimate. Then you combine them as follows:

$$\sqrt{(SE_1^2 + SE_2^2)} = \text{SE of difference between cohort 1 and 2 (SE}_{\text{diff}}).$$

The 'design effect' can be calculated from there as $(SE_{\text{diff}}(\text{CS})/SE_{\text{diff}}(\text{SRS}))^2$ where $SE_{\text{diff}}(\text{CS})^{14}$ is the true standard error of the difference and $SE_{\text{diff}}(\text{SRS})^{15}$ is the standard error if you ignored the complex sampling/weighting design. The design factor is simply the square root of the design effect.

¹⁴ Complex Sample Design

¹⁵ Simple Random Sample

Appendix A: Household Grid questionnaire

This section is asked at the beginning of the interview, of a responsible parent or guardian of the sample young person. It establishes household information and the identity of the main parent respondent.

Notes:

Questions are documented as follows:

{Question routing – who is asked question}

Question Name

Question text

Type of question response allowed or code frame

Questions in boxes are generally LOOPED or REPEATED questions. See start of box for conditions under which questions are repeated.

Household section – household members

{Ask all}

InCar

INTERVIEWER: RECORD IF YOUNG PERSON LIVING IN:

1. Private household
2. Hotel/B&B
3. Somewhere else

{Ask if living in an institution (InCar=3)}

Intyp

INTERVIEWER CODE

What kind of institution does the young person live in?

1. Children's Home or hostel
 2. Other type of residential care home
 3. NHS/Health trust or other establishment providing nursing care
 4. Family centre or mother and baby unit
 5. Youth treatment centre(Glenthorne)
 6. Young offender institution or prison
 7. Other (specify)
- Don't know

{Ask all}

YPKnown

How does **(text fill: name of sample young person)** like to be known ?

Open answer

{Ask all}

YPSEX

Interviewer: ask sex of **(text fill: name of sample young person)** or just code

1. Male
2. Female

{Ask all}

YPDOB

What is **(text fill: name of sample young person)**'s date of birth?

Day/Month/Year

Refused

{If not in institution (InCar <>3)}

GridIntro

Now I'd like to ask you a few things about your accommodation and who lives here with you.

{If not in institution (InCar <>3)}

NumHHL

How many people live at this address? Please include any brothers or sisters **(text fill: name of sample young person)** has who may currently be away at university but who live here during holidays.

Numeric (1 – 14)

{If not in institution (InCar <>3)}

Name

RECORD THE NAME (OR A UNIQUE IDENTIFIER) FOR EACH MEMBER OF THE HOUSEHOLD.

[THE SAMPLED YOUNG PERSON WILL BE HELD IN POSITION 1]

[THE PARENT/GUARDIAN PROVIDING THE HOUSEHOLD INFORMATION SHOULD BE PLACED IN POSITION 2]

1. Sampled Young Person - [Name filled in automatically]
2. Parent / Guardian answering questions – [Name entered]
3. Person 3 – [Name entered]
4. Person 4 – [Name entered]
- n. Person n – [Name entered]

{If not in institution (InCar <>3)}

Sex

RECORD SEX FOR EACH HOUSEHOLD MEMBER

1. Sampled Young Person - [Male/Female]
2. Parent / Guardian answering questions – [Male/Female]
3. Person 3 – [Male/Female]
4. Person 4 – [Male/Female]
- n. Person n – [Male/Female]

{If not in institution (InCar <>3)}

Age

RECORD AGE FOR EACH HOUSEHOLD MEMBER

1. Sampled Young Person - [Filled in automatically calculated from YPDOB]
2. Parent / Guardian answering questions – [Numeric (0-120)]
3. Person 3 – [Numeric (0-120)]
4. Person 4 – [Numeric (0-120)]
- n. Person n – [Numeric (0-120)]

{If person in position 2 is younger than 18 (Age < 18 for position 2)}

Parchk

INTERVIEWER: The person answering the questions must be a parent/guardian of the young person who cannot be younger than 18. Please go back and correct this.

{If not in institution (InCar <>3)}

RelToYPSimple

RECORD RELATIONSHIP TO (text fill: name of sample young person) FOR EACH HOUSEHOLD MEMBER

READ OUT IF NECESSARY

1. Sampled Young Person - [Not Applicable]
2. Parent / Guardian answering questions – [Answer from relationship list below]
3. Person 3 – [Answer from relationship list below]
4. Person 4 – [Answer from relationship list below]
- n. Person n – [Answer from relationship list below]

Relationship List:¹⁶

1. Parent or Guardian
2. Sibling
3. Other

RelToYP

RECORD RELATIONSHIP TO (text fill: name of sample young person) FOR EACH HOUSEHOLD MEMBER

READ OUT IF NECESSARY

Relationship List:

1. Birth parent
2. Adoptive parent
3. Foster parent
4. Step-parent
5. Full brother/sister
6. Half brother/sister
7. Step brother/sister
8. Adopted brother/sister
9. Foster brother/sister
10. Grandparent

¹⁶ Question will be presented in series of filtered questions. The first will have answers Parent or Guardian/ Sibling/Other. For parent or guardian this will be followed by answers for Birth/Adoptive/Foster/Step/Other. "Other" at this question will be followed by answers for sibling/grandparent/aunt or uncle/other relative/other non-relative. For siblings from the first questions this will be followed by answers for Full/Half /Adoptive/Foster/Step. For other household members this will be followed by answers for Grandparent/Child/(Husband/Wife/Partner)/Other relative/Other non-relative. If the relationship is then coded as being the child of the sampled young person one follow up screen will then ask whether Natural/Adopted/Step child.

- 11. Husband/Wife/Partner
- 12. Natural son/daughter
- 13. Adopted son/daughter
- 14. Step son/daughter
- 15. Other relative
- 16. Other non-relative
- Don't know
- Refused

{If person in position 2 is not coded as Parent/Guardian (RelToYPSimple <> 1 for position 2)}

Parchk

INTERVIEWER: The person answering this section MUST be a parent or guardian of the young person. If they are a sibling or have another relationship to the young person and are acting as their guardian please code Parent/Guardian first and you will be able to specify their relationship at later screens.

{If not in institution (InCar <>3)}

MarStat1

SHOW CARD A1

What is your legal marital status?

- 1. Single, that is never married
- 2. Married or in a same sex civil partnership
- 3. Divorced
- 4. Widowed
- 5. or Separated?
- Don't know
- Refused

{If another parent/guardian is living in household (RelToYPSimple = 1 for household members in position 3 or higher)}

MarStat2

SHOW CARD A1

And what is **(text fill: name of other parent guardian)**'s legal marital status...?

- 1. Single, that is never married
- 2. Married or in a same sex civil partnership
- 3. Divorced
- 4. Widowed
- 5. or Separated?
- Don't know
- Refused

{If another parent/guardian is living in household (RelToYPSimple = 1 for household members in position 3 or higher)}

RelCheck

INTERVIEWER ASK OR RECORD WHETHER **(text fill: name of parent/guardian answering section)** and **(text fill: name of other parent guardian)** are in a relationship together.

- 1. Yes in relationship

- 2. No, not in relationship together
- Don't know
- Refused

{If no other parent/guardian is living in household but there is someone aged 16+ ((RelToYPSimple <> 1 for all household members in position 3 or higher) & (Age >= 16 or Refused for household members in position 3 or higher))}

RelCheck2

INTERVIEWER ASK OR RECORD WHETHER **(text fill: name of parent/guardian answering section)** is in a relationship with any of the following.

SINGLE CODE ONLY.

- 1. Person 3
- 2. Person 4
- n. Person n
- None of these

Household section – characteristics

{Ask all not in institutions/hotels (Incar <> 2,3)}

Hous12

SHOW CARD A2

Which of these best describes the accommodation you are living in at the moment?

1. Owned outright,
 2. Being bought on a mortgage/bank loan,
 3. Shared ownership (owns & rents property),
 4. Rented from a Council or New Town,
 5. Rented from a Housing Association,
 6. Rented privately,
 7. Rent free,
 8. Some other arrangement.
- Don't know
Refused

{Ask all}

Englang

Is English the first or main language of this household?

INTERVIEWER: If 'Yes' - ask 'Is English the only language spoken or are any other languages spoken?'

1. Yes - English only
 2. Yes - English first/main and speaks other languages
 3. No - another language is households first/main language
 4. Household is bilingual
- Don't know
Refused

{Ask if speaks other language apart from English (Englang=2, 3 or 4)}

OthLa

Apart from English, what languages are spoken?

1. Bengali,
 2. Gujarati
 3. Polish
 4. Punjabi
 5. Somali
 6. Urdu
 7. Other (specify)
- Don't know
Refused

Household section – establishing main parent respondent

{Ask if not in institution and there is more than one parent/guardian in the household (Incar <> 3 and ReltoYP = 1 for more than one household member)}

MainRes

One of the main aims of the study is to find out about **(text fill: name of sample young person)**'s time at school. I need to make sure I am talking to the right parent/person in the household to find out about this. Can I check then, which one of you would you say is most involved in **(text fill: name of sample young person)**'s education?

(SCREEN DISPLAYS NAMES OF ALL PARENTAL FIGURES IN THE HOUSEHOLD)

IF THERE ARE NO PARENTS CODED IN THE HOUSEHOLD, THIS QUESTION DOES NOT APPEAR AND THE PERSON ANSWERING THE HOUSEHOLD GRID (IN POSITION 2) IS AUTOMATICALLY ALLOCATED AS THE MAIN PARENT, ANY ADULT THAT THIS PERSON IS IN A RELATIONSHIP WITH WILL BE THE SECOND PARENT

IF THERE IS ONLY ONE PARENT CODED THIS QUESTION DOES NOT APPEAR AND THIS PERSON IS AUTOMATICALLY ALLOCATED AS THE MAIN PARENT. ANY ADULT THAT THIS PERSON IS IN A RELATIONSHIP WITH WILL BE THE SECOND PARENT

{If two or more non-natural parents are selected at MainRes (MainRes is multi-coded and parents selected were not coded ReltoYPSimple = 1)}

MainRes2

INTERVIEWER: THE MAIN PARENT SECTION CAN BE ANSWERED JOINTLY IF BOTH PARENTS ARE EQUALLY INVOLVED IN THE YOUNG PERSON'S EDUCATION BUT THE CAPI PROGRAMME REQUIRES THAT ONE PARENT BE SELECTED AT THIS SCREEN.

(SCREEN DISPLAYS NAMES OF ALL PARENTAL FIGURES IN THE HOUSEHOLD)

{If in institution (InCar = 3)}

InstR

INTERVIEWER: Enter name and job title of respondent who has contact with **(text fill: name of sample young person)** and can answer main education section.

This may be e.g. A keyworker, or **(text fill: name of sample young person)**'s social worker

Open answer: up to 30 characters

{Ask all}

ElseH

INTERVIEWER: Who else was present during this part of the interview (if only for part of the time)?

1. No-one else in the room during section
2. Spouse/partner
3. Sampled young person
4. Mother/step-mother/female guardian
5. Father/step-father/male guardian
6. (Step-) brother(s)/sister(s)
7. Other adult relative(s)
8. Other child(ren) under 16
9. Other adult(s) including visitor
10. Someone else

Multicoded: up to 8 codes

DispRes

INTERVIEWER: This screen displays which respondents in the household must answer which sections.

HISTORY SECTION (Name of parent/guardian giving young person history & relationship to young person)

MAIN PARENT SECTION (Name of main parent/guardian respondent & relationship to young person)

PARENT 1 SECTION (Name of main parent/guardian respondent & relationship to young person)

PARENT 2 SECTION (Name of any other parent/guardian respondent & relationship to young person)

YOUNG PERSON INTERVIEW (Name of sample young person)

{Ask all}

ConCdln

INTERVIEWER: Record who has given consent for (text fill: name of sample member) to be approached for interview from list below, and collect signature on contact sheet:

SCREEN DISPLAYS LIST OF ADULTS IN HOUSEHOLD & IF LIVING IN INSTITUTION, NAME OF KEYWORKER INTERVIEWED

Household section – Derived variables

NOTE: THE FOLLOWING VARIABLES ARE DERIVED VARIABLES ONLY AND ARE USED FOR ROUTING TO THE FOLLOWING SECTIONS. THESE WERE NOT ASKED IN THE INTERVIEW.

Otherparentpres

Whether there is another person in the household defined as 2nd parent of whom the 2nd parent questions can be asked

1. Yes
2. No

CODED AS FOLLOWS:

*If ReltoYPSimple = 1 (parent/guardian) for more than one household member position or Relcheck2 > 1
{Otherparentpres = 1}
Otherwise {Otherparentpres = 2}*

Numparents

Number of parents in household

Numeric

CODED AS FOLLOWS:

Count of the number of household member positions that have been coded parent/guardian (code 1) at ReltoYPSimple

Numnatpar

Number of natural parents in the household

Numeric

CODED AS FOLLOWS:

Count of the number of household member positions that have been coded birth parent (code 1) at ReltoYP

Natmum

Whether there is a natural mother present in the household

1. Yes
2. No

CODED AS FOLLOWS:

*If ReltoYP = 1 (birth parent) and Sex = 2 (female) at any position {Natmum = 1}
Otherwise {Natmum = 2}*

Natdad

Whether there is a natural father present in the household

1. Yes
2. No

CODED AS FOLLOWS:

If ReltoYP = 1 (birth parent) and Sex = 1 (male) at any position {Natdad = 1}

Otherwise {Natdad = 2}

Histnatmoth

Whether the history respondent is the natural mother

1. Yes
2. No

CODED AS FOLLOWS:

If ReltoYP = 1 (birth parent) and Sex = 2 (female) at history parent position {Histnatmoth = 1}

Otherwise {Histnatmoth = 2}

Mothpres

Number of female parents present in the household

CODED AS FOLLOWS:

Count of the number of household member positions that have been coded parent/guardian (code 1) at ReltoYPSimple and female (code 2) at Sex

Fathpres

Number of male parents present in the household

CODED AS FOLLOWS:

Count of the number of household member positions that have been coded parent/guardian (code 1) at ReltoYPSimple and male (code 1) at Sex

Histrespwho

Which parent is the history parent

1. Main parent
2. Second parent

CODED AS FOLLOWS:

If history parent position = Mainres {Histrespwho = 1}

Otherwise {Histrespwho = 2}

Appendix B: Main parent questionnaire

This section is asked of the main parent respondent, who is identified at the end of the household section (if two parents/guardians are resident).

Notes:

Questions are documented as follows:

{Question routing – who is asked question}

Question Name

Question text

Type of question response allowed or code frame

Questions in boxes are generally LOOPED or REPEATED questions. See start of box for conditions under which questions are repeated.

MAIN PARENT RESPONDENT SECTION – ATTITUDES TO YOUNG PERSON'S SCHOOL & INVOLVEMENT IN EDUCATION

{Ask all}

MCIntro

INTERVIEWER: The next set of questions are to be answered by (text fill: name of main parent respondent).

{Ask all}

Kidskol

SHOW CARD B1

How would you rate the overall quality of (text fill: name of sample member)'s school?

1. Very good
 2. Fairly good
 3. Neither good nor bad
 4. Fairly bad
 5. Very bad
- Can't say – (code if mentioned spontaneously)

{Ask all}

Qualprg

SHOW CARD B2

I'm going to ask a few questions now about how happy you might be about how (text fill: name of sample member) has been getting on at school in the last 12 months.

First, how satisfied have you been...

* With (text fill: name of sample member)'s school progress in general?

1. Very satisfied
 2. Fairly satisfied
 3. Fairly dissatisfied
 4. Very dissatisfied
- Can't say

{Ask all}

Qualdec

SHOW CARD B2

I'm going to ask a few questions now about how happy you might be about how (text fill: name of sample member) has been getting on at school in the last 12 months.

* With the subjects (text fill: name of sample member) has on offer at the school

1. Very satisfied
 2. Fairly satisfied
 3. Fairly dissatisfied
 4. Very dissatisfied
- Can't say

{Ask all}

Qualint

SHOW CARD B2

I'm going to ask a few questions now about how happy you might be about how (text fill: name of sample member) has been getting on at school in the last 12 months.

* With how much interest the teachers show in (text fill: name of sample member)

1. Very satisfied
 2. Fairly satisfied
 3. Fairly dissatisfied
 4. Very dissatisfied
- Can't say

{Ask All}

Qualdis

SHOW CARD B2

I'm going to ask a few questions now about how happy you might be about how (text fill: name of sample member) has been getting on at school in the last 12 months.

* With discipline at (text fill: name of sample member)'s school

1. Very satisfied
 2. Fairly satisfied
 3. Fairly dissatisfied
 4. Very dissatisfied
- Can't say

{Ask all}

ParEve

Thinking about the last 12 months, who, if anyone, has gone to any parents' evenings or similar events at (text fill: name of sample member)'s school?

INTERVIEWER PROBE IF NECESSARY. CODE ALL THAT APPLY

1. Respondent
 2. Respondent's partner (only show if partner in the household)
 3. Respondent's ex-partner/husband/wife went
 4. Someone else
 5. Nobody has been
- Don't know

{Ask all}

TmeetF

Apart from parents' evenings, in the last 12 months, have you (text fill: or your husband/or your wife/or your partner) had any specially arranged meetings with teachers about how (text fill: name of sample member) is getting on at school?

1. Yes
 2. No
- Don't know

{Ask all}

ReportOften

How often does (text fill: name of sample member)'s school send you reports about how (textfill:he/she) is getting on?

INTERVIEWER: READ OUT

1. At least once a week
 2. Every two or three weeks
 3. At least once a term
 4. Less often than once a term
 5. Never?
- Don't know

{If gets reports (ReportOften<->Never)}

RepRed1

When you get (text fill: name of sample member)'s school reports do you ever talk about them with (text fill: him/her)?

1. Yes
 2. No
 3. Only if it's bad (DO NOT READ OUT)
- Don't know

{If talks to young person about reports (If Repred1=1)}

RepRed2

How often would you say you do this? Is it... (READ OUT)

1. Every time a report comes
 2. Most times
 3. About half
 4. Less than half
 5. Hardly ever
- Don't know

{Ask all}

Tspeak

Apart from any parents' evenings or reports, how often do you have contact with or from (text fill: name of sample member)'s teachers about how (text fill: he/she) is getting on at school - would you say it's...

INTERVIEWER: READ OUT

1. At least once a week
 2. Every two or three weeks
 3. At least once a term
 4. Less often than once a term
 5. Never?
- Don't know

{Ask all}

Schlif

How involved do you personally feel in (text fill: name of sample member)'s school life - would you say that you feel...

INTERVIEWER: READ OUT

1. Very involved
 2. Fairly involved
 3. Not very involved
 4. or Not at all involved?
- Don't know (DO NOT READ OUT)

{Ask all}

Schact

SHOW CARD B3

. Which of things listed on this card have you (text fill: or your husband/or your wife/or your partner) done at any of (text fill: name of sample member)'s schools?

INTERVIEWER: Code all that apply.

If 'Yes' ask 'Which?'. Probe fully 'What else?'

1. Spoken to teachers
 2. Helped out in class
 3. Helped out elsewhere e.g. library, school trips, dinner duties
 4. Helped with fund-raising activities
 5. Helped out with special interest groups like sports/drama
 6. Been involved with Parents and Teachers Associations
 7. Been involved in the Schools' Governing Body
 8. Some other activity - Please specify
 9. None of these
- Don't know

{Ask all}

Teaclea

SHOW CARD B4

How much do you agree or disagree that...

* (text fill: name of sample member)'s school gives me clear information on how (text fill: he/she) is getting on.

1. Agree strongly
 2. Agree a little
 3. Disagree a little
 4. Disagree strongly
- Don't know

MAIN PARENT RESPONDENT SECTION – EXTRA-CURRICULAR CLASSES

{Ask all}

Extrtu1

In the last 12 months have you or another member of your family paid for (text fill: name of sample member) to have private classes or lessons in subjects that (textfill: he/she) also does at school?

INTERVIEWER: INCLUDE PRIVATE CLASSES/PAID FOR TUITION DONE AT SCHOOL

1. Yes
2. No
- Don't Know

{If takes private classes (Extrtu1=Yes)}

Extrtu2

In which subjects?

CODE ALL THAT APPLY

1. Maths
2. English
3. Languages
4. Science
5. Music
6. Other - specify
- Don't Know

{If takes private classes (Extrtu1=Yes)}

Extrtu3

In the last 12 months how often, on average, did (text fill: name of sample member) go to these private lessons or classes - was it...

READ OUT

INTERVIEWER: IF BEEN TO MORE THAN ONE CLASS, PROBE FOR THE TIME IN TOTAL NOT THE TIME PER SUBJECT

- 1 More than once a week
3. Once a week or
4. Less than once a week?
5. Once only (code only if mentioned spontaneously)
- Don't know

MAIN PARENT RESPONDENT SECTION – YEAR 10 SUBJECT CHOICES

{Ask all}

Subjch8

Have you talked with (text fill: name of sample member) about what subjects (text fill: he/she) might do in Year 10?

1. Yes
2. No
- Don't know

{Ask all}

Y10Sat

How satisfied are you with the choice of courses and subjects that are available for (text fill: name of sample member) to do at (text fill: his/her) school in Year 10 - would you say you are...

