Centre for Longitudinal Studies

CLS Cohort Studies

Working Paper 1

The Design and Conduct of the 1999-2000 Surveys of the National Child Development Study and the 1970 British Cohort Study

John Bynner
Neville Butler
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Centre for Longitudinal Studies ● Institute of Education University Of London

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Background

Britain is widely recognised as a world leader in the production of longitudinal research resources and their use in the analysis of developmental and life course processes. This Working Paper contains the first account of the design, development and conduct of a new round of data collection for two of Britain's three national longitudinal birth cohort studies, the National Child Development Study (1958 cohort) and the 1970 British Cohort Study (BCS70).

The National Child Development Study (NCDS) began as a Perinatal Mortality Survey to examine the social and obstetric factors associated with stillbirth and infant mortality among the 17,000+ babies born in Britain in the week 3-9 March 1958 (Butler and Bonham, 1963)[1]. Follow-up surveys of the whole cohort were carried out at ages 7, 11, 16, 23, and, most recently, in 1991 at the age of 33 (eg Davie, Butler and Goldstein, 1972; Fogelman, 1983; Ferri, 1993)[2]. At that time, a special study was also undertaken of the children of one third of the cohort members, including assessments of the behavioural and cognitive development of approximately 5000 children. There have also been surveys of sub-samples of the cohort, the most recent at age 37, when information was collected on the basic skills difficulties of a representative 10 per cent sample (Bynner and Parsons, 1997)[3].

The 1970 British Cohort Study (BCS70) follows a similar pattern to NCDS, taking as its subjects all 17,000+ British births in the week 5-11 April 1970, and, in the initial survey, providing insight into contemporary patterns of obstetric and neonatal care (Chamberlain et al, 1973, 1975)[4]. Subsequently, full sample surveys took place at ages 5, 10, 16 and 26 (eg Butler, Golding and Howlett, 1986; Osborne, Butler and Morris, 1984; Bynner, Ferri and Shepherd, 1997)[5]. As in NCDS, sub-samples have been studied at various ages: for example, at age 21, paralleling the NCDS survey at 37, a 10 per cent representative sample was assessed for basic skills difficulties (Ekinsmyth and Bynner, 1994; Bynner and Steedman, 1995)[6].

From their original focus on the circumstances and outcomes of birth, the two cohort studies broadened in scope to chart all aspects of the health, educational and social development of their subjects as they passed through childhood and adolescence. In later sweeps, the information collected covered their

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[1] Butler N.R. and Bonham D.G. Perinatal Mortality. Edinburgh: Livingstone, !963

[2] Davie R., Butler N.R. and Goldstein H. From birth to seven. London: Longman in assoc. with National Children's Bureau, 1972;

Fogelman, K.R (ed.) Growing up in Great Britain: collected papers from the National Child Development Study. London: Macmillan, 1983

Ferri E. (ed.) Life at 33: the fifth follow-up of the National Child Development Study. London: National Children's Bureau and City University, 1993.

[3] Bynner J. and Parsons S. Use it or lose it: the impact of time out of work on literacy and numeracy skills. London: Basic Skills Agency, 1997.

[4] Chamberlain, R.,Chamberlain, C, Howlett B. and Claireaux A. British births 1970. vol. 1: the first week of life. London: Heinemann, 1973.

Chamberlain, R.,Chamberlain, C, Howlett B. and Claireaux A. British births 1970. vol. 2: the first week of life. London: Heinemann, 1975.

[5] Butler NR, Golding J and Howlett BC. From birth to five: study of the health and behaviour of Britain's five-year-olds. Oxford: Pergamon, 1986.

Osborne AF, Butler NR and Morris AC. The social life of Britain's five-year-olds: a report of the Child Health and Education Study. London: Routledge and Kegan Paul, 1984

Bynner J, Ferri E and Shepherd P (eds.) Twenty-something in the 1990s: getting on, getting by, getting nowhere. Aldershot: Ashgate, 1997

[6] Ekinsmyth C and Bynner J The basic skills of young adults. London: Basic Skills Agency, 1994

Bynner J and Steedman J. Difficulties with basic skills: findings from the 1970 British Cohort Study. London: Basic Skills Agency, 1995

transitions to adult life, including leaving full-time education, entering the labour market, setting up independent homes, forming partnerships and becoming parents.

The Centre for Longitudinal Studies (CLS) at the Institute of Education (formerly the Social Statistics Research Unit located at City University) has been responsible for the National Child Development Study since 1985, when the study was transferred from its previous home at the National Children's Bureau. Likewise, CLS has housed the 1970 British Cohort Study since its relocation from Bristol University in 1991. A Forward Plan for the cohort studies was developed by the Director of CLS, Professor John Bynner, which sought to integrate the timing, design and analysis of future surveys of NCDS and BCS70 – taking account of the sequencing of Britain's third birth cohort study, the 1946 cohort (National Survey of Health and Development), housed at University College London. Such a programme would significantly enhance the research potential of the studies, enabling comparisons to be made between cohorts born at different times, or between different age groups at the same point in time.

Endorsement of the principles of the Forward Plan by the Economic and Social Research Council, and the Government departments, which had provided financial support for previous sweeps, resulted in an ESRC decision to fund the new surveys. Initially, this was restricted to BCS70 because of the need to update the dataset after 13 years without a comprehensive survey, but, subsequently, funding extended to a new survey in NCDS as well. ESRC contributed half the costs, and the rest came from Government departments under the coordination of the Office of National Statistics: Department for Education and Employment (the major funder), Department of Health, Department of Social Security, the Home Office, ONS themselves, the Scottish Office and the Basic Skills Agency.

The first stage in designing the new surveys was to locate the key issues and questions salient to the stage in adult life that the cohort members in each study had reached. These were formulated in terms of a 'life course' theoretical framework that focused on the factors central to the formation and maintenance of adult identity in each of the following main life domains:

lifelong learning

relationships, parenting and housing

employment and income

health and health behaviour

citizenship and values.

The next section develops this idea in general terms, while the subsequent section applies it in each of the above domains, arriving at the critical questions to be asked and the priority to be attached to them. Following that, an account is given of the actual development of the survey instruments, as well as the tracing and fieldwork procedures adopted in conducting the new surveys.

CONCEPTUAL FRAMEWORK

Life course perspective

Adult identity, comprising an individual's pre-dispositions, attitudes, behaviour and statuses, needs to be viewed both as a product of past life-course processes and a precursor of later ones. The 'life course' perspective enables us to take on board these different elements of human development, while offering a means of integrating them within a single inter-disciplinary framework.[7] Life courses represent the transitions occurring in the different domains of life through which individuals make adjustments to changes in their social environment and through which their statuses in education, employment, relationships, family life and health are maintained and developed.

Characterising the long-term processes involved is the idea of 'accumulated risk', with its counterpart the acquisition of 'protective resources[8]. Accumulated risk may lead to marginalisation in relation to employment, community, family life and citizenship, the main consequence of which is *social exclusion.*[9] Adverse outcomes in adulthood, such as those concerned with education problems or ill health, can frequently be traced back to disadvantaged conditions earlier on. Such conditions may accompany birth and the early years of life, but they may also arise from later experiences and personal choices.

The lifecourse process is in part linear, but also to a degree cyclical, in the sense that experiences later in life can affect achievements earlier on. For example, unemployment can lead to a loss of cognitive skill among those whose cognitive skills were poor to begin with, thus creating a vicious circle.[10]

Another critical feature of the life course perspective is the *interconnectedness* of experiences and developments in these different spheres. To understand the transitions in one domain, eg employment, we need to take account of the transitions happening in other domains, eg the family. In other words, the life course is viewed *holistically* as the product of sets of interactions between biological predisposition, personal agency, and the social environment.

Personal agency is both formed by, and serves to form, adult identity. It comprises sets of resources and pre-dispositions. The *resources* reside in human capital (eg skills and qualifications), social capital (eg family and community resources), and cultural capital (eg beliefs and understandings relevant to high status occupations). Such resources are mediated in childhood through the education system, and this continues to play a part in adult life, though much learning then takes place outside formal settings. *Dispositions* comprise psychological state (eg malaise), control beliefs, including a sense of self-efficacy and internal locus of control, motivation, aspiration and self-esteem. Though dispositions are less directly targeted by education, they nevertheless are increasingly seen as a vital product of it, especially the acquisition of self confidence and self esteem, which are key protective factors in the transition from school to work and, subsequently, in gaining and maintaining employment.

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[7] Elder G.H. Children of the Great Depression: social change in life experience. University of Chicago Press, 1974; Heinz, W.R. (ed) Theoretical Advances in Life Course Research. Weinheim: Deutscher Studien Verlag, 1991.

[8] Robins, L. and Rutter, M. (eds.) Straight and Devious Pathways from Childhood to Adulthood. Cambridge University Press, 1990.

[9] Atkinson, A. B. and Hills, J. (eds.) Exclusion, Employment and Opportunity. CASEpaper4, London School of Economics, 1998.

[10] Bynner, J and Parsons, S Use it or Lose It: The Impact of Time Out of Work on Literacy and Numeracy Skills, London. Basic Skills Agency, 1998.

The *social environment* comprises socially and culturally defined structural categories (such as gender and social class), as well as institutions (such as the family, school, labour market), and the social relationships that operate within them. A set of resources intimately connected with these relationships is *social capital*, which is increasingly seen as fundamental to the generation of human capital, as well as being a worthwhile end in itself, in terms of social cohesion. Social capital characterises communities with high levels of network membership, mutual trust and shared norms and values. Exposure in varying degrees to these manifestations of social capital will improve adults' own prospects and quality of life, and those of their children, but it will also foster their contribution to social capital. This emphasises the collective aspects of agency to set alongside those concerned with individual development and action. It also stresses the dynamics of social life. People are not only affected by the social environment, but are actively engaged in its development.

Comparing different cohorts, life course processes may also display changes in the relative balance between structural and personal agency effects. *Individualisation* is seen to arise through the transformation of employment brought about by new technology and the processes of globalisation.[11] Complexity of the modern life course, as far as employment is concerned, has meant that relatively straightforward routes into particular occupational niches have given way to the need for a portfolio of skills and occupational experiences, in which the very idea of a single 'occupational identity' breaks down. In consequence, the social norms and values, acquired through family and work, which structured social action in the past, have steadily weakened. Life courses become increasingly individualised as people have to rely more on their own resources, firstly to navigate their way into the labour market and subsequently to find a niche or series of niches in it.

Individualism impacts not only on employment but on family life as well. The traditional pattern of leaving the parental home to get married and set up a home and family of one's own gives way to an extended period of different kinds of living arrangements, the 'single lifestyle' and cohabitation, with postponement or rejection of the long term commitments involved in marriage and parenting. The institution of marriage is similarly less stable than it was, with around 40% of first marriages ending in divorce.

These changes are not, of course, uniform across society, showing increasing prevalence across cohorts and widening differences between social groups – *polarisation*.[12] This is why comparisons between BCS70 and NCDS are of such scientific interest. In a world where qualifications and a portfolio of relevant work experiences are critical to occupational achievement, those without these attributes get increasingly left behind. Leaving school at the minimum age, without qualifications, sets the young person off on a risk trajectory, where opportunities for secure employment and career development are limited. Casual, often part-time, and unskilled work experience, interspersed with unemployment, is part of the process of marginalisation brought about by the demand for qualifications and a steady decline in unskilled work. The consequence is seen not only in patchy employment careers but also through effects on health and family life. Early childbearing on the part of women, low self esteem and high levels of depression typically accompany the social exclusion process. High levels of smoking, drug and alcohol problems, and crime are its counterparts.

Health-related behaviours (smoking, drinking and drug-taking, for example) and healthy and unhealthy lifestyles (diet, exercise and so on) underpin morbidity and mortality later in life. The choices involved reflect *personal agency*: the individual may choose to take the risk of ill health. At the same time, health

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[11] Beck, U. Risk Society. London: Sage, 1992.
[12] Bynner,J., Ferri, E. and Shepherd,P. Twenty-something in the 1990s: Getting on, Getting by, Getting nowhere. Aldershot: Ashgate, 1997

status itself has an effect on the life course in other domains besides health - for example, employment. This is obviously the case in relation to 'limiting life-time conditions', including various kinds of physical disability, but it also applies to the more specific childhood hazards associated with accidents and illness, and the debilitating conditions of later life such as respiratory illness. Both these components of well-being – health-related behaviours and health status - are distributed unevenly across the population, showing marked gradients by social class, gender, and locality - *health inequalities.*[13]

Finally, there are both *objective* and *subjective* features of the life course which need to be embraced. For example, in relation to the impact of social change, such as a rise in unemployment, or a new social policy initiative, how the individual appraises the situation may be just as important as the objective features of the damage or improvement the change brings about. Clearly, the reduction in income produced by unemployment may impact in a direct sense on life quality, but also important is the subjective evaluation of this change, and how the individual internalises it. A key part of this subjective component is *control beliefs*, which are the extent to which individuals believe they are in a position to control events, rather than be controlled by them.[14]

Data specification parameters

The main focus of the new surveys is to elucidate the latest stage of the life course of cohort members, revealing the pathways taken to current statuses, the influences to which they had been subjected and their outcomes in terms of current identities. Survey data in these areas provide bankable information for modelling the future, as well as for explaining the present in terms of the past. The life course perspective outlined above provided a set of parameters for the central design task of the new surveys. This was to identify the key variables which best represent the different elements of the life course process in each life domain and across life domains, and to find the optimum way of operationalising these through survey questions and other measures. The parameters included:

Structural categories: gender, social class, religion, and geographical location.

Institutions: family, education system, employment system, trades unions, political system, health and welfare services.

Social relations: assessed in terms of the embeddedness of individuals in social networks, in education, at work, in the family and at leisure.

Social roles, statuses and values: these components of individual *identity* embrace roles such as parent, spouse, employee and community member. They also include position in the social hierarchy, as identified with occupation/social class, or in the family - provider, carer etc. They underpin, and are underpinned by, social and political attitudes and values, including gender values, and membership of associations including Trade Unions, churches, local community groups and political parties.

Health and lifestyle: Distinct from, but connected to, the range of more socially designated statuses are those to do with health and physical development and functioning. These both impact on, and arise from, experience in the labour market and need to be incorporated. They comprise the record of mental

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[13] Power. C. Manor, O. and Fox, A.J. Health and Class: the Early Years. London: Chapman and Hall, 1991.

[14] Heinz, W. R. (1999) From Education to Work: Cross National Perspectives, Cambridge University Press. Diewald, M. Continuities and Breaks in Occupational Careers and Subjective Control: The Case of the East German Transformation. In Bynner, J and Silbereisen, R. K.(eds.) Adversity and Challenge in Life in the New Germany and England, Basingstoke: Macmillan, 2000.

and physical illnesses, symptoms, accidents and the treatments received for them and their outcomes. They also bring in the topic of 'lifestyles', in which smoking, alcohol and drug use, diet and exercise are all manifestations with health-related aspects.

Continuity and comparability

By 1999, when fieldwork was to begin, the members of both cohorts were well into adulthood, with BCS70 subjects aged 29 and their NCDS counterparts having reached 41. This pointed to a high degree of commonality between the two cohorts in the topics to be covered and the kinds of questions to be asked. Common questioning was, of course, also an important consideration in relation to the potential of the new data for inter-cohort comparisons.

On the other hand, each study had specialised somewhat in the past, focusing to a certain extent on different features of childhood and adolescence, and adopting its own distinctive methods of data collection in earlier sweeps (for example, diaries and medical measurements in BCS70, parental and school data and much information on educational performance in NCDS). To realise the cohort studies' value for analytic purposes, variables need, whenever possible, to be repeated across surveys. Information that serves primarily the cross-sectional purpose of estimating current population parameters must take second place to that which captures the dynamics of developmental processes observed across time. Event histories play an important role in charting transitions in the key domains. From the point of view of internal consistency and continuity, therefore, there was also a case for maintaining the distinction between the studies' data specification requirements. What was needed was a balance between replication of variables *across* the two cohorts and repetition of variables *within* each study from one survey to the next.

Age, cohort and period effects

The data also needed to embrace the common elements of all life histories, such as those determined by biologically-based developmental processes (*age effects*) and their variability in terms of timing and duration. It was equally important to encompass those life course elements that are culturally determined, and how these differed between different socially defined sub-strata – including socially excluded groups. Such life course elements are subject to two other types of external influence. The effects of social change are embraced by comparisons between different cohorts – *cohort effects*. Societal influences at the time of data collection, which are held constant for any given survey, reflect *period effects*. Taken together with geographical location, these constitute the temporal and spatial context (time-space co-ordinates) of our data collection.

Space-time co-ordinates

These comprise information about the year of study (1999-2000), and the geographical location of each individual cohort member. In relation to time of study (period), we needed to consider external events that could influence cohort members, eg Government legislation, health scares and so on. In relation to space, it was necessary to consider external pressures on individuals which are regionally based, eg reductions in employment, and legislation with differential effects across regions, such as devolution. Thus, we needed to take on board distinctions to do with rural/urban, North/South, Scotland/England/ Wales and so on. With respect to age, we needed to separate out the developmental components that are biologically based (eg physical ageing) from those that are more socially determined (eg age at marriage, or at birth of first child). We may nevertheless see the former as defining certain boundaries for, or driving, the latter, eg the age-defined period of the life course when having children is possible.

Harmonisation

A final consideration in setting out the principles guiding the design of the new surveys was the move begun in the 1990s towards the harmonisation or standardisation of the information collected for Government social surveys. In developing the new instrumentation, therefore, reference was also made to ways in which questions were formulated in surveys such as the British Household Panel Study and the General Household Survey, as well as, for maximising the opportunities for inter-cohort comparisons, the National Survey of Health and Development (1946 cohort).

APPLYING THE PARAMETERS TO THE MAJOR LIFE DOMAINS

The above parameters provided guidelines for examining the relevance of possible questions or measurements to each of the life domains, and formed the basis of a grid for filtering out the salient from the irrelevant questions. This was the starting point for a lengthy, systematic process to develop the new data collection instruments; a process which involved not only the Cohort Studies team in CLS, but drew in contributions from a large number of experienced users of the data from the wider research community.

Collaborative network of researchers

Close consultation between the CLS team responsible for the cohort studies and their users and beneficiaries has been a hallmark of each stage of the studies' history. This process has been maintained and enhanced as NCDS and BCS70 move forward in tandem, both as an essential part of the development of the new surveys, and to set in place a structure for consultation over the fullest possible exploitation of the new datasets, and the coherent planning of subsequent sweeps.

A consultative conference was held at the Institute of Education on the 26th March 1998, to engage the experience and expertise of the research and policy communities in designing the questionnaire content for the new surveys. Seven advisory groups were formed, one for each of the major topic areas to be covered.