INTERVIEWER: READ OUT

1. Very satisfied
2. Fairly satisfied
3. Not very satisfied
4. Not at all satisfied?
- Don't know

MAIN PARENT RESPONDENT SECTION – PARENTAL EXPECTATIONS & ASPIRATIONS

{Ask if not living in an institution (Incar <> 3)}

Parasp2

SHOW CARD B5

Looking at this card, what would you yourself **LIKE** (text fill: name of sample member) to do when (text fill: he/she) reaches 16? CODE ONE ONLY

1. Continue in full-time education
 2. An apprenticeship
 3. Start work with some education or training
 4. Start work without education or training
 5. Be unemployed
 6. Start a family
 7. Something else
- Don't know

{Ask all}

Parasp1

SHOW CARD B5

And when (text fill: name of sample member) reaches 16, what do you think (text fill he/she) **WILL** do? CODE ONE ONLY

1. Continue in full-time education
 2. An apprenticeship
 3. Start work with some education or training
 4. Start work without education or training
 5. Be unemployed
 6. Start a family
 7. Something else
- Don't know

{If would like young person to continue in full-time education but doesn't think they will (Parasp2=1 and Parasp1<>1) }

JobDisc

Have you ever talked to (text fill: name of sample member) about staying on in full time education after 16 instead?

1. Yes
 2. No
- Don't know

{Ask all}

Heposs

SHOW CARD B6

How likely do you think it is that **(text fill: name of sample member)** will go on to university to do a degree at some time in the future?

1. Very likely
 2. Fairly likely
 3. Not very likely
 4. Not likely at all
- Don't know

{If young person not very/not at all likely to go to university (Heposs=3 or 4)}

Henot

SHOW CARD B7

Why do you think it's unlikely that **(text fill: name of sample member)** will go to university to do a degree?

INTERVIEWER:code all that apply.

PROBE: Any other reasons?

1. Will not get necessary grades
 2. Family can't afford it
 3. He/she has no interest in going
 4. For some other reason (Please tell the interviewer)
- Don't Know

MAIN PARENT RESPONDENT SECTION – FAMILY ACTIVITIES

NOTE: THIS SECTION IS NOT ASKED WHERE SAMPLE MEMBER LIVING IN INSTITUTION (INCAR <> 3)

{Ask all}

Fammeal

I would like to talk to you about a few things you might do together as a family (by family I mean you, (textfill: your spouse/partner)¹⁷ and any young people aged 16 or under who live here with you).

In a normal week, that is from Sunday to Saturday, how often do you have an evening meal together as a family?

READ OUT

1. Every night
 2. Most nights
 3. Once or twice or
 4. Not at all?
- Don't know

{Ask all}

Parout

SHOW CARD B8

How often do you know where (text fill: name of sample member) is when (text fill: he/she) goes out in the evening?

1. Always
 2. Usually
 3. Sometimes
 4. Rarely or hardly ever or
 5. Never?
 6. (text fill: name of sample member) does not go out in the evening (code only if mentioned spontaneously)
- Don't know

{Ask if young person goes out (Parout <>6)}

Parback

When (text fill: name of sample member) goes out on nights before a school day, do you set a time for (text fill: him/her) to be back by?

INTERVIEWER: Nights before school days includes Sunday night through to Thursday night.

1. Yes
2. No

¹⁷ If spouse/partner living in the HH

3. Not allowed out/ Does not go out (code only if spontaneously mentioned)
Don't know

{If sets a time for young person to be back (Parback=1)}

Partimd

When you set a time for (text fill: name of sample member) to come in by on school nights, does (text fill: he/she)...

READ OUT

1. Always or usually come home by the time you set
2. Sometimes come home or
3. Never come home by this time?
4. I or spouse/partner/other family member always pick them up (DO NOT READ OUT)
Don't know

{If goes out (Parout<>6)}

Patwk

If (text fill: name of sample member) goes out on Friday or Saturday night do you set a time for him/her to be back home?

1. Yes
2. No
3. Not allowed out/ does not go out (code only if spontaneously mentioned)
Don't know

{If sets a time for young person to be back (Patwk = 1)}

Partmew

When you set a time for (text fill: name of sample member) to come in by on the weekend, does he/she...

READ OUT

1. Always or usually come home by the time you set
2. Sometimes come home or
3. Never come home by this time?
4. I or spouse/partner/other family member always pick them up (DO NOT READ OUT)
Don't know

MAIN PARENT SELF-COMPLETION SECTION – RPA POLICY

{Ask all}

Interp

INTERVIEWER CODE:

INTERVIEWER: CODE WHETHER OR NOT MAIN PARENT IS USING AN INTERPRETER TO ANSWER QUESTIONS:

1. NOT USING INTERPRETER, MAIN PARENT ANSWERING QUESTIONS
2. USING INTERPRETER

{Ask if not using an interpreter (Interp = 1)}

ScomAdi

The next set of questions are for you to answer yourself, using the computer. The computer is very easy to use. This way your answers will be completely confidential and I will not be able to see them. When you have finished, the whole section will be automatically locked up inside the computer so that I cannot look back at it.

Are you happy to answer these questions yourself?

INTERVIEWER CODE:

1. Respondent accepted self-completion
2. Respondent refused self-completion
3. Interviewer will administer self-completion using computer - spontaneous code only

{If accepts self-completion (SCompAdi=1 or 3)}

TurnAd

INTERVIEWER: TURN SCREEN TO RESPONDENT AND LET THE RESPONDENT ENTER THEIR ANSWERS WHILE YOU OBSERVE AND HELP IF NECESSARY. WAIT UNTIL THE RESPONDENT IS READY BEFORE PRESSING CONTINUE.

{If accepts self-completion (SCompAdi=1 or 3)}

Test

This question is just to help you to get used to answering the questions in this section. How much do you agree or disagree that...

I like using computers.

SELECT YOUR ANSWER BY TOUCHING THE SCREEN THEN PRESS CONTINUE

- (1) Strongly agree

- (2) Agree
- (3) Neither agree nor disagree
- (4) Disagree
- (5) Strongly disagree

{If accepts self-completion and young person not living in an institution (SCompAdi=1 or 3) and (Incar <> 3)}

The government has recently changed the law so that it is now compulsory for young people to do some form of education or training until they are 18, either at school, college, an apprenticeship or combining work with study,.

Please indicate how much you agree or disagree with the following statements about the change in law.

RPapar1

How much do you agree or disagree that...

* I don't think staying on in education or training is the right thing for (textfill: name of sample member)

- 1. Strongly agree
- 2. Agree
- 3. Neither agree nor disagree
- 4. Disagree
- 5. Strongly disagree
- Don't know

{If accepts self-completion and young person not living in an institution (SCompAdi=1 or 3) and (Incar <> 3)}

RPapar3

How much do you agree or disagree that...

* I am glad that (textfill: name of sample member) will not be able to leave education or training until (textfill: he/she) is 18

- 1. Strongly agree
- 2. Agree
- 3. Neither agree nor disagree
- 4. Disagree
- 5. Strongly disagree
- Don't know

{If accepts self-completion and young person not living in an institution (SCompAdi=1 or 3) and (Incar <> 3)}

RPapar4

How much do you agree or disagree that...

* I will find it difficult to support (textfill: name of sample member) financially now that (textfill: he/she) will be in education or training until (textfill: he/she) is 18

- 1. Strongly agree
- 2. Agree
- 3. Neither agree nor disagree
- 4. Disagree
- 5. Strongly disagree
- Don't know

{If accepts self-completion and young person not living in an institution (SCompAdi=1 or 3) and (Incar <> 3)}

RPapar5

How much do you agree or disagree that...

* I think (textfill: name of sample member) would have stayed in education or training until (textfill: he/she) is 18 anyway

1. Strongly agree
 2. Agree
 3. Neither agree nor disagree
 4. Disagree
 5. Strongly disagree
- Don't know

MAIN PARENT SELF-COMPLETION SECTION - RELATIONSHIP WITH YOUNG PERSON & CONTACT WITH SERVICES

{If accepts self-completion and young person not living in an institution (SCompAdi=1 or 3) and (Incar <> 3)}

Parqual

Young people often have arguments with their parents about things like the young person's friends, their clothes or hairstyle, things they do when they go out or what time they come back.

How often would you say you argue with (text fill: name of sample member)?

1. Most days
 2. More than once a week
 3. Less than once a week
 4. Hardly ever
 5. Or never?
- Don't know
Don't want to answer

{If accepts self-completion and young person not living in an institution (SCompAdi=1 or 3) and (Incar <> 3)}

Kiddif

All in all, how well or how badly would you say you get on with (text fill: name of sample member)?

1. Very well
 2. Fairly well
 3. Fairly badly
 4. Very badly
- Don't know
Don't want to answer

{If accepts self-completion (SCompAdi=1 or 3)}

ServSS

Most parents have difficulties with their teenage children from time to time, and sometimes need to get help from different types of services.

In the last 12 months, have you been in touch with your local council's social services because of (text fill: name of sample member)'s behaviour at home or at school? This includes both you getting in touch with them and them contacting you.

1. Yes
 2. No
- Don't know
Don't want to answer

{If accepts self-completion (SCompAdi=1 or 3)}

ServEW

And in the last 12 months, have you been in touch with educational welfare services because of (text fill: name of sample member)'s behaviour at home or at school? This includes both you getting in touch with them and them contacting you.

1. Yes
2. No
- Don't know
- Don't want to answer

{If accepts self-completion (SCompAdi=1 or 3)}

ServOth

And apart from anything you've already mentioned, in the last 12 months, have you been in touch with any other similar types of services because of (text fill: name of sample member)'s behaviour at home or at school? This includes both you getting in touch with them and them contacting you.

1. Yes
2. No
- Don't know
- Don't want to answer

{If accepts self-completion (SCompAdi=1 or 3)}

Intrcar

There are now some questions about whether (text fill: name of sample member) has ever been taken into or put into local authority care. This can happen for many reasons. We are interested in both voluntary and statutory care.

{If accepts self-completion (SCompAdi=1 or 3)}

Evercar

Since (text fill: name of sample member) was born, has (text fill: he/she) ever been in care in any of the arrangements shown below?

Please include any arrangements that (text fill: name of sample member) is in now.

PLEASE SELECT ALL THAT APPLY

1. Never been in care
2. With foster parents
3. In a young people's home
4. In local authority care, but remaining with own parents
5. Placed for adoption
6. In local authority care in some other arrangement
- Don't know

Don't want to answer

{If ever been in care (EverCar=2, 3, 4, 5 or 6)}

Lastcare

What year was (text fill: name of sample member) last in care?

TYPE IN YEAR

Numeric...1998-2013

Don't know

Don't want to answer

MAIN PARENT SELF-COMPLETION SECTION – REASONS FOR NOT LIVING WITH NATURAL PARENTS

{If accepted self-completion and if living in private household with NO natural parents (ScompAdi = 1 or 3) and (Incar <> 3) and (Numnatpar = 0)}

ChStYr

Can I just check, in which year did (text fill: name of sample member) start living with you?

ENTER YEAR

Numeric... 1998-2013

Don't know

Don't want to answer

{If accepted self-completion and if living in private household with NO natural parents (ScompAdi = 1 or 3) and (Incar <> 3) and (Numnatpar = 0)}

StopLiv

There are a number of reasons why young people may not be able to live at home with their natural parents. Please can you tell me why (text fill: name of sample member) no longer lives with (text fill: his/her) natural parents?

1. Parents divorced or separated
 2. Parent(s) unable to cope
 3. Parent(s) too ill to provide care and security for young person
 4. Parent(s) died
 5. Young person temporarily placed into alternative care
 6. Some other reason
- Don't know
Don't want to answer

MAIN PARENT SELF-COMPLETION SECTION – RISK FACTORS (ABSENCES, TRUANCY, POLICE CONTACT, BULLYING)

{If accepts self-completion (SCompAdi = 1 or 3)}

MissHol

In the last 12 months, has (textfill: name of sample member) been off school for a day or more because (textfill: he/she) went on holiday?

1. Yes
2. No
- Don't know
- Don't want to answer

{If has missed school in the last 12 months (MissHol = 1)}

DayMiss

In total, how many days was (textfill: he/she) off school to go on holiday in the last 12 months?

- ENTER NUMBER OF DAYS
Numeric...1-250
Don't know
Don't want to answer

{If has missed school in the last 12 months (MissHol = 1)}

PermMiss

Did the school give (textfill: name of sample member) permission to be off school to go on holiday?

1. Yes
2. No
- Don't know
- Don't want to answer

{If accepts self-completion (SCompAdi=1 or 3)}

Abs3mE

Other than for school holidays, since the age of 5 has (text fill: name of sample member) ever been off school for a continuous period of 3 months or more?

1. Yes
2. No
- Don't know
- Don't want to answer

{If ever had 3month + absence (Abs3mE=1)}

Abs3mN

How many times has this happened?

- ENTER NUMBER
- Numeric: 1...99
- Don't know
- Don't want to answer

{If ever had 3month + absence (Abs3mE=1)}

Abs3mY

In what calendar year did this last happen?

- ENTER YEAR
- Numeric...1998-2013
- Don't know
- Don't want to answer

{If 3month + absence since 2011 (Abs3mY=2012 or 2013)}

Abs3mW

Why was (text fill: name of sample member) off school for 3 months or more (ADD IF Abs3mn > 1, dk don't want to answer: the most recent time this happened)?

- 1. Suspension or exclusion
- 2. Illness
- 3. Some other reason
- Don't know
- Don't want to answer

{If was off school for some other reason (Abs3mW=Some other reason)}

Abs3mWOt

What was this other reason?

- TYPE IN REASON
- Open answer
- Don't know
- Don't want to answer

{If no 3 month+ absence ever or in last 12 months (Abs3me=No, dk, ref or Abs3mY before 2012, dk, ref)}

Abs1mY

In the last 12 months, has (text fill: name of sample member) been off school for a continuous period of 1 month or more, other than for school holidays?

- 1. Yes
- 2. No

Don't know
Don't want to answer

{If 1 month+ absence in last 12 months (Abs1mY=Yes)}

Abs1mW

Why was (text fill: name of sample member) off school for 1 month or more?

1. Suspension or exclusion
 2. Illness
 3. Some other reason
- Don't know
Don't want to answer

{If was off school for some other reason (Abs1mW=Some other reason)}

Abs1mWot

What was this other reason?

TYPE IN REASON
Open answer
Don't know
Don't want to answer

{If accepts self-completion (SCompAdi = 1 or 3)}

TruSch

In the last 12 months, has (text fill: name of sample member)'s school contacted you because (text fill: name of sample member) has been absent without permission?

1. Yes
 2. No
- Don't know
Don't want to answer

{If accepts self-completion (SCompAdi=1 or 3)}

Suspend

Has (text fill: name of sample member) ever been temporarily excluded, that is suspended, from a school for a time?

1. Yes
 2. No
- Don't know
Don't want to answer

{If ever temporarily suspended/excluded (Suspend=Yes)}

Sutimes

Has this happened in the past 3 years?

- 1. Yes
- 2. No
- Don't know
- Don't want to answer

{If temporarily suspended/excluded in last 3 years (Sutimes=Yes)}

Sutime2

How many times has this happened in the past 3 years?

- ENTER NUMBER
- Numeric: 1..99
- Don't know
- Don't want to answer

{If accepts self-completion (SCompAdi=1 or 3)}

Expel

Has (text fill: name of sample member) ever been permanently excluded, that is expelled from school for good?

- 1. Yes
- 2. No
- Don't know
- Don't want to answer

{If ever expelled/permanently excluded (Expel=Yes)}

Exp3yr

Has this happened in the past 3 years?

- 1. Yes
- 2. No
- Don't know
- Don't want to answer

{If expelled/permanently excluded in last 3 years (Exp3yr=Yes)}

Exp3yr2

How many times has this happened in the past 3 years?

- ENTER NUMBER

Numeric: 1..99
Don't know
Don't want to answer

{If expelled/permanently excluded in last 3 years (Exp3yr=Yes)}

Expwhat

And what happened as a result of (text fill: name of sample member)'s (textfill: most recent) expulsion?

SELECT AS MANY AS APPLY

1. Went to another primary or secondary school
 2. Went to a special school or unit for pupils with special educational needs
 3. Went to a school or unit for pupils with behavioural problems
 4. Went to a boarding school
 5. Referred to psychologist/School Psychological Services/Counsellor
 6. Never went back to school
 7. Eventually went back to same school
 8. Taught at home with support from other services
 9. Taught at home without support from other services
 10. Other
- Don't know
Don't want to answer

{If accepted self-completion (ScompAdi = 1 or 3)}

Addsupp

Thinking about the last 2 years, has additional support ever been provided for (textfill: name of sample member) because of (textfill: his/her) behaviour, (ADD IF Exp3yr = 1: not including any support(textfill: he/she) that may have been provided as a result of being permanently excluded)?

1. Yes
 2. No
- Don't know
Don't want to answer

{If has received additional support (Addsup = 1)}

Whatsupp

What type of support was provided?

SELECT ALL THAT APPLY

1. Attended a specialist behaviour school or unit
 2. Attended other provision outside of the school, such as a local college or training provider
 3. Additional support provided in school to help with educational needs – such as support for a special educational need
 4. Additional support provided in school to help with a non-educational need – such as self-esteem or anger management
 5. Referred to a psychologist, school psychological services or counsellor outside of school
 6. Other type of support
- Don't know
Don't want to answer

{If has received additional support (Addsup = 1)}

Dursupp

How long was this support provided for?

1. Two years
 2. Between 1 and 2 years
 3. One year
 4. Between 6 and 12 months
 5. Between 1 and 6 months
 6. One month
 7. One week
 8. Less than 1 week
- Don't know
Don't want to answer

{If has received additional support (Addsup = 1)}

Evsupp

Do you believe this additional support has improved (textfill: name of sample member)'s:

GRID: FOR EACH ITEM YES/NO/DON'T KNOW/DON'T WANT TO ANSWER

SELECT AN ANSWER FOR EACH ROW BELOW

1. Behaviour
2. Education

{If accepts self-completion (SCompAdi=1 or 3)}

PBull1

The next question is about any bullying or other bad behaviour from other pupils at (text fill: his/her) school that you know have happened to (text fill: name of sample member) in the last 12 months.

As far as you know, have any of these things happened to (text fill: name of sample member) at (text fill: his/her) school in the last 12 months?

SELECT ALL THAT APPLY

1. Called names by other pupils at his/her school
 2. Been humiliated in front of other pupils (either by a pupil or teacher)
 3. Sent offensive or hurtful text messages or emails
 4. Offensive or hurtful comments posted online (such as on Facebook or Twitter)
 5. Shut out from groups of other pupils or from joining in things
 6. Made to give other pupils his or her money or belongings
 7. Threatened by other pupils with being hit or kicked or with other violence
 8. Actually being hit or kicked or attacked in any other way by other pupils
 9. Any other sort of bullying
 10. No, none of these things have happened in the last 12 months
- Don't know
Don't want to answer

{If sample member bullied ({PBull1=1-9})}

PBulFrq

How often in the last 12 months would you say these things have happened to (text fill: name of sample

member) ?

1. Every day
 2. A few times a week
 3. Once or twice a week
 4. Once every two weeks
 5. Once a month
 6. Less often than this
 7. It varies
- Don't know
Don't want to answer

{If accepts self-completion (SCompAdi=1 or 3)}

Police1

Have the police ever got in touch with you (text fill: or your husband/ or your wife/ or your partner) about (text fill: name of sample member) because of something he/she had done?

1. Yes , in last 3 years
 2. Yes, but not in the last 3 years
 3. No, never
- Don't know/can't remember
Don't want to answer

{If police got in touch in the last 3 years (Police1=1)}

Police2

How many times has this happened in the past 3 years?

ENTER NUMBER
Numeric: 1..99
Don't know
Don't want to answer

{If police got in touch in the last 3 years (Police1 = 1)}

Police3

In the last 3 years, why have the police been in touch with you about (textfill: name of sample member)?

SELECT AS MANY AS APPLY

1. (textfill: name of sample member) had committed an offence/caused trouble
 2. (textfill: name of sample member) was a victim of crime
 3. The police brought (textfill: name of sample member) home because they thought (textfill: he/she) was vulnerable or might get into trouble
 4. Other reason
- Don't know
Don't want to answer

N.B. WHERE THE MAIN PARENT IS THE HISTORY PARENT (HISTRESPWHO = 1) PARTNER1 TO PARTNER6 WILL APPEAR HERE. SEE HISTORY SECTION DOCUMENTATION.

{If accepts self-completion (SCompAdi=1 or 3)}

PSCEnd

Thank you. That is the end of the questions in this section. Your answers will be completely confidential.

Now please tell the interviewer you have finished and s/he will press a key which will hide your answers, so that no-one can see them on the screen.

Once your answers are locked away, you will not be able to change any that you are not sure about, so if you want to go back to any questions please do so NOW. The interviewer can show you how to do this.

{If accept self-completion or interviewer administered {If ScompAdi=1 or 3}}

ENDCASIP

NOW PLEASE HAND THE COMPUTER BACK TO THE INTERVIEWER.

[Back option not allowed]

{If accept self-completion or interviewer administered {If ScompAdi=1 or 3}}

SCFIP

INTERVIEWER CODE : DID THE RESPONDENT ANSWER ALL OF THE QUESTIONS IN THIS SECTION VIA CASI SELF-COMPLETION?

1. Yes, all self-completion by respondent
2. Yes, self-completion, but interviewer helped to complete some questions
3. No, interviewer completed it all with the respondent.

MAIN PARENT RESPONDENT – HOUSEHOLD RESOURCES (Face-to-face continued)

NOTE: THIS SECTION IS NOT ASKED OF YOUNG PEOPLE LIVING IN INSTITUTIONS (INCAR <>3)

{Ask all}

IntrBen

The next few questions are about benefits. Please include any benefits which are claimed by you (text fill: or your husband/or your wife/or your partner) individually or for your family as a whole.

{Ask all}

Benefit

Which, if any, of the benefits on this card do you receive [text fill: either on your own or with your partner/husband/wife]?

SHOW CARD B9.

CODE ALL THAT APPLY

1. Income Support
 2. Jobseekers Allowance
 3. Incapacity Benefit
 4. Employment and Support Allowance
 5. Universal Credit
 6. State Pension
 7. Pension Credit
 8. Carer's Allowance
 9. Attendance Allowance
 10. Disability Living Allowance
 11. Housing Benefit
 12. Tax credits
 13. Child benefit
 14. Council tax benefit
 15. Other (specify)
 16. None of these
- Refused
Don't know

{Ask all}

Inc1Est

SHOW CARD B10

Thinking about the TOTAL income you (text fill: and your husband/and your wife/and your partner) get from all sources, that is earnings from work, benefits and anything else, please could you tell me which letter on this card represents your (and your husband/wife/partner's) TOTAL income from any sources before any deductions for tax, national insurance and so on?

1. A
2. B
3. C
4. D
5. E
6. F
7. G
8. H
9. I
10. J
11. K
12. L
13. M
14. N
15. O
- Don't know
- Refused

NOTE: THE CODES ON THE SHOWCARD ARE LAID OUT AS FOLLOWS:

Annual	Weekly	Monthly
H. Under £2,600	Under £50	Under £217
B. £2,600 - £5,199	£50 - £99	£217 - £434
J. £5,200 - £10,399	£100 - £199	£435 - £866
F. £10,400 - £15,599	£200 - £299	£867 - £1,299
N. £15,600 - £20,799	£300 - £399	£1,300 - £1,732
A. £20,800 - £25,999	£400 - £499	£1,733 - £2,166
G. £26,000 - £31,199	£500 - £599	£2,167 - £2,599
O. £31,200 - £36,399	£600 - £699	£2,600 - £3,032
D. £36,400 - £39,999	£700 - £769	£3,033 - £3,333
L. £40,000 - £44,999	£770 - £865	£3,334 - £3,749
M. £45,000 - £49,999	£866 - £961	£3,750 - £4,166
I. 50,000 - £59,999	£962 - £1,153	£4,167 - £4,999
C. £60,000 - £74,999	£1,154 - £1,442	£5,000 - £6,249
E. £75,000 - £99,999	£1,443 - £1,923	£6,250 - £8,333
K. £100,000 or more	£1,924 or more	£8,333 or more

{Ask all}

ConDur4

Does your household have a telephone in your (part of the) accommodation?

PROBE IF YES: Is that a fixed line phone a mobile phone or both?

IF NECESSARY: Include items stored or under repair. Shared telephone located in public hallways should

be included only if this household is responsible for paying account.

1. Yes, fixed telephone only
 2. Yes, mobile telephone only
 3. Yes, both fixed and mobile telephones
 4. No
- Don't know
Refused

{Ask all}

WhoPres

INTERVIEWER CODE:

Who else was present during the main parent respondent interview?

INTERVIEWER: Code all that apply.

1. No-one else present
2. Respondent's partner/husband/wife
3. Sampled young person
4. Other adult living in household
5. Other young person living in household
6. Other adult/young person not living in household

MAIN PARENT RESPONDENT – INDIVIDUAL PARENT QUESTIONS

At this stage of the main parent respondent interview, the individual parent questions (which are administered to any parent/guardian resident in the household) are asked. See separate documentation.

MAIN PARENT RESPONDENT – YOUNG PERSON HISTORY QUESTIONS

At this stage of the main parent respondent interview, the history questions will now appear for all respondents who are both the main parent and history respondent. The history respondent is the natural mother, if there is no natural mother then the natural father will answer the section. In absence of natural parents then whoever has been identified as the main parent will answer this section. See separate documentation for further details.

MAIN PARENT RESPONDENT – FUTURE CONTACT DETAILS

{Ask all}

NPlinkP

Information about your child's education is held by the Department for Education. This information includes details such as the schools or colleges they've attended, the courses they've studied and the qualifications they've gained as well as other characteristics such as attendance, suspensions or exclusions, whether they have or had a special educational need, or have ever been eligible for free school meals.

We would like to add information from your child's education record to your survey answers. This will create a more accurate picture of their life and experiences, and will be used for research and statistical purposes only. You and your child's information is confidential and names and addresses will never be included in the results. You or your child will not be identified in reports. We would like to link in information about your child's education to your survey responses on a yearly basis. If you decide that you no longer wish to take part in the study we will retain your child's education information up until that point. After this point we will make no further links. You can withdraw your consent at any time.

To do this we need your permission to create a link between this record of your child's education and the survey responses you've just given me before making the records anonymous. The anonymised education record will be placed on a secure website so that researchers can use it for research and statistics purposes only.

Can I have your permission to link your child's education record held by the Department of Education to your survey responses?

1. Yes
2. No

{Ask all}

MPFnam

That is all the questions we have for you, We would like to keep in touch with you and (text fill: name of sample member), so we can talk to you again if you are willing to do so and so we can let you know what we find through our research. First, could I take your full name and title?

INTERVIEWER: Code or check title.

1. Mr
2. Ms
3. Miss
4. Mrs
- 5 Dr
- 6 Other - specify

INTERVIEWER: Enter the first name

Open answer

INTERVIEWER: Enter surname

Open answer

REFUSED RECONTACT

{Ask if second parent in the household AND did not refuse recontact at MPFnam (If Othparentpres = 1 and MPFnam <> Refused)}

OPFnam

And could I take (textfill: name of second parent)'s full name and title?

INTERVIEWER: Code or check title of parent 2

1. Mr
2. Ms
3. Miss
4. Mrs
5. Dr
6. Other - specify

INTERVIEWER: Enter first name of parent 2

Open answer

INTERVIEWER: Enter surname of parent 2

Open answer

{If did not refuse recontact at MPFnam (MPFnam <> Refused)}

MPAdd

And could I check that we have the correct address for you?

INTERVIEWER: READ OUT ADDRESS

(DISPLAY ADDRESS FROM SAMPLE)

1. Yes
2. No

{If address is incorrect (MPAdd =2)}

MPAdd2

Please could I take your correct full address?

- Open answer
- Don't know
- Refused

{If has landline telephone (ConDur4 =1 or 3)}

MPTel1

What is your phone number at home?

- Open answer
- Refused

{If has mobile telephone (ConDur4 =2 or 3)}

MPTel2

Do you have any mobile phone numbers that someone from the study could contact you on in the future?

Open answer
Refused

{Ask if did not refuse recontact at MPFnam (MPFnam <> Refused)}

MPEmail

Do you have an e-mail address(es) that we could use to contact you in the future?

1. Yes
2. No
Don't know
Refused

{If has an email address (MPEmail = 1)}

MPEmai2

What is your email address?

Open answer
Don't know

{Ask if did not refuse recontact at MPFnam (MPFnam <> Refused)}

MPCont

If we were not able to find you using any of these contact details, is there anyone who would know where you are?

1. Yes
2. No
Don't know

{If has a stable contact (MPCont = 1)}

MPContn

Can you give me that person's name?

Open answer
Don't Know
Refused

{If has a stable contact (MPCont = 1)}

MPContn

And can you give me their address?

Open answer
Don't Know
Refused

{If has a stable contact (MPCont = 1)}

MPContt

And could you give me their phone number?

Open answer
Don't Know
Refused

{If has a stable contact (MPCont = 1)}

MPContre

What is that person's relationship to you? READ OUT AND CODE ONE ONLY

1. Relative
2. Friend
3. Other - specify
Don't Know
Refused

{Ask all}

AccType

INTERVIEWER: Code type of accommodation:

1. Detached house/bungalow
2. Semi-detached house/bungalow
3. Terrace house/end terrace
4. Purpose built flat/maisonette
5. Self contained flat/maisonette in converted building
6. Room(s) not self contained
7. Caravan/mobile home/houseboat
8. Other (specify)

Don't know

{Ask if did not refuse recontact at MPFnam (MPFnam <> Refused)}

Move1yr

Do you expect to move home at any time in the next 12 months?

- 1. Yes
- 2. No
- Don't know
- Refused

{If expects to move home in the next 12 months (Move1yr = Yes)}

Movekn

Do you know the address of the new home you may move to?

- 1. Yes
- 2. No
- Don't Know
- Refused

{If knows the address of the new home moving to (Movekn = Yes)}

Movekn

What is the address of the new home you will be moving to?

- Enter full address
- Refused

{If not refused recontact (MPFnam <> Refused)}

COAC

INTERVIEWER: Please give respondent change of address card and ask them to return it if / when they move.

{Ask all}

WHOPRE7

Who else was present during the main parent respondent interview?

INTERVIEWER: Code all that apply.

- 1. No-one else present

2. Respondent's partner/husband/wife
3. Sampled young person
4. Other adult living in household
5. Other young person living in household
6. Other adult/young person not living in household

Appendix C: Individual Parent questionnaire

This section is asked directly of any resident parent/guardians. Where two parents/guardians (or where the main parent is in a relationship with another household member) (Othparentpres = 1) are resident, these questions will be repeated for both.

Notes:

Questions are documented as follows:

{Question routing – who is asked question}

Question Name

Question text

Type of question response allowed or code frame

Questions in boxes are generally LOOPED or REPEATED questions. See start of box for conditions under which questions are repeated.

INDIVIDUAL PARENT QUESTIONS – QUALIFICATIONS & EDUCATION

NOTE: THIS SECTION IS NOT ASKED WHERE SAMPLE MEMBER IS LIVING IN INSTITUTION (If Incar <> 3)

{Ask all}

Plntro

INTERVIEWER: The next set of questions should be answered by (text fill: name of each parent/guardian to be interviewed)

1. Press 1 and <Enter> to continue.

Plntro2

The next questions are about your education.

{Ask all}

Ed1

Firstly, how old were you when you left full time continuous education or training? If you left and later returned to become a full time student or trainee, please tell me how old you were when you FIRST left.

IF RESPONDENT HAD PLANNED GAP YEAR, DO NOT COUNT THIS AS END OF F/T CONTINUOUS EDUCATION

- Numeric: 10-99 (answer cannot be higher than age)
- Never went to school
- Still in first period of full time education
- Don't know
- Refused

{If left full-time education aged 35 or older (Ed1 > 34)}

Termedchk

INTERVIEWER: You said that the respondent finished their first period of full time education when they were 35 or older. Please check this is correct.

{If went to school and not still in full time education (Ed1 <> never went to school, still in first period of full time education)}

Ed1a

After that time, did you ever go back into full-time education or training?

1. Yes
 2. No
- Don't know
 - Refused

The next question is about any qualifications you might have. What I mean by a 'qualification' is if you

followed a course at a school or college or did training and were given any sort of certificate at the end of this.

This includes not just school or college examinations but things you might have got through your job.

{Ask all}

Equal

SHOW CARD C1

Starting from the top of this list, please look down the list of qualifications and tell me the number of the first qualification you come to that you've got?

INTERVIEWER: O-LEVELS CAN BE CONSIDERED EQUIVALENT TO GCSEs. IF RESPONDENT IS UNCERTAIN, ASK FOR THEIR BEST ESTIMATE OF WHAT THEIR HIGHEST QUALIFICATION IS EQUIVALENT TO.

CODE ONE ONLY.

1. Degree (e.g. BA, BSc, MA)
 2. Higher Education but below degree level (e.g. HND, HNC etc)
 3. A/AS levels or equivalent
 4. 5 or more GCSEs at A*-C or equivalent
 5. Some GCSE passes or equivalent
 6. Other qualifications
 7. No qualifications
- Don't know
Refused

{If other qualifications or Don't know at Equal (Equal = 6 or dk)}

EqualO

Please could you describe your highest qualification?

INTERVIEWER: TYPE IN DESCRIPTION OF QUALIFICATION. PROBE FOR NAME AND LEVEL ACHIEVED

- No qualifications
Don't know
Refused

{Ask All}

Ed3

And now a couple of questions about your parents. Did your father ever go to university and get a degree?

INTERVIEWER: IF HAS BOTH NATURAL, ADOPTIVE, STEP FATHER RESPONDENT SHOULD CHOOSE WHO TO REFER TO

1. Yes
 2. No
 3. Didn't know father
- Don't know

Refused

{Ask all}

Ed4

And what about your mother? Did she ever go to university and get a degree?

INTERVIEWER: IF HAS BOTH NATURAL, ADOPTIVE, STEP FATHER RESPONDENT SHOULD CHOOSE WHO TO REFER TO

1. Yes
 2. No
 3. Didn't know mother
- Don't know
Refused

INDIVIDUAL PARENT QUESTIONS – CURRENT ACTIVITY

NOTE: THIS SECTION IS NOT ASKED WHERE SAMPLED YOUNG PERSON IS LIVING IN INSTITUTION AWAY FROM FAMILY (Incar <> 3)

{Ask all}

Wrk1

'Which of the answers on this card best describes what you're doing at the moment?'

INTERVIEWER: CODE MAIN ACTIVITY.

SHOW CARD C2

1. Full-time paid employee (30 or more hours a week)
 2. Part-time paid employee (under 30 hours a week)
 3. Full-time self-employed
 4. Part-time self-employed
 5. Unemployed and seeking work
 6. Full-time education
 7. On a government scheme for employment training
 8. Temporarily sick/disabled (If temporarily off sick from job code as employed)
 9. Permanently sick/disabled
 10. Looking after home/family
 11. Retired from work altogether
 12. Something else (PLEASE GIVE DETAILS)
- Refused

[If not refused at Wrk1 (Wrk1 <> Ref)]

WrkY

Can you tell me when you started this period of (text fill: type of current activity)¹⁸?

(Textfill if in FT or PT employment: INTERVIEWER: This includes all the time spent in (textfill: full-time/ part-time) employment, even if you changed job during that time.)

Year: 1950.2013 (DK/REF)

Month: January ..December & Spring/Summer/Autumn/Winter (DK/REF)

[If not currently working (Wrk1=5-12)]

Wrk2

Have you ever had a paid job or worked as a self-employed person?

1. Yes
 2. No
- Don't know
Refused

[If currently working or if has in past (Wrk1=1-4 or Wrk2=Yes)]

¹⁸ Textfills should read, full-time paid employment, part-time paid employment, full-time self-employment, part-time self-employment, unemployment, full-time education, being on a government scheme for employment training, temporary sickness/disability, permanent sickness/disability, looking after the home/family, retirement.

Wrk9

Can you give me your (text fill: last) job title and describe what you (text fill: do/did) in your job?

INTERVIEWER: Enter job details below. If (textfill: has/had) more than one job, the main job is the one they (textfill: work/worked) the most hours in. If (textfill: work/worked) in both jobs for the same number of hours the main job is the most remunerative. Probe for qualifications.

Job Title: OPEN ENDED
Description of job: OPEN ENDED
Qualifications needed for job: OPEN ENDED
Don't know
Refused

{If employee (Wrk1=1,2)}

Wrk10

Do you have formal responsibility for supervising the work of other employees?

INTERVIEWER: Do not include people who only supervise:-

- Children, e.g. teachers, nannies, childminders
- Animals
- Security or buildings, e.g. caretakers, security guards

1. Yes
2. No
Don't know
Refused

{If employee (Wrk1=1,2)}

Wrk11

How many employees are there at the place where you work?

INTERVIEWER: This is the total number of employees within the 'local unit' at which the respondent works (the location where their job is mainly carried out). Normally this is a single building, part of a building, or at the largest, a self-contained group of buildings.

1. 1-9
2. 10-24
3. 25-499
4. 500 or more
Don't know
Refused

{If employee (Wrk1=1,2)}

Salar1

What is your GROSS pay, that is your pay before any deductions?

Numeric: 0..1000000

Don't know

Refused

{If if did not say don't know or refused to gross pay (Salar1 <> DK, Ref)}

Salar2

And what time period does this cover?

1. One week
2. Calendar month
3. One year/12 months/52 weeks
4. Two weeks
5. Three weeks
6. Four weeks
7. Two calendar months
8. Eight times a year
9. Nine times a year
10. Ten times a year
11. Three months/13 weeks
12. Six months/26 weeks
13. Less than one week
14. One off lump sum

None of these

Don't know

Refused

{If employee and does not know or refuses salary (Wrk1=1,2 and (Salar1 = dk, ref or Salar2 = dk, ref)}

Fixhr

Are you paid a fixed hourly rate?

1. Yes

2. No

Don't know

Refused

{If paid a fixed hourly rate (Fixhr = 1)}

Fixra

What is your basic hourly rate?

POUNDS (1-1000)

PENCE (0-99)

Refused

Don't know

{If paid less than £6 an hour or more than £100 an hour at Fixra (Fixra < 6.00 or Fixra > 100.00)}

Fixrchk

INTERVIEWER: You entered that the respondent is paid (textfill: less than £6 an hour/ more than £100 an hour), please check that this is correct.

{If employee (Wrk1=Employee)}

Salar3

And what is your TAKE-HOME pay, that is AFTER all deductions?

Numeric: 0..1000000

Don't know

Refused

Don't know

Refused

{If did not say don't know or refused to net pay (Salar3 <> DK, Ref)}

Salar4

And what time period does this cover?

1. One week
 2. Calendar month
 3. One year/12 months/52 weeks
 4. Two weeks
 5. Three weeks
 6. Four weeks
 7. Two calendar months
 8. Eight times a year
 9. Nine times a year
 10. Ten times a year
 11. Three months/13 weeks
 12. Six months/26 weeks
 13. Less than one week
 14. One off lump sum
- None of these
Don't know
Refused

{If employee (Wrk1=1,2)}

JJBHrs

Thinking about this job, how many hours, excluding overtime and meal breaks, are you expected to work in a normal week?

IF NO NORMAL HOURS ASK FOR AVERAGE

Hours 0-99

Don't know

Refused

{If employee (Wrk1=1,2)}

HrsOver

And how many hours overtime do you usually work in a normal week?

IF NO USUAL:HOURS GIVE AVERAGE

Hours 0-99

Don't know

Refused

{If works any overtime (HrsOver > 0)}

Paidovr

How much of that overtime is usually paid overtime?

IF NO USUAL:HOURS GIVE AVERAGE

[logic check – Paidovr must not = more than HrsOver]

Hours 0-99

Don't know

Refused

{If self-employed (Wrk1=3,4)}

Wrk12a

Do you have any employees or are you working on your own?

1. On own/with partner(s), but no employees

2. With employees

Don't know

Refused

{If has employees (Wrk12a=2)}

Wrk12b

How many people do you employ at the place where you work?

1. 1-9

2. 10-24

3. 25-499

4. 500 or more

Don't know

Refused

{If self employed (wrk1=3,4)}

Seilnc1

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?

Numeric: 0..1000000
Don't know
Refused

INDIVIDUAL PARENT QUESTIONS – EMPLOYMENT/ACTIVITY HISTORY

NOTE: THIS SECTION IS NOT ASKED WHERE SAMPLE MEMBER LIVING IN INSTITUTION (If Incar <> 3)

{If currently in work (Wrk1=1-4)}

UnempEver

Since (text fill: (name of sampled young person) was born / you started living with (name of sampled young person)¹⁹) have there been any periods of 4 weeks or more when you have been unemployed and looking for work?

1. Yes
2. No
- Don't know
- Refused

{If has been unemployed and looking for work (UnempEver=1)}

UnempNum

And how many different periods of being unemployed and looking for work have you had since (text fill: (name of sampled young person) was born / you started living with (name of sampled young person))?

- Numeric range (1..99)
Don't know
Refused

{If has been unemployed and looking for work (UnempEver=1)}

UnempLen

And how long **in total** would you say you have been unemployed and looking for work for since (text fill: (name of sampled young person) was born / you started living with (name of sampled young person))?
Would you say it was...

READ OUT.

1. Less than six months
2. Six months to a year
3. One to two years
4. Three to four years
5. Five years or more
- Don't know
- Refused

{If currently in work or has worked in the past ((Wrk1 = 1-4) or (Wrk2=1))}

EmpNum

Can I just check, how many different jobs have you had since (text fill: (name of sampled young person) was born / you started living with (name of sampled young person))? Please only count jobs as being different if they involved a change of employer or a significant change to your role beyond a promotion. Please also include any time spent temping for a recruitment agency as one job.

¹⁹ First half of text fill is used for natural parents and second half for all other relations to the YP

Numeric range (0..99)
Don't know
Refused

{If currently in work or has worked in the past and current activity started after YP was born ((Wrk1 = 1-4 or Wrk2=1) and (((WrkY_year > YPDOByear²⁰) or (WrkY_year = YPDOByear and (WrkY_month²¹ > YPDOBmonth²² or WrkY_month = DK, ref))) or (YPDOB = Ref or WrkY_year = DK, ref))}}

EmpLen

And how long **in total** would you say you have been employed for since (text fill: (name of sampled young person) was born / you started living with (name of sampled young person))? Would you say it was...