NCDS/BCS70 Advisory groups

lifelong learning
employment and income
family, parenting and housing
health
citizenship and values
child development and education
methodology

(The *child development and education* group was formed in the hope of obtaining sufficient additional funding to carry out the first follow-up of the children of a one in three sample of the NCDS cohort (first assessed in 1991), and the first survey of a similar sample of the children of the 1970 cohort. Unfortunately, such funding was not forthcoming in time for this work to be included in the new adult surveys, although it remains a key objective in the Forward Plan for the future of the cohort studies.)

Each group appointed a co-ordinator and was served by a member of the CLS team, who facilitated liaison among its members. Following the initial meeting, group members exchanged ideas and information via email and/or meetings. Details of group membership, notice of planned meetings, and reports on the activities of each group were posted on a special website.

Given the extensive coverage of the new surveys, and the wide-ranging interests represented within each group, it was inevitable that the volume of suggested questions far exceeded the available questionnaire space. Consequently, group members were asked to assign priority levels to the proposed questions, on the basis of the criteria contained within the conceptual framework for the surveys, namely theoretical importance, continuity with previous sweeps, and relevance to time, context, and age of the cohort members.

Written advice on the content of the surveys was provided to the CLS team by each advisory group between March and June 1998. These reports were collated by CLS and circulated for information to all members of the network. The advice received was invaluable to the CLS team in developing the new instrumentation. Copies of the draft questionnaires produced at the next stage were also circulated to all advisors before versions for piloting were finalised.

The following sections present the result of applying the life course perspective, and the developmental process outlined above, to each of the major life domains. The main topics and themes included in the survey are outlined, as is the rationale for their inclusion. A document containing all the specific questions included in the survey is available as an appendix to this Working Paper. A summary of question content is supplied in the appendix to this paper.

LIFELONG LEARNING

Learning Goals

All learning can serve two kinds of functions. In economic terms, it serves production as a form of human capital accumulation, with direct benefits both for the individual and for society. It also serves consumption as an enjoyable and fulfilling activity in its own right. In discussions of the 'Learning Society' these two functions typically become confused. However, they define the different types of goals to which learning is directed and the new surveys embrace both of them.

Life stage and context

The 1958 cohort reached 16 at a time when around two thirds of young people left school at that age to get a job – ideally with an apprenticeship in a skilled trade attached, or with high quality training and clear career progress in a white collar job. Of those staying on, only about one in eight went on to higher education. Unemployment was not experienced until the slump of the 1980s put many cohort members out of work and forced them to re-train, often through government-supported schemes like TOPS. However, the cohort had all experienced paid work, which in employers' eyes was an important attribute of employability.

By the time the 1970 cohort reached 16, half were still leaving school to seek work, but substantial proportions were compelled to enter Government training schemes, YTS, or become unemployed. Apprenticeships had largely disappeared. Their careers were likely to be more chequered than those of the 1958 cohort, with training, qualifications and work experience becoming at an increasing premium in getting employment. Marginalisation to the periphery of the labour market and unemployment were increasingly the fate of those without them. The proportion continuing to higher education - one in four – was double that in the 1958 cohort.

We needed to reflect these differences in eliciting cohort members' learning careers. By age 41, the 1958 cohort's interest in learning would be more directed towards updating and leisure pursuits. At 29, sizeable proportions of the 1970 cohort would still be engaged in human capital accumulation through gaining qualifications. Those on the margins, including single mothers on benefit, would be the target of the Government's 'New Deal' packages of training and supported employment. Both cohorts were likely to be benefiting from the Government's response to the consultations on the White Paper on life-long learning - *The Learning Age,* intended to remove perceived obstacles to learning, increase participation and facilitate continued learning throughout life.

Obstacles, opportunities and outcomes

Those who have had the most education and gained the most from it in terms of qualifications continue to participate most and to get most out of it. Obstacles in the way of the others begin in school with failure to acquire the basic skills and the learning skills that build upon them. This is likely to be followed by lack of exam passes, reduced motivation and limited opportunities to pursue further studies. Family and child care responsibilities, the cost of courses or, when at work, simply the lack of training and encouragement to train, are likely to compound the difficulties the potential learner faces. The *Access* movement, which began in the late 1980s, and the *Open College Networks*, which grew out of them, offered a means of removing these obstacles, as well as helping people to make the best choices among the learning opportunities available. On the other hand, people who fail to engage with the formal educational system may acquire various kinds of experience and skills through work or leisure. Data collection, therefore, needed to address both the widest range of obstacles to learning and the widest range of opportunities taken to do it in formal and informal settings. It also needed to address what the learner gained from his or her learning experiences. This goes beyond the more easily recognised outcomes such as the qualifications gained, to embrace subjective appraisals of skills and other gains acquired.

Previous approach to data collection

Previous sweeps, of NCDS particularly, focused on the production side of learning, questioning cohort members about the qualifications they achieved at school, subsequent courses leading to qualifications and work-based training courses. Learning done under what was called in the past 'non-vocational' adult education received relatively little attention and informal learning or self-directed learning through books, television and computers, was not examined at all.

In relation to the learning record itself, there were two kinds of problems. First, the years in which qualifications were obtained were not routinely recorded – only what qualifications had been achieved by the time of each survey. Second, in order to restrict the amount of data collected in NCDS5, only the courses leading to the *two highest* qualifications were covered in any detail, and in the case of work-related training courses (taking *three days or more*), only the *three most recent* courses. It was clear from other indicators that this approach seriously under-represented the amount of formal learning that had been going on.

Continuity from NCDS4 to NCDS5 was weakened by the fact that in NCDS4, the major emphasis was on different forms of employment, as opposed to staying on in education. Apprenticeship was a major focus. Unemployment was virtually unknown, and youth training had not begun. This framework extended beyond the period of its relevance into the early 20s, when work-related training, for example, would have been highly relevant, but was not studied in a way comparable to its subsequent study in NCDS5. In fact, the only work-related training courses examined were those lasting 14 days or more. This time, questions were asked on the order in which they occurred after leaving school: first, second and so on.

BCS70 suffered from the problem that the basic design of the survey at 16 assumed that cohort members were still at school. Even though the data collection extended into a period when many had left, this was not covered in any detail, especially the youth training that many would have entered in 1986. In the 26-year postal survey, with limits on questionnaire space, only statuses could be elicited, eg qualifications achieved and retrospective counts of the amount of training and number of courses leading

to qualifications that respondents had taken. This meant that there was a gap in the learning record to be made up.

Data collection strategy

Learning Record

It would clearly have been impossible, especially for NCDS, to collect a complete record of all learning experiences since 16. As an alternative, following the well-developed approach in the *National Adult Learning Survey*, we could get a record of qualifications achieved, including type of qualification, subject, date and provider from age 16 upwards. We also recorded in more detail, over the period since the preceding survey, all major *learning episodes* – formal and informal. For each major episode identified by the respondent, we established where it took place, the learning medium (eg formal/self-directed/computer/television), how long it lasted, what was achieved, who paid for it and the cohort member's subjective appraisal. For BCS70, learning episodes included YTS schemes.

Skills acquired

We pioneered through NCDS5, with replications in later surveys, the self-reported 'skills inventory'. This recorded whether the person thought they had each of a number of skills, where it was applied and whether it had improved or deteriorated over the last 10 years. This approach was repeated, drawing on the more developed list of work-related skills used in the *Skills Survey* carried out through the Centre for Labour Market Research at the University of Leicester.

Basic Skills

The new surveys continued with detailed questioning on cohort members' basic skills problems, including where the problems arose, and what they had tried to do about them through remedial courses etc. In addition, basic skills problems in relation to helping children learn to read and with their subsequent school work were also included. Perceptions of different kinds of learning provision and motivation to engage generally with remedial education were also covered.

Attitudes to learning

Two types of attitude questions asked in the Adult Learning Survey were drawn on for the new surveys. The first asked people to describe themselves in terms of their situation, ability and motivation in relation to learning, and obstacles to their learning. The second was of the more standard 'Likert' type, comprising a number of statements about employers' attitudes to learning, the value of qualifications, interest in learning and its value etc., to each of which the respondent indicated agreement or disagreement on a five-point scale.

Benefits and Constraints

Finally, we needed to get an overall appraisal of the learning experience to date: what benefits the cohort members felt they had obtained overall from the major learning episodes they had had, and what, if any, disadvantages had accrued from them. We also wanted to get an overall picture of the sorts of barriers they encountered in undertaking learning, and how they overcame them.

RELATIONSHIPS, PARENTING AND HOUSING

The changing demography of family life

By the time of the new surveys, the NCDS cohort at age 41 would (females at least) be approaching the completion of their fertility, and the BCS70 cohort at 29 would be continuing their transitions to partnerships and parenthood. Both cohorts, but particularly the younger group, will have made these transitions during a period when this particular life domain has been characterised by change and instability. Among the key demographic trends which will have been influential are the increase in cohabitation, the postponement or even rejection of marriage, the later average age at first birth (although with an increase in the number of births to very young mothers) and a continuing rise in the number of births outside marriage – currently around one in three, although over half of these are registered jointly by cohabiting couples. Alongside these trends is the increasing fragility of partnerships and family life: in the most recent surveys of both cohorts (at 33 for NCDS and 26 for BCS70), sizeable proportions had already experienced the breakdown of a cohabitation or marriage, bringing up children single-handed or with new partners, or missing out on active parenting altogether through loss of contact or co-residence with their offspring.

The cohort members as parents

Both cohorts will have made the transition to parenthood during a period of increasing social concern about parents' 'performance' and changing social policy expectations regarding parental responsibility (eg withdrawal of benefit for under 25's; parental fines for misdemeanours, proposals for 'parenting contracts' etc). An important question for the new surveys, therefore, concerned how the cohort members, as parents, pass on to their children the product of their own life course experiences to date. There is already evidence from NCDS that there is an *accumulated risk* of disadvantaging factors in the cohort members' own families of origin – eg parental divorce, family disruption, which is linked to adverse adult outcomes such as early partnership and parenthood, relationship breakdown and low educational and occupational achievement.

Further questions arise about how these earlier experiences influence the ways in which the cohort members themselves raise their own children, and how these children are, in turn, affected by such antecedents. It was considered particularly important to collect information about how the cohort members undertake their parenting tasks. This needed to cover both objective and subjective aspects, and include data on their attitudes, values and behaviour in respect of their own and their partner's parenting roles. Such information would be essential in investigating the contrasting theoretical views that individuals internalise and reproduce the model of parenting experienced in their family of origin, or that many people consciously reject this model and adopt opposite approaches themselves.

The importance of fathers

It was also important that the data collected on parenting behaviour and attitudes pertain to *fathers* as well as *mothers*. This is critical to an analysis and understanding of changing gender roles in the family, as well as correcting the almost universal bias in previous research in this area, including earlier sweeps of the cohort studies themselves. In NCDS5 for, example, information about family life and parenting was collected from female cohort members or the wives/partners of cohort fathers.

Cohort members and their own parents

For the NCDS cohort, it was necessary to have a clear idea of what a longitudinal study of individuals in early middle age should be about. For most, their 'social destinations' were arrived at some time ago and would probably not have changed much. In mid-life, it is appropriate to focus on family life from the standpoint of cohort members' identities as both *parents* and *children*. Intergenerational links were seen as a key area of enquiry, both from the point of view of salient social issues at this stage in the life course, and of what was now a three-generational longitudinal dataset. Recent sweeps of the 1946 study (NHSD) included questions on cohort members' contact with their own parents, and feelings and concerns about them. Replicating such questions with NCDS would permit comparisons of different cohorts' current and future relationships with their parents, including their views on their roles and responsibilities in relation to elderly parents and their care needs.

For BCS70, similar questions should be asked about contact with own parents, but for them, the focus should be on their parents as sources of *support* to them in their transitions to independent living, parenthood and so on.

Data collection strategy

<u>Stability and change in cohort members' relationships and family lives</u>

The new surveys continue to chart the relationship and family formation histories of the members of each cohort, through event history data covering partnerships (including cohabitations and marriages, separations and divorces), pregnancies and births (as well as infertility and voluntary childlessness). As in previous sweeps, details are also obtained of everyone living in the cohort members' current household and their relationship to the cohort member. This contributes to the picture of second and subsequent families, which is completed by information about cohort members' (and partners') children living elsewhere.

The subjective dimension to partnership and marriage also needed to be covered, with information about the cohort members' feelings about their current relationships. Details were also required about the circumstances of the breakdown of earlier partnerships and the nature of any subsequent contact, especially with the other parent of cohort members' children.

<u>Cohort members as parents</u>

Although much in-depth questioning about parenting behaviour and experiences would have been addressed to those in the one in three sample had this sub-study taken place, it was important to obtain some information in this area at what was for both cohorts a key stage in the life course. The respective roles of mothers and fathers in terms of responsibilities for work and child care is an important issue in contemporary family life. Other salient topics included their involvement with their children's schools and helping with their education, and information about family life such as joint activities. From the subjective viewpoint, the cohort members' attitudes towards having and raising children, and their views and concerns about their children's needs and development, formed another relevant dimension.

It was also important to obtain details about periods in which the cohort member had been caring for children as a lone parent, plus information about contact between children and absent parents, and whether or not financial support was received.

<u>Cohort members and their own parents</u>

The 1946 cohort study (NSHD) provided a valuable source of questions covering the topics of contact and relationships with own parents and support *to* ageing parents among the NCDS cohort. For the 1970 cohort, further questions were developed to examine ways in which the younger group had in the recent past continued to receive support *from* their parents.

<u>Social networks and emotional support</u>

As well as investigating living arrangements and personal relationships, it was necessary to widen this area of enquiry to look at the cohort members' wider social networks. This required questioning about social activities with friends and about sources of emotional support.

<u>Housing</u>

Each follow-up survey of both NCDS and BCS70 has collected detailed information about the cohort members' immediate material environment in terms of the type and tenure of their current accommodation. The new surveys also obtain subjective information about satisfaction with present home, area and transport, and any plans to move. In line with earlier sweeps, housing histories, covering all addresses lived at since the previous survey, are also updated, including details of any periods of homelessness among the 1970 cohort.

EMPLOYMENT AND INCOME

The changing labour market

Perhaps more than any other area of investigation, the domain of employment has been profoundly affected by social change in recent years, most notably in the form of labour market transformations. These include deregulation and the introduction of flexible work patterns, the decline of manufacturing and the rise of service industries -with their respective effects on male and female employment, the increasing influence of the global economy, the emasculation of trade unions and the decline of collective bargaining. Among the most striking trends in the area of employment has been the increase in the number of women, especially mothers, in the labour force.

Current and past experience in the labour market is a key domain in the life course perspective shaping the long-term follow-up of both the NCDS and BCS70 cohorts. For the 1970 cohort, it was clear that the new survey would need to chart the pathways into employment from the time the cohort members left full-time education. For this cohort, who were 16 in 1986, the timing and nature of the transition to employment will have been very different from that of the 1958 cohort. As noted in the earlier section on Lifelong Learning, the labour market which confronted those born in 1970 was characterised by increasing insecurity and short term contracts. Their employment experiences are also likely to have been more directly influenced than those of the 1958 cohort by new policy initiatives to support employment and reduce welfare dependency (eg Welfare to Work). Analysis of postal survey data on current employment in 1996 indicated considerable polarisation between those whose fund of human capital, acquired through education, was associated with high incomes and high status occupations, and those operating on the margins of the economy. It was thus essential to chart the labour market histories of the 1970 cohort to relate their employment transitions to other life course experiences such as education, training and family formation.

For the NCDS cohort, new data would be required to update their labour market experiences since they were last surveyed in 1991. The 30s is a period in the life cycle when career progress is likely to be consolidated, but also a time when the dependency of young families, and the income required to sustain living standards, are likely to be maximised. An important issue for the new survey, therefore, was how these factors interlinked in the context of the 1990s labour market. In both cohorts, event history data would be needed to document stability and change in employment and unemployment, and enable these measures to be linked to changes in other life domains such as relationships and family, housing, physical and mental health, and the acquisition of skills.

In addition to new data on employment, it was also important to include questions about income. Information on current household income, from employment and other sources such as welfare benefits, is a key indicator of material wellbeing and quality of life and has been a routine element of data collection in all adult surveys of the NCDS cohort. Details of income from employment were also obtained from the 1996 postal survey of the 1970 cohort.

Data collection strategy

Job histories

At NCDS5, this was obtained from the cohort member 'Your Life' self-completion questionnaire, with some additional information about each job collected during the Cohort Member Interview. In the new surveys, all information is collected from the cohort member during the interview, which should result in improved quality data. Details are obtained of the dates of starting and ending each job since 1991 for the NCDS cohort, and 1986 for the members of BCS70 (ie up to 13 years). In addition, enough information is recorded about the nature of each job for social class of occupation to be coded.

In the 1991 NCDS survey, employment event histories relating to cohort members' current partners were also included, with information obtained from the partners themselves via a self-completion questionnaire. This data was not of high quality, however, and for the new surveys it was decided to ask only for details of partners' current jobs, and to collect this from the cohort members during the interview.

For both cohorts, event history data is also obtained covering periods of unemployment or other spells out of the labour force (for NCDS since 1991, for BCS70 since leaving full-time education).

Occupational status

Occupation needs to be coded in such a way that continuity or mobility within and across generations can be identified. The most up to date occupational coding scheme that is still in use in most survey organisations is that produced by the Office for National Statistics based on the 1991 census. However, in the intervening period, there has been a major review of occupational classifications, especially in relation to social class. A new version will shortly become available. In the time period of the current survey, which involves coding during the course of fieldwork itself, it was not possible to apply the new classification. However, the raw data obtained in the interview about cohort members' occupations will be available for researchers to apply the new classification once it is published later this year.[15]

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[15] Rose, D. (1995). ESRC Review of OPCS Social Classifications. London: Office of Population Censuses and Surveys.

Other aspects of current/most recent job

In addition to the details of current job which were needed for occupational coding (repeat measures from NCDS5), a number of additional questions were included which focused more on features of employment and work which impinged on other life domains. The criterion for identifying such measures was whether they were of relevance to analyses of the influences on the adult identities of the cohort members and/or other aspects of their development and functioning (eg as parents), as opposed to being of interest to studies more directly concerned with the impact of changing labour market conditions. The topics included working patterns (hours, times worked), receipt of fringe benefits, pension arrangements, and 'family friendly' working practices.

Subjective aspects

Individuals' subjective evaluation of their employment circumstances is a crucial aspect of how these objective measures link with other aspects of their lives and wellbeing. Thus, new questions were included relating to job satisfaction, insecurity, and whether the current job was considered demanding or stressful. Two types of 'Likert' type attitude questions were also included in the new surveys; the first focusing on 'attitudes to paid work' (previously used at NCDS5) and the other on 'children and working mothers', drawing on established questions from the 1946 cohort and other surveys.