READ OUT.

1. Less than a year
 2. One to two years
 3. Three to four years
 4. Five to ten years
 5. Ten years or more
- Don't know
Refused

²⁰ YPDOByear refers to the year of birth recorded for the young person at YPDOB in the household grid section

²¹ If seasons were coded at WrkY_month the following months were used for routing purposes: Spring = February, Summer = May, Autumn = August, Winter = November

²² YPDOBmonth refers to the month of birth recoded for the young person at YPDOB in the household grid section

INDIVIDUAL PARENT QUESTIONS – HEALTH AND DEMOGRAPHICS

NOTE: THIS SECTION IS NOT ASKED IF SAMPLE MEMBER LIVING IN INSTITUTION (Incar <> 3)

{Ask all}

Finally in this part I'd like to ask you a few questions about yourself..

Hea1

Over the last 12 months would you say your health has been very good, fairly good, not very good or not good at all?

1. Very good
 2. Fairly good
 3. Not very good
 4. Not good at all
- Don't know
Refused

{Ask all}

Hea2

Do you have any 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. Yes
 2. No
- Don't know
Refused

{IF has long-standing illness, disability or infirmity (Hea2=Yes)}

Hea2a

Do any of these illnesses or disabilities limit your activities in any way?

1. Yes
 2. No
- Don't know
Refused

{Ask all}

Ethnicity

Which of these best describes your ethnic group?

SHOW CARD C3

White

1. White – English/Welsh/Scottish/Northern Irish/British
2. White – Irish
3. White – Gypsy or Irish Traveller
4. Any other White background (specify)

Mixed / multiple ethnic groups

5. White and Black Caribbean
6. White and Black African
7. White and Asian
8. Any other mixed/multiple ethnic background (specify)

Asian or Asian British

9. Indian
10. Pakistani
11. Bangladeshi
12. Chinese
13. Any other Asian background (specify)

Black/African/Caribbean/Black British

14. African
15. Caribbean
16. Any other Black/African/Caribbean background (specify)

Other ethnic group

17. Arab
18. Any other ethnic group (specify)

Don't know
Refused

{Ask all}

Religion

What is your religion?

SHOW CARD C4

INTERVIEWER: IF AGNOSTIC CODE DON'T KNOW

1. No religion
 2. Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
 3. Buddhist
 4. Hindu
 5. Jewish
 6. Muslim
 7. Sikh
 8. Any other religion, please describe
- Don't know
Refused

{If Christian (Religion=Christian)}

Relig2

Which of these would you say it is?

SHOW CARD C5

INTERVIEWER: Probe and code one only.

1. Roman Catholic
 2. Church of England
 3. Methodist
 4. United Reformed /Presbyterian/Congregational
 5. Baptist
 6. Protestant
 7. Other Christian
- Don't know
Refused

{IF identifies with a religion (if Religion = 2-8)}

PRelig3

SHOW CARD C6

How important would you say your religion is to the way you live your life?

1. Very important
 2. Fairly important
 3. Not very important
 4. Not at all important?
- Don't know
Refused

[Ask all]

PPres

INTERVIEWER:Who else was present during the individual section for (text fill: name of each parent/guardian to be interviewed)?

CODE ALL THAT APPLY.

1. No-one else present
2. Respondent's partner/husband/wife
3. Sampled young person
4. Other adult living in household
5. Other young person living in household
6. Other adult/young person not living in household

REPEAT SECTION WHERE TWO PARENTS / GUARDIANS RESIDENT (Othparentpres = 1)

Appendix D: History respondent questionnaire

This section is asked of the history respondent. This is defined as (i) the natural mother of the sample young person if both natural parents are resident (ii) the natural father if the natural mother is not resident (iii) the main parent respondent if neither natural parent is resident.

Notes:

Questions are documented as follows:

{Question routing – who is asked question}

Question Name

Question text

Type of question response allowed or code frame

Questions in boxes are generally LOOPED or REPEATED questions. See start of box for conditions under which questions are repeated.

HISTORY SECTION –BIRTH & HEALTH

{Ask all}

HisIntr

INTERVIEWER: The next set of questions about **(text fill: name of sample young person)**'s history are to be answered by **(text fill: name of parent/guardian giving history details)**.

1. Press 1 and <Enter> to continue.

{Ask all}

Sampbor

Was **(text fill: name of sample young person)** born in the United Kingdom or elsewhere?

1. United Kingdom
2. Elsewhere

{Ask if respondent is natural mother (Histnatmoth = 1)}

BirthWt

How much did **(text fill: name of sample young person)** weigh at birth?

1. ENTER IN POUNDS AND OUNCES
 2. ENTER IN KILOGRAMS
- Don't know
Refused

{If answering in pounds and ounces (BirthWt = 1)}

BirthWa

ENTER WEIGHT IN POUNDS AND OUNCES.

POUNDS - [0..23]
OUNCES - [0..15]

Don't know
Refused

{If answering in kilograms (BirthWt = 2)}

BirthWb

ENTER WEIGHT IN KILOGRAMS

KILOGRAMS - [0..10] [ALLOW DECIMALS]

Don't know
Refused

{If born outside UK (Sampbor=Elsewhere)}

Sampbo2

Has **(text fill: name of sample young person)** lived continuously in the UK since (textfill: he/she) first came here (other than holidays)?

1. Yes`
 2. No
- Don't know
Refused

{If not lived continuously in UK since arrival (Sampbo2=No)}

Sampbo3

Please give the year when **(text fill: name of sample young person)**'s current spell of living in the UK began.

Numeric: 1998..2013

Don't know
Refused

{If lived continuously in UK since arrival (Sampbo2=Yes)}

Sampyea

Please give the year when **(text fill: name of sample young person)** first came to the UK to live in this country.

Numeric: 1998..2013

Don't know
Refused

{Ask all}

Chea1

Does **(text fill: name of sample young person)** have any long-standing illness, disability or infirmity? By long standing I mean anything that has troubled **(text fill: name of sample young person)** over a period of time or that is likely to affect (textfill: him/her) over a period of time.

INTERVIEWER: This includes problems with physical health, mental health, learning difficulties, abnormalities of behaviour.

1. Yes
 2. No
- Don't know

{If has long-standing illness, disability, infirmity (Chea1=Yes) }

Chea2

What sort(s) of illness, disability or infirmity does **(text fill: name of sample young person)** have?

Open response

Don't know
Refused

{If has long-standing illness, disability, infirmity (Chea1=Yes) }

Chea4b

Do you have to spend more time looking after **(text fill: name of sample young person)** compared with a fully-fit young person of similar age because of (textfill: his/her) health problems?

1. Yes
 2. No
- Don't know

{If has long-standing illness, disability, infirmity (Chea1=Yes) }

Chea5

Do you expect this problem(s) to continue at least until **(text fill: name of sample young person)** reaches the age of 16?

1. Yes
 2. No
- Don't know

{If has long-standing illness, disability, infirmity (Chea1=Yes) }

Chea7

Does this problem(s) make it harder for **(text fill: name of sample young person)** to go to school regularly?

1. Yes
 2. No
- Don't know

{If has long-standing illness, disability, infirmity (Chea1=Yes) }

Chea8

Does this problem(s) affect **(text fill: name of sample young person)**'s ability to do (textfill: his/her) school work?

1. Yes
 2. No
- Don't know

HISTORY SECTION – SCHOOL HISTORY

{If Independent pupil or has lived abroad ((SAMPIndependent = yes) or (Sampbor = elsewhere))}

NumSchools

How many different schools has **(text fill: name of sample young person)** attended? Please remember to include their current school.

INTERVIEWER: This includes primary schools but excludes nursery schools

Numeric 1-15
Don't know
Refused

{Ask all}

Nursch

Did **(text fill: name of sample young person)** attend a nursery school or pre-school classes prior to entering Foundation Year?

INTERVIEWER: Please include Kindergarten

1 Yes
2 No
Don't know

HISTORY SECTION – CHOICE OF CURRENT SCHOOL

{If currently at state school or other (SAMPindependent=No)}

State1

I would now like to ask a few questions about choosing **(text fill: name of sample young person)**'s current school **(text fill: name of school from PLASC)**..

Was **(text fill: name of sample young person)**'s current school your first choice?

1. Yes
2. No
3. SPONTANEOUS (text fill: name of sample young person) is not attending (text fill: name of school from PLASC)
Don't know

{If not at school recorded on PLASC (State1=3) }

CurrSch

What is the name and address of the school that **(text fill: name of sample young person)** is at now?

ANY ADDRESS INFORMATION IS HELPFUL EVEN IF THE RESPONDENT CAN ONLY PROVIDE THE TOWN OR CITY

Open response: NAME
Open response: ADD LINE 1
Open response: ADD LINE 2
Open response: TOWN/CITY
Open response: POSTCODE

Don't know
Refused

{If not at school recorded on PLASC (State1=3) }

SchType

And is it...?

1. A state school
 2. or an Independent or private school?
- Don't know

{If not at school recorded on PLASC and at state school (State1=3 and SchType = 1)}

State2

And was this school your first choice?

1. Yes
 2. No
- Don't know

{If current school first choice (State1 = Yes or State2=Yes)}

Stasc

SHOW CARD D1

Why was this school your first choice?

INTERVIEWER: Code all that apply.

1. My child's friends were going there
 2. It's easy to get to
 3. School has good exam results
 4. It's the local school
 5. I wanted my child to go to an Academy
 6. There is relatively little bullying at the school
 7. Religious grounds
 8. It's a mixed sex/ single sex school
 9. Financial reasons
 10. Brother/Sister goes or went there
 11. Mother/Father went there
 12. Other relative went there
 13. Other (specify)
- Don't know

{If currently at independent school ((SAMPIndependent = yes) or (SchType = 2))}

YNtAp

SHOW CARD D2

What were your reasons for sending **(text fill: name of sample young person)** to an independent school rather than a State secondary school?

INTERVIEWER: Code all that apply.

1. Young person's friends were going there
 2. School has good exam results
 3. There is relatively little bullying at the school
 4. It's easy to get to
 5. Religious grounds
 6. It's a mixed sex/ single sex school
 7. Brother/Sister goes or went there
 8. It takes the pupils from the school he/she was at before
 9. Mother/Father went there
 10. Other relative went there
 11. Other (specify)
- Don't know

{If currently at independent school ((SAMPIndependent = yes) or (SchType = 2))}

WhyBe

SHOW CARD D2

Why did you want (**text fill: name of sample young person**) to go to (textfill: his/her) current school?

INTERVIEWER: Code all that apply.

1. Young person's friends were going there
 2. School has good exam results
 3. There is relatively little bullying at the school
 4. It's easy to get to
 5. Religious grounds
 6. It's a mixed sex/ single sex school
 7. Brother/Sister goes or went there
 8. It takes the pupils from the school he/she was at before
 9. Mother/Father went there
 10. Other relative went there
 11. Other - Please specify
- Don't know

{Ask all}

Whati

What information did you use to help you decide which school(s) to apply to?

DO NOT READ OUT.

1. Views of other parents or friends
 2. Advice of primary school teaching staff
 3. Newspaper articles
 4. Websites on the Internet
 5. Local Authority booklet
 6. School prospectuses or brochures
 7. Information from Parent/Teacher Associations
 8. School performance tables comparing school exam results
 9. OFSTED Inspectors' Reports
 10. Open day
 11. Other (specify)
 12. Did not have a choice (SPONTANEOUS ONLY)
- None of these
- Don't know

HISTORY SECTION – RELATIONSHIP HISTORY

NOTE: THIS SECTION IS ONLY ASKED OF RESIDENT NATURAL PARENTS ONLY (NOT ADOPTIVE, FOSTER PARENTS OR OTHER GUARDIANS) (IF RELTOYP = 1 FOR HISTORY PARENT POSITION)

NOTE: THIS SECTION ONLY APPEARS HERE IN THE HISTORY SECTION IF HISTORY RESPONDENT IS NOT THE MAIN PARENT (HISTRESPWHO <> 1). IN CASES WHERE THE HISTORY PARENT IS THE MAIN PARENT (HISTRESPWHO = 1) THIS SECTION IS ASKED AT THE END OF THE SELF-COMPLETION SECTION IN THE MAIN PARENT INTERVIEW.

{If History respondent is not main parent (Histrespwho <> 1)}

InterpH

INTERVIEWER CODE:

INTERVIEWER: CODE WHETHER OR NOT RESPONDENT IS USING AN INTERPRETER TO ANSWER QUESTIONS:

1. NOT USING INTERPRETER, RESPONDENT ANSWERING QUESTIONS
2. USING INTERPRETER

{If not using an interpreter (InterpH = 1)}

RelIntro

The next questions are about your family circumstances since **(text fill: name of sample young person)** was born and are for you to complete using the computer.

Are you happy to answer these questions yourself?

INTERVIEWER CODE:

1. Respondent accepted self-completion
2. Respondent refused self-completion
3. Interviewer will administer self-completion using computer - spontaneous code only

{If accepts self-completion (RelIntro=1 or 3)}

TurnAd

INTERVIEWER: TURN SCREEN TO RESPONDENT AND LET THE RESPONDENT ENTER THEIR ANSWERS WHILE YOU OBSERVE AND HELP IF NECESSARY. WAIT UNTIL THE RESPONDENT IS READY BEFORE PRESSING CONTINUE.

{If accepts self-completion (RelIntro =1 or 3)}

Test

This question is just to help you to get used to answering the questions in this section. How much do you agree or disagree that...

I like using computers.

SELECT YOUR ANSWER BY TOUCHING THE SCREEN THEN PRESS CONTINUE

- (1) Strongly agree
- (2) Agree
- (3) Neither agree nor disagree
- (4) Disagree
- (5) Strongly disagree

{If has current cohabiting partner and accepts self completion (Relcheck = 1 or Relcheck2 > 0) and (Histrespwho = 2 and (RelIntro =1 or 3) or (Histrespwho = 1 and (Scompadi = 1 or 3))}

Partner1

Were you living with **(text fill: name of current partner)** when **(text fill: name of sample young person)** was born?

- 1. Yes
- 2. No
- Don't know
- Refused

{If has current cohabiting partner and accepts self completion (Relcheck = 1 or Relcheck2 > 0) and (Histrespwho = 2 and (RelIntro =1 or 3) or (Histrespwho = 1 and (Scompadi = 1 or 3))}

Partner2

And have you had any spells where you have lived apart from **(text fill: name of current partner)** for a period of 1 month or more since **(text fill: name of sample young person was born (text fill: and you started living with (text fill: name of current partner)))**? Please do not include any times you may have lived apart for work or study.

- 1. Yes
- 2. No
- Don't know
- Refused

{If has current cohabiting partner they have lived apart from (Partner2 = 1)}

Partner3

How many spells of living apart from **(text fill: name of current partner)** for one month or more have you had since **(text fill: name of sample young person was born (text fill: and you started living with (text fill: name of current partner)))**?

- Numeric (1-50)
- Don't know
- Refused

{If has not been living with same partner continuously since YP was born (Partner1 = 2 OR Partner2 =1 OR (Relcheck <> 1 and Relcheck2 <> 1-14))}

Partner4

Have you lived with anyone **(text fill: else)** as part of a couple for 1 month or more since **(text fill: name of sample young person)** was born?.

1. Yes
2. No
- Don't know
- Refused

{If has lived with (other) partner since YP was born (Partner4 = 1) }

Partner5

(text fill: Including your current partner) How many people have you lived with as part of a couple since **(text fill: name of sample young person)** was born?

- Numeric (1-50)
- Don't know
- Refused

{If has lived with (other) partner since YP was born (Partner4 = 1) }

Partner6

And how many separate spells of living as a couple with anyone have you had since **(text fill: name of sample young person)** was born?

- Numeric (1-50)
- Don't know
- Refused

{If accepts self-completion (RelIntro=1 or 3)}

PSCEnd

Thank you. That is the end of the questions in this section. Your answers will be completely confidential.

Now please tell the interviewer you have finished and s/he will press a key which will hide your answers, so that no-one can see them on the screen.

Once your answers are locked away, you will not be able to change any that you are not sure about, so if you want to go back to any questions please do so NOW. The interviewer can show you how to do this.

{If accept self-completion or interviewer administered {If RelIntro=1 or 3}}

ENDCASIP

NOW PLEASE HAND THE COMPUTER BACK TO THE INTERVIEWER.

[Back option not allowed]

{If accept self-completion or interviewer administered {If RelIntro=1 or 3}}

SCFIP

INTERVIEWER CODE : DID THE RESPONDENT ANSWER ALL OF THE QUESTIONS IN THIS SECTION VIA CASI SELF-COMPLETION?

1. Yes, all self-completion by respondent

2. Yes, self-completion, but interviewer helped to complete some questions
3. No, interviewer completed it all with the respondent.

HISTORY SECTION – LIVING WITH YP HISTORY

{Ask all}

LiveSep

Since **(text fill: name of sample young person)** was born, have you ever lived in a different household from **(text fill: him/her)** for a period of a month or more?

Do not include periods of time where you or **(text fill: name of sample young person)** were working away from home, in hospital or on holiday.

1. Yes
2. No
- Don't know
- Refused

{If has lived apart from YP since they were born (LiveSep=Yes)}

START LIVING WITH YOUNG PERSON LOOP.

LO1

When did you **(text fill: first/next)** start living in the same household as **(text fill: name of sample young person)** **(text fill: again)**?

IF MONTH NOT KNOWN ENTER SEASON

1. When (text fill: name of sampled young person) was born²³

Year: 1998..2013 (DK/REF)

Month: January ..December & Spring/Summer/Autumn/Winter (DK/REF)

{If did not say that started living with YP when they were born (LO1 <> 1)}

LO2

Before **(text fill: month and year from this iteration of LO1)**, who was **(text fill: name of sample young person)** mainly living with?

INTERVIEWER: Probe to establish. CODE ALL THAT APPLY

1. Father/mother WITHOUT new partner
2. Father/mother WITH new partner
3. Other relatives only (e.g. grandparents, uncles/aunts)
4. Foster parents
5. Institution (e.g. children's home, YOI)
6. Other
- Don't know
- Refused

{If did not say that started living with YP when they were born (LO1 <> 1)}

23 Only on 1st iteration

LO3

And have you lived with **(text fill: name of sample young person)** continuously without a gap of a month or more since **(text fill: month and year from this iteration of LO1)**?

Do not include periods of time where you or **(text fill: name of sample young person)** were working away from home, in hospital or on holiday.

1. Yes
2. No
- Don't know
- Refused

{If has not lived with young person continuously (LO3<>1) }

LO4

When did you stop living in the same household as **(text fill: name of sample young person)** after **(text fill: month and year from this iteration of LO1)**?

IF MONTH NOT KNOWN ENTER SEASON

Year: 1998..2013 (DK/REF)

Month: January ..December & Spring/Summer/Autumn/Winter (DK/REF)

{If lived with young person continuously ((LO3=1 or DK or Ref) or (LO4_Year = Dk/ref and LO4_Month = Dk/ref))}

END LIVING WITH YOUNG PERSON LOOP

{Ask all}

HistP

INTERVIEWER: Who else was present during the history section?

Code all that apply.

1. No-one else present
2. Respondent's partner/husband/wife
3. Sampled young person
4. Other adult living in household
5. Other child living in household
6. Other adult/child not living in household

Appendix E: Young person questionnaire

This interview is asked of the selected young person. It can only take place after the household section has been answered.

Notes:

Questions are documented as follows:

{Question routing – who is asked question}

Question Name

Question text

Type of question response allowed or code frame

Questions in boxes are generally LOOPED or REPEATED questions. See start of box for conditions under which questions are repeated.

YOUNG PERSON RESPONDENT – INTRODUCTION & DEMOGRAPHICS

{Ask all}

ChIntro

INTERVIEWER: The next set of questions are for (text fill: name of sample member).

YPint

I'd like to ask you a few questions about what you think about school, things you might do when you're not at school, any plans you might have for the future after you leave school and other things about your life. There are no right or wrong answers that I'm looking for, I'm interested in what YOU think about these things.

{Ask All}

Name

What is your first name?

INTERVIEWER: If necessary add - 'The name that most people call you?':

Open answer: up to 10 characters

{Ask All}

Sex

INTERVIEWER: Respondent is...:

TSex

{Ask All}

DoB

PLEASE ENTER DOB IN DD/MM/YYYY FORMAT

What is your date of birth?

DATETYPE
Refused

{Ask all}

Ethnic

SHOW CARD E1

What is your ethnic group?

CODE ONE ONLY

White

1. White – English/Welsh/Scottish/Northern Irish/British
2. White – Irish
3. White – Gypsy or Irish Traveller
4. Any other White background (specify)

Mixed / multiple ethnic groups

5. White and Black Caribbean
6. White and Black African
7. White and Asian
8. Any other mixed/multiple ethnic background (specify)

Asian or Asian British

9. Indian
10. Pakistani
11. Bangladeshi
12. Chinese
13. Any other Asian background (specify)

Black/African/Caribbean/Black British

14. African
15. Caribbean
16. Any other Black/African/Caribbean background (specify)

Other ethnic group

17. Arab
18. Any other ethnic group (specify)

Don't know

Refused

{Ask All}

EngLang

Can I check, is English your first or main language?