Household income

Information on earnings from current employment was obtained in the same way as at NCDS5. Details of other sources of household income was also repeated as at NCDS5, with appropriate updating to take account of changes in benefit and taxation systems – eg Jobseekers' Allowance, Working Families Tax Credit.

Subjective information on income and financial situation

Information on feelings of financial hardship was sought from the parents of the NCDS cohort at several of the early follow-ups, and proved a useful measure in many studies at that time. It has also been used in more recent analysis, and would seem to be an important component of the subjective/individual agency aspect of the life course process. New questions were introduced to cover this topic, including expectations of future financial circumstances.

HEALTH AND HEALTH BEHAVIOUR

Both NCDS and BCS70 have their origins in a primarily medical concern with the health and welfare of the mother and her child during pregnancy and childbirth. Whilst both cohort studies have broadened their scope through subsequent sweeps, health and health behaviour have remained key aspects. A substantial amount of information has been gathered in these areas from parents and cohort members at each follow-up (and various sub-studies) via interview and self-completion, through medical examination and from medical records. This has provided the data for a wealth of analytic research, focusing in particular on: the natural history of specific conditions, including mental health; reproductive health; the association between health problems and social, educational, and economic circumstances; and cross-cohort comparisons. In addition, evidence based on the longitudinal cohort study data had a major influence on the Acheson Report on health inequalities.

Prospective and retrospective approaches

A major objective in designing the health questions for the new surveys was, as in the past, to obtain data which would inform both prospective and retrospective analysis of the natural history and trajectories of health and disease, and the search for causal factors. The appropriate data would act as outcome measures at present, and also as risk factors and baselines against which change can be measured at a later date.

The main hypotheses to be tested are that poor early life physical development and poor social circumstances are associated with reduced mental and physical functioning in adulthood, and that these adult outcomes are associated also with continuing intergenerational poor social circumstances, low educational attainment, low social class occupation, high stress employment, high stress family circumstances, adverse life events, poor health-related behaviour (nutrition, alcohol, smoking and exercise), and with raised risk of overweight/obesity.

Starting from this perspective, it was clearly essential that any new material collected should have longitudinal relevance. This could take retrospective or prospective format and could involve the gathering of data banked for future analysis later in the life-course. For example, data could be collected on a range of adverse practices or experiences and positive health-promoting behaviours which may be hypothesised as evolving as key precursors of future onset of disease/health outcomes or premature death. Further hypotheses could relate to the extent to which early adult or midlife health outcomes are associated with continuing and new social and physical advantages/disadvantages, positive/adverse life events, and positive/negative health related-behaviours and beliefs. The key questions to be addressed in all these cases concern the routes and antecedents to outcomes, both positive and negative.

Inter-cohort comparisons

The importance of continuity within cohorts in the selection of new health measures was matched by the need for replication between them, in order that cross-cohort mapping could maximise the value of longitudinal data already gathered. For example, because the 1970 cohort was born at a time when greater proportions (especially women) were entering higher/further education, when work was increasingly sedentary, nutritional choice available on wider scale, exercise increasingly fashionable, alcohol consumption rising, smoking falling in some sections of the population, and social mobility falling, inter-cohort comparisons will be extremely important in showing how these changes affect health, particularly health function, as it relates to early life risk factors.

Data collection strategy

The potential quantity of questions on health and health-related behaviour –both for repeating previously collected measures and for introducing new items – was considerably greater than for any other domain. Applying the parameters indicated earlier, a high proportion of questions were repeated from NCDS5, with some modifications where appropriate. In identifying new questions, other survey studies were consulted for appropriate measures eg NSHD (the 1946 cohort study) the Health Survey of England, the Whitehall Study, and the British Crime Survey.

A very large number of health topics have been covered in the interview, broadly following the pattern of previous adult sweeps, especially NCDS5. The following paragraphs list the main topic headings, and indicate where repeat measures or new questions are used. As with other domains, the full list of the questions are included in the appendix to this Working Paper.

Health Status

A single question asking for assessment of health status on a four point scale rating from 'excellent' to 'poor' has been widely used in research and shown to correlate with a large number of other variables. It was therefore important to repeat it in the current survey. The other aspect of health status is longstanding chronic illness or disability. Here, the focus is on distinguishing between those conditions acquired later in life and disabilities existing since birth. Previous surveys have covered this aspect of health status in considerable detail. The new data will offer the opportunity of investigating continuities and discontinuities.

Mental health and psychopathology

This again has proved a major area for research in the past and questions have been repeated on depressive/behavioural disorders and consultations with GPs. The Malaise Inventory, which can be used to identify people with a potential for clinical depression, has also been repeated, this time alongside the other major indicator of psychological state, the Cornell General Health Questionnaire. Both of these latter inventories, Malaise and the GHQ, are used in self completion mode.

Reproductive Health

The majority of women in the 1958 cohort were, at 41, nearing completion of their child bearing histories, which made it a particularly useful point at which to update the record. Those in the 1970 cohort, at age 29, were entering the peak childbearing period. The new surveys presented the first opportunity to collect detailed information about their child bearing. This covered details of each pregnancy, including those not reaching full term, and information on births, including birthweight. Birthweight relative to gestational age has been shown in numerous studies to be a key predictor in later development and health risks. Questions on current use of contraception were also included.

Respiratory function

As in previous sweeps, a considerable number of questions addressed respiratory problems, including asthma, cough, and wheeze. In the great majority of cases, continuity with earlier sweeps was maintained through repeat questioning; although suggestions from advisers led to some additions or improvements, eg questions on allergic rhinitis.

Visual acuity and hearing problems

Early NCDS and BCS70 sweeps conducted direct measures of special senses, including vision and hearing (visual acuity tests and audiograms). The new surveys obtained self-reported information on both sight and hearing, since no adult data had been collected for the 1970 cohort and not since NCDS4 for the 1958 cohort.

Hospitalisation

The record of hospital visits involving an overnight stay or day surgery is updated in the new surveys, from 1991 from NCDS cohort members and from 1986 for the BCS70 cohort. The information includes the number, time and reason for all such episodes.

<u>Accidents/assaults</u>

In addition to information about hospitalisation or other medical treatment, more detailed questioning in this area has been undertaken to make good past deficiencies. The aim was to gain a complete record of injuries occurring through accidents and assaults.

<u>Health related and lifestyle behaviour:</u>

As previously, the major areas covered are smoking and drinking using standard questioning techniques, including the Cage inventory in the case of alcohol consumption and abuse. Self-completion information about drugs taken is also explored, as well as diet and nutritional practice, again by self-report. Finally, there are questions on exercise and physical activity.

<u>Physical and biometric measurements</u>

There is good evidence to suggest that self reported heights and weights give good approximation to physical measurements of the kind that were used in NCDS5. In order to save time and money, in this survey we have returned to self assessments, as they were conducted at age 23 in NCDS4.

<u>Specific Conditions</u>

Although many of these will be relatively rare, especially for the 1970 cohort, identification of them is an important tool for screening out cohort members for detailed investigation. There is a potential for following up particular reported conditions through a further interview, medical tests and, with the cohorts' members permission, existing medical records via the GP. As before, information in the new surveys is of two kinds: a checklist is used to identify a number of common conditions raising from bronchitis through hernia to high blood pressure, with questioning directed at the condition as occurred in the last 12 months and whether a doctor has been seen, and, in the case of women, whether the condition had been related to the experience of pregnancy. In relation to a number of medical conditions, more detailed questioning has been pursued in order to gauge more precisely the status of the condition. The major areas for this are respiratory illness, migraine and back pain.

CITIZENSHIP AND VALUES

This domain is concerned with assessing cohort members' identities, especially in their exercise of the functions of citizenship or their exclusion from it. It embraces the social capital they have access to, which underpins their citizenship, and their attitudes and values.

Citizenship

Citizenship is an over-arching concept, extending across all the domains of life, which is usually identified with rights in three areas. These comprise civil rights (to own property, to freedom of association), political rights (to participate in political power), social rights (to a standard of living). The rights are coupled with obligations, which are mainly exercised through various forms of *participation*, eg the act of voting. Lack of participation in the different domains of life rises from society-imposed or self-imposed exclusion.

The context of citizenship, and its expression through politics, has been experienced differently by the two cohorts. The 1958 cohort left school at 16, when Labour was still in power. The 'winter of discontent', at the tail end of the Callaghan government in 1979, was experienced when they were five years into employment. This laid the foundation for the Thatcherite revolution, in which individualism and anti-collectivist stances took over from the welfarism (sociotropic values) that had dominated politics until then. In contrast, the 1970 cohort left school six years into the Thatcher Government and until 1997 had no experience of any other political regime. It was this cohort which were both more cynical about politics, yet also led the shift away from support for the Conservatives, particularly women, a majority of whom supported Labour for the first time. Two and a half years into the Blair Government, it is difficult to say what continuities and discontinuities we are likely to find, particularly as the new Government appears to be taking on much of the individualistic and broad market-oriented stance of its predecessor.

Social capital

The main base for active citizenship, and the antidote to exclusion from it, is the accumulation of *social capital*. Social capital resides in the sets of relationships in which the individual is engaged through the community and is identified with a common sense of purpose, high levels of trust, and networks that lead to various sorts of opportunities. Added to it, and in some ways more significant in relation to later achievements, is *cultural capital.* This comprises the values and understandings which underpin educational achievement, and the labour market success that is likely to arise from it as vested in the *human capital* the person acquires. Much of the generation and reproduction of social and cultural capital comes through the family, which can be seen as investing such capital in its children, with a view to ensuring their future and, indirectly, that of the parents themselves.

Attitudes and values

These are of two kinds of attitudes: those concerned with the self-concept and personality, such as motivation, self-efficacy and locus of control (self-attitudes), and those concerned with presentation of self to other people through expression of evaluative beliefs (social attitudes). Values are the expression of the deeper pre-dispositions that produce a degree of consistency in attitudes – 'left–right' and so on. Both kinds of attitudes and values mediate action, and arise from it. Thus, parents' educational aspirations for their children will only convert into educational achievement on the part of the children themselves if the children adopt positive attitudes to learning and become motivated to achieve. Similarly, support for a particular political viewpoint aligning with the platform of one party rather than another, is likely to be realised in voting for that party. On the other hand, apathy towards politics, and cynicism about political institutions and politicians, underpin the decision whether to vote, and, consequently, whether to exclude or include oneself in the political process.

To gain the advantage of attitudes and values as mediators we needed repeated measures of those used earlier. At the same time, it was important to tap into new attitudes and values likely to be of significance in people's' lives in the future. To explain the development of the life course in any of our domains – health, family, employment and so on - we also needed to include subjective appraisals expressed through attitude measures.

Data collection strategy

In NCDS, attitudes and values were covered only for the first time in the fifth sweep in 1991. Accordingly, their use as mediators of circumstances on behaviour has not been not possible so far.

Expressions of citizenship, too, were investigated only for the first time in NCDS5. However, BCS70, at age 16, did include a wide range of attitude measures, and the 26- year postal survey drew on attitude measures from NCDS5.

Attitudes

The self-completion questionnaire employed at NCDS5 yielded ten attitude dimensions:

support for work ethic
support for authority
support for traditional marital values
permissiveness about work and family
opposition to family life
political cynicism
left-right beliefs
support for sex equality
environmentalism
anti-racism.

Two criteria informed decisions about measures for the new survey. First, we needed to decide the dimensions of values and attitudes that were of interest and ensure that the minimum number of items were included in the questionnaire to measure them. The new surveys repeat the above measures in self-completion format, with some modification to the items covering family life. In addition, new items are introduced to tap attitudes to learning and to information technology.

As indicated in the relevant preceding sections, attitude items were also included as subjective appraisals in all the domains of life covered in the survey, ie family, employment, learning.

Self attitudes

As before, too, the new self-completion questionnaire also covers self-attitude measures, including self-efficacy, locus of control, partnership satisfaction (drawn from the Locke Wallace scale) and general life satisfaction.

Political participation and preference

Questions used in previously on political participation, e.g. voting behaviour and political party affiliations are repeated in the interview for the new survey.

Community involvement

A large number of questions were devoted to this measurement in NCDS5, and, as an essential area for social capital appraisal, there was value to be gained from repeat measurements. These include questions relating to membership and active involvement in trade unions, other community organisations and religious groups.

SURVEY PREPARATION

The preceding sections have described the rationale for undertaking new surveys of the 1958 and 1970 cohorts, and the parameters which guided decisions about the data to be collected. This section presents a technical account of the preparation for, and conduct of, the actual survey. It begins with the development of the new instrumentation, then goes on to describe the tracing programme undertaken to locate as many cohort members as possible. Details are then given of the way in which the major fieldwork operation was carried out.

CAPI

A major innovation in the conduct of the new surveys was the adoption of computer-assisted, rather than paper-based, methods of data collection. The use of CAPI (Computer Assisted Personal Interviewing) serves to improve the quality of the data collected, by simplifying the conduct of the interviews with complex filter structures. It also provides for the rapid production of clean data, because of the facility to edit data on entry. In addition, the employment of CAPI simplifies coding of information about occupation and answers to other open-ended questions where responses can be keyed in during the interview. The same method, CASI (Computer Aided Self-Interviewing), was employed with the self-completion instrument, when the laptop computer was handed over to the cohort members themselves.

The advantages gained from the move to computer-assisted data collection will be data of a higher quality, available earlier, and at a lower unit cost than for earlier surveys.

National Centre for Social Research (NCSR)

The new surveys were funded under the auspices of the Joint Centre for Longitudinal Research, which includes the Centre for Longitudinal Studies, the International Centre for Health and Society at University College London, and the National Centre for Social Research (NCSR), Britain's leading independent survey organisation.

The project was carried out by CLS and NCSR in partnership. NCSR (formerly Social and Community Planning Research) had previous experience of the cohort studies, having been part of the fieldwork consortium for NCDS5 in 1991. The specific responsibilities of the NCSR team in relation to the new surveys included:

- developmental work on survey instruments for use in the field
- organisation and conduct of piloting
- development of the CAPI application
- briefing (and debriefing) of all interviewers
- conduct of the main fieldwork, including sending advance letters to cohort members, tracing, contacting and interviewing, and sending thank-you letters
- initial post-field data preparation, including coding, data entry, and editing.

Questionnaire development

Two types of survey instrument were developed for use in the new follow-ups. The first was, as in previous sweeps, a main interview schedule designed to gather information about event histories and current circumstances in all the life domains covered by the study. Applying the parameters for data

collection outlined in previous sections, the question content was largely (around 90%) identical for the two cohorts. The main difference lay in the period to be covered by the event histories: for NCDS this (almost always) went back to the fifth sweep in 1991; for the 1970 cohort, the key date was the last full interview survey in 1986.

The second, a self-completion questionnaire, focused on attitudes, relationships and some aspects of health and health-related behaviour. A similar self-completion instrument (What Do You think?) had been sent out in advance of the interview at NCDS5 in 1991, and was a success with cohort members, who were pleased to have the chance to express their views. However, we could not exclude the possibility that its length put some people off filling it in or taking part in the interview itself, and it was decided on this occasion to administer it in conjunction with the main interview.

Pre-piloting

The discussions and reports from the Advisory Groups indicated a number of new areas of questioning, most particularly in the areas of family life and relationships. These included topics relating to *parenting behaviour and attitudes* on the part of cohort members. Although an extensive review of earlier NCDS and BCS70 sweeps, and other relevant surveys (eg NSHD, BHPS and the Australian Parenting-21 study) revealed a number of possible items, it was decided that some exploratory work was needed to identify the most meaningful areas of questioning. It was also considered important to extend questions about parenting to fathers as well as, conventionally, mothers only, and this needed to be tested out. Another new topic for this survey was *relationship with own parents*. There was some evidence from piloting work in NCDS5 that this was a sensitive area of questioning. Such considerations also pointed to the need for preliminary work to test out some of the ideas and issues involved.

Qualitative interview

The development of questions in these areas began by drawing up a list of topics to be explored in a semi-structured, qualitative interview. The aims of the interview were to:

explore the meanings and relevance of the topics
assess the sensitivity of the topics
identify recurring themes with a view to constructing appropriate questions and response categories.

In the sphere of parenting behaviour and attitudes, the following topics were focused on:
- parental involvement in children's learning and education
- control and autonomy (including discipline, rules and expectations of self-care)
- parent-child relationships (emotional warmth and distance)
- time spent with children
- stresses and satisfactions of being a parent

Questions about relationship with own parents centered on:
- the nature of current relationships (frequency of contact, emotional closeness)
- expectations of future help parents will need and willingness to give any such help
- help received from parents

The instrument was initially tested with staff in CLS who were parents acting as respondents. The interviews were taped, and following this initial work revisions were made to the schedule. Three experienced qualitative interviewers were then employed to carry out further interviews, which took

place between December 1998 and March 1999. They were briefed by members of the CLS team. After each had carried out a few interviews, an initial debriefing took place and some revisions were made to the schedule. A final debriefing took place at the end of the assignments.

The interviewers were encouraged to find respondents themselves, through local schools or other contacts. However, they did not carry out any interviews with respondents who were known to them. Interviews were carried out either at the home of the respondent or at a mutually convenient site such as place of work. Respondents were paid £10 for each completed interview. Where the contact was made through a school, a further £1 per interview was donated to the school fund. Respondents were reported to be happy to answer the questions and all interviews embarked upon were completed.

The interview sample consisted of 14 mothers and eight fathers aged 28-32 or 38-42 (corresponding to the cohort members' ages) and living with their children. They lasted on average one and a half hours. All were tape-recorded, and notes were made and discussed by the CLS team. The results revealed no difficulty in putting questions about parenting to fathers, or to questioning either age group about their relationship with their own parents. The material was used as the basis for devising new survey questions in these areas, and also produced additional information which could contribute usefully to the design of planned surveys of the children of the cohorts.

Paper pilot

Following the recommendations from the Advisory Groups and the pre-pilot exercise, first drafts were produced of the interview schedule and self-completion questionnaire. Before embarking upon the major task of converting these instruments into Blaise code, as required by CAPI, a paper pilot was conducted by three NCSR interviewers. Its main purpose was to establish whether the draft instruments fitted into the costed time limit of 85 minutes for the main interview and 15-20 minutes for the self-completion questionnaire, and also to identify any problem of 'flow', question wording, pre-codes, filters and so on.

Again, cohort members were not involved in this exercise. Each interviewer were asked to obtain four interviews with a mixture of male and female respondents in the appropriate age bands, including some with children. The CLS and NCSR teams carried out joint briefings of the interviewers, who carried out the work over the weekend 9-11 July 1999. The interviewers completed Pilot Evaluation Forms, which recorded the length of each section of interview and gave feedback on other aspects of the interview. A joint debriefing session was held shortly afterwards.