INTERVIEWER: If 'Yes', Probe - 'Is English the only language you speak or do you speak any other languages, apart from languages you may be learning at school as part of your studies?':

1. Yes - English only,
2. Yes - English first/main and speaks other languages,

3. No, another language is respondent's first or main language,
 4. Respondent is bilingual
- Don't know

{If English not only language (Englang=2,3,4)}

OthLa

Apart from English, what language(s) do you use regularly?:

Open type: long verbatim answer
Don't know
Refused

{Ask all}

Relig1

SHOW CARD E2

What is your religion?

CODE ONE ONLY

1. No religion
 2. Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
 3. Buddhist
 4. Hindu
 5. Jewish
 6. Muslim
 7. Sikh
 8. Any other religion
- Don't know
Refused

{If Christian (Relig1=Christian)}

Relig2

SHOW CARD E3

Which of these would you say it is?

INTERVIEWER: Probe and code one only.

1. Roman Catholic
2. Church of England
3. Methodist
4. United Reformed /Presbyterian/Congregational

- 5. Baptist
- 6. Protestant
- 7. Other Christian
- Don't know
- Refused

{IF identifies with a religion (if Relig1 = 2 to 8)}

Relig3

SHOW CARD E4

How important would you say your religion is to the way you live your life?

- 1. Very important
- 2. Fairly important
- 3. Not very important
- 4. Not at all important?
- Don't know
- Refused

YOUNG PERSON RESPONDENT – ATTITUDES TO CURRENT SCHOOL

I'd like to ask you some questions about the school you go to now.

{Ask all}

SchStart

First, what time does your school day usually start?

IF NECESSARY: Only include official school start times, including registration but not breakfast clubs etc

ENTER IN 24HR FORMAT

ENTER TIME

Don't know

{If starts earlier than 7.00 and later than 11.00 at SchStart}

Schstartchk

INTERVIEWER: That is an unusual time for a school day to start, please check you have entered the time correctly.

{Ask all}

SchEnd

What time does your school day usually finish?

IF NECESSARY: Only include official end times not after school clubs etc

ENTER IN 24HR FORMAT

ENTER TIME

Don't know

{If ends earlier than 13.00 and later than 17.00 at SchEnd}

SchEndchk

INTERVIEWER: That is an unusual time for a school day to end, please check you have entered the time correctly.

{Ask all}

SchTrav

On a normal day, how do you travel to and from school?

INTERVIEWER: code methods of transport used regularly

1. Bus (including school bus)
2. Train
3. Car
4. Bike
5. Walk (include running, scooter, skate board)
6. Tube
7. Taxi
- Don't know

{Ask all}

Sfac1

SHOW CARD E5

Now I am going to ask you about the facilities within your school. How good would you say the sports facilities at your school are?

1. Very good
 2. Good
 3. Not very good
 4. Not at all good
- Don't know

{Ask all}

Sfac2

SHOW CARD E5

And how good would you say the library facilities are at your school?

1. Very good
 2. Good
 3. Not very good
 4. Not at all good
- Don't know

YOUNG PERSON RESPONDENT – YEAR 10 SUBJECT CHOICES

{Ask all}

Y10Choi

Has it been definitely settled yet which subjects you will be doing in school next year, that is, in Year 10?

1. Yes
2. No
- Don't know

{Ask all decided which subjects studying (Y10Choi = 1)}

Choic

SHOW CARD E6

When it was decided which subjects you would be doing in Year 10, who decided which subjects you would be studying in Year 10?

PROMPT: You may mention more than one person if this was the case

1. Parents
2. School/Teachers
3. You yourself
4. Someone else
- Don't know

{Ask all if more than one response coded at Choic (Choic = 1-4 and multi-coded)}

Choice1

SHOW CARD E6

Who out of those do you think had the most say in deciding which subjects you would be studying?

CODE ONE ONLY

1. Parents
2. School/Teachers
3. You
4. Someone else
- Don't know

{Ask all}

Choice2

SHOW CARD E7

[(If Y10Choi = 1) How much did the final decision on the subjects you will be doing depend on the grades you got in your most recent exams?/ (If Y10Choi <> 1) How much will the final decision on which subjects you will be doing depend on the grades you get in your exams?]

1. A great deal
 2. Quite a lot
 3. Not very much
 4. Not at all
- Don't know

{Ask all}

EBACCIntro

The English Baccalaureate (EBacc) was introduced as a performance measure for schools in 2010, which recognises where pupils have achieved at least a grade C at GCSE in a core of academic subjects.

{Ask all}

EBACCaw

Before today, had you heard of the English Baccalaureate or EBacc?

1. Yes
 2. No
- Don't know

{Ask all}

SubChoiceIntro

I'm going to read out some things that other students have said about the reasons why they chose their subjects for Year 10 and I'd like to ask how much you think they apply to you.

[(If Y10Choi = 1) Thinking about when you decided your subjects for Year 10, how much do you agree or disagree with each of the reasons I am going to read out.

(If Y10Choi <> 1) Thinking about when you decide your subjects for Year 10, how much do you agree or disagree with each of the reasons I am going to read out.]

{If heard about the EBacc (EBaccaw=1)}

Choice4a

SHOW CARD E8

(How much do you agree or disagree that...)

[(If Y10Choi = 1) I chose some of these subjects because they are part of the EBacc (English Baccalaureate)

(If Y10Choi <> 1) I will choose some subjects because they are part of the EBacc (English Baccalaureate)]

1. Agree strongly
 2. Agree a little
 3. Disagree a little
 4. Disagree strongly
- NOT GIVEN A CHOICE, SCHOOL DECIDED (not on show card)
Don't know

{If given a choice (Choice4a <> 5)}

Choice3

SHOW CARD E8

(How much do you agree or disagree that...)

[(If Y10Choi = 1) * I chose these subjects because I wanted to do subjects that I know I would do well at in exams.

(If Y10Choi <>1) I want to do subjects that I know I will do well at in exams]

1. Agree strongly
 2. Agree a little
 3. Disagree a little
 4. Disagree strongly
- NOT GIVEN A CHOICE, SCHOOL DECIDED (not on show card)
Don't know

{If YP given a choice (Choice4a<>5 and Choice3<>5)}

Choice4

SHOW CARD E8

(How much do you agree or disagree that...)

[(If Y10Choi = 1) I chose these subjects because I wanted to do subjects I'm interested in.

(If Y10Choi <>1) I want to do subjects I'm interested in]

1. Agree strongly
 2. Agree a little
 3. Disagree a little
 4. Disagree strongly
- Don't know

{If YP given a choice (Choice4a<>5 and Choice3<>5)}

Choice5

SHOW CARD E8

(How much do you agree or disagree that...)

[(If Y10Choi = 1) I chose these subjects because I like the teachers who teach these subjects in Year 10.:

(If Y10Choi <>1) I want to do subjects in year 10 where I like the Year 10 teachers for these subjects]

1. Agree strongly
 2. Agree a little
 3. Disagree a little
 4. Disagree strongly
- Don't know

{If YP given a choice (Choice4a<>5 and Choice3<>5)}

Choice6

SHOW CARD E8

(How much do you agree or disagree that...)

[(If Y10Choi = 1) I chose these subjects because I wanted to do the same subjects as my friends.

(If Y10Choi <> 1) In Year 10 I want to do the same subjects as my friends]

1. Agree strongly
 2. Agree a little
 3. Disagree a little
 4. Disagree strongly
- Don't know

{If YP given a choice (Choice4a<>5 and Choice3<>5)}

Choice7

SHOW CARD E8

(How much do you agree or disagree that...)

[(If Y10Choi = 1 I chose these subjects because I will need passes in them for the courses I want to do after Year 11]:

(If Y10Choi <>1) The subjects I choose for Year 10 will be the ones I will need passes in for the courses I want to do after Year 11]

1. Agree strongly
 2. Agree a little
 3. Disagree a little
 4. Disagree strongly
- Don't know

{If YP given a choice (Choice4a<>5 and Choice3<>5)}

Choice8

SHOW CARD E8

(How much do you agree or disagree that...)

[(If Y10Choi = 1) I chose these subjects because I will need passes in them for the job/career I want to have after I leave school:

(If Y10Choi <>1) The subjects I choose for Year 10 will be the ones I will need passes in for the job or career I want to have after I leave school]

1. Agree strongly
 2. Agree a little
 3. Disagree a little
 4. Disagree strongly
- Don't know

{Ask all}

Y10Sat

How satisfied (If Y10Choi = 1) were (If Y10Choi <> 1) are you with the choice of courses and subjects for Year 10 available to you at this school - would you say you (If Y10Choi = 1) were... (If Y10Choi <> 1) are

INTERVIEWER: READ OUT:

1. Very satisfied,
 2. Fairly satisfied,
 3. Not very satisfied
 4. Not at all satisfied
- Don't know

YOUNG PERSON RESPONDENT – RULES & DISCIPLINE

{Ask all}

Now I'm going to ask you a few questions about discipline and behaviour at your school.

{Ask all}

Sdisc

Do you think the discipline in your school is...

INTERVIEWER: READ OUT

1. Too strict
 2. About right or
 3. Not strict enough
- Don't know

{Ask all}

Squiet1

SHOW CARD E9

How often do other pupils at your school misbehave or cause trouble in your classes?

1. In most or all of your classes
 2. Less often but in more than half of them
 3. In about half your classes
 4. Now and then
 5. or has this not been a problem at all
- Don't know

{Ask all}

Squiet2

SHOW CARD E9

And how often would you say you yourself misbehave or cause trouble in your classes?

1. In most or all of your classes
 2. Less often but in more than half of them
 3. In about half your classes
 4. Now and then
 5. or has this not been a problem at all
- Don't know

{Ask all}

Snodis

SHOW CARD E9

Over the last year how often has bad behaviour by other pupils in your classes made it difficult for you to study or follow what the teacher was saying?

1. In most or all of your classes
 2. Less often but in more than half of them
 3. In about half your classes
 4. Now and then
 5. or has this not been a problem at all
- Don't know

YOUNG PERSON RESPONDENT – STUDY SUPPORT

{Ask all}

SSsport

I'd like to ask you a few questions now about things your school might put on, outside the lessons, for the people who go there.

Which of these things, if any, does your school provide?

SHOW SCREEN. CODE ALL THAT APPLY

GRID RESPONSES: Yes/No/Don't Know

1. Times outside lessons when you can use school sports facilities including organised sports clubs
2. Clubs and societies outside lessons for things like hobbies, art or music
3. Times outside lessons when you can work with a teacher to prepare for exams or tests
4. Times outside lessons when you can drop in to work on your own or with other students
5. Times during weekends or school holidays when you can go in and work with a teacher or work by yourself

{If school provides any activities {If Sssport =yes at any iteration}}

SSsportGo

And which of these things have you been to?

SHOW SCREEN. CODE ALL THAT APPLY

GRID RESPONSES: Yes/No/Don't Know

MASK LIST BASED ON ANSWERS TO PREVIOUS QUESTION

1. Times outside lessons when you can use school sports facilities including organised sports clubs
2. Clubs and societies outside lessons for things like hobbies, art or music
3. Times outside lessons when you can work with a teacher to prepare for exams or tests
4. Times outside lessons when you can drop in to work on your own or with other students
5. Times during weekends or school holidays when you can go in and work with a teacher or work by yourself

{If does any of activities 1-4 at SSsportGo (SSsportGo = Yes at 1-4)}

SSsportF

SHOW CARD E10

How many times a week on average would you say you (textfill: activity from SSsportGo)²⁴ at your school?

1. 5 times a week or more
2. 3 -4 times a week
3. Once or twice a week
4. Less than once a week on average
5. Never

²⁴ 1. Go in outside lessons to practise, play sport or use sports facilities, 2. Go to clubs and societies after lessons, 3. Go in outside lessons to work with a teacher to prepare for exams or tests, 4. Go in outside lessons to work on your own or with other students

Don't know

YOUNG PERSON RESPONDENT – FUTURE PLANS & ADVICE

{ Ask all}

CarAdv1

Does your school offer you careers advice from a careers advisor who **comes into the school** to talk to you? Please do not include employers such as the police coming in to talk to you.

INTERVIEWER: Do not include careers advice from someone who works in the school

1. Yes
2. No
- Don't know

{If has careers advisor (CarAdv1 = 1)}

CarAdv2

Have you ever discussed careers or received careers advice from them, either on your own or as part of a group?

CODE ALL THAT APPLY

1. Yes – as part of a group
2. Yes – individually/on my own
3. No
- Don't know

{If has received careers advice (CarAdv = 1 or 2)}

CarAdv3

Did this careers advice help you to think about what you might do in the future?

INTERVIEWER: PROMPT WITH CATEGORIES

1. Yes helped a lot
2. Yes helped a little
3. No, did not help much
4. No, did not help at all
- Don't know

{Ask all}

CarAdv4

Have you ever been told about any careers advice websites at school, for example the National Careers Advice website?

1. Yes
2. No
- Don't know

{If been told about careers websites (CarAdv4 = 1)}

CarAdv5

And have you ever accessed any of the careers advice websites that you were told about?

1. Yes
2. No
- Don't know

{If has accessed careers advice websites (CarAdv5 = 1)}

CarAdv6

Did these careers advice websites help you to think about what you might do in the future?

INTERVIEWER: PROMPT WITH CATEGORIES

1. Yes helped a lot
2. Yes helped a little
3. No, did not help much
4. No, did not help at all
- Don't know

{Ask all}

AdvFrS

SHOW CARD E11

I'd now like you to think about other people you may talk to about what you might do later on.

Thinking about your plans for studying in the future, how often do you talk about these...

* With teachers?

1. Not at all
2. Not very often
3. A little
4. Quite a lot
5. A lot
- Don't know

{Ask all}

AdvFam

SHOW CARD E11

(Thinking about your plans for studying in the future, how often do you talk about these...)

* With members of your family e.g. your mum or dad, a brother or a sister?

1. Not at all
2. Not very often
3. A little
4. Quite a lot
5. A lot

Don't know

{If talk about plans for studying with teachers {If AdvFrS=2-5}}

InfoFrN

SHOW CARD E12

Thinking about the information you have about future studies, how useful was the information you got...

* From teachers?

1. Not at all useful
 2. Not very useful
 3. A little bit useful
 4. Quite useful
 5. Very useful
- Don't know

{If talk about plans for studying with family {If AdvFam = 2-5}}

InfoFam

SHOW CARD E12

(Thinking about the information you have about future studies, how useful was the information you got...)

* From members of your family such as your mum or dad, a brother or a sister?

1. Not at all useful
 2. Not very useful
 3. A little bit useful
 4. Quite useful
 5. Very useful
- Don't know

{Ask all}

Plann16

When you're 16 and have finished Year 11 at school what do you think you will do next...

READ OUT

1. ...stay on in full time education, either at the school you are at now or somewhere else
 2. ...or leave full time education
 3. (SPONTANEOUS ONLY) leave full time education but return later (e.g. Gap Year)
- Don't know

{If will stay in full time education {If Plann16 =1}}

Plast16

SHOW CARD E13

What do you think you will do?

CODE ONE ONLY

1. Go into the sixth form at the same school as now
 2. Go into sixth form at a different school from now
 3. Go to sixth form college
 4. Take a course at a college of further education
 5. Take a course at another type of college
 6. An apprenticeship
- Don't know

{If wants to leave full time education (If Plann16 = 2)}

Pladk16

SHOW CARD E14

What do you think you will do when you're 16 rather than stay on in full time education?

CODE ONE ONLY

1. An apprenticeship
 2. Start work with some education or training
 3. Start work without education or training
 4. Be unemployed
 5. Start a family
 6. Something else
- Don't know

{Ask all}

As you may know, the government has recently changed the law so that it is now compulsory for young people to do some form of education or training until they are 18, either at school, college, doing an apprenticeship or combining work with study.

RPAaware

Before today, were you aware of this change in law?

1. Yes
 2. No
- Don't know

{Ask all}

Please tell me how much you agree or disagree with the following statements about the change in law which means you must stay in education or training until you are 18.

RPAatt1

SHOW CARD E15

How much do you agree or disagree that...

*It doesn't make much difference to me as I would have stayed in education or training anyway

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree

- 5. Strongly disagree
- Don't know

{If would not have stayed in education or not sure (RPAatt1 = 3-5, dk)}

RPAatt2

SHOW CARD E15

(How much do you agree or disagree that...)

*I feel like I am being forced to stay in education or training when it isn't right for me

- 1. Strongly agree
- 2. Agree
- 3. Neither agree nor disagree
- 4. Disagree
- 5. Strongly disagree
- Don't know

{If would not have stayed in education (RPAatt1 = 4-5)}

RPAatt5

SHOW CARD E15

(How much do you agree or disagree that...)

*Even though I would not have stayed in education or training after Year 11, I think it is probably for the best

- 1. Strongly agree
- 2. Agree
- 3. Neither agree nor disagree
- 4. Disagree
- 5. Strongly disagree
- Don't know

{Ask all}

Heposs9

SHOW CARD E16

How likely do you think it is that you will ever apply to go to university to do a degree?

- 1. Very likely
- 2. Fairly likely
- 3. Not very likely
- 4. Not at all likely
- Don't know

{If likely that will apply to university (HEPOSS9 = 1-3)}

Hlike

SHOW CARD E16

How likely do you think it is that if you do apply to go to university you will get in?

1. Very likely
 2. Fairly likely
 3. Not very likely
 4. Not at all likely
- Don't know

{Ask all}

Plan16

SHOW CARD E17

I'm going to read out a few things that young people of your age have said about jobs and working and I'd like to know how much you agree or disagree with them. How much do you agree or disagree that...

* Having any kind of job is better than being unemployed.

1. Agree strongly
 2. Agree a little
 3. Disagree a little
 4. Disagree strongly
- Don't know

{Ask All}

Quahelp

SHOW CARD E18

I'm going to ask about things you might want to do in the future. Please tell me for each whether it matters a lot to you, a little, or not at all.

...To have a job where I help other people

1. Matters a lot to me
 2. Matters a little to me
 3. Doesn't matter
- Don't know

{Ask All}

Quawage

SHOW CARD E18

(Please tell me for each whether it matters a lot to you, matters a little or doesn't matter.)

...To have a job which pays well

1. Matters a lot to me
 2. Matters a little to me
 3. Doesn't matter
- Don't know

{Ask All}

Quawork

SHOW CARD E18

(Please tell me for each whether it matters a lot to you, matters a little or doesn't matter.)

...To be my own boss/have my own business

1. Matters a lot to me
 2. Matters a little to me
 3. Doesn't matter
- Don't know

{Ask All}

Quavar

SHOW CARD E18

(Please tell me for each whether it matters a lot to you, matters a little or doesn't matter.)

...To have a job that's interesting and not routine

1. Matters a lot to me
 2. Matters a little to me
 3. Doesn't matter
- Don't know

{Ask All}

ImpFam

SHOW CARD E19

And thinking more generally about the future, how much do you agree or disagree that...

... Raising a family in the future is important to me.

1. Agree strongly
 2. Agree a little
 3. Disagree a little
 4. Disagree strongly
- Don't know

{Ask All}

NextYear

SHOW CARD E19

(Still thinking about the future,)

... I don't really think much about what I might be doing in a few years time

1. Agree strongly
 2. Agree a little
 3. Disagree a little
 4. Disagree strongly
- Don't know

YOUNG PERSON SELF-COMPLETION – ATTITUDES TO SCHOOL

(Ask All)

Interp

INTERVIEWER: CODE WHETHER OR NOT YOUNG PERSON IS USING AN INTERPRETER TO ANSWER QUESTIONS:

1. NOT USING INTERPRETER, YOUNG PERSON ANSWERING QUESTIONS
2. USING INTERPRETER

{Ask if not using an interpreter (Interp = 1)}

Scompin

The next set of questions are for you to answer yourself, using the computer. The computer is very easy to use. This way your answers will be completely confidential and I will not be able to see them. When you have finished, the whole section will be automatically locked up inside the computer so that I cannot look back at it. There are no right or wrong answers to these questions, we want to know what you think.

Are you happy to answer these questions yourself?

INTERVIEWER CODE:

1. Respondent accepted self-completion
2. Respondent refused self-completion
3. Interviewer will administer self-completion using computer - spontaneous code only

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Turn

INTERVIEWER: TURN SCREEN TO RESPONDENT AND LET THE RESPONDENT ENTER THEIR ANSWERS WHILE YOU OBSERVE AND HELP IF NECESSARY. WAIT UNTIL THE RESPONDENT IS READY BEFORE PRESSING CONTINUE.

{If accepts self-completion (SCompin=1 or 3)}

Test

This question is just to help you to get used to answering the questions in this section. How much do you agree or disagree that...

I like using computers.

SELECT YOUR ANSWER BY TOUCHING THE SCREEN THEN PRESS CONTINUE

- (1) Strongly agree
- (2) Agree
- (3) Neither agree nor disagree
- (4) Disagree
- (5) Strongly disagree

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS1

Below are some things young people have said about how they feel about school. For each statement below please say whether or not you agree with it. Please give an answer for each of them.

How much do you agree or disagree that...

School is a waste of time for me.

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS2

And how much do you agree or disagree that...

School work is worth doing.

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS3

And how much do you agree or disagree that...

Most of the time I don't want to go to school.

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS4

And how much do you agree or disagree that...

People think my school is a good school.

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS5

And how much do you agree or disagree that...

On the whole I like being at school.

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS6

And how much do you agree or disagree that...

I work as hard as I can in school.

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS7

And how much do you agree or disagree that...

I am bored in lessons.

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS8

And how much do you agree or disagree that...

The work I do in lessons is a waste of time.

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS9

And how much do you agree or disagree that...

The work I do in lessons is interesting to me.

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS10

And how much do you agree or disagree that...

I get good marks for my work.

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS11

And how much do you agree or disagree that...

My school is clean and tidy.

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS12

And how much do you agree or disagree that...

I feel safe in school

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS13

And how many of your teachers does the following statement apply to...

The teachers at my school make it clear how we should behave.

1. All of the teachers
 2. Most of the teachers
 3. Some of the teachers
 4. Hardly any of the teachers
 5. None of the teachers
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS15

And how many of your teachers does the following statement apply to...

My teachers praise me when I do my school work well.

1. All of my teachers
 2. Most of my teachers
 3. Some of my teachers
 4. Hardly any of my teachers
 5. None of my teachers
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS16

And how many of your teachers does the following statement apply to...

I like my teachers.

1. All of my teachers
2. Most of my teachers
3. Some of my teachers
4. Hardly any of my teachers
5. None of my teachers

Don't know

{If accept self-completion or interviewer administered {If Scmpin=1 or 3}}

YYS17

And how many of your teachers does the following statement apply to...

My teachers can keep order in class.

1. All of my teachers
 2. Most of my teachers
 3. Some of my teachers
 4. Hardly any of my teachers
 5. None of my teachers
- Don't know

{If accept self-completion or interviewer administered {If Scmpin=1 or 3}}

YYS18

For this question, please indicate which statement comes closest to what you think...

Most of my teachers...

1. Try hard to make me work as well as I am able
 2. Are fairly easily satisfied
 3. Don't seem to care whether I work or not
- Don't know

{If accept self-completion or interviewer administered {If Scmpin=1 or 3}}

YYS19

For this question, please indicate which statement comes closest to what you think...

Most of my teachers...

1. Always mark my work
 2. Usually mark my work
 3. Hardly ever mark my work
- Don't know

{If accept self-completion or interviewer administered {If Scmpin=1 or 3}}

YYS20

How good do you think you are at school work?

1. Very good
 2. Above average
 3. Average
 4. Below average
 5. Not at all good
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

YYS21

How do you think your teachers would describe your school work?

1. Very good
 2. above average
 3. Average
 4. Below average
 5. Not at all good
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

SportDrop

If you had the choice, would you choose to stop doing sport and PE at school if you could?

1. Yes- would drop sport and PE if had the choice
 2. No- would continue with sport and PE
- Don't know
Don't want to answer

{If would drop PE (SportDrop = 1)}

SportDrWh

What are the main reasons that you would choose to stop doing sport and PE at school? Please enter as many of the main reasons that apply to you

1. Don't like the teachers
 2. Don't like the PE kit/ clothes we have to wear
 3. Not very good at sport
 4. Feel embarrassed about my ability
 4. Uncomfortable with the appearance of my body
 5. The weather
 6. Don't like doing sport with girls/boys
 7. Don't like sports/activities we have to do
 8. Other (please type in)
- Don't know
Don't want to answer

YOUNG PERSON SELF-COMPLETION – HOMEWORK

The next few questions are about any homework you might be asked to do by teachers at your school. By 'Homework' we mean any work set for you by teachers which is to be done outside lessons even if you do the work at school after lessons rather than actually taking it home with you.

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

HWTime

In a typical term-time week how much time do you spend doing homework? Please include Prep or Preparation.

1. None
 2. 1-2 hours
 3. 3-5 hours
 4. 5-10 hours
 5. 10 or more hours
- Don't know

{If doesn't spend any time doing homework (HWTime = 1)}

HWEver

Do you ever get set any homework at school?

1. Yes
 2. No
- Don't know

{If ever given any homework {HWTime=2-5 or DK or HWEver = 1}}

HWHelp

Does anyone here at home help you with your homework, even if it's only occasionally?

1. Yes
 2. No
 3. Don't get any homework
- Don't know

{If ever given any homework { HWTime=2-5 or DK or HWEver = 1}}

HWPChI

How often does anyone at home make sure that you do your homework?

1. Every time
 2. Some times
 3. Occasionally
 4. Never
 5. Depends what it is
- Don't know

{If ever given any homework { HWTime=2-5 or DK or HWever = 1}}

HW Tch

How many of your teachers who set you homework make sure that you do any homework that is set?

1. All teachers
 2. Most teachers
 3. Some teachers
 4. Hardly any teachers
 5. No teachers
- Don't know

YOUNG PERSON SELF-COMPLETION – RELATIONS WITH PARENTS

{If accepted self-completion (Scompin = 1 or 3) and has resident female parent/guardian (Mothpres > 0)}

SCRIPTING NOTE: IF LIVES WITH NATURAL FATHER BUT NOT NATURAL MOTHER SHOW FGETON BEFORE MGETON

Now there are some questions for you to answer about you and the people you live with.

MGetOn

How well or badly would you say you get on with (textfill: your mother/ mother's name)²⁵?

1. Very well
 2. Fairly well
 3. Fairly badly
 4. Very badly
 5. I don't see her
- Don't know
Don't want to answer

{If accepted self-completion (Scompint = 1 or 3) and has resident male parent/guardian (Fathpres >0)}

FGetOn

How well or badly would you say you get on with (textfill: your father/father's name)²⁶?

1. Very well
 2. Fairly well
 3. Fairly badly
 4. Very badly
 5. I don't see him
- Don't know
Don't want to answer

{If accepted self-completion (Scompint = 1 or 3) and has resident female parent/guardian (Mothpres >0)}

TalkMum

How often do you talk to (textfill: your mother/mother's name), about things that matter to you?

1. Most days
 2. More than once a week
 3. Less than once a week
 4. Hardly ever
 5. Never / Not at all
- Don't know
Don't want to answer

{If accepted self-completion (Scompint = 1 or 3) and has resident male parent/guardian (Fathpres > 0)}

²⁵ If lives with natural mother textfill 'your mother' if not textfill name of step, adoptive, foster mum

²⁶ If lives with natural father textfill 'your father' if not textfill name of step, adoptive, foster father

TalkDad

How often do you talk to (textfill: your father/father's name), about things that matter to you?

1. Most days
 2. More than once a week
 3. Less than once a week
 4. Hardly ever
 5. Never / Not at all
- Don't know
Don't want to answer

{If accepted self-completion (Scompint = 1 or 3) and has resident female parent/guardian (Mothpres > 0)}

MothDec

How true is it for you that...

(Textfill: My mother/mother's name) likes me to make my own decisions.

1. Not true
 2. Somewhat true
 3. Certainly true
- Don't know
Don't want to answer

{If accepted self-completion (Scompint = 1 or 3) and has resident male parent/guardian (Fathpres > 0)}

FathDec

How true is it for you that...

(Textfill: My father/father's name) likes me to make my own decisions.

1. Not true
 2. Somewhat true
 3. Certainly true
- Don't know
Don't want to answer

{If not living in an institution (InCare <> 3)}

FamEat

In the past 7 days, how many times have you eaten an evening meal together with the rest of your family who live with you?

1. None
2. 1 or 2
3. 3 - 5
4. 6 - 7

Don't know
Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

GoWhere

How often do your parents/ guardians know where you are when you go out in the evening?

1. Always
 2. Usually
 3. Sometimes
 4. Rarely (hardly ever)
 5. Never
 6. Don't go out in the evening
- Don't know
Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

TalkSch

How often would you say that your parents/guardians talk to you about the day's events at school?

1. Never
 2. Sometimes
 3. Often
- Don't know
Don't want to answer

YOUNG PERSON SELF-COMPLETION – RISK FACTORS (TRUANCY, BULLYING, SMOKING, ALCOHOL, DRUGS)

{If accept self-completion or interviewer administered (If Scompin = 1 or 3)}

SafeLive

How much do you agree or disagree with the following statement.

I feel safe in the area where I live

1. Strongly agree
 2. Agree
 3. Neither agree or disagree
 4. Disagree
 5. Strongly disagree
- Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Truant

In the last 12 months, have you ever played truant, that is missed school without permission, even if it was only for a half day or a single lesson?

1. Yes
 2. No
 3. Don't know
- Don't want to answer

{If has played truant in the last 12 months {If Truant = 1}}

Truant1

What was the longest time you've done this for in the last twelve months? Was it...

1. For weeks at a time
 2. For several days at a time
 3. Only the odd day
 4. Only for the odd lesson
- Don't know
Don't want to answer

{If has played truant in the last 12 months (If Truant = 1)}

Truant1a

In the last 12 months, how often did you play truant (even if only for a half day or single lesson)?

1. Most days
 2. 2 to 3 times a week
 3. Once a week
 4. Once a month
 5. Less often than once a month
 6. Only did this once in the last 12 months
- Don't know

Don't want to answer

{If has played truant in the last 12 months {If Truant = 1}}

Truant2

The last time you played truant what was the main reason you did this?

1. Bullying
 2. Bored
 3. Just don't like school
 4. Don't like particular teacher or teachers
 5. Don't like particular lesson or subject
 6. Something else
- Don't know
Don't want to answer

{If other main reason for playing truant {If Truant2 = 6}}

Truan2O

Please tell us the main reason why you played truant.

TYPE IN THE REASON AND THEN PRESS CONTINUE

Open answer: up to 25 characters
Don't know

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Truant3

Do your parents/guardians ever keep you off school, other than when you're ill, for some reason like helping them at home, going on holiday, looking after someone else who lives here or for other reasons?

1. Yes
 2. No
- Don't know
Don't want to answer

{If parents keep off school {Truant3 = 1}}

Truant4

About how often does this happen?

1. Every week
 2. Once or twice a month
 3. Less often than this
- Don't know
Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Names

In the last 12 months, have you ever been upset by being called hurtful names by other students, including getting text messages or emails from them?

- 1. Yes
- 2. No
- Don't know
- Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

ExcPal

In the last 12 months, have you ever been excluded from a group of friends or from joining in activities?

- 1. Yes
- 2. No
- Don't know
- Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Money

In the last 12 months, have other students at your school ever made you give them money or personal possessions?

- 1. Yes
- 2. No
- Don't know
- Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

ThHit

In the last 12 months, have other students ever THREATENED to hit you, kick you or use any other form of violence against you?

- 1. Yes
- 2. No
- Don't know
- Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

AcHit

In the last 12 months, have other students ever ACTUALLY hit you, kicked you or used any other form of violence against you?

- 1. Yes
- 2. No
- Don't know
- Don't want to answer

{For each type of bullying experienced, ask separately (If Names or ExcPal or Money or ThHit or ActHit = 1)}

YouBulN

How often (text fill for each type of bullying experienced)²⁷ in the last 12 months?

1. Every day
 2. A few times a week
 3. Once or twice a week
 4. Once every two weeks
 5. Once a month
 6. Less often than this
 7. It varies
- Don't know
Don't want to answer

{For each type of bullying experienced, ask separately (If Names or ExcPal or Money or ThHit or ActHit = 1)}

BullSch

When (text fill for each type of bullying experienced)²⁸, did this happen at school, including on school grounds, school buses and school trips?

1. Yes – all of it took place at school
 2. Yes – some of it took place at school
 3. No – none of it took place at school
- Don't know
Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Cignow

The next questions I want to ask you are about cigarettes.

Do you smoke cigarettes at all nowadays?

1. Yes
 2. No
- Don't know
Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

CigFreq

²⁷ If Names = 1 'have you been upset by being called hurtful names by other students', if ExcPal = 1 'have you been excluded from a group of friends or from joining in activities', if Money = 1 'have other students at your school made you give them money or personal possessions' if ThHit = 1 'have other students THREATENED to hit you, kick you or use any other form of violence against you', if ActHit = 1 'have other students ACTUALLY hit you, kicked you or used any other form of violence against you'

²⁸ If Names = 1 'you were called hurtful names', if ExcPal = 1 'you were excluded from a group of friends or from joining in activities', if Money = 1 'you were made to give other students money or personal possessions', if ThHit = 1 'you were threatened with violence', if ActHit = 1 'other students hit, or kicked you or used any other form of violence against you'

Now read the following statements carefully to see which best describes you...

1. I have never smoked
 2. I have only ever tried smoking once
 3. I used to smoke sometimes but I never smoke a cigarette now
 4. I sometimes smoke cigarettes now but I don't smoke as many as one a week
 5. I usually smoke between 1 and 6 cigarettes a week
 6. I usually smoke more than 6 cigarettes a week
- Don't know
Don't want to answer

{If never smoked (CigFreq = 1)}

Cignow3

Just to check, read the statements below carefully to see which best describes you...

1. I have never tried smoking a cigarette, not even a puff or two
 2. I did once have a puff or two of a cigarette, but I never smoke now
 3. I do sometimes smoke cigarettes
- Don't know
Don't want to answer

{If has tried smoking (Cignow1 = 1 or Cigfreq = 2-6 or Cignow3 = 2-3)}

Cignow4

How old were you when you first tried smoking a cigarette, even if it was only a puff or two?

- ENTER AGE
Don't know
Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Alcever

The next questions are about alcohol

Have you ever had a proper alcoholic drink – a whole drink, not just a sip? Please don't count drinks labelled low alcohol.

1. Yes
 2. No
- Don't know
Don't want to answer

{If has had an alcoholic drink (Alcever = 1)}

Alch2

How old were you when you had your first proper alcoholic drink?

- ENTER AGE
Don't know
Don't want to answer

{If has had an alcoholic drink (Alcever = 1)}

Alch3

How often do you usually have a drink containing alcohol?

1. I never drink alcohol now
 2. Once a month or less
 3. 2-3 times a month
 4. 2-3 times a week
 5. 4+ times a week
- Don't know
Don't want to answer

{If has had an alcoholic drink (Alcever = 1)}

Alch4

When did you last have an alcoholic drink?

1. Today
 2. Yesterday
 3. Some other time during the last 7 days
 4. More than a week ago, but less than 2 weeks ago
 5. More than 2 weeks ago, but less than 4 weeks ago
 6. More than a month ago, but less than 6 months ago
 7. 6 months ago or more
- Don't know
Don't want to answer

{If has had a drink in the last month (Alch4 = 1 – 5)}

Dnktype

When you last had an alcoholic drink, which of the following did you have? PLEASE SELECT ALL THAT APPLY

1. Beer, lager or cider
 2. Wine
 3. Spirits (e.g. Gin, Vodka, Whisky, Tequila, Rum etc)
 4. Alcopops or pre-mixed alcoholic drinks (e.g. Barcardi Breezer, Smirnoff Ice, Reef, WKD, VK)
- Don't know
Don't want to answer

{If has had Beer, lager or cider in the last month (Dnktype = 1)}

Numbeer

Please enter below the number of pints, half pints, large cans, small cans, or bottles of beer, lager and cider you had the last time you had a drink.



Pints: ENTER NUMBER



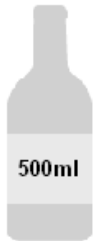
Half pints: ENTER NUMBER



Regular cans: ENTER NUMBER



Small cans: ENTER NUMBER



Large bottles: ENTER NUMBER



Regular bottles: ENTER NUMBER

Don't know

Don't want to answer

{If has had wine in the month (Dnktype = 2)}

Numwine

Please enter below the number of glasses or bottles of wine you had the last time you had a drink..



Glasses: ENTER NUMBER



Bottles: ENTER NUMBER

Don't know

Don't want to answer

{If has had spirits or liqueurs in the last month (Dnktype = 3)}

Numspirit

Please enter the number of glasses of spirits you had the last time you had a drink? Please include glasses which were mixed with soft drinks such as coke, lemonade or orange juice.

Numeric: 0 to 99

Don't know

Don't want to answer

{If has had alcopops in the last month (Dnktype = 4)}

Numalcop

Please enter below the number of alcopops (e.g. Barcardi Breezer, Smirnoff Ice, Reef, WKD, VK) you had the last time you had a drink..



Small bottles: ENTER NUMBER



Large bottles: ENTER NUMBER

Don't know

Don't want to answer

{Ask all who have tried alcohol (Alcever = 1)}

Bingednk

Have you ever had so much alcohol that you were really drunk?

1. Yes
2. No
- Don't know
- Don't want to answer

{Ask all who have got drunk (Bingednk = 1)}

Bingednk

How often do you get really drunk?

1. Less than once a month
2. Monthly
3. Weekly
4. Daily or almost daily
- Don't know
- Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Dru1

The next questions are about cannabis. Remember all your answers are confidential so no-one who knows you will find out your answers.

Have you ever heard of cannabis, this is sometimes called marijuana, dope, pot, or weed?

1. Yes
2. No
- Don't know
- Don't want to answer

{If has heard of Cannabis (Dru1 = 1)}

Dru2

Have you ever been offered cannabis?

1. Yes
2. No
- Don't know
- Don't want to answer

{If has heard of Cannabis (Dru1 = 1)}

Dru3

Have you ever tried cannabis, even if only once?

1. Yes
 2. No
- Don't know
Don't want to answer

{If has tried Cannabis (Dru3 = 1)}

Dru4

How old were you when you first tried cannabis?

- ENTER AGE
- Don't know
Don't want to answer

{If has tried Cannabis (Dru3 = 1)}

Dru5

How often do you use cannabis?

1. I never use cannabis now
 2. Once a month or less
 3. 2-4 times a month
 4. 2-3 times a week
 5. 4+ times a week
- Don't know
Don't want to answer

{If has tried Cannabis (Dru3 = 1)}

Dru6

When did you last use cannabis?

1. Today
 2. Yesterday
 3. Some other time during the last 7 days
 4. More than a week ago, but less than 2 weeks ago
 5. More than 2 weeks ago, but less than 4 weeks ago
 6. More than a month ago, but less than 6 months ago
 7. 6 months ago or more
- Don't know
Don't want to answer

{Ask all who accepted self-completion (Scopin = 1 or 3)}

The next questions are about substances sometimes referred to as legal highs. There are a range of substances that are described as 'legal highs', by this we mean herbal or synthetic substances which you take to get a 'high' but are not illegal to purchase.

LeDruHe

Before today had you ever heard of any substances known as 'legal highs'?

1. Yes
 2. No
- Don't know

Don't want to answer

{If has heard of legal highs (LeDruHe = 1)}

LeDruNa

Which 'legal highs' have you heard of?

ENTER THE NAMES YOU KNOW THEM BY BELOW. PLEASE ENTER AS MANY AS YOU HAVE HEARD OF.

OPEN ENDED

Don't know

Don't want to answer

{If has heard of legal highs (LeDruNa= any other than DK/don't want to answer)}

LeDruTr

Have you ever tried any of the legal highs you mentioned?

1. Yes

2. No

Don't know

Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Spray

In the last 12 months have you written things or sprayed paint on a building, fence or train or anywhere else you shouldn't have?

1. Yes

2. No

Don't know

Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Smash

In the last 12 months, have you damaged anything in a public place that didn't belong to you on purpose, for example by burning, smashing or breaking things like cars, bus shelters or rubbish bins?

1. Yes

2. No

Don't know

Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Shop

Have you ever taken something from a shop, supermarket, or department store without paying?

1. Yes

2. No

Don't know

Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Fight

Sometimes people are attacked with sticks, rocks, guns, knives, or other things that would hurt. Have you ever hit or attacked anyone on purpose with an object or weapon?

1. Yes
2. No
- Don't know
- Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Fight2

Have you ever hit or attacked anyone WITHOUT using an object or weapon?

1. Yes
2. No
- Don't know
- Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

Knife

Have you ever carried a knife or other weapon for your own protection or in case you got into a fight?

1. Yes
2. No
- Don't know
- Don't want to answer

{Ask if accepted self-completion (Scompin = 1 or 3)}

GangIntro

The next few questions are about street gangs, by this we mean....

Groups of young people who hang around together and:

1. have a specific area or territory;
2. have a name, a colour or something else to identify the group;
3. possibly have rules or a leader;
4. who may commit crimes together.

{Ask if accepted self-completion (Scompin = 1 or 3)}

Cgangaw

Do you know anyone well enough to speak to who is a member of a street gang?

1. Yes
 2. No
 3. Someone you know used to be a member but isn't any more
- Don't know
Don't want to answer

{If knows someone that is a member of a gang (Cgangaw = 1)}

Cgangkna

How do you know them?

YOU CAN CHOOSE MORE THAN ONE ANSWER TO THIS QUESTION IF YOU WANT.

1. Friend
 2. Brothers or sisters (including step, foster or adoptive)
 3. Other relative
 4. Neighbour
 5. Pupil at school
 6. Someone else
- Don't Know
Don't want to answer

{Ask if accepted self-completion (Scompin = 1 or 3)}

Cgangse

And are you a member of a street gang?

By a street gang, we mean groups of young people who hang around together and:

- o have a specific area or territory;
- o have a name, a colour or something else to identify the group;
- o possibly have rules or a leader;
- o who may commit crimes together.