The interviewers carried out a total of 12 interviews with non-cohort members. The characteristics of the respondents are shown below (from table provided by NCSR July, 1999).

Table 1: Sample for paper pilot interviews

Characteristics	Number Interviewed
Male	5
Female	7
Age 27-33	6
Age 37-43	6
Working	11
Children Under 16	8

The results of the pilot interviews indicated that the main interview needed to be cut by approximately 20 minutes, and the self-completion by 5-10 minutes. As each section had been timed, it was possible to identify those which appeared disproportionately lengthy. In addition, the piloting provided useful insight into the ordering and suitability of the questions and indicated where modifications could improve the instruments.

Table 2: Paper pilot: timings for interview and self-completion

Interview	Length (minutes)
Shortest	73
Longest	141
Mean	103
Median	101
Self-completion	
Shortest	25
Longest	85
Mean	35
Median	28.5

Programme pilot

A further pilot was carried out between 8 and 19 September 1999. It was based on two computer-assisted survey instruments: the interview (CAPI) and the self-completion questionnaire (CASI). Again, the pilot was designed to establish the time taken to administer the (hopefully) near final draft instruments; and to identify any problems with flow, application of definitions, question wording, recall of dates or past events, pre-codes, routing, etc. The content of both instruments was based on a substantial review of those used for the first pilot survey in order to reduce the burden on both interviewer and respondent. This was carried out alongside the major task of converting traditional, paper-based instruments to computer-assisted interview and self-completion.

This pilot was also a 'dress rehearsal', and designed to test the various administrative aspects of the planned surveys, including advance letters; briefing; interviewer respondent-contacting and tracing; and the flow of information between the CLS tracing team, the NCSR field office and interviewers.

In order to mirror the circumstances of the main survey as nearly as possible, advance letters were mailed to all NCDS and BCS70 cohort members with a confirmed address in 11 selected postcode districts (in Blackburn, Brighton, Bristol, Cambridge, Cardiff, Croydon, Darlington, Leicester, Motherwell, Sheffield and Wolverhampton). One NCSR interviewer from each area was briefed on all aspects of the survey, including tracing, contacting and administering the interview and self-completion. They were asked to obtain at least 5 interviews (and self-completions) with at least 5 NCDS and 5 BCS70 cohort members.

The pilot again revealed a relatively small number of problems with flow, definition, question wording, recall, precodes and routing. It also indicated that the tracing and contacting procedures worked

effectively, and highlighted the extent and nature of the burden imposed on the CLS and NCSR teams by the exchange of information between office and field. Most importantly, as the table below indicates, it showed that the survey instruments were no longer overlength.

Table 3: Programme pilot: timings for interview and self-completion

	Minimum (minutes)	Mean (minutes)	Median (minutes)	Maximum (minutes)
Interview:				
Target	-	75	-	-
Actual:				
All	41	75	71	178
NCDS	41	73	66	138
BCS70	51	78	75	178
Self-completion:				
Target	-	20	-	-
Actual:				
All	11	19	18	48
NCDS	11	20	18	48
BCS70	11	19	18	40

Tracing

An essential requirement for successful surveys of the NCDS and BCS70 cohorts is an up-to-date address file. Experience suggests that, once traced, cohort members are more likely than a general population sample to agree to provide information. For this reason, considerable efforts have been made in recent years to maintain ongoing contact with the study subjects. This has been achieved mainly through the annual mailing of a birthday card to all those with a known address. Unfortunately, an important minority of cohort members remains untraced, and a special effort was needed in the new survey programme to locate as many as possible. This would serve not only to maximise response, but also to minimise response bias.

The tracing exercise for the new surveys was carried out by a team based in CLS, comprising two permanent and up to six temporary staff. Early work to recruit and train appropriate staff ensured that there was a small core of experienced workers. Systems and procedures were kept under constant review; the retraining of staff undertaken as databases and systems were modified in the light of experience, and new sources of address information utilised.

The work of the tracing team was based on the computerised NCDS and BCS70 address databases. These databases had been enhanced and established on a network server, so that they were accessible to all members of the tracing team. In order to ensure the security of the confidential address data, this network was isolated, completely independent of the other computer networks within CLS and the

Institute of Education. To ensure the safety of new information on the whereabouts of cohort members, backups were taken twice daily, and the performance of the systems regularly monitored.

The work of the tracing team built on the wealth of experience gained during the NCDS 1981 and 1991 follow-ups, and the postal survey of BCS70 in 1996. In addition to the existing address databases, use was made of a variety of sources of information, as indicated below.

Table 4: Sources of address information

- Annual birthday card mailings
- Address and contact address information provided by cohort members in the past
- Other information contained in study records
- Telephone number databases
- Postcode databases
- Electoral register databases
- National Health Service Central Register records of NHS registration, emigrations and deaths
- Health Authorities address records
- Driver and Vehicle Licensing Agency address records
- Ministry of Defence records
- Media appeals
- Interviewer detective work during fieldwork

Because of the more extended lead time to the new surveys than originally anticipated (due to funding uncertainty), the tracing exercise proved more successful than in any previous adult sweep of either NCDS or BCS70. Table 5 below summarises the state of the NCDS and BCS70 address databases on 27 October 1999, shortly before the main surveys began. The current whereabouts of over 14,000 members of each cohort were known, and the majority of addresses had been confirmed since tracing for the new surveys began. The efforts of the tracing team continued once fieldwork started, and were supplemented where necessary by interviewers seeking to establish the location of the cohort member, speaking to neighbours and others and following up leads as appropriate. It was particularly pleasing that the numbers of traced subjects was roughly the same in each cohort, thus achieving one of the major objectives of the new project – inputting both longitudinal studies on the same footing from now on.

Table 5: Summary of the state of the address databases at 27 October 1999 prior to the start of fieldwork

	NCDS	BCS70
	Status at 27/10/99 [a]	Status at 27/10/99 [b]
TRACED		
Potential respondents:		
Confirmed address	12794	12986
Forces (confirmed)	6	19
Parental address	85	378
Temporary address	16	11
	12901	13394
Others:		
Emigrated (confirmed)	281	246
Refusal	815	284
Proxy refusal	44	54
Death	247	109
	1387	693
Total traced	14288	14087
UNTRACED		
Potential respondents: [c, d]		
Forces, not confirmed	23	14
Demolished	75	4
Gone away, etc	1635	1409
Untraced/unconfirmed	326	1088
	2059	2515
Others		
Emigrated (unconfirmed)	113	93
Total untraced	2172	2608
All cohort members	16460	16695

NOTES

a. NCDS: 96% of addresses were confirmed in 1998/99

b. BCS70: 93% of addresses were confirmed in 1998/99

c. A significant number of these would be traced on the address databases of the Health Authorities. First returns to mailings seemed to confirm this (NCDS=853 (70%) confirmed addresses; BCS70=855 (62%))

d. Additional tracing would rely on media appeals and interviewer tracing

Source: CLS tracing records

Fieldwork

Given the unprecedented size of the sample to be interviewed for the simultaneous survey of both cohorts), the fieldwork, which began in early November, 1999, was carried out in a series of six waves. With the exception of the final one, each wave broadly covered all areas of the country and targeted some 2,500 members of each cohort. The final wave would contain the vast majority of 'outliers' (addresses in the Highlands and islands), as well as movers who could not be picked up in earlier waves.

Table 6: Approximate dates of fieldwork waves

Wave	1st briefing	fieldwork
1	29/10/99	29/10-13/12
2	29/11/99	29/11-10/01
3	06/01/00	06/01-14/02
4	31/01/00	31/01-13/03
5	28/02/00	28/02-10/04
6	03/04/00	03/04-18/05

Each fieldwork wave began with the mailing of an advance letter, advising the cohort members selected for inclusion in the wave that an interviewer would be calling shortly. This was followed by a series of face-to-face interviewer briefings, during which the background and purpose of the survey was explained; careful instructions were given on the contact, tracing and other administrative procedures; the survey content was outlined; and the interviewers were given an opportunity to conduct a full 'dummy' interview. This was designed to take them through all the main sections of the CAPI and CASI instruments, and to highlight areas of questioning and/or issues of definition where the surveys differed from others on which the interviewers may have worked. To minimize travel costs, briefings were conducted in different parts of the country. Each was conducted by a member of the CLS team and a member of the NCSR team, and attended by 10-12 interviewers.

Table 7 : Interviewer briefings

Wave 1
Birmingham (9/11/99; 10/11/99)
Bristol (1/11/99; 8/11/99)
Edinburgh (3/11/99; 8/11/99)
Leeds (4/11/99)
Liverpool (2/22/99; 9/11/99)
London (29/10/99; 1/11/99; 2/11/99; 3/11/99; 4/11/99; 5/11/99)
Newcastle (5/11/99)
Wave 2
Birmingham (6/12/99)
Bristol (2/12/99; 3/12/99)
Glasgow (1/12/99)
Leeds (3/12/99)
Liverpool (30/11/99)
London (29/11/99; 30/11/99; 1/12/99; 2/12/99)
Wave 3
Bristol (6/1/00)
Leeds (7/1/00)
London (6/1/00; 7/1/00)
Birmingham (10/1/00)
Wave 4
Bristol (2/2/00)
Leeds (3/2/00)
London (1/2/00; 2/2/00)
Wave 5
Leeds (29/2/00)
London (29/2/00)
Wave 6
London (3/4/00)

Each wave of interviewing was carried out over a period of 6-8 weeks. The mailing of the advance letter generated numerous calls to the CLS Tracing Team from cohort members who had a new address, name, or telephone number; or from those who, for example, would be unavailable for interview in the next few weeks. This vital information was passed to the NCSR field office, in order that interviewers could be advised accordingly. As the fieldwork progressed, information came back from the field about the success of contacting respondents, including identification of addresses that were out of date. In cases where movers could be traced in the field by an interviewer, the new address would be visited by the interviewer or, if some distance away, passed to another interviewer to pursue. For movers where no new address could be found, information was returned via the NCSR field office to the CLS Tracing Team where further work could be done to try to trace the cohort members. In the order of 800-1,000 addresses come back from each wave of fieldwork on this basis, which meant that, as with NCDS4 and NCDS5, CLS needed to maintain a reduced, but consistent, tracing operation throughout the period of fieldwork.

Response in the interview reached a very high level. Evidence from Wave 1 and other early waves suggested that the surveys were going to be highly successful. As the fieldwork progressed, figures indicated that interviewers were achieving an interview with over 90 per cent of those contacted for both NCDS and BCS70. It is also important to note that many of those not contacted by interviewers during any one wave (for example, because they were ill, away, or had changed their address) could be re-allocated for interview at a later date.

Data was returned from the field (via modem), and coding and residual editing undertaken before clean data was passed to CLS for merging with existing cohort study data, longitudinal editing and documenting.

New datasets

As with previous sweeps of the cohorts, the new cross-sectional and longitudinal datasets will be deposited at the ESRC Data Archive at the University of Essex, from where they will be available for secondary analysis. This will bring to completion one of the most successful follow-ups in the birth cohort studies that has ever been carried out. It is particularly pleasing to be able to anticipate confidently the re-establishment of the BCS70 cohort as one of the major British longitudinal research resources.

Contacting the NCDS or BCS70 User Support Group

Further information about any aspect of NCDS or BCS70 may be obtained by contacting the respective *User Support Group* at the address below.

Centre for Longitudinal Studies
Institute of Education
20 Bedford Way
London WC1H 0AL

Telephone: +44 (0)20 7612-6860
Fax: +44 (0)20 7612-6880
Email: cohort@cls.ioe.ac.uk
WWW: http://cls.ioe.ac.uk/

1999/2000 Cohort Surveys
Summary of content
Draft 1

Contents   *Page*

Introduction

The following documentation provides a ***draft*** guide to the content of the 1999-2000 surveys of the National Child Development Study and the 1970 British Cohort Study. The surveys were conducted via Computer Aided Personal Interview (CAPI) and Computer Aided Self-Interview (CASI). Due to the complex nature of the programming needed to develop instrumentation in these formats, it has not been possible in this draft to provide full details of the routing and edit checks used which are far more rigorous than those employed in a more traditional paper method of data collection.

This documentation is intended to present researchers with an initial overview of the topics and questions asked in the new surveys. Caution should be used when reading this draft. The dataset, which will be deposited at the Data Archive later this year, will be accompanied by more comprehensive documentation outlining the full extent of the routing and edit checks imposed.

Kate Smith
Centre for Longitudinal Studies
April 2000

NCDS/BCS70 Follow-ups 1999/2000: Summary of content

INTERVIEW	
Household Grid	
Household grid	Fairly standard grid. Gathers details of sex, age, relationship to respondent, marital status
Ethnicity	Based on the new question being developed for the 2001 Census
Language spoken in the home	Language usually spoken
Housing	
Current address	Rooms, heating, housing benefit, tenure
Intentions to move	Moving, future tenure, why moving
Property inheritance	Ever inherited house/flat, when
Homelessness	Experience of, number of times, date of last, why, where stayed, duration, applied to LA
Housing history	Works backwards from last address. Seeks details of: dates, tenure, living arrangements, reasons for moving.
Relationships	
Marital status	Legal status, prior cohabitation, dates of marriage/cohabitation, age, marital status of partner
Relationship history	Marriage/cohabiting. Works backwards from last relationship. Seeks details of: dates, sex, age, marital status, marriage, separation/divorce
Children	
Pregnancy history	Works backwards from last pregnancy conceived/ fathered. Seeks details of: outcome, name, sex, birth weight, DOB, problems, smoking in pregnancy, other parent, whereabouts, support and circumstances of absent children
Lone parenthood	Periods of ≥1 month. Works forward for up to 4 periods. Seeks details of dates and numbers of children
Infertility	Ability to have and plans for (more) children
Adopted children	For up to 4 children. Seeks details of age of child on adoption and nature of adoption
Partner's children from a previous relationship	Number, whether seen or visit
Children over 16	For up to 4 children. Seeks details of: name, age, economic, marital and parent status
Family activities	Things done as a family
Demands of parenting	Physical/emotional/time demands, worries, closeness of family
Family, Social Relationships & Support	
Contact with family	Parents alive/contact/close/divorce/worries/help. Contact with siblings/in-laws/grandparents
Emotional support	Sources/nature of emotional support
Family Income	
Other Income	Income from benefits and regular income form other sources received by respondent and/or partner
Financial situation	Organisation of household money and money problems
Employment	
Economic activity	Fairly standard question
Current job	Seeks details of: earnings, hours, fringe and Other benefits, pensions, prospects
Other paid work	Weekly earnings from odd/casual jobs
Currently unemployed	How became unemployed and job search
Labour market histories	Periods in a job or not in a job lasting ≥1 month. Works backwards. Seeks details of: circumstances and dates. If in job gathers details of job, employer, responsibilities (for SOC and SIC coding)
Partner's job	Age left full-time education, economic status, job, employer, responsibilities (for SOC and SIC coding), earnings

Lifelong Learning	
Qualifications	Age left full-time education and educational and vocational qualifications held (subjects, grades, dates awarded, where studied)
Current course for qualification	Qualification, subject(s), date started, where studied
Assessment of current/most recent course	Why taken and expected/experienced benefits
Other courses and training	Number, why taken and expected/experienced benefits
No formal learning	Reasons why no learning
Learning overview	Useful and enjoyable periods of learning
Contact with information technology	Use of computers at home and at work
Literacy and numeracy	Problems with reading, writing and maths, implications and courses to improve
Health	
General health	Self-assessed health and experience of list of conditions, including age at onset and contact with doctor
Long-term health conditions	Details of longstanding illnesses, etc (including limiting impact and age at onset), impact on employment, registered disabled.
Respiratory problems	Coughing, phlegm and shortness of breath
Mental health	Experience of mental health problems, including age at onset
Seeing and hearing	Problems with sight/eyes and with hearing
Other conditions	Details of other health conditions requiring regular medical supervision
Accidents/injuries	Works backwards. Details of accidents/ injuries/assaults (age, why admitted, out/in-patient, type of injury). Nature of any permanent disability resulting from any accident/etc
Hospital admissions	Works backwards. Age and why admitted
Smoking	Smoking habit of respondent and partner
Drinking	Alcohol consumption in last 7 days, other aspects of drinking behaviour
Diet	Frequency of consumption of types of food, vegetarian or other special diets
Exercise	Exercise at work and in daily life
Height and weight	Self-reported height and weight and assessment of weight
Citizenship and Values	Involvement with organisations, voting behaviour and intentions, political alignment, trade union membership, religion, newspaper readership, car ownership, values, political activity

SELF-COMPLETION	
Your views	Attitude statements
How you get on with your husband, wife or partner	Includes Locke-Wallace
Some more of your views	Attitude statements
How you feel	Malaise Inventory
Your skills	How good at skill/is skill used at work
More of your views	Attitude statements
How you feel about your life so far	GHQ 12
More of your views	Attitude statements
School exclusion and truancy	Number of temporary/permanent suspensions/exclusions; frequency of truancy
Contact with the police and crime	Number of times moved on, questioned, warned, taken to police station, cautioned, found guilty by a court
Use of illegal drugs	Whether tried number of specific drugs ever/in last 12 months

Part 1: Computer Aided Personal Interview (CAPI)

Household Grid

Normal   **"Can I just check do you normally live at this address or do you normally live somewhere else?"**

1. "This address"
2. "Somewhere else"

RESIDENC   **"Can I just check is this (your current normal address) a… READ OUT…"**

1. …private residence (including one tied to a job)"
2. "sheltered housing"
3. "a hotel, boarding house or bed & breakfast"
4. "a hostel for the homeless, refuge, YMCA, YWCA etc."
5. "a barracks, nurses hall off residence or other accommodation provided by your employer"
6. "a room only at work place"
7. "a prison or remand centre"
8. "or a hospital, nursing home or similar institution

Instit   **"Can I just check do you live here at this address with your spouse/partner or with your children?**

1. "yes"
2. "no"

Name   **"INTERVIEWER: ENTER NAME OF PERSON"**

Open answer: up to 20 characters

Sex   **"INTERVIEWER: ASK OR CODE (name of person's) SEX"**

1. "Male"
2. "Female"

Age   **"Can you tell me, what was   (name of person's) age last birthday?
IF AGE NOT GIVEN, PROBE FOR ESTIMATE"**

Numeric: 0..120

MS   **" Are you/ is (name of person) ...READ OUT..."**

1. "...married,"
2. "cohabiting (that is living as a couple),"
3. "single (and never married),"
4. "separated,"
5. "divorced"
6. "Widowed"

RelToKey   **"Please tell me (name of person's) relationship to you (the cohort member)?"**

1. "Spouse"
2. "Partner"
3. "Own child"
4. "Adopted child"
5. "Child of current spouse/partner"
6. "Child of previous spouse/partner"
7. "Fostered child"
8. "Full brother/sister"
9. "Half/adopted/step brother/sister"
10. "Brother/sister in-law"
11. "Natural mother"
12. "Adoptive mother"
13. "Natural father"
14. "Adoptive father"
15. "Step mother"
16. "Step father"
17. "Parent in-law"
18. "Grandparent"
19. "Grandchild"
20. "Other blood relative"
21. "Other In-Law"
22. "Friend/Unrelated Sharer"
23. "Landlord"
24. "Lodger"
25. "Employer"
26. "Nanny, Au Pair etc"
27. "Child of non relative adult living in the household"
28. "Other"

More   **"ASK OR RECORD**
Is there anyone else who lives here regularly as a member of your household?"

1. "Yes"
2. "No"

Ethnicity & Language

Ethnic   **"SHOWCARD A.
                 Which of the groups on this card do you regard yourself as belonging to?"**

1. "British"
2. "Irish"
3. "Any other White background (specify)"
4. "White and Black Caribbean"
5. "White and Black African"
6. "White and Asian"
7. "Any other Mixed background (specify)"
8. "Indian"
9. "Pakistani"
10. "Bangladeshi"
11. "Any other Asian background (specify)"
12. "Caribbean"
13. "African"
14. "Any other Black background (specify)"
15. "Chinese"
16. "Any other ethnic group (specify)"

OthEth   **"Which group do you regard yourself as belonging to?"**

Open type: long verbatim answer

Lang   **"Can I just check, is English the language usually spoken at home?"**

PROBE FOR USE OF OTHER LANGUAGE.

1. "Yes - English only"
2. "Yes - English and other language"
3. "No - Other language only"

LangOth   **"Which other language do you speak?"**

1. "Welsh"
2. "Gaelic"
3. "Hindi"
4. "Urdu"
5. "Greek"
6. "Turkish"
7. "Chinese"
8. "Other (ENTER AT NEXT QUESTION)"

OthLang   **"INTERVIEWER: ENTER LANGUAGE"**

Open type: long verbatim answer

Housing

Current home

Accom **"IS THE HOUSEHOLD'S ACCOMMODATION.**
ASK OR CODE."

N.B. MUST BE SPACE USED BY HOUSEHOLD.

1. "a house or bungalow"
2. "a flat or maisonette"
3. "a studio flat"
4. "a room/rooms"
5. "or something else?"

HseType **"INTERVIEWER: ASK OR CODE.**
Can I just check, is this (house/bungalow) ...READ OUT..."

If house on either side is directly connected property is a terrace, even if only a set of three houses.

1. "detached"
2. "semi-detached"
3. "or terraced/end of terrace?"

FltTyp **"INTERVIEWER: ASK OR CODE.**
Can I just check, is this flat/masionette ...READ OUT..."

1. "a purpose-built block"
2. "a converted house/some other kind of building?"

AccOth **"INTERVIEWER: ASK OR CODE.**
Can I just check, is this accommodation a ...READ OUT..."

1. "caravan, mobile home or houseboat"
2. "or some other kind of accommodation?"

YEARIN **"In what year did you move into this address? If you have ever moved out to live at a different address for at least one month, please tell me the year you most recently moved back in to this address."**

INCLUDE: TEMPORARY MARRIAGE/RELATIONSHIP BREAKDOWNS LASTING ONE MONTH OR MORE
EXCLUDE: BUSINESS TRIPS OR HOLIDAYS LASTING ONE MONTH OR MORE.

1958..2000

YEARM **"And what month did you move in?**

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH: MID-SEASON MONTHS: WINTER: FEB (2)
SPRING: MAY (5)
SUMMER: AUGUST (8)
AUTUMN: NOV (11)"

Numeric: 0..12

BEDROOMS **"How many rooms in your current accommodation are used as bedrooms?"**

Numeric: 0..15

BEDSITS "How many rooms are used as bed-sitting rooms?"

Numeric: 0..10

LIVROOMS "And how many rooms are used as living rooms, including lounges and dining rooms?"

Numeric: 0..10

OTHROOMS "How many other rooms do you have, excluding kitchens, bathrooms, toilets, halls and garages?"

Numeric: 0..10

NUMROOMS "You have told me that you have (n) rooms in your home excluding kitchens, bathrooms, toilets, halls and garages. Is this correct?"

1. "Yes"
2. "No"

TENURE "Do you own or rent your home or have some other arrangement?"

"HELP SCREEN Share Ownership/Equity Share means paying partly for a mortgage and partly paying rent. (Usually Council or Housing Association scheme)."

1. "Own - outright"
2. "Own - buying with help of a mortgage/loan"
3. "Pay part rent and part mortgage (shared/equity ownership)"
4. "Rent it"
5. "Live here rent-free including rent-free in relative's/friend's property; exclude squatting"
6. "Squatting"
7. "Other"

WHOTEN "Is your accommodation owned or rented in ...(READ OUT)"

1. "...your name only"
2. "yours & your partner's name"
3. "your partner's name"
4. "yours & someone else's name"
5. "someone else's name (including parents)?"

FREELEAS "Is this accommodation owned freehold or leasehold?"

1. "Freehold"
2. "leasehold"

PCNTSHAR "What percentage share of this property do you (& your partner own)?"

ACCEPT ESTIMATE

Numeric: 1..100

COSTHOME "How much did you/your (spouse/partner) pay for this house/flat?"

PROBE FOR BEST ESTIMATE; EG 90000

Numeric: 0..100000000

RENTFROM   "Who do you rent this property from?"

1. "Local Authority"
2. "Housing Association/Scottish Homes/SHHA"
3. "employer - rent free"
4. "employer - pays rent"
5. "other private landlord"
6. "charitable trust"
7. "student accommodation/educational trust"
8. "parent"
9. "other relative"
10. "Company"
11. "Other"

LIKEHOME   **"SHOW CARD B.**
Now some questions about how you feel about the area in which you live...
Which of these phrases best describes how you feel about your *present*
accommodation?"

1. "very satisfied"
2. "fairly satisfied"
3. "neither satisfied nor dissatisfied"
4. "fairly dissatisfied"
5. "very dissatisfied"

LIKEAREA   **"SHOW CARD B.**
How satisfied or dissatisfied are you with the *area* you live in?"

1. "very satisfied"
2. "fairly satisfied"
3. "neither satisfied nor dissatisfied"
4. "fairly dissatisfied"
5. "very dissatisfied"

PUBTRAN   **"SHOW CARD B AGAIN and how satisfied or dissatisfied are you with the**
provision of public transport in your area?"

1. "very satisfied"
2. "fairly satisfied"
3. "neither satisfied nor dissatisfied"
4. "fairly dissatisfied"
5. "very dissatisfied"

CarAcces   **"Do you normally have access to a car or van that you can use whenever you want to?"**

1. "Yes"
2. "No"
3. "Don't drive"

CarOwn   **"Do you (and/or your partner) own this vehicle?"**

1. "Yes"
2. "No"

WANTMOVE   **"Do you intend to move from your home in the near future?"**

1. "Yes"
2. "No"

WHYMOVE   **"SHOW CARD C.**
                 What are the main reasons for you intending to move?"

1. "wan t to buy"
2. "want larger home"
3. "want better home"
4. "need cheaper home"
5. "job change/nearer work"
6. "spouse or partner job change"
7. "to be nearer relative(s)"
8. "can no longer afford it"
9. "evicted/repossessed"
10. "relationship breakdown"
11. "new relationship"
12. "move to better area"
13. "for children's education"
14. "just want change"
15. "want place of own"
16. "Problem with neighbours"
17. "Other"
Multicoded: up to 6 codes

Homelessness

HOMELESS   **"Since** *(March 1991/you were 16),* **has there been a time when you were homeless, by that I mean that you had to move out of a place and had nowhere permanent to live?"**

1. "Yes"
2. "No"

NUMHOMLS   **"How many times has this happened since** *(March 1991/you were 16)***?"**

Numeric: 1..50

YRHOMELS   **"(Thinking about the last time you were homeless) In what year did this period of homelessness begin?"**

Numeric: 1970..2000

MOHOMELS   **"And in what month did it begin?.**

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH:
Mid-season months:
Winter: Feb (2)
Spring: May (5)
Summer: August (8)
Autumn: Nov (11)"

Numeric: 1..12
No Don't Know, No Refusal

13

WHYHOMLS "Why did you move out of the accommodation you were living in before you became homeless (the last time)?"

1. "personal reasons"
2. "relationship breakdown"
3. "domestic conflict with partner"
4. "domestic conflict with parent"
5. "parent repartnered/remarried"
6. "parent died"
7. "couldn't afford rent/mortgage"
8. "CM or partner lost job/made redundant"
9. "other money problem"
10. "evicted from home"
11. "home reposessed"
12. "end of tenancy"
13. "housing conditions forced move"
14. "other reasons"
Multicoded: up to 14 codes

WHERSTAY "SHOW CARD D.
Where did you stay while you were looking for somewhere to live (the last time this happened)?"

1. "slept rough"
2. "squatting"
3. "at friends house"
4. "with parent's relatives"
5. "night shelter"
6. "hostel for the homeless"
7. "bed & breakfast/hotel"
8. "Other"
Multicoded: up to 8 codes

LONGSTAY "And how long were you homeless (the last time)?"

ENTER YEARS.
IF LESS THAN 1 YEAR ENTER 0.
Numeric: 0..10

LONGMONTH "Enter months homeless (the last time)."

Numeric: 0..12

Housing History

EVERMOVE **"In addition to the questions you have just answered about the address that you are living at now, we are also interested in knowing a few things about the other places you have lived at** *(March 1991/you were 16)*.**"**

"Other than the address that you are currently living at have you lived at a different address for one month or more *(March 1991/you were 16)***?"**

If respondent went travelling for a month or more outside the UK code as YES.
If moved out of an address for one month or more even if still owned or rented out a property this should be counted as a different address.
SEE HELP <F9>"

1. "Yes"
2. "No"

HOMEa **"What was the name of the town, where you lived, or the nearest town?"**
PROBE FOR FULL TOWN NAME AND COUNTY.
E.G. RICHMOND (YORKS)

If cohort member was travelling abroad enter name of country only and count the whole period spent in 1 country as 1 address."

Open answer: up to 50 characters

HOMEb **"What year did you move in?"**

INTERVIEWER: Respondent may have moved into address before *(March 1991/April1986)*.
If lived there since birth enter year and month of birth.
If cohort member was travelling enter year started travelling in this country.

Numeric: 1958..2000

Homec **"What month did you move in?"**

If cohort member was travelling enter month started travelling in this country.

AND ENTER MID-SEASON MONTH:
SEE HELP <F9>"
Numeric: 1..12
No Don't Know, No Refusal

HOMEd **"Now please tell me in what year did you move out of this address?"**

If cohort member was travelling enter year stopped travelling in this country.

Numeric: 1986..2000

Homee **"And what month did you move out?"**

If cohort member was travelling enter month stopped travelling in this country.

Numeric: 1..12

HOMEf "Show Card E.
If travelling CODE else ASK.
Please tell me which option best describes your situation when you moved into this address."

1. "living in parental home"
2. "the outright owners"
3. "buying with a mortgage/loan"
4. "renting from a Local Authority or Housing Association"
5. "renting privately"
6. "living rent free (not with parents)"
7. "traveling"
8. "Other"

HOMEFx "How much rent or board did you pay to your parents per week when you were living there?"

ENTER '0' IF LIVED WITH PARENTS RENT FREE."

Numeric: 0..500

HOMEg "Please look at CARD F and tell me what was the *main* reason you moved out of this address?"

1. "wanted larger/better home"
2. "left home for college/university"
3. "because of work/partner's work"
4. "relationship began/ended"
5. "wanted to buy/rent own home"
6. "disliked neighbours"
7. "Disliked area"
8. "Moved in with partner"
9. "To continue travelling"
10. "no choice"
11. "Other"

HOMEh "Did you receive housing benefit at any time while you lived at this address?"

1. "Yes"
2. "No"

HOMEi "You said you moved into this address in (Month at [Homec] year at [Homeb]). Did you live at any other address *(March 1991/you were 16)* ?"

 If No probe for Homeless

1. "Yes"
2. "No"
3. "homeless for remaining time"

MovIn

Datetype: Day-Month-Year

MovOut

Datetype: Day-Month-Year

Partnerships

Current Partnership

Marstat "What is your current, *legal* marital status.
Are you ...READ OUT...

INTERVIEWER: IF RESPONDENT IS LIVING AS A COUPLE WITHOUT BEING LEGALLY MARRIED TO THEIR PARTNER YOU SHOULD NOT CODE THEM AS 'MARRIED'."

1. "...single and have never married,"
2. "married - their first and only marriage"
3. "remarried - this is their second or later marriage"
4. "legally separated"
5. "divorced"
6. "or widowed?"

CurPart "I would like to ask you some questions about your relationship with (*Partner's Name*). When did you start living together?"

INTERVIEWER: FIRST ENTER THE YEAR.

Numeric: 1970..2000
No Don't Know, No Refusal

CurParta "INTERVIEWER: NOW ENTER MONTH."

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH:

Numeric: 1..12
No Don't Know, No Refusal

CurPartb "Did you and *(Partner's Name)* live together before you got married?"

1. "Yes - lived as a couple"
2. "No - never lived together before got married"

CurPartc "When did you and *(Partner's Name)* get married?"

INTERVIEWER: FIRST ENTER THE YEAR.

Numeric: 1968..2000
No Don't Know, No Refusal

CurPartd "INTERVIEWER: NOW ENTER MONTH."

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH:

Numeric: 1..12
No Don't Know, No Refusal

CurParte "How old was *(Partner's Name)* when you started living together as a couple?"

INTERVIEWER: ENTER ANSWER IN YEARS.
Numeric: 12..99

CurPartf   **"What was *(Partner's Name's)* marital status before you moved in together.
Was *(Partner's Name)* ...READ OUT..."**

1. "...single"
2. "legally married"
3. "legally separated"
4. "divorced"
5. "or widowed?"

Previous Partnerships

ExPart1   **{no current partner}
"I would like to ask you some questions about any marriages or similar relationships you've had since *(March 1991/you were 16)*. By similar relationships I mean anyone you've lived with as a couple for one month or more."**

"Can I just check, *(since March 1991/you were 16)* have you ever lived with anyone as a couple for one month or more?"

1. "Yes"
2. "No"

ExPart2   **{has current partner}
"Can I just check, *(since March 1991/you were 16)* have you ever lived with anyone else as a couple for one month or more?"**

1. "Yes"
2. "No"

ExParta   **"Can I start with the last person you lived with before (your current partner/ your last partner). What was their first name?"**

INTERVIEWER ENTER UNIQUE IDENTIFIER FOR EACH PARTNER E.G. MICHAEL H.

Open answer: up to 20 characters

ExPartb   **"When did you start living with *(name of ex-partner)*?"**

INTERVIEWER: FIRST ENTER YEAR.

Numeric: 1968..2000
No Don't Know, No Refusal

ExPartc   **"INTERVIEWER: NOW ENTER MONTH"**

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH:

Numeric: 1..12
No Don't Know, No Refusal

ExPartd   **"ASK OR CODE:
Can I just check have you told me about this partner already?"**

INTERVIEWER: IF YES PROBE FOR NAME USING LIST BELOW.

0. "no"

ExParte   **"ASK OR CODE**
                 Was this person male or female?"

1. "male"
2. "female"

ExPartf   **"Were you and (*name of ex-partner*) married when you moved in together?"**

1. "married"
2. "living as a couple"

ExPartg   **"Did you get married to (*name of ex-partner*)?"**

1. "Yes"
2. "No"

ExParth   **"When did you get married?"**

INTERVIEWER: FIRST ENTER THE YEAR

Numeric: 1968..2000
No Don't Know, No Refusal

ExParti   **"INTERVIEWER: NOW ENTER MONTH"**

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH:

Numeric: 1..12
No Don't Know, No Refusal

ExPartl   **"Can I just check, how did this relationship end?"**

1. "couple separated"
2. "partner died"
No Don't Know, No Refusal

ExPartm   **"When did (you separate/ your partner die)?"**

INTERVIEWER: FIRST RECORD THE YEAR...

Numeric: 1968..2000
No Don't Know, No Refusal

ExPartn   **"INTERVIEWER: NOW ENTER MONTH."**

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH:

Numeric: 1..12
No Don't Know, No Refusal

Sepa   **"Did you and (name of ex-partner) get divorced?"**

1. "Yes"
2. "No"

Sepc   **"SHOW CARD G**
             In the time leading up to your separation, how often did you and your partner argue?"

1. "many times a day"
2. "at least every day"
3. "several times a week"
4. "once a week or less"
5. "never"

Sepd   **"Did these arguments ever end up in physical violence?"**

1. "Yes"
2. "No"

Sepf   **"Do you ever see (name of ex-partner) nowadays?"**

1. "Yes"
2. "No"

Sepg   **"SHOW CARD H.**
             How would you describe your relationship with your former partner?"

1. "Very friendly"
2. "Friendly"
3. "Neither friendly or unfriendly"
4. "Unfriendly"
5. "Very unfriendly"

Other relationships

OthPart   **"Have you lived with anyone else *(since March 1991/you were 16)*?"**

1. "Yes"
2. "No"

OthRela   **"Are you currently in a relationship with someone at the moment?"**

1. "Yes"
2. "No"

OthRelb   **"How long have you been in this relationship?"**

INTERVIEWER: FIRST ENTER NUMBER OF YEARS.
IF LESS THAN ONE YEAR, ENTER '0'.

Numeric: 0..97

OthRelc   **"INTERVIEWER: THEN ENTER NUMBER OF MONTHS."**

Numeric: 0..11

OthReld   **"ASK OR CODE:**
             Is this person male or female?"

1. "Male"
2. "Female"

OthRele   **"Do you have any plans to get married or live together?"**
CODE FIRST THAT APPLIES.

1. "to get married"
2. "to live together"
3. "no such plans"

OthRelf   **"Have you ever had a relationship with someone even if you did not live with them?"**

1. "Yes"
2. "No"

OthRelg   **"How long did the longest relationship last?**"

INTERVIEWER: FIRST ENTER NUMBER OF YEARS.
IF LESS THAN ONE YEAR, ENTER '0'.

Numeric: 0..97

OthRelh   **"INTERVIEWER: THEN ENTER NUMBER OF MONTHS."**

Numeric: 0..11

Pregnancy & Children

Pregnancy history

EverPreg   {If female} "(*Since March 1991/ Have you ever*) been pregnant?"

{If male} "Has anyone you were having a sexual relationship with ever become pregnant?"

ALL PREGNANCIES COUNT WHETHER OR NOT THEY WERE CARRIED TO FULL TERM.