1. Yes
 2. No
 3. You used to be a member but aren't any more
- Don't know
Don't want to answer

YOUNG PERSON SELF-COMPLETION– HOUSEHOLD RESPONSIBILITIES

{Ask all who accept self-completion (Scompin = 1 or 3)}

Care

Some people your age have to provide regular help or support to people they live with who are physically or mentally ill, disabled or misusing drugs or alcohol. This could be a parent, brother, sister, a relative or someone else.

Is there anyone like this who lives here with you that you have to look after on a regular basis?

1. Yes - in this household
2. No
- Don't know
- Don't want to answer

{If look after other people {If Care=1}}

CaWho

Who do you look after?

CHOOSE AS MANY ANSWERS AS APPLY

1. Father/mother
2. Grandfather/mother
3. Brother/sister
4. Another adult – related
5. Another adult - not related
6. Another child – related
7. Another child - not related
- Don't know
- Don't want to answer

{If look after other people {If Care=1}}

CareHrs

About how many hours a week would you say that you usually spend looking after this person (these people) or doing things for them?

ENTER NUMBER OF HOURS

- Numeric: 1..168
Don't know
Don't want to answer

{If look after other people {If Care=1}}

LatSch

Are you ever late for school, or do you ever leave school early, because you have to look after them?

1. Yes
2. No

Don't know
Don't want to answer

{If look after other people {If Care=1}}

CareHr1

Do you ever have to miss going to school because you have to look after them?

1. Yes
2. No
- Don't know
- Don't want to answer

{If ever misses school (CareHr1=1)}

CareHr2

How often are you late for school, have to leave school early or miss school altogether to do this?

1. Once a week or more often
2. Once or twice a month
3. Less often than this
- Don't know
- Don't want to answer

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

CSCEnd

Thank you. That is the end of the questions in this section. Your answers will be completely confidential.

Now please tell the interviewer you have finished and s/he will press a key which will hide your answers, so that no-one can see them on the screen.

Once your answers are locked away, you will not be able to change any that you are not sure about, so if you want to go back to any questions please do so NOW. The interviewer can show you how to do this.

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

ENDCASIY

NOW PLEASE HAND THE COMPUTER BACK TO THE INTERVIEWER.

[Back option not allowed]

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

SCFI

INTERVIEWER CODE : DID THE RESPONDENT ANSWER ALL OF THE QUESTIONS IN THIS SECTION VIA CASI SELF-COMPLETION?

1. Yes, all self-completion by respondent
2. Yes, self-completion, but interviewer helped to complete some questions
3. No, interviewer completed it all with the respondent.

{If accept self-completion or interviewer administered {If Scompin=1 or 3}}

DWhoPre

INTERVIEWER: PLEASE CODE ALL THAT APPLY - WHO WAS PRESENT DURING THE SELF-COMPLETION

1. No-one else in the room during self-completion
2. Mother/step-mother/female guardian
3. Father/step-father/male guardian
4. (Step-) brother(s)/sister(s)
5. Other adult relative(s)
6. Other child(ren) under 16
7. Other adult(s) including visitor
8. Someone else

YOUNG PERSON RESPONDENT- EMPLOYMENT

{Ask all}

Job

Do you currently do any paid work of any kind, even if only occasional work for an hour or two?

1. Yes
2. No
- Don't know
- Refused

{If has job (Job=Yes)}

WheJob

When do you do this paid work?

INTERVIEWER: PROMPT IF NECESSARY

1. During term time only
2. During school holidays only
3. During both term time and school holidays
- Don't know

{If has job (Job=Yes)}

JobType

What type of work do you do?

INTERVIEWER ENTER TYPE OF JOB

Don't know

{If has job (Job=Yes)}

FamJob

Do you do this work for a member of your family or a business owned by a member of your family?

INTERVIEWER IF NECESSARY: Please include all family, not just immediate family

1. Yes
2. No
- Don't know

{If has job and not working for family ((Job=Yes) AND (FamJob <> Yes))}

JobFamHelp

SHOW CARD E20

Did your family do any of the following to help you get your job?

CODE ALL THAT APPLY.

1. Provided advice / suggested jobs
2. Helped me find a job through people they know
3. Took me to local shops, cafes, hotels or other places to look for work

4. Some other kind of help (specify)
5. None of these
- Don't know

{If has job and not working for family ((Job=Yes) AND (FamJob <> Yes))}

JobFind

How did you first find out about your job?

DO NOT PROMPT. CODE ONE ONLY.

1. Saw job advertised
2. Asked employer if they had any vacancies
3. From parents
4. From other family members
5. From friends
6. From teachers at school
7. Some other way (specify)
- Don't know

{If work during term time (Whejob = 1, 3)}

JobTime

During term time, how many hours per week on average do you usually work in this job (or jobs)?

Please include any hours you work at the weekend during term-time.

INTERVIEWER: Enter number of hours.

IF RESPONDENT WORKS IRREGULAR HOURS IN A MONTH E.G. EVERY THIRD SATURDAY, ASK FOR AN AVERAGE PER WEEK

- Numeric: 1..37
- Don't know
- Refused

{If work during school holidays (Whejob = 2, 3)}

JobHols

During school holidays, how many hours per week on average do you usually work in this job (or jobs)?

Please include any hours you work at the weekend during the school holidays.

INTERVIEWER: Enter number of hours.

IF RESPONDENT WORKS IRREGULAR HOURS IN A MONTH E.G. EVERY THIRD SATURDAY, ASK FOR AN AVERAGE PER WEEK

- Numeric: 1..37
- Don't know
- Refused

{If works during term time (WheJob=1, 3)}

JobEarn

How much money do you earn on average each week through part-time work during term-time?

INTERVIEWER: Enter number of pounds. Round up to the nearest pound if necessary. If respondent does not get paid enter '0'.

Numeric: 0..150
Don't know
Refused

{If does not know how much earns in term time (JobEarn = Don't know or refused)}

Fixhrt

Are you paid on an hourly basis, that is, paid a fixed hourly rate?

1 Yes
2 No
Don't know

{If paid on an hourly basis (Fixhrt = 1)}

Fixrat

What is your basic hourly rate?

ENTER POUNDS AND PENCE PER HOUR

POUNDS (1-30)
PENCE (0-99)
Refused
Don't know

{If paid less than £3 an hour or more than £20 an hour at Fixrat (Fixhrt < 3.00 or Fixhrt > 20.00)}

Fixratchk

INTERVIEWER: You entered that the respondent is paid (textfill: less than £3 an hour/ more than £20 an hour), please check that this is correct.

{If works during school holidays (WheJob=2, 3)}

JobEarn2

How much money do you earn on average each week through part-time work during school holidays?

INTERVIEWER: Enter number of pounds. Round up to the nearest pound if necessary. If respondent does not get paid enter '0'.

Numeric: 0..150
Don't know
Refused

{If does not know how much earns in holidays (JobEarn2 = Don't know or refused)}

Fixhrh

Are you paid on an hourly basis, that is, paid a fixed hourly rate?

- 1 Yes
- 2 No
- Don't know

{If paid on an hourly basis (Fixhrh = 1)}

Fixrah

What is your basic hourly rate?

ENTER POUNDS AND PENCE PER HOUR

- POUNDS (1-30)
- PENCE (0-99)
- Refused
- Don't know

{If paid less than £3 an hour or more than £20 an hour at Fixrah (Fixrah < 3.00 or Fixrah > 20.00)}

Fixratchk

INTERVIEWER: You entered that the respondent is paid (textfill: less than £3 an hour/ more than £20 an hour), please check that this is correct.

{If has a paid Job (Job = yes)}

JobSpend

How do you usually spend the money you earn from this job?

DO NOT READ OUT. CODE ALL THAT APPLY

- 1. Cinema/theatre trips
- 2. Sweets or chocolate
- 3. Computer games (including online)
- 4. Books and magazines
- 5. Music (downloads or CDs)
- 6. Clothes and shoes
- 7. Sporting events (eg football match)
- 8. Mobile phone use (including calls, texts and downloads)
- 9. Toiletries or cosmetics
- 10. DVDs or film downloads
- 11. Alcohol, cigarettes or drugs
- 12. Save some or all of it
- 13. Give some to help with household costs (such as food bills or other household bills)
- 14. Help towards schools costs (such as school trips or school uniform)
- 15. Other
- Don't know

{Ask all}

FamSup

Do you receive any pocket money or allowances from parents/guardians or relatives?

- 1. Yes
- 2. No

Don't know
Refused

{If gets pocket money (FamSup = 1)}

PocMonP

How often do you normally receive your pocket money or allowance? Is it...

READ OUT

1. Every day
 2. Once a week
 3. Once a fortnight
 4. Once a month
 5. Other period (please specify)
- Don't know

{If get pocket money (FamSup = 1)}

PocMonA

How much do you receive for your pocket money or allowance?

INTERVIEWER: IF VARIES ENTER AVERAGE AMOUNT

ENTER AMOUNT: 0...1000
Don't know
Refused

YOUNG PERSON RESPONDENT – USE OF LEISURE TIME

{Ask all}

BreakfSD

SHOW CARD E21

How often do you usually eat breakfast on a school day, that is more than a glass of milk or fruit juice?

1. Never
 2. Once a week
 3. Twice a week
 4. 3 times a week
 5. 4 times a week
 6. 5 times a week/every day
- Don't know

{Ask all}

BreakfWE

How often do you usually eat breakfast at the weekend, that is more than a glass of milk or fruit juice?

INTERVIEWER: READ OUT

1. Never
 2. Once
 3. Twice
- Don't know

{Ask all}

TV

SHOW CARD E22

On a normal school day, that is a day when you've been to school, about how many hours would you usually spend watching TV, DVDs or Blurays?

INTERVIEWER: Include watching TV via a computer or handheld device using on demand or streaming services

1. None or less than an hour
 2. 1 - 2 hours
 3. 3 – 4 hours
 4. 5 - 6 hours
 5. 7 or more hours?
 6. No TV in household
- Don't know

{Ask All}

HcomG1

SHOW CARD E23

How many days a week do you play computer or video games?

INTERVIEWER: PLEASE COUNT PLAYSTATIONS, X-BOXES AND OTHER GAMES CONSOLES AS

WELL AS HOME COMPUTERS AND SMARTPHONES.

1. Most days (5 or more)
 2. 3 – 4 days
 3. 1 – 2 days
 4. None
- Don't know

{If plays computer games (HcomG1=1-3)}

HcomG2

SHOW CARD E24

On a normal school day, that is a day when you've been to school, about how many hours would you usually spend playing computer or video games?

1. None or less than an hour
 2. 1 - 3 hours
 3. 4 - 6 hours
 4. 7 or more hours?
- Don't know

{Ask all}

HSocNet1

SHOW CARD E25

Which, if any, of the social networking sites and instant messenger services on the card do you use?

1. Facebook
 2. Twitter
 3. Other social networking sites
 4. Instant messenger services, such as Blackberry messenger
 5. None of these
- Don't know

{If uses social networking or instant messenger services (HSocNet1 <>5 or DK)}

HSocNet2

SHOW CARD E26

How often do you go on or use these sites or services ?

1. Regularly throughout the day
 2. 2 to 3 times a day
 2. Once a day
 3. Every couple of days
 4. Once a week
 5. Less often
- Don't know

{Ask All}

PalHome

Thinking back over the last 7 days, how many times have you had friends round to your house - is it...

INTERVIEWER: READ OUT

1. None
 2. Once or twice
 3. 3 -5 times or
 4. 6 or more times?
- Don't know

{Ask all}

PalOut

Thinking back over the last 7 days, how many times have you gone out with friends - is it...

READ OUT

1. None
 2. Once or twice
 3. 3 -5 times or
 4. 6 or more times?
- Don't know

{Ask all}

Whofree

SHOW CARD E27

When you have free time, what do you mainly do?

CODE ONE ONLY

1. Go out somewhere with friends
 2. Go round to a friend's house (or friends come round to mine)
 3. Spend time with your brother(s)/sister(s)
 4. Spend time with other family
 5. Spend time by myself?
 6. (None of these)
- Don't know

{Ask all}

And lastly a few questions about sport and exercise.

Sport

SHOW CARD E28

How often do you do sports like football, aerobics, dance classes or swimming?

1. Most days
2. More than once a week
3. Once a week
4. Less than once a week
5. Hardly ever

6. Never
Don't know

{Ask all}

SportAB

SHOW CARD E29

How would you rate your general sporting ability and skills compared with people of your own age and gender?

1. Much better than most
 2. A bit better than most
 3. About average
 4. A bit worse than most
 5. Much worse than most
- Don't know
Refused

{Ask all}

SportFri

How many of your friends regularly take part in sport or exercise activity?

READ OUT

1. All/most
 2. Some
 3. None
- Don't know

{Ask all}

SportFam

How many of your family members regularly take part in sport or exercise activity?

READ OUT

1. All/most of family
 2. Siblings only
 3. Parents only
 4. None
- Don't know

{Ask All}

NPDlinkYP

The Department for Education holds information about your education. This includes the schools you've been to, the subjects and exams you've done, your attendance at school, if you've been suspended or expelled and if you have a special educational need or have been eligible for free school meals.

We would like to add this information to your answers from this survey. This will create a more accurate picture of your life and experiences, and will be used for research purposes only. Your information is confidential and this means that your name and address will never be included in the results. It will be

impossible to identify you in reports. We would like to add this information to your survey responses on a yearly basis. If you decide that you no longer wish to take part in the study we will only keep your education information up until that point. After this point we will not add any further information. You can change your mind at any time.

To add this information we need your permission to create a link between your education information and the survey answers you've just given me, before we make your records anonymous so that no-one can identify you. The education record will be placed on a secure website, **without** your name and address, so that researchers can use it for research purposes only.

Can I have your permission to link your education information held by the Department for Education to your survey answers?

1. Yes
2. No

ChildEnd

INTERVIEWER GIVE VOUCHER TO RESPONDENT.

This is to say thank you for your help. We would like to talk to you again in a year or so's time. We will write to you then, and send you another voucher for ten pounds.

INTERVIEWER REMEMBER TO GET YOUNG PERSON TO SIGN FOR INCENTIVE

That is now the end of the interview.

THANK RESPONDENT

{Ask all}

ChPre

INTERVIEWER: Please code all that apply - Who was present during the young person interview.

1. No-one else in the room
2. Mother/step-mother/female guardian
3. Father/step-father/male guardian
4. (Step-) brother(s)/sister(s)
5. Other adult relative(s)
6. Other child(ren) under 16
7. Other adult(s) including visitor
8. Someone else

Appendix F: Show cards

CARD A1

1. Single, that is never married
2. Married or in a same sex civil partnership
3. Divorced
4. Widowed
5. Separated

CARD A2

1. Owned outright
2. Being bought on a mortgage/bank loan
3. Shared ownership (owns & rents property)
4. Rented from a Council or New Town
5. Rented from a Housing Association
6. Rented privately
7. Rent free
8. Some other arrangement

CARD B1

1. Very good
2. Fairly good
3. Neither good nor bad
4. Fairly bad
5. Very bad

CARD B2

1. Very satisfied
2. Fairly satisfied
3. Fairly dissatisfied
4. Very dissatisfied

CARD B3

1. Spoken to teachers
2. Helped out in class
3. Helped out elsewhere e.g. library, school trips, dinner duties
4. Helped with fund-raising activities
5. Helped out with special interest groups like sports/drama
6. Been involved with Parents and Teachers Associations
7. Been involved in the Schools' Governing Body
8. Some other activity (please tell the interviewer)
9. None of these

CARD B4

1. Agree strongly
2. Agree a little
3. Disagree a little
4. Disagree strongly

CARD B5

1. Continue in full-time education
2. An apprenticeship
3. Start work with some education or training
4. Start work without education or training
5. Be unemployed
6. Start a family
7. Something else

CARD B6

1. Very likely
2. Fairly likely
3. Not very likely
4. Not at all likely

CARD B7

1. Will not get necessary grades
2. Family can't afford it
3. He/she has no interest in going
4. For some other reason (please tell the interviewer)

CARD B8

1. Always

2. Usually

3. Sometimes

4. Rarely or hardly ever

5. Never

CARD B9

1. Income Support
2. Jobseekers' Allowance
3. Incapacity Benefit
4. Employment and Support Allowance
5. Universal Credit
6. State Pension
7. Pension Credit
8. Carer's Allowance
9. Attendance Allowance
10. Disability Living Allowance
11. Housing Benefit
12. Tax credits
13. Child benefit
14. Council tax benefit
15. Other (please tell the interviewer)
16. None of these

CARD B10

<i>Annual</i>	<i>Weekly</i>	<i>Monthly</i>
H. Under £2,600	Under £50	Under £217
B. £2,600 - £5,199	£50 - £99	£217 - £434
J. £5,200 - £10,399	£100 - £199	£435 - £866
F. £10,400 - £15,599	£200 - £299	£867 - 1,299
N. £15,600 - £20,799	£300 - £399	£1,300 - £1,732
A. £20,800 - £25,999	£400 - £499	£1,733 - £2,166
G. £26,000 - £31,199	£500 - £599	£2,167 - £2,599
O. £31,200 - £36,399	£600 - £699	£2,600 - £3,032
D. £36,400 - £39,999	£700 - £769	£3,033 - £3,333
L. £40,000 - £44,999	£770 - £865	£3,334 - £3,749
M. £45,000 - £49,999	£866 - £961	£3,750 - £4,166
I. £50,000 - £59,999	£962 - £1,153	£4,167 - £4,999
C. £60,000 - £74,999	£1,154 - £1,442	£5,000 - £6,249
E. £75,000 - £99,999	£1,443 - £1,923	£6,250 - £8,333
K. £100,000 or more	£1,924 or more	£8,333 or more

CARD C1

1. Degree (e.g. BA, BSc, MA)
2. Higher Education but below degree level (e.g. HND, HNC etc)
3. A/AS levels or equivalent
4. 5 or more GCSEs at A* to C or equivalent
5. Some GCSE passes or equivalent
6. Other qualifications
7. No qualifications

CARD C2

1. Full-time paid employee (30 or more hours a week)
2. Part-time paid employee (under 30 hours a week)
3. Full-time self-employed
4. Part-time self-employed
5. Unemployed and seeking work
6. Full-time education
7. On a government scheme for employment training
8. Temporarily sick/disabled
9. Permanently sick/disabled
10. Looking after home/family
11. Retired from work altogether
12. Something else (please give details)

CARD C3

White

1. White – English/Welsh/Scottish/Northern Irish/British
2. White – Irish
3. White – Gypsy or Irish Traveller
4. Any other White background (please specify)

Mixed / multiple ethnic groups

5. White and Black Caribbean
6. White and Black African
7. White and Asian
8. Any other mixed/multiple ethnic background (please specify)

Asian or Asian British

9. Indian
10. Pakistani
11. Bangladeshi
12. Chinese
13. Any other Asian background (please specify)

Black/African/Caribbean/Black British

14. African
15. Caribbean
16. Any other Black/African/Caribbean background (please specify)

Other ethnic group

17. Arab
18. Any other ethnic group (please specify)

CARD C4

1. No religion
2. Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
3. Buddhist
4. Hindu
5. Jewish
6. Muslim
7. Sikh
8. Any other religion, please describe

CARD C5

1. Roman Catholic
2. Church of England
3. Methodist
4. United Reformed /Presbyterian /Congregational
5. Baptist
6. Protestant
7. Other Christian

CARD C6

1. Very important
2. Fairly important
3. Not very important
4. Not at all important

CARD D1

1. My child's friends were going there
2. It's easy to get to
3. School has good exam results
4. It's the local school
5. I wanted my child to go to an Academy
6. There is relatively little bullying at the school
7. Religious grounds
8. It's a mixed sex/ single sex school
9. Financial reasons
10. Brother/sister goes or went there
11. Mother/father went there
12. Other relative went there
13. Other (please tell the interviewer)

CARD D2

1. Young person's friends were going there
2. School has good exam results
3. There is relatively little bullying at the school
4. It's easy to get to
5. Religious grounds
6. It's a mixed sex/ single sex school
7. Brother/sister goes or went there
8. It takes the pupils from the school he/she was at before
9. Mother/Father went there
10. Other relative went there
11. Other (please tell the interviewer)

CARD E1

White

1. White – English/Welsh/Scottish/Northern Irish/British
2. White – Irish
3. White – Gypsy or Irish Traveller
4. Any other White background (please specify)

Mixed / multiple ethnic groups

5. White and Black Caribbean
6. White and Black African
7. White and Asian
8. Any other mixed/multiple ethnic background (please specify)

Asian or Asian British

9. Indian
10. Pakistani
11. Bangladeshi
12. Chinese
13. Any other Asian background (please specify)

Black/African/Caribbean/Black British

14. African
15. Caribbean
16. Any other Black/African/Caribbean background (please specify)

Other ethnic group

17. Arab
18. Any other ethnic group (please specify)

CARD E2

1. No religion
2. Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
3. Buddhist
4. Hindu
5. Jewish
6. Muslim
7. Sikh
8. Any other religion

CARD E3

1. Roman Catholic
2. Church of England
3. Methodist
4. United Reformed /Presbyterian /Congregational
5. Baptist
6. Protestant
7. Other Christian

CARD E4

1. Very important
2. Fairly important
3. Not very important
4. Not at all important

CARD E5

1. Very good
2. Good
3. Not very good
4. Not at all good

CARD E6

1. Parents
2. Schools/Teachers
3. You
4. Someone else

CARD E7

1. A great deal
2. Quite a lot
3. Not very much
4. Not at all

CARD E8

1. Agree strongly
2. Agree a little
3. Disagree a little
4. Disagree strongly

CARD E9

1. In most or all of your classes
2. Less often but in more than half of them
3. In about half your classes
4. Now and then
5. This has not been a problem at all

CARD E10

1. 5 times a week or more
2. 3 – 4 times a week
3. Once or twice a week
4. Less than once a week on average
5. Never

CARD E11

1. Not at all
2. Not very often
3. A little
4. Quite a lot
5. A lot

CARD E12

1. Not at all useful
2. Not very useful
3. A little bit useful
4. Quite useful
5. Very useful

CARD E13

1. Go into the sixth form at the same school as now
2. Go into sixth form at a different school from now
3. Go to sixth form college
4. Take a course at a College of Further Education
5. Take a course at another type of college
6. An apprenticeship

CARD E14

1. An apprenticeship
2. Start work with some education or training
3. Start work without education or training
4. Be unemployed
5. Start a family
6. Something else

CARD E15

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

CARD E16

1. Very likely
2. Fairly likely
3. Not very likely
4. Not at all likely

CARD E17

1. Agree strongly
2. Agree a little
3. Disagree a little
4. Disagree strongly

CARD E18

1. Matters a lot to me
2. Matters a little to me
3. Doesn't matter

CARD E19

1. Agree strongly
2. Agree a little
3. Disagree a little
4. Disagree strongly

CARD E20

1. Provided advice/ suggested jobs
2. Helped me find a job through people they know
3. Took me to local shops, cafes, hotels or other places to look for work
4. Some other kind of help (please tell the interviewer)

CARD E21

1. Never
2. Once a week
3. Twice a week
4. 3 times a week
5. 4 times a week
6. 5 times a week/ every day

CARD E22

1. None or less than an hour
2. 1 – 2 hours
3. 3 – 4 hours
4. 5 – 6 hours
5. 7 or more hours
6. No TV in the household

CARD E23

1. Most days (5 or more)
2. 3 – 4 days
3. 1 – 2 days
4. None

CARD E24

1. None or less than an hour
2. 1 – 3 hours
3. 4 – 6 hours
4. 7 or more hours

CARD E25

1. Facebook
2. Twitter
3. Other social networking sites
4. Instant messenger services, e.g. Blackberry messenger

CARD E26

1. Regularly throughout the day
2. 2 to 3 times a day
3. Once a day
4. Every couple of days
5. Once a week
6. Less often

CARD E27

1. Go out somewhere with friends
2. Go round to a friend's house (or friends come round to mine)
3. Spend time with your brother(s)/ sister(s)
4. Spend time with other family
5. Spend time by myself

CARD E28

1. Most days
2. More than once a week
3. Once a week
4. Less than once a week
5. Hardly ever
6. Never

CARD E29

1. Much better than most
2. A bit better than most
3. About average
4. A bit worse than most
5. Much worse than most

Appendix G: Advance letter for main parent

Ref: 114719/ {RESP SERIAL NUMBER}

Dear {Title} {Surname},

OUR FUTURE- YOUNG PEOPLE'S LIVES TODAY

I am writing to ask for your help. The Department for Education (DfE), the Government department responsible for education and children's services, has launched the 'Our Future' study. This research study is the second study of its kind that has been carried out in England and is one of the biggest and most important studies ever of young people, not just in England but anywhere in the world. Over 20,000 young people in Year 9, and their parents, will be asked for their views on a wide range of topics related to education and other aspects of their lives, including their satisfaction with services as they now are, as well as about their hopes and ambitions for the future.

Your son or daughter's name has been randomly selected as one of those asked to take part in the study. We would, therefore, very much like to have the chance to talk to you.

An increasing amount of government money now goes to provide education, help and support for young people. This is done because investment in young people is an investment in the future for all of us. The Department needs to know, however, if it is making the best use of these resources. Do we need to do more and do we need to do better? In many cases the only way we can find out is by asking young people and their parents.

The Department has asked one of the leading research agencies, TNS BMRB, to carry out the research for us. **An interviewer from this agency will visit you soon to see if you would like to take part.**

As a thank you, after the interview we will give your son or daughter a gift voucher for £10.

The enclosed leaflet tells you more about the research, how your name came to be selected and what happens next. Also enclosed is a letter and leaflet for your son or daughter, so please pass these on to them. Everything that you and your son or daughter tell us in the interview will be treated in the strictest of confidence in line with the Data Protection Act. If you have any more questions about the research, you can either ask your interviewer or, alternatively you can contact TNS BMRB on 0800 015 4492. If you would like to get in contact with your interviewer directly to make an appointment, their name and contact details are at the bottom of this letter.

I very much hope that you will be able to take part. The information from this research will have a major effect on services for young people for the next ten years at least, as we will use it to try and make sure that young people in England get the services and support that they need.

Thank you in advance for your help.

Your interviewer will be _____

Contact number _____

Yours sincerely,



Rachel Youngs
Longitudinal Surveys Team
Department for Education

Appendix H: Advance letter for young person

Ref: 114719 / {RESP SERIAL NUMBER}

Dear {Firstname},

OUR FUTURE: YOUNG PEOPLE'S LIVES TODAY

I am writing to ask for your help. The Department for Education (DfE), the Government department responsible for education and children's services, has just launched the 'Our Future' study and we would like you to play a part in it.

This research study is the second study of its kind that has been carried out in England and is one of the biggest and most important studies of young people, not just in England but anywhere in the world. Over 20,000 people in Year 9, and their parents, will be asked for their views on a wide range of topics, some of them about education but others about their hopes and ambitions for the future and their ideas on what it's like to be young in England today.

Your name has been picked randomly as one of those asked to take part in this important study. We would, therefore, very much like to talk to you, to find out about your opinions and experiences. The research agency, TNS BMRB, are carrying out this work for us, and **one of their interviewers will visit you soon to see if you would like to take part.**

The information we get from this study will help us understand how well we are doing in helping young people and where we need to do more. Learning from you, about how you see life, both in school and outside it, will help us provide the right opportunities and support for people like you.

As a thank you when you complete this interview we will give you a £10 gift voucher.

The enclosed leaflet tells you more about what we want to talk to you about, how you came to be picked and what happens next. Everything that you tell us will be treated in complete confidence, which means that no-one at your school and no-one who lives with you will ever see your answers.

I very much hope that you will be able to help us. The information from this research will have a major effect on services for young people over the next ten years at least. If you have any questions about it, then you can either ask the interviewer who visits you, or alternatively, there are contact details on the leaflet.

Thank you in advance for your help.

Yours sincerely,



Rachel Youngs
Longitudinal Surveys Team
Department for Education

Appendix I: Advance leaflet for main parent

OUR FUTURE – YOUNG PEOPLE'S LIVES TODAY

What will happen to the information you give?

Anything you tell the study is in complete confidence and will be used by the DfE for research purposes only. This means, for example, that no-one at your son or daughter's school, or anyone who lives with you, will ever see your answers. The research team will never pass either your or your child's personal details on to outside organisations without your permission.

When you finish your interview the answers will be locked away on a computer. The results of the study will then be written up in published reports in which it will be impossible to identify you, or your son/daughter.



OUR FUTURE – YOUNG PEOPLE'S LIVES TODAY

How can I find out more?

If you would like more information about taking part in the *Our Future* study please contact TNS BMRB:

Freephone: 0800 015 4492
Email: Ourfuture@tns-bmrb.co.uk

Who can I contact for further advice?

For further information about *Our Future* in general you can contact the Department for Education on:

Telephone: 0114 274 2437
Email: ourfuture.study@education.gsi.gov.uk
Or visit the study website:
www.education.gov.uk/ourfuture



OUR FUTURE – YOUNG PEOPLE'S LIVES TODAY

Information Leaflet for Parents and Guardians



Department
for Education

TNS

OUR FUTURE – YOUNG PEOPLE'S LIVES TODAY

Why are we writing to you?

The Department for Education (DfE) is carrying out a major new study of young people to help improve understanding of young peoples' lives. This research, called *Our Future*, will follow a large number of young people through education and beyond and find out about their experiences and views. This research study is the second study of its kind that has been carried out in England and is one of the biggest and most important studies of young people in England. The first study started in 2004 and involved over 15,000 young people.

The DfE has asked a leading research agency, TNS BMRB, to carry out the interviews for them. We would like to talk to you and to your son or daughter about your views on education and other aspects of their lives today and your hopes for the future.

How did we get your name?

Your son/daughter's school was selected at random from all those in England. His or her name was then picked at random from all the pupils in Year 9 at that school. We got your address details from the School Census which all state maintained schools are required to submit to the Department annually.

If your son/daughter attends an independent school we contacted their school directly to find out their address.

What are we asking you to do?

We would like to talk to the person who is most involved with your son/daughter's education – this might be you or it could be your husband, wife or partner - it's up to you to decide who this should be. There will also be a short interview with any other parent or guardian in your household. We would also like your permission to ask your son/daughter for an interview.

What will happen next?

An interviewer working for TNS BMRB will visit you in the next few weeks to explain more about the research. If you are willing to take part in the study the interviewer will arrange a convenient time to conduct the interview in your home.



What will we be asking about?

The interview covers many different topics. Among these are: your involvement in your son's or daughter's education; your views on their school and on education in general; what you would like your child to do when they reach 16; things you might do together as a family and some information, for statistical purposes, about the people who live with you and what you are doing now.

How long will it take?

The time needed for interviews varies from person to person but the average time for young people is around half an hour, and about 45 minutes in total for the parent interviews.

There will be a gift voucher for £10 for all young people who complete an interview.



Appendix J: Advance leaflet for young person

OUR FUTURE – YOUNG PEOPLE'S LIVES TODAY

What will happen to the information I give you?

When you finish your interview the answers will be locked away on a computer. Your answers will be grouped with all the answers from the other young people who take part in the study, the results of the study will then be written up in published reports and it will be impossible to identify you or your answers.



OUR FUTURE – YOUNG PEOPLE'S LIVES TODAY

How can I find out more?

If you would like more information about taking part in the Our Future study please contact TNS BMRB:

Freephone: 0800 015 4492
Email: Ourfuture@tns-bmrb.co.uk

Who can I contact for further advice?

For further information about Our Future in general you can contact the Department for Education on:

Telephone: 0114 274 2437
Email: ourfuture.study@education.gsi.gov.uk
Or visit the study website:
www.education.gov.uk/ourfuture



OUR FUTURE – YOUNG PEOPLE'S LIVES TODAY

Information Leaflet for Young People

“What do you think about your school?”

“How do you spend your spare time?”

“What do you want to do when you're sixteen?”

The Government needs your help to find out what people of your age think of these and other questions.

We would like you to take part in an important new study of young people called *Our Future*. In the next few pages you will find some more information about the study, what it is and why it is being done.



Department
for Education



OUR FUTURE – YOUNG PEOPLE'S LIVES TODAY

What is the Our Future study?

The Government wants to improve the support and services it provides for young people. In order for it to be able to do this it needs to know what young people, like you, really need and what they think about what's available now. This research will help find this out by asking young people about their education, other aspects of their lives and what really matters to them.

This research study is the second study of its kind that has been carried out in England and is one of the biggest and most important studies of young people in England. The first study started in 2004 and involved over 15,000 young people your age.

Now it's your turn and we would really like to talk to you about your experiences.

Why do you want to talk to me?

Your school was selected at random from all those in England. Your name was then selected at random from all the pupils in Year 9 who go to your school. This means you're very special and we can't replace you with anyone else!

What happens next?

An interviewer will visit you soon to find out if you are willing to take part. If you are, he or she will arrange a convenient time to talk to you at home. We'd also like to talk your parent(s) or guardian(s), and we have sent a letter to him or her, telling them about the study.

What sorts of questions will I be asked?

The interview covers many different topics, including:

- What you think about school;
- family life;
- what you do in your spare time;
- any work that you do; and
- Your plans for the future.

How long will it take?

The time needed for interviews varies from person to person but the average time is around half an hour.



Do I have to take part?

No, you don't have to take part. Whether you take part or not is entirely up to you, however because you have been randomly selected from all the young people your age in the country (and we can't replace you with anyone else) we would really appreciate it if you were involved.

Many young people who took part in the first study found it enjoyable and what you tell us will help improve both your and other young people's futures. **There will also be a gift voucher for £10 for all young people who complete an interview.**

Will anyone else find out what I have said?

No. All your answers will be treated as strictly confidential by the DfE research team. This means that no-one at your school and no-one who lives with you will ever see your answers. Your personal details will never be passed on to any outside organisations without your permission.



Appendix K: Change of Address Card

OUR FUTURE
CHANGE OF ADDRESS CARD



Department
for Education

Young person's details:



Please complete using BLOCK CAPITALS

Reference number: <i>(printed on all correspondence from the study)</i>
Title:
First name:
Surname:
Date of birth (DD/MM/YY):

.....

Address to which you will be moving:	
Postcode:	
Home tel. no.:	Mobile tel. no.:
Email address:	
Date of move:	

Once complete please moisten edges, fold on the dotted line, seal and return-
no stamp is needed. If this is not convenient, or if you have any questions,
please contact us on Freephone: 0800 0154492 or email ourfuture@tns-bmrb.co.uk.

Appendix L: Standard error calculation

The meaning of the standard error

The standard error is a key metric for determining the precision of survey estimates. Broadly speaking, there is a two in three chance that the true population value lies within one standard error of the survey estimate, and a nineteen in twenty chance that it lies within two standard errors of the survey estimate.

At least two prior assumptions must be made for these assertions to be true.

- (i) The sample must be a random sample from the population. If there is any population non-coverage or unit/item non-response, then this must have been properly compensated for by weighting or imputing data.
- (ii) If multiple samples had been drawn in the same way and at the same time, the distribution of the survey estimates would have been approximately normal (i.e. a histogram of these estimates would resemble a bell-shaped curve).

It is usually unknown whether assumption (i) has been met but it is *reasonable* to make this assumption if (a) the response rate is high, (b) there is substantial relevant information available for both responders and non-responders, and (c) the population coverage is high. All three conditions are met for the LSYPE2 maintained sector sample but we should have less confidence in the independent sector sample.

It is reasonable to make assumption (ii) if the estimate has a simple form (e.g. a mean, a proportion or a correlation coefficient) and the sample comprises more than two hundred cases. The assumption may also be sound for smaller sample sizes if the population distribution of the variable is normal. With some very complex multivariate estimates – or for highly skewed variables²⁹ – this assumption may not be sound and a more empirical method of determining precision might be preferred. Generally speaking, the standard error metric is a reasonable approximation even in these special cases.

There are standard error formulas for all sorts of statistic. Proportions and means are the most frequently used statistics and, because the formulas are straightforward, they are useful for illustrating the impact of survey design on the magnitude of the standard error. A proportion may be considered a special kind of mean in which the only possible values are 1 and 0 so the following section – describing how to calculate the standard error of a mean – can be used for proportions too.

The standard error of a mean/proportion: simple random samples

If we have a simple random sample, the standard error of a mean is:

$$\sqrt{[\sum_n(x_i - \bar{x})^2 / n^2]} \text{ (equation 1)}$$

\sum_n = sum for all n cases

x_i = value for case i on variable x

\bar{x} = mean value of variable x

n = sample size

Weighted samples

²⁹ For example, a tiny proportion of the population is swindled for large amounts of money. Small samples drawn from the population may miss this subgroup entirely or include only one or two representatives. In this instance, there is a risk of underestimating the population variance and consequently underestimating the standard error.

If the sample is weighted, this formula becomes:

$$\sqrt{[\sum_n(w_i(x_i-\mathbf{x}))^2]/(\sum w_i)^2]} \text{ (equation 2)}$$

w_i = weight given to case i

If there is any variation in the size of the weights the standard error will be larger than for the equivalent (unweighted) simple random sample estimate³⁰. The effect is exacerbated if there is a positive correlation between the size of the weight w_i and the $(x_i-\mathbf{x})^2$ term. Although weighting may compensate for (a proportion of) the systematic bias in the unweighted survey estimates, the precision is lower than for a true random sample of the same size that requires no weighting.

It is worth noting that sampling weights are known precisely because the sampling probability is known precisely. However, non-response adjustments - such as the calibration factors used for LSYPE2 - are based on *estimates* of response probability, not known values. Technically, this use of estimated weights adds uncertainty to the estimates and the standard error should be expanded to reflect this. However, this portion of uncertainty is ignored by most survey software³¹.

Stratified samples

If the sample is stratified, the value within the square brackets (i.e. before applying the square root) is calculated for each stratum separately. The value within the square brackets is known as the sample variance. A weighted sum of stratum-level sample variances is calculated as follows:

$$\sum_s(W_h^2[\sum_n(W_{ih}(x_{ih}-\mathbf{x}_h))^2]/(\sum W_{ih})^2)] \text{ (equation 3)}$$

\sum_n = sum for all n cases

\sum_s = sum for all s strata

W_h = proportion of population in stratum h

x_{ih} = value for case i in stratum h on variable x

\mathbf{x}_h = mean value of variable x in stratum h

w_{ih} = weight given to case i in stratum h

Sample stratification will shrink standard errors so long as there is some between-strata variability in the survey estimate (as there usually is). However, the impact is often quite minor, certainly in comparison with the impacts of weighting and/or sample clustering (see below).

Strata may be defined at the sample stage or subsequently if population totals are known. For LSYPE2, a calibration method is used to weight the sample which is functionally similar to such subsequent - or 'post' - stratification. Consequently, the impact of calibration weighting on the standard error is a mix of expansion (due to variations in the size of the weights and (potentially) correlations between the size of the weight and the survey response) and shrinkage (due to its stratification function). Most survey software ignores the impact of post-stratification so calibration weights are treated like normal weights. Only the impact of sample strata is accommodated within the standard error estimate. Consequently, the total impact of stratification on LSYPE2 standard error estimates will be underestimated.

³⁰ This follows because the term in the numerator $\sum_n(w_i(x_i-\mathbf{x}))^2$ can be rewritten as $\sum_n(w_i^2(x_i-\mathbf{x})^2)$. The greater the variation in the weights, the larger the sum of w_i^2 .

³¹ The formula should be: $\sqrt{[\sum_n(w_i(x_i-\mathbf{x}))^2]/(\sum w_i)^2 + [\sum_r \mathbf{x}_r - \mathbf{x}^2]}$ where \mathbf{x}_r is the survey mean using weights from replicate r and \mathbf{x} is the grand mean from all replicates and the source of the ultimate weights w_i . If there are sufficient replicates (>20 or so), the formula needs no further adjustment but the second term $(\sum_r \mathbf{x}_r - \mathbf{x}^2)$ should formally be multiplied by $b/(b-1)$ where b is the number of replicates.

Clustered samples

If a sample is clustered, the individual value x_i is usually replaced with the (weighted) cluster-level mean \bar{x}_c and the individual weight w_i is replaced with w_c which is equal to the sum of w_i values within cluster c :

$$\sqrt{[\sum_t w_c (\bar{x}_c - \bar{x})^2 / (\sum w_c)^2]} \text{ (equation 4)}$$

\sum_t = sum for all t clusters

\bar{x}_c = weighted mean value for cluster c on variable x

\bar{x} = mean value of variable x

w_c = sum of case weights in cluster c

Stratified versions of cluster sample standard errors can also be computed using the same principles described above for unclustered samples.

Generally speaking, cluster samples have larger standard errors than unclustered samples. For this to be true, the cluster sample means must vary more than would be expected by chance alone. Given that most clusters are geographically defined - and that geographic areas clearly differ from each other in terms of population profile - this condition is usually met. For LSYPE2, the sample is clustered by school. School-level pupil profiles may be more homogeneous than pupil profiles of equivalent sized neighbourhoods. Furthermore, each school has its own ethos, educational focus and other practices. These two factors in combination may mean that the impact of sample clustering is greater for LSYPE2 than for surveys that use geographically defined clusters.

The impact of sample clustering is reduced if a substantial proportion of available clusters is drawn into the sample. At the extreme, if *all* clusters are drawn into the sample, then the clusters become strata. In the case of LSYPE2, 739 maintained sector schools were sampled from a total of 3,505 that were eligible. In total, 19% of maintained sector pupils are found within the sampled schools. The formula for the standard error becomes:

$$\sqrt{[0.19 * v_w + 0.81 * v_b]} \text{ (equation 5)}$$

v_w = sample variance if clusters are treated as strata (equation 3) but with the value for each cluster c multiplied by $(N_c - n_c) / N_c$ where n_c is the respondent sample size from cluster c and N_c is the population size of cluster c .

v_b = cluster sample variance (equation 4)

However, only thirty independent schools and four pupil referral units were both sampled and participated in LSYPE2, representing a much smaller proportion of these populations than of the maintained sector.

Broadly speaking, the proportion of schools that have been sampled - and the proportion of pupils in these schools that have been sampled and responded - is too small to have a significant impact on the standard error estimate. Although the proportions are included as variables in the dataset, they can be ignored so far as standard error calculation is concerned.