1. "Yes"
2. "No"

Pregnum   "(I would now like to ask you about your most recent pregnancy *(since March 1991)*). How many babies were you carrying as a result of your *(most recent/next most recent)* pregnancy. Please include all babies whether or not they were carried to full-term?"

INCLUDE CURRENT PREGNANCY.

Numeric: 1..6

Pregj   "Until this pregnancy was conceived, how long had you and your partner been having sex without regularly using birth control?"

1. "Years (only)"
2. "Months (only)"
3. "Weeks (only)"
4. "Months and years"
5. "Always used birth control"
6. "Never used birth control"

Pregk   "INTERVIEWER: ENTER NUMBER OF MONTHS."

IF LESS THAN ONE MONTH, ENTER 0

Numeric: 0..348

Pregkw   "INTERVIEWER: ENTER NUMBER OF WEEKS."

IF LESS THAN ONE WEEK, ENTER 0

Numeric: 0..348

Pregl   "INTERVIEWER: ENTER NUMBER OF YEARS"

Numeric: 1..20

CGPrega   "SHOW CARD I.
Please tell me whether you did each of these things listed on this card? "

READ CODES 1-3 SEPERATELY AND CODE MULTI-CODE IF APPLICABLE. IF 1-3 DO NOT APPLY CODE 4.

INTERVIEWER: NOTE THAT THIS QUESTION REFERS TO MALE SMOKING HABITS IN THE CASE OF MALE COHORT MEMBERS.
IF NOT 1-3 CODE 4.

1. "Smoke in the 3 months before you/your partner became pregnant"
2. "Smoke in months 1-5 of the pregnancy"
3. "Smoke in months 6-9 of the pregnancy"
4. "Did not smoke at all in 3 months before (partner's) pregnancy or during pregnancy"
Multicoded: up to 3 codes

Cpregb   **"During this pregnancy, did you smoke more, less or the same as before becoming pregnant?"**

1. "More"
2. "Less"
3. "Same"

Prega   **"SHOW CARD J
What was the result of this pregnancy (fort he first baby)?
Please choose your answer from this card"**

1. "Live birth"
2. "Still birth"
3. "Miscarriage"
4. "Abortion"
5. "Still pregnant"

Pregb   **"Can you tell me the name of this child?"**

Open answer: up to 30 characters

Pregc   **"ASK OR CODE. Sex of child"**

1. "boy"
2. "girl"

Pregd   **"And how much did *(name of child)* weigh at birth?"**

INTERVIEWER: ENTER WHETHER WEIGHT GIVEN IN llbs/ozs OR kgs/grammes

1. "lbs and ozs"
2. "Kgs and grammes"

Pound   **"INTERVIEWER : ENTER POUNDS HERE."**

Numeric: 0..15

Ounce   **"INTERVIEWER : ENTER OUNCES HERE."**

Numeric: 0..15

Kilo   **"INTERVIEWER : ENTER KILOS HERE."**

Numeric: 1..5

Gramm   **"INTERVIEWER : ENTER GRAMMES HERE."**

Numeric: 0..99

Preged   **"What was *(name of child's*) date of birth?"**

THE DAY PLEASE.

Numeric: 1..31

Pregem   **"What was *(name of child's)* date of birth?"**

THE MONTH PLEASE.

Numeric: 1..12

Pregey   **"What was *(name of child's)* date of birth?"**

THE YEAR PLEASE.

Numeric: 1960..2000

Prege   **"Child's date of birth."**

Datetype: Day-Month-Year

Pregf   **"When *(name of child)* was born, was *(he/she)* early, late or at the expected time?"**

1. "early"
2. "late"
3. "on time"

Pregg   **"How many weeks *(early/late)* was *(he/she*) ?"**

INTERVIEWER: IF LESS THAN ONE WEEK, ENTER 1

Numeric: 1..24

Pregh   **"Was anything wrong with *(name of child)* at birth?"**

1. "Yes - something wrong"
2. "No - nothing wrong"

Pregi   **"What was the problem?"**

Open answer: up to 100 characters

WhoPara   **"As you know, the circumstances of parents and their children can change quite often. May I just check, is *(Partner's Name) (Name of child's)* other parent?"**

1. "Yes"
2. "No"

WhoParb   **"Who is the other parent of *(Name of child's)*?**

INTERVIEWER: ENTER NUMBER OF *(NAME OF CHILD)'S* OTHER PARENT FROM LIST BELOW.
IF OTHER PARENT IS NOT DISPLAYED, ENTER '16'."

16. "None of these"

Wherkid   **"Is** *(name of child)*... **READ OUT AS RUNNING PROMPT ..."**

1.   " ...living with you"
2.   "or living elsewhere?"
3.   "SPONTANEOUS ONLY - child not living?"

Whatkid   **"What is** *(name of child)* **doing now?"**

1.   "Preschool / under 5's'"
2.   "primary school/middle school"
3.   "secondary school"
4.   "further/higher education"
5.   "employed"
6.   "unemployed"
7.   "other"

AbsPara   **"Does(name of child) ever see** *(his/her) (mother/father)* **at all?"**

1.   "Yes"
2.   "No"

AbsParb   **"How often does (name of child) see** *(his/her) (mother/father)***?**
             Would you say about...READ OUT AS RUNNING PROMPT..."

1.   "once a week"
2.   "more than once a week"
3.   "once every two weeks"
4.   "once a month"
5.   "less often?"

AbsParc   **"Does** *(name of child)'s* **other parent contribute any money to** *(his/her)* **maintenance?"**

1.   "Yes"
2.   "No"

AbsKida   **"Where is** *(name of child)* **living now?"**

INTERVIEWER: PROMPT AS NECESSARY.

1.   "with other parent (parent alone)"
2.   "with other cohabiting parent"
3.   "with other (re) married parent"
4.   "with other parent, circumstances unknown"
5.   "with non-adopting relatives"
6.   "with adopting relatives"
7.   "with unrelated adopters"
8.   "with other non-relatives/fostered"
9.   "at special school or home"
10. "hospital"
11. "boarding school"
12. "other"

AbsKidb   **"When was the last time that** *(name of child)* **lived with you?"**

1.   "ENTER YEAR AND MONTH AT NEXT QUESTION"
2.   "(name of child) has never lived with respondent"

Absyr   **"INTERVIEWER: ENTER THE YEAR"**

Numeric: 1968..2000

AbsMon "INTERVIEWER: ENTER THE MONTH"

Numeric: 1..12

ABSKidc **"Do you see *(name of child)* at all now?"**

1. "Yes"
2. "No"

AbsKidd **"How often do you see *(name of child)*?**
Would you say...READ OUT AS RUNNING PROMPT"

1. "once a week"
2. "more than once a week"
3. "once every two weeks"
4. "once a month"
5. "less often?"

AbsKide **"Do you contribute any money to *(name of child)'s* maintenance regularly?"**

1. "Yes"
2. "No"

MorePreg **"Since *(April 1986/March 1991)* have you ever had a pregnancy before this one?**

1. "Yes"
2. "No"

Lone parenthood

LonePara **"Has there been a period of one month or more when you were looking after a child or children on your own as a lone parent?"**

1. "Yes"
2. "No"

LoneParb **"How many times have you been a lone parent for one month or more?"**

INTERVIEWER: IF NEVER HAD A PARTNER, CODE 'O'

Numeric: 0..150

LoneTime **"Could you tell me when each of these periods of lone parenthood started and ended? Can we start with the first period.**

PRESS '1' To CONTINUE"

1. "Continue"
LoneBegY **"When did this period of lone parenthood begin?"**

Numeric: 1991..2000

LoneBegM **"INTERVIEWER: ENTER MONTH THIS PERIOD OF LONE PARENTHOOD BEGAN"**

Numeric: 1..12

LoneEndY **"INTERVIEWER: ENTER YEAR THIS PERIOD OF LONE PARENTHOOD ENDED."**
IF PERIOD NOT ENDED, ENTER 0.

Numeric: 0..2000

LoneEndM   **"INTERVIEWER: ENTER MONTH THIS PERIOD OF LONE PARENTHOOD ENDED"**

Numeric: 1..12

LoneNum   **"How many children were you responsible for during this period of lone parenthood?"**

Numeric: 1..20

LoneMore   **"INTERVIWER: ANY FURTHER PERIODS OF LONE PARENTHOOD?"**

1. "Yes"
2. "No"

Plans for (more) children

InfertIa   **"SHOW CARD K.**
Can I just check, do any of these apply to you?"

1. "been sterilised/had a vasectomy/hysterectomy"
2. "been told by a doctor that you are unable to have children"
3. "been advised not to have children for health reasons"
4. "none of these"

InfertIb   **"SHOW CARD K.**
And do any of these apply to your partner?"

1. "been sterilised,had a vasectomy/hysterectomy"
2. "been told by a doctor that he_or_she is unable to have children"
3. "been advised not to have children for health reasons"
4. "none of these"
Multicoded: up to 4 codes

InfertIc   **"Do you intend to have any (more) children?"**

1. "Yes"
2. "No"
3. "Don't know"

InfertId   **"How many (more) children do you intend to have"**

Numeric: 1..20

Adopted Children

AdopCha   **"I see that *(name of adopted child)* is adopted. How old was *(name of adopted child)***
when he/she came to live with you?"

INTERVIEWER: IF AGED LESS THAN 1 ENTER '0'

Numeric: 0..18

AdopChb   **"Was (name of adopted child) adopted by...READ OUT..."**

1. "...both you and your current partner"
2. "you only,"
3. "or you and a previous partner?"

AdopChc   **"ASK OR CODE:**
                     Is (name of adopted child) your current partner's natural child?"

1. "Yes"
2. "No"
3. "NO CURRENT PARTNER"

Partner's children

PartKida   **"Does *(name of partner)* have any children from a previous relationship who do not live with you?"**

1. "Yes"
2. "No"

PartKidb   **"Does *(name of partner)* see his/her child(ren) at all?"**

1. "Yes"
2. "No"

PartKidc   **"How often?"**

1. "once a week"
2. "more than once a week"
3. "once every two weeks"
4. "once a month"
5. "less often?"

PartKidd   **"Does the child/do the children ever come to your house?"**

1. "Yes"
2. "No"

Older children of NCDS

OldKida   **"What is *(name of child over 16)* doing now?"**
                     INTERVIEWER: CODE MAIN ACTIVITY.

1. "secondary school"
2. "further/higher education"
3. "employed"
4. "unemployed"
5. "looking after family / home"
6. "Other"

OldKidb   **"What age did *(name of child over 16)* leave full-time continuous education?"**

                     INTERVIEWER: RECORD AGE FIRST LEFT"

                     Numeric: 14..30

OldKidc   **"How old was *(name of child over 16)* when they first got married?"**

                     Numeric: 16..29

OldKidd   **"Has *(name of child over 16)* ever had any children?"**

1. "Yes"
2. "No"

OldKide   **"How many children has *(name of child over 16)* had?"**

Numeric: 1..8

OldKidf   **"When was the eldest born?"**
INTERVIEWER: FIRST ENTER THE YEAR.

Numeric: 1970..2000

Oldkidg   **"INTERVIEWER: NOW ENTER MONTH."**

Numeric: 1..12

Children living away from NCDS cohort

ABCH91   **"(In addition to children you've already told me about) we are also interested in any of your children who were living with you in March 1991 but are now no longer living here with you. Can I just check do you have any natural children living away from home now but who were with you in March 1991?"**

1. "Yes"
2. "No"

ABNUM91   **"How many children lived with you in March 1991 but now live away from home?"**

Numeric: 1..15

ABCHa91   **"Can I start by asking the names and dates of birth of these children starting with the eldest. Please tell me the name of the eldest of these children."**

Open answer: up to 12 characters

ABCHb91   **"INTERVIEWER: ASK OR RECORD.
Is *(name of absent child)* a boy or a girl"**

1. "Boy"
2. "Girl"

ABCHc91   **"Please tell me *(name of absent child)'s* date of birth."**

dd/mm/19yr"
Datetype: Day-Month-Year

AbChAge   **"COMPUTES CHILD'S AGE, IN YEARS ONLY"**

Numeric: -9..99

ABCHd91   **"Who does *(name of absent child)* live with now?"**
INTERVIEWER: CODE FIRST THAT APPLIES.

1. "Alone"
2. "with friends"
3. "with flat mates / university hall of residence"
4. "with own spouse/partner"
5. "with other parent"
6. "Other"

ABCHe91 **"When was the last time that** *(name of absent child)* **lived with you?"**

1. "*(name of absent child)* has lived with cm. Dates coded at next qns."
2. "*(name of absent child)* has never lived with cm"

ABCHeY91 **"INTERVIEWER: ENTER THE YEAR FIRST."**

Numeric: 1970..2000

ABCHeM91 **"INTERVIEWER: NOW ENTER THE MONTH"**

Numeric: 1..12

ABCHf91 **"Do you see** *(name of absent child***)** **at all now?"**

1. "Yes"
2. "No"

ABCHg91 **"How often do you see** *(name of absent child***)?** **Would you say…
 RUNNING PROMPT"**

1. "more than once a week"
2. "once a week"
3. "once every two weeks"
4. "once a month"
5. "or less often than that?"

ABCHh91 **"Do you contribute any money to** *(name of absent child)***'s maintenance regularly?"**

1. "Yes"
2. "No"

ABCHi91 **"What is** *(name of absent child)* **doing now?
INTERVIEWER: CODE MAIN ACTIVITY"**

1. "primary/secondary school"
2. "further/higher education"
3. "employed"
4. "unemployed"
5. "looking after family / home"
6. "Other"

ABCHj91 **"What age did** *(he/she)* **leave full-time continuous education?"**

Numeric: 14..30

ABCHk91 **"What is** *(name of absent child)'s* **marital status?"**

1. "Single"
2. "married"
3. "cohabiting"
4. "separated/divorced/widowed"

ABCHl91 **"How old was** *(name of absent child)* **when** *(he/she)* **first got married?"**

Numeric: 16..30

ABCHm91 **"Has** *(he/she)* **ever had any children?"**

1. "Yes"
2. "No"

ABCHn91   **"How many?"**

Numeric: 1..8

ABCHo91   **"When was the eldest born?**
                INTERVIEWER: ENTER THE YEAR FIRST."

Numeric: 1970..2000

ABCHp91   **"INTERVIEWER: NOW ENTER THE MONTH."**

Numeric: 1..12

Family Activities, Contact & Emotional Support

Family activities

FamEats   **"I would now like to ask some questions about things your family may do together.**

How often do you eat together as a family? By family I mean your (husband, wife or partner) and an children aged16 or under who live in your household whether or not they are your natural children?"

1. "more than once a day"
2. "once a day"
3. "once a week"
4. "once a month"
5. "never/hardly ever"
6. "it varies"
7. "can't say"

IntroFam   **"How often do you do the following as a family**

FamOut   **"...go out *together,* eg to the cinema?"**

1. "Once a week or more"
2. "Once a month or more"
3. "More than once a year"
4. "Once a year"
5. "Never/hardly ever?"
6. "Varies"
7. "Can't say"

FamVisit   **"...visit relatives?"**

1. "Once a week or more"
2. "Once a month or more"
3. "More than once a year"
4. "Once a year"
5. "Never/hardly ever?"
6. "Varies"
7. "Can't say"

FamHols   **"And how often do you go on holiday as a family?**
By holiday, I mean other than when visiting relatives being away from home for 2 nights or more."

1. "Once a week or more"
2. "Once a month or more"
3. "More than once a year"
4. "Once a year"
5. "Never/hardly ever?"
6. "Varies"
7. "Can't say"

KidPals   **"How often do your children have friends come to your home?"**

INTERVIEWER: RECORD THE TOTAL FOR ALL CHILDREN IN AN AVERAGE WEEK.

1. "Once a day"
2. "Once a week or more"
3. "Once a month or more"
4. "Never/hardly ever"
5. "Varies"

Parenting concerns

KidPhys   **"Do you find that, in physical terms, looking after children demands ...READ..."**

1. "...a lot of you"
2. "...a moderate amount"
3. "or very little?"

KideMot   **"And do you find that, emotionally, looking after children demands ...READ OUT..."**

1. "...A lot of you"
2. "A moderate amount"
3. "Very little?"

KidTime   **"A lot of parents nowadays feel they don't have enough time to spend with their children. How do you feel about the amount of time you have to spend with your child(ren)? Would you say you have ...READ OUT..."**

1. "...enough time"
2. "or not enough time?"
3. "not sure"

KidTimeY   **"Why do you feel you do not have enough time to spend with your child(en)?"**

INTERVIEWER: IF OTHER REASON RECORD AS OTHER WORK REASON (CODE 3) AND GIVE DETAILS AT NEXT QUESTION.

1. "Works long hours"
2. "Works away from home"
3. "Other work reasons"
4. "Child(ren)'s own social life"
5. "Demands of domestic work"

OthTimeY   **"Record other reason."**

Open type: long verbatim answer

KidTImp   **"What about the amount of time your partner has? Would you say they have ...READ OUT..."**

1. "...enough time"
2. "or not enough time?"
3. "not sure"

KidTimpY   **"Why is that?"**

1. "Works long hours"
2. "Works away from home"
3. "Other work reasons"
4. "Child(ren)'s own social life"
5. "Demands of domestic work"

OthTimpY   **"Record other reason."**

Open type: long verbatim answer

KidWory   **"SHOW CARD L.**
Please tell me which, if any, of these you worry about when bringing up children today?"

1. "pressures of schoolwork and homework"
2. "choosing the right school"
3. "getting child into right school"
4. "pressures to buy things that other children have(eg trainers, computer games)"
5. "amount of time spent on computer"
6. "what children can see on a computer (eg Internet)"
7. "amount of time spent watching TV"
8. "what children can see on TV"
9. "drugs"
10. "danger from road traffic"
11. "danger from strangers outside home"
12. "bad influence of other children"
13. "environment/pollution"
14. "Other (Specify at next question)"
15. "None of these"
Multicoded: up to 6 codes

OthWorry   **"Other reason"**

Open answer: up to 100 characters

Family contact

FamClose   **"How close do you feel your family here in this household is? Would you say ...READ OUT..."**

1. "...Very close"
2. "Quite close"
3. "Not very close"
4. "Not at all close?"
5. "Can't say"

MaLive   **"You may have already answered this question the last time you were interviewed but may I just check, is your mother still alive? By mother I mean your natural or adoptive mother?"**
ASK OR CODE.

1. "Yes"
2. "No"

MaDied   **"Would you mind telling me how old you were when she died?"**

Numeric: 0..42

PaLive   **"You may have already answered this question the last time you were interviewed but may I just check, is your father still alive? By father I mean your natural or adoptive father?"**
ASK OR CODE.

1. "Yes"
2. "No"

PaDied   **"Would you mind telling me how old you were when he died?"**

Numeric: 0..42

MaSees   **"How often do you see your mother?"**

1. "More than once a week"
2. "More than once a month"
3. "Less often than once a month"
4. "Never"
5. "Lives with mother"

CloseMa   **How would you describe your relationship with your mother. Would you say you are ...READ OUT..."**

1. "...Very close"
2. "Close"
3. "Not very close, or"
4. "You have no contact at all?"

PaSees   **"How often do you see your father?"**

1. "More than once a week"
2. "More than once a month"
3. "Less often than once a month"
4. "Never"
5. "Lives with father"

ClosePa   **"How would you describe your relationship with your father. Would you say you are..."**

1. "...Very close"
2. "Close"
3. "Not very close, or"
4. "You have no contact at all?"

MaPaDiva   **{BCS70 only}**
"As you can imagine, our records for many people in the study are incomplete. May I check one thing with you - did your parents ever permanently separate or divorce?"

1. "Yes"
2. "No"
3. "Parents never lived together"
4. "Never lived with/knew parents"

MaPaDivb   **"How old were you when your parents last lived together?"**

Numeric: 0..30

MaPaDivc   **"Were you living with your parents immediately before they separated?"**

1. "Yes"
2. "No"

EverCare   **"SHOW CARD M.**
Can I just check before the age of 17 did you spend any time living in any of the places on this card?"

1. "Yes, in local authority children's home"
2. "Yes, with local authority foster parents"
3. "Yes, in voluntary society children's home"
4. "Yes, with voluntary society foster parents"
5. "No"
Multicoded: up to 5 codes

| **TimeCare** | **"SHOW CARD N.** |
| | **Looking at this card please tell me which option best describes the total amount of time you spent in care?"** |

1. "Under three months"
2. "Between three months and 1 year"
3. "1-2 years (including 2 years)"
4. "2-5 years (including 5 years)"
5. "5-10 years"
6. "10 years or more"

| **MaPaAid** | **"SHOW CARD O.** |
| | **Please look at this card and tell me if your parents have helped you in any of the following ways since you left full-time education?"** |

CODE ALL THAT APPLY.

1. "with accommodation"
2. "financial support"
3. "child care"
4. "other help - specify"
5. "none of these"
Multicoded: up to 4 codes

| **MaPaOth** | **INTERVIEWER: OTHER ANSWER - PLEASE SPECIFY."** |

Open type: long verbatim answer

MaWory	**{NCDS only}**
	"SHOW CARD P.
	As your mother gets older are there any aspects of her life that worry you?"

1. "Health"
2. "Ability to care for herself"
3. "Money"
4. "Accommodation"
5. "Other (specify)"
6. "None of these"
Multicoded: up to 5 codes

| **MWOReas** | **"What aspects of her life worry you?** |
| | **INTERVIEWER: OTHER ANSWER - PLEASE SPECIFY."** |

Open type: long verbatim answer

| **PaWory** | **"SHOW CARD P.** |
| | **(And) as your father gets older are there any aspects of his life that worry you?"** |

1. "Health"
2. "Ability to care for himself"
3. "Money"
4. "Accommodation"
5. "Other (specify)"
6. "None of these"
Multicoded: up to 5 codes

| **PWOReas** | **"What aspects of his life worry you?"** |
| | INTERVIEWER: OTHER ANSWER - PLEASE SPECIFY. |

Open type: long verbatim answer

PmaLive   **"Is your partner's mother living?"**

1. "Yes"
2. "No"

PpaLive   **"And how about his/her father?"**

1. "Yes"
2. "No"

SeesPMa   **"How often do you see your partner's mother?"**

1. "More than once a week"
2. "More than once a month"
3. "Less often than once a month"
4. "Never"
5. "Lives with partner's mother"

SeesPPa   **"How often do you see your partner's father?"**

1. "More than once a week"
2. "More than once a month"
3. "Less often than once a month"
4. "Never"
5. "Lives with partner's father"

Emotional support

EmoIntr   **"The next questions are about the support you get firn yiu family and friends"**

Press 1. To continue

1. continue

EmoSup   **"Is there anybody who you think would listen to you and give you support or advice if you needed it?"**

1. "Yes"
2. "No"

EmoSupa   **"SHOW CARD Q.**
Please tell me who this person is?
INTERVIEWER: ENTER ONE PERSON ONLY."

1. "Spouse/partner"
2. "Boyfriend"
3. "Girlfriend"
4. "Mother"
5. "Father"
6. "Brother"
7. "Sister"
8. "Female friend"
9. "Male friend"
10. "Neighbour"
11. "Other - specify"

EmSupOth   **"(Who is this person?)**
INTERVIEWER: OTHER ANSWER - PLEASE SPECIFY."

Open answer: up to 50 characters

EmoSupb   **"Does s/he live near enough to come round if something came up?"**

1. "Yes"
2. "No"
3. "Lives with respondent"

EmoSupc   **"On average how often have you seen her/him over the last year?"**

1. "More than once a week"
2. "More than once a month"
3. "Less often than once a month"
4. "Never"
5. "Lives with"

EmoSupd   **"Would you prefer to see her/him more often or less often, or is this about right for you?"**

1. "More often"
2. "About right"
3. "Less often"

EmoSpeY   **"(How long have you known her/him?)"**
ENTER YEARS.
(ENTER MONTHS AT NEXT QUESTION)

Numeric: 0..42

EmoSpeM   **"How long have you known her/him?"**
INTERVIEWER: ENTER MONTHS.

Numeric: 0..12

EmoSupf   **"Would you say you could talk frankly and share your feelings with her/him?**
If Yes: Probe from code list."

1. "Yes, over anything"
2. "Yes, over most things"
3. "Yes, over some things"
4. "No"

EmoTok   **"Thinking of your life generally do you think you have enough opportunity to talk openly and share your thoughts and feelings about things?"**

1. "Yes"
2. "No"

EmoTSelf   **"Would you say that you prefer to keep your feelings to yourself?"**

1. "Yes"
2. "No"

Family Income

BenCode1   **"SHOW CARD R.**
I now want to talk about income from sources other than work. At present, are you (or your spouse/partner) receiving any of the state benefits or payments shown on this card. If so please tell me which ones?"

MAKE SURE THE CM READS OUT THE NAME OF THE PAYMENT AND ALSO THE CODE NUMBER BESIDE IT ON THE SHOWCARD. ENTER CODE.
REMEMBER IF RESPONDENT AND SPOUSE/PARTNER RECEIVE THE SAME BENEFIT SEPARATELY, ENTER ONCE ONLY.

1. "Statutory Sick Pay"
2. "Child Benefit/Family Allowance"
3. "Jobseeker's Allowance (JSA)"
4. "Income Support"
5. "Family Credit/Working Families Tax Credit *not* received in a lump sum"
6. "Family Credit/Working Families Tax Credit, paid in *a Lump Sum*"
7. "Council Tax Benefit"
8. "Housing Benefit"
9. "Maternity Allowance"
10. "Statutory Maternity Pay from your employer or former employer"
11. "None of these"
Multicoded: up to 10 codes

BenAmt   **"You mentioned that you are receiving *(name of benefit)*. How much was the last payment you received?"**

IF BOTH RESPONDENT AND SPOUSE/PARTNER RECEIVE THIS SEPARATELY, COMBINE AMOUNTS. ESTIMATE IF UNSURE. ENTER AMOUNT TO NEAREST £

Numeric: 1..9999

BenPrd   **"What period did this cover?"**

REMEMBER, IF BOTH CM AND SPOUSE/PARTNER RECEIVE THIS SEPARATELY, COMBINE AMOUNTS.

1. "1 week"
2. "2 weeks"
3. "3 weeks"
4. "4 weeks"
5. "1 calendar month"
6. "2 months"
7. "3 months"
8. "6 months or"
9. "12 months?"

BenWho   **"Do you or does your (Husband, wife or partner) receive this benefit?"**

1. "Respondent only"
2. "Husband/wife/partner only"
3. "Both"

BenCode2   **"SHOW CARD S.**
And looking at this card, can you tell me which, if any of these state benefits or payments you (spouse/partner) are receiving?"

MAKE SURE THE CM READS OUT THE NAME OF THE PAYMENT AND ALSO THE CODE NUMBER BESIDE IT ON THE SHOWCARD. ENTER CODE.
REMEMBER IF RESPONDENT AND SPOUSE/PARTNER RECEIVE THE SAME BENEFIT SEPARATELY, ENTER ONCE ONLY.

1. "Attendance Allowance"
2. "Guardian's Allowance"
3. "Invalid Care Allowance"
4. "Severe Disablement Allowance"
5. "Disability Working Allowance"
6. "Care component of Disability Living Allowance"
7. "Mobility component of Disability Living Allowance"
8. "Incapacity Benefit"
9. "Industrial Injury Disablement Benefit"
10. "Widow's Pension or Widowed Mother's Allowance (National Insurance)"
11. "A grant from the Social Fund for Funeral Expenses"
12. "Grant from the Social Fund for Maternity Expenses"
13. "A Community Care Grant from the Social Fund"
14. "Any National Insurance Credits"
15. "Some other state benefit (SPECIFY AT NEXT QUESTION)"
16. "None of these"
Multicoded: up to 15 codes

OthBen   **"What are the names of the other benefits you or your family are receiving?"**
INTERVIEWER: ENTER NAME OF OTHER BENEFIT

Open type: long verbatim answer

IncCode   **"SHOW CARD T.**
Do you (or your spouse/partner) currently receive a regular payment from any of the sources on this card. If so please tell me which ones?"

MAKE SURE THE CM READS OUT THE NAME OF THE PAYMENT AND ALSO THE CODE NUMBER BESIDE IT ON THE SHOWCARD. ENTER CODE.
IF RESPONDENT AND SPOUSE/PARTNER RECEIVE THE SAME PAYMENT SEPARATELY, ENTER ONCE ONLY

1. "Education grants/studentships or work training / government training scheme allowance"
2. "Pension from a former employer"
3. "Annuity payments / payments from a trust fund"
4. "Income from a trade union, friendly society or charitable organisation"
5. "Maintenance allowance or other regular payments from a former husband or wife"
6. "Allowance for a foster child"
7. "Regular cash help from parents"
8. "Regular cash help from other relatives or friends outside the household"
9. "Rent from boarders, lodgers or sub-tenants / rent from other property"
10. "Other income from organisations, relatives or friends outside the household"
11. "Benefit from accident insurance / private sickness scheme"
12. "Any other source of regular family/household income (SPECIFY AT NEXT QUESTION)"
13. "None of these"
Multicoded: up to 12 codes

OthInc   **"What other sources of income do you have?"**
INTERVIEWER: ENTER NAME OF OTHER SOURCES OF INCOME

Open type: long verbatim answer

IncAmt   **"You have told me that you receive** *(name of other income).* **How much was the last payment you received?"**

IF BOTH RESPONDENT AND SPOUSE/PARTNER RECEIVE THIS SEPARATELY, COMBINE AMOUNTS.
ENTER TO NEAREST £. ESTIMATE IF UNSURE

Numeric: 1..9999

IncPrd   **"What period did this cover?"**
REMEMBER, IF BOTH CM AND SPOUSE/PARTNER RECEIVE THIS SEPARATELY. COMBINE AMOUNTS.

1. "1 week"
2. "2 weeks"
3. "3 weeks"
4. "4 weeks"
5. "1 calendar month"
6. "2 months"
7. "3 months"
8. "6 months or"
9. "12 months?"

IncWho   **"Do you or does your (husband, wife or partner) receive this income?"**

1. "Respondent only"
2. "Husband/wife/partner only"
3. "Both"

OrgCash   **"SHOW CARD U.**
How do you and your partner organise the money that comes into your household. Would you say that you ...READ OUT..."

1. "... You pool all money,"
2. "you pool some money and separate the rest or"
3. "you keep your own money separate?"

FinNow   **"How well would you say you yourself are managing financially these days. Would you say you are ...READ OUT..."**

1. "...living comfortably,"
2. "doing alright,"
3. "just about getting by,"
4. "finding it quite difficult,"
5. "or finding it very difficult?"

FinThen   **"And, looking ahead, how do you think you will be financially a year from now. Do you think you will be ...READ OUT..."**

1. "...better off,"
2. "worse off,"
3. "or about the same?"

Employment

Current activity

EconAct   **"SHOW CARD V.**
I would like to get a few details about what you are doing at the moment. Which of the
things on this card best describes what you are currently doing?"
CODE ONE MAIN ACTIVITY ONLY.

Temporarily sick/disabled (<6mths),
Permanently sick/disabled (6+mths)

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. "Wholly retired"
12. "Other (SPECIFY AT NEXT QUESTION)"

OthAct   **"What are you currently doing?"**
INTERVIEWER: ENTER DETAILS

Open type: long verbatim answer

CstartYr   **"How long have you been in this (period of)** *(type of activity).* **When did it start?"**
REFER TO/USE CALENDAR AS NECESSARY TO ESTABLISH DATES ENTER YEAR
CURRENT ACTIVITY STARTED

Numeric: 1958..2000

CstartMo   **"INTERVIEWER: ENTER MONTH CURRENT ACTIVITY STARTED**
IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH:

Numeric: 1..12
No Don't Know, No Refusal

CstrtJob   Datetype: Day-Month-Year

CJTitle   **"What is your (main) job?"**
ENTER JOB TITLE

Open type: long verbatim answer

CJDo   **"What do you mainly do in your job?"**
CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE (MAIN) JOB AND
ENTER DETAILS

Open type: long verbatim answer

CJFirm	"What does the firm or organisation you work for / run mainly make or do (at the place where you work)?"

ENTER DETAILS FOR MAIN JOB. DESCRIBE FULLY - PROBE MANUFACTURING or PROCESSING or DISTRIBUTING ETC. AND MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE or RETAIL ETC."

Open type: long verbatim answer

Current job

CJSup   **"ASK OR CODE: Do you have any managerial duties, or are you supervising any other employees?"**
ENTER CODE FOR MAIN JOB.

1. "Manager"
2. "Foreman/supervisor"
3. "Not manager/supervisor"

CJEmps   **"How many employees were there at the place where you work?**
ENTER CODE FOR MAIN JOB

1. "1-9"
2. "10-24"
3. "25-99"
4. "100-499"
5. "500 or more"

CJOrg   **"SHOW CARD W.**
Looking at this card, can you tell me the type of organisation on this card you work for in this job?"

ENTER CODE FOR MAIN JOB.
CODE ONE ONLY.

1. "Private firm or company"
2. "Nationalised industry/public corporation"
3. "Local Authority/Local Education Authority"
4. "Health Authority/hospital"
5. "Central Government/Civil Service"
6. "Charity or trust"
7. "Other (SPECIFY AT NEXT QUESTION)"

CJOthOrg   **"What type of organisation is it?**
ENTER TYPE OF ORGANISATION FOR MAIN JOB"

Open type: long verbatim answer

CnetPay   **"Last time you were paid, what was your total *take home* pay - that is *after all deductions* for tax, National Insurance, union dues, pension and so on, but *including* overtime, bonuses, commission and tips?"**

IF CM HAS MORE THE ONE JOB, ASK FOR MAIN JOB ONLY. ENTER AMOUNT TO NEAREST £.
ACCEPT ESTIMATES IF NECESSARY.

Numeric: 1..999999

CnetPrd   **"How long a period did that pay cover?"**

1. "...One week"
2. "A fortnight"
3. "Four weeks"
4. "A calendar month"
5. "A year or"
6. "Some other period? (SPECIFY AT NEXT QUESTION)"

CnetOPrd   **"What period did it cover?"**
INTERVIEWER: ENTER DETAIL OF OTHER NET PAY PERIOD

Open type: long verbatim answer

CGROPAY   **"And, last time you were paid, what was your *gross pay before deductions*?"**

IF CM HAS MORE THE ONE JOB, ASK FOR MAIN JOB ONLY. ENTER AMOUNT TO NEAREST.
ACCEPT ESTIMATES IF NECESSARY.

Numeric: 1..999999

CgroPrd   **"How long a period did that pay cover?"**

1. "...One week"
2. "A fortnight"
3. "Four weeks"
4. "A calendar month"
5. "A year or"
6. "Some other period? (SPECIFY AT NEXT QUESTION)"

CgroOPrd   **"What period did it cover?"**
INTERVIEWER: ENTER DETAIL OF OTHER NET PAY PERIOD

Open type: long verbatim answer

OtimeAny   **"(Still thinking of your main job) Do you ever do any work which you would regard as *paid or unpaid overtime*?"**

1. "Yes"
2. "No"

Chours1   **"How many hours per week do you usually work in your (main) job/business *not including meals breaks*?"**

ACCEPT THE ANSWER GIVEN. SEE GLOSSARY ON 'WORKING HOURS'.
INTERVIEWER: IF CANNOT GIVE USUAL AMOUNT ENTER DON'T KNOW.

Numeric: 1..80

Chours2   **"Thinking of your (main) job/business, how many hours per week do you usually work *not including meal breaks and overtime*?"**

INTERVIEWER: IF CANNOT GIVE USUAL AMOUNT ENTER DON'T KNOW.

Numeric: 1..168

Chours3   **"How many hours *paid* overtime do you usually work per week?"**
ENTER TO NEAREST WHOLE HOUR.
INTERVIEWER: IF CANNOT GIVE USUAL AMOUNT ENTER DON'T KNOW.

Numeric: 0..100

Chours4   **"How many hours unpaid overtime do you usually work per week?**

ENTER TO NEAREST WHOLE HOUR.
INTERVIEWER: IF CANNOT GIVE USUAL AMOUNT ENTER DON'T KNOW."

Numeric: 0..100

Chours5   **"So, in your main job you usually work** *(total hours)* **hours a week. Is that about right, or not?"**

1. "Yes, about right"
2. "No, RESOLVE"

CShifts1   **"SHOW CARD X.**
Looking at the card, can you tell me for your (main) job how often you work at any time in the evening after 6pm and up to 10pm?"

1. "At least once a week"
2. "at least once a month"
3. "less often than once a month, or"
4. "Never"

Cshifts2   **"SHOW CARD X.**
And how often do you work at any time at night, after 10pm and up to 4am?"

1. "At least once a week"
2. "at least once a month"
3. "less often than once a month, or"
4. "Never"

Cshifts3   **"SHOW CARD X.**
And (in your job) how often do you work at any time in the early morning after 4am, but before 7am?"

1. "At least once a week"
2. "at least once a month"
3. "less often than once a month, or"
4. "Never"

Cshifts4   **"SHOW CARD X.**
And in your job how often do you work at any time at weekends?"

1. "At least once a week"
2. "at least once a month"
3. "less often than once a month, or"
4. "Never"

CJSetHrs   **"Do you have to work set hours each day in this job, or can you vary the times you start and finish work?"**
CODE FOR MAIN JOB ONLY.

1. "Fixed hours"
2. "Can vary"

CJPerm   **"Is your current job ...READ OUT..."**
CODE ONE ONLY.

1. "...a permanent job,"
2. "a seasonal, temporary or casual job,"
3. "or a job done under contact or for a fixed period of time"

CJEndYr   **"When do you expect this job to end. Please tell me the month and the year."**
                INTERVIEWER ENTER YEAR

                Numeric: 1999..2005

CJEndMo   **"INTERVIEWER ENTER MONTH JOB EXPECTED TO END"**

                Numeric: 1..12

CJPerks   **"SHOW CARD Y.**
                Do *you* receive any of these from your employer in this job?"

                CODE ALL THAT APPLY

                1. "The chance to have shares in your employer's firm"
                2. "A company car or van for your private use"
                3. "Other travel benefits"
                4. "Subsidised meals"
                5. "Private medical insurance"
                6. "A pension scheme organised by your employer"
                7. "Discounts on goods or services"
                8. "Any other fringe benefits from your employer (SPECIFY AT NEXT QUESTION)"
                9. "None of these"
                Multicoded: up to 8 codes

CJOPerks   **"What other fringe benefits do you receive?"**
                TYPE VERBATIM

                Open type: long verbatim answer

CJProv   **"SHOW CARD Z.**
                Does your employer *provide* any of the following. If so, please tell me which ones?"

                CODE ALL THAT APPLY

                1. "A nursery provided by your employer at your workplace"
                2. "Childcare allowance or voucher scheme"
                3. "Extra maternity leave in addition to the statutory minimum with or without pay"
                4. "Paternity leave with or without pay"
                5. "Other parental leave"
                6. "Flexible hours or working arrangements (including job sharing, term-time, evening or
                   school-hours working)"
                7. "None of these"
                Multicoded: up to 6 codes

Current self-employment

CJSEEmps   **"Do you work on your own or do you have employees?"**

                1. "On own/with partner(s) but no employees"
                2. "With employees"

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

                1. "1-24"
                2. "25 or more"

CJSEHrs   **"How many hours do you usually work a week in your job?"**

IF NO USUAL GIVE AVERAGE.
If necessary, encourage CM to work things through on a daily basis and get as accurate a figure as possible.

Numeric: 1..112

CSEShft1   **"SHOW CARD U.**
Looking at the card, can you tell me for your (main) job how often do you work at any time in the evening after 6pm and up to 10pm?"

Code frequency if any of a person's working hours are covered by the appropriate category, eg:
If someone works 11:00am to 7:00pm, code frequency for 'after 6pm and up to 10pm'.

1. "At least once a week"
2. "at least once a month"
3. "less often than once a month, or"
4. "Never"

CSEshft2   **"SHOW CARD U.**
And how often do you work ...at night, after 10pm and up to 4am?"

Code frequency if any of a person's working hours are covered by the appropriate category, eg:
If someone works 11:00am to 7:00pm, code frequency for 'after 6pm and up to 10pm'.

1. "At least once a week"
2. "at least once a month"
3. "less often than once a month, or"
4. "Never"

CSEshft3   **"SHOW CARD U.**
And (in your job) how often do you work ...in the early morning after 4am, but before 7am?"

Code frequency if any of a person's working hours are covered by the appropriate category, eg:
If someone works 11:00am to 7:00pm, code frequency for 'after 6pm and up to 10pm'.

1. "At least once a week"
2. "at least once a month"
3. "less often than once a month, or"
4. "Never"

CSEshft4   **"SHOW CARD U.**
And in your job how often do you work ...at weekends?"

Code frequency if any of a person's working hours are covered by the appropriate category, eg:
If someone works 11:00am to 7:00pm, code frequency for 'after 6pm and up to 10pm'.

1. "At least once a week"
2. "at least once a month"
3. "less often than once a month, or"
4. "Never"

SEType   **"You said you are self-employed. Does this mean that you run your own business or professional practice, or do you usually work for other people or organisations but on a self-employed basis?"**

1. "Own business/professional practice"
2. "Work for others"
3. "Both"
4. "Other (SPECIFY: AT NEXT QUESTION)"

SEOType   **"What basis do you work on?"**
INTERVIEWER: ENTER DETAILS OF SELF-EMPLOYMENT

Open type: long verbatim answer

SEAccnts   **"Do you draw up profit and loss accounts?"**

1. "Yes"
2. "No"

SEProfit   **"How much *net profit* did you make in the most recent 12 months, or the most recent period for which you have figures, from your share of the business or practice?"**

Numeric: 0..9999999

SEPrfSYr   **"What were the dates of the period to which these figures relate. Please tell me the on the and the year for the start of the period?"**
INTERVIEWER: ENTER YEAR FOR START OF PROFIT PERIOD

Numeric: 1991..2000

SEPrfSMo   **"INTERVIEWER: ENTER MONTH OF PROFIT PERIOD"**

Numeric: 1..12

SEPrfEYr   **"And when did that period end. Please tell me the month and the year?"**
INTERVIEWER: ENTER YEAR FOR END OF PROFIT PERIOD

Numeric: 1991..2000

SEPrfEMo   **"INTERVIEWER: ENTER MONTH FOR END OF PROFIT PERIOD"**

Numeric: 1..12

SEEarn   **"How much did you earn *before tax* in the last 12 months, or the most recent period for which you have figures?"**
Accept estimates.

Numeric: 0..9999999

SEErnSYr   **"What were the dates of the period to which these figures relate. Please tell me the month and the year for the start of the period?"**
INTERVIEWER: ENTER YEAR FOR START OF EARNING PERIOD

Numeric: 1991..2000

SEErnSMo   **"INTERVIEWER: ENTER MONTH FOR START OF EARNING PERIOD"**

Numeric: 1..12

SEErnEYr   **"And when did that period end. Please tell me the month and the year?"**
INTERVIEWER: ENTER YEAR FOR END OF EARNING PERIOD

Numeric: 1991..2000

SEErnEMo   **"INTERVIEWER: ENTER MONTH FOR END OF EARNING PERIOD"**

Numeric: 1..12

Further current work details

PrvPen   **"In addition to any pension you may have which is provided by an employer, do you have a *private personal pension*, that is a pension that you yourself have taken out on your own behalf?"**

1. "Yes"
2. "No"

TravToWk   **"On a typical day, how long does it take you to travel from home to work?"**
IF LIVES AT WORK ENTER UNDER 5 MINUTES.

1. "Under 5 minutes"
2. "5, under 15 minutes"
3. "15,under 30 minutes"
4. "30, under 45 minutes"
5. "45, under 1 hour"
6. "1 hour, under 1 1/2 hours"
7. "11/2, under 2 hours"
8. "2 or more hours"
9. "Works at home"
10. "No fixed place of work"

JobSatis   SHOW CARD AA.
All things considered, how satisfied or dissatisfied are you with your present job overall. Please choose your answer from this card?"

1. "Very satisfied"
2. "Somewhat satisfied"
3. "Neither satisfied nor dissatisfied"
4. "Dissatisfied"
5. "Very dissatisfied"

Jpromotn   **Would you describe the type of work you do as offering a career with the prospects of promotion in the years to come?"**
See Glossary on *Promotion*.

1. "Yes"
2. "No"

Jsecure   **"Would you say your current job is ...READ OUT..."**

1. "...very secure,"
2. "fairly secure,"
3. "or not very secure?"

JobinaYr   **"In a year from now do you expect to be ...READ OUT..."**

1. "...working for the same employer as now,"
2. "working for a different employer,"
3. "or not working at all?"

JobinaYx   **"In a year from now do you expect to be ...READ OUT..."**

1. "... still working for yourself,"
2. "working for someone else as an employee, or"
3. "or not working at all?"

PrefHrs   **"Assuming that you would be paid the same amount per hour, would you prefer to ...READ OUT..."**

1. "...work fewer hours than you do now,"
2. "work more hours than you do now,"
3. "or carry on working the same number of hours?"

JDemand1   **"Do you think the demands of your work interfere with the demands of home and family life?"**

1. "Yes"
2. "No"

JDemand2   **"Do you find that in physical terms your work demands ...READ OUT..."**

1. "...a lot of you,"
2. "a moderate amount,"
3. "or very little?"

JDemand3   **"Do you find that mentally or emotionally your work demands ...READ OUT..."**

1. "...a lot of you,"
2. "a moderate amount,"
3. "or very little?"

Current unemployment

UnempY   **"SHOW CARD BB.**
Thinking about your current period of unemployment, how did you come to be unemployed?"

See Glossary entry on *Unemployment*.
CODE ONE ONLY.

1. "Fixed term or temporary job ended"
2. "Made redundant"
3. "Dismissed from a job"
4. "Left because pregnant"
5. "Left job for health reasons"
6. "Just decided to leave"
7. "Couldn't get a job after leaving full-time education"
8. "For some other reason (SPECIFY AT NEXT QUESTION)"

UnempOY   **"INTERVIEWER: ENTER DETAILS OF OTHER REASON JOB ENDED"**

Open type: long verbatim answer

JobHunt   **"Have you looked for paid work during this period of unemployment?"**
See Glossary entry on *Unemployment*.

1. "Yes"
2. "No"

LikeJob   **"Although you have not looked for work, would you like to have a regular paid job, even if only for a few hours a week?"**
See Glossary entry on *Unemployment*.

1. "Yes"
2. "No"

Other current work

OJAny1   **"You have already told me about income from your current job. Do you receive any other regular income from paid work at all - I mean from odd jobs, casual work and so on?"**
TREAT AS REGULAR IF AT LEAST ONCE A MONTH.

1. "Yes"
2. "No"

OJAny2   **"Do you receive any regular income from paid work at all - I mean from odd jobs, casual work and so on?"**
Treat as regular if at least once a month.

1. "Yes"
2. "No"

OJNetPW   **"After tax and any other deductions, how much take-home pay do you usually get *per week* for this (other) work?"**

ENTER AMOUNT TO THE NEAREST £.
If income is received less than once a week, you will have to get CM to estimate the usual weekly equivalent.

Numeric: 1..9999

OJHours   **"How many hours a week do you usually work for that pay, excluding meal breaks, but including paid overtime?"**

Numeric: 1..99

OJStatus   **"In this work are you an employee or self-employed?"**

1. "Employee"
2. "Self-employed"

Previous activities

Activity   **"We have talked about what you are currently doing. Now I want to gather a few details about the jobs and other things that you may have been doing since (March 1991/April1986). You said you started your previous *(activity)* in *(date of activity)*."**

INTERVIEWER: CHECK THAT RESPONDENT HAS BEEN DOING THIS CONTINUOUSLY SINCE START DATE AND THAT THERE HAVE BEEN NO TIME WHEN SITUATION CHANGED.

"SHOW CARD V. Which of the things on this card best describes what you were doing before your *(current activity)*?"

CODE ONLY ONE MAIN ACTIVITY.
SEE GLOSSARY ENTRIES ON JOBS, ACTIVITY STATUS AND MAIN ACTIVITY.

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. "Wholly retired"
12. "Other (SPECIFY AT NEXT QUESTION)"

OthAct1   **"What were you doing?"**
INTERVIEWER: ENTER DETAILS

Open type: long verbatim answer

StartYr   **"How long did this period of *(activity)* last. What year did it start, please tell me the year then the month."**

REFER TO/USE CALENDAR AS NECESSARY TO ESTABLISH DATES
INTERVIEWER ENTER YEAR CURRENT ACTIVITY STARTED

Numeric: 1974..2000

StartMo   **"INTERVIEWER: ENTER MONTH ACTIVITY STARTED."**

IF DK, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH.
REFER TO/USE CALENDAR AS NECESSARY TO ESTABLISH DATES"

Numeric: 1..12
No Don't Know, No Refusal

StrtJob   **Datetype: Day-Month-Year**

Jtitle   **"What was your (main) job?"**
ENTER JOB TITLE.

The more information you gather the better. See Glossary entry on Occupational Information.

Open type: long verbatim answer

Jdo   **"What did you mainly do in this job?"**

CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB AND ENTER DETAILS.

The more information you gather the better. See Glossary entry on Occupational Information.

Open type: long verbatim answer

Jsup   **"ASK OR CODE: Did you have any managerial duties, or did you supervise any other employees?"**

The more information you gather the better. See Glossary entry on Occupational Information.

1. "Manager"
2. "Foreman/supervisor"
3. "Not manager/supervisor"

JSEEmp   **"Did you work on your own or did you have employees?"**

The more information you gather the better. See Glossary entry on Occupational Information.

1. "On own/with partner(s) but no employees"
2. "With employees"

JSENEmp   **"How many people did you employ at the place where you worked?"**

The more information you gather the better. See Glossary entry on Occupational Information.

1. "1-24"
2. "25 or more"

JYEnd   **"Can you tell me the main reason you stopped doing this job?"**
CODE ONE ONLY.

1. "Fixed term or temporary job ended"
2. "Made redundant"
3. "Dismissed from a job"
4. "Left because pregnant"
5. "Left job for health reasons"
6. "Just decided to leave"
7. "Career break"
8. "More money"
9. "Better job"
10. "Firm closed down"
11. "For some other reason (SPECIFY AT NEXT QUESTIONS"

JYOEnd   **"Why did this job end?"**
INTERVIEWER: ENTER DETAILS OF OTHER REASON JOB ENDED

Open type: long verbatim answer

MoreJob   **"Have you had any other jobs before the one you have just told me about?"**

1. "Yes"
2. "No"

Work & family

KidCare   **"SHOW CARD CC.**
Thinking about your child(ren) under the age of 14, while you are at work, who usually looks after them?"

CODE ALL THAT APPLY

1. "Husband/wife/partner"
2. "Parents"
3. "Parents-in-law"
4. "Other relatives"
5. "Friends/Neighbours"
6. "Live-in nanny, au pair"
7. "Other nanny/ au pair"
8. "Registered childminder"
9. "Unregistered childminder "
10. "Workplace nursery/creche"
11. "Local authority day nursery/creche"
12. "Private day nursery/creche"
13. "Playgroup"
14. "After school club"
15. "Nursery school/class"
16. "School"
17. "Other"
18. "Old enough to look after themselves"
19. "None of these"
Multicoded: up to 18 codes

CarePay   **"Do you pay for this childcare?"**

1. "Yes"
2. "No"

CareJoy   **"On the whole, do you enjoy being at home/looking after children?"**

1. "Yes"
2. "No"
3. "Not sure"

CarePref   **"Would you *READ OUT*"**

1. "prefer to be in full-time employment,"
2. "prefer to be in part-time employment,"
3. "or are you happy to be at home?"

YnoJob   **"What are the reasons for not having a job at the moment?"**
CODE ALL THAT APPLY

1. "Can't get day care - code and probe for details"
2. "Waiting to take up a job"
3. "Can't get job"
4. "Get more on benefits that would get in work"
5. "Childcare cost more than I could earn in a job"
6. "Children too young to leave"
7. "Can't find suitable/qualified child care"
8. "Lack of skills, qualifications"
9. "Partner disapproves"
10. "(SPECIFY AT NEXT QUESTION)"
Multicoded: up to 10 codes

YnoJobO   **"INTERVIEWER: RECORD OTHER REASONS"**

Open type: long verbatim answer

Partner's employment

PleftEd   **"Now I'd like to ask you a few questions about your (husband, wife or partner).**
Firstly, how old was your (husband, wife or partner) when he_or_she finally left his_her full-time education?"

IF LEFT AND RE-ENTERED, CODE AGE LAST LEFT

Numeric: 14..90

PeconAct   **"SHOW CARD V.**
Which of the things on this card shows what they are currently doing?"

CODE ONE ONLY - MAIN ACTIVITY.
See Glossary entries on Jobs, Activity Status and Main Activity**.**

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. "Wholly retired"
12. "Other (SPECIFY AT NEXT QUESTION)"

PothAct   **"What are they currently doing?"**
INTERVIEWER: ENTER DETAILS

Open type: long verbatim answer

PanyJob "Has he_or_she had any job or worked as a self-employed person for a month or more in the last 3 months, apart from in vacation jobs?"
IF YES, PROBE FOR WHICH.

1. "Yes, employee"
2. "Yes, self-employed"
3. "No, not worked"

Pjtitle "What is his_her (main) job?"
IF MORE THAN ONE CURRENT JOB, ASK ABOUT THE ONE WITH THE LONGEST HOURS.

ENTER JOB TITLE.

The more information you gather the better. See Glossary entry on Occupational Information.

Open type: long verbatim answer

PJDo "What do they mainly do in their job?"
CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB AND ENTER DETAILS.

The more information you gather the better. See Glossary entry on Occupational Information.

Open type: long verbatim answer

PJSup "Do they have any managerial duties, or are they supervising any other employees?"

ASK ONLY IF NOT CLEAR FROM ANSWERS TO PREVIOUS QUESTIONS, OTHERWISE RECORD.
The more information you gather the better. See Glossary entry on Occupational Information.

1. "Manager"
2. "Foreman/supervisor"
3. "Not manager/supervisor"

PJEmps "Are they working on their own or do they have employees?"

The more information you gather the better.
See Glossary entry on Occupational Information.

1. "On own/with partner(s) but no employees"
2. "With employees"

PJNEmps "How many people do they employ at the place where they work?"

1. "1-24"
2. "25 or more"

PSERegIn "Do they receive an income on a regular basis for this work?"
Treat as a regular if at least once a month.

1. "Yes"
2. "No"

PnetPay "What is their usual total take home pay - that is after all deductions for tax, National Insurance, union dues, pension and so on, but including overtime, bonuses, commission and tips?"

This is most likely to be an estimate if provided by the CM, but partner may answer if present.

Numeric: 1..9999999

PnetPrd   **"How long a period did that pay cover?"**

1. "...One week"
2. "A fortnight"
3. "Four weeks"
4. "A calendar month"
5. "A year or"
6. "Some other period? (SPECIFY AT NEXT QUESTION)"

PnetOPrd   **"What period did it cover?"**
INTERVIEWER: ENTER DETAIL OF OTHER NET PAY PERIOD

Open answer: up to 20 characters

Ppresent   **"INTERVIEWER CODE: WAS SPOUSE/PARTNER PRESENT FOR THESE QUESTIONS (PLeftEd - PnetOPrd)?"**

1. "Yes"
2. "No"

Pans   **"INTERVIEWER CODE: WHO ANSWERED THE QUESTIONS ABOUT THE SPOUSE/PARTNER (PLeftEd - PnetOPrd)?"**

1. "Cohort Member only"
2. "Spouse/partner only"
3. "Both"

Lifelong Learning

Educational qualifications

AGELFTED   **"How old were you when you left full-time continuous education?"**

IF LEFT AND LATER RETURNED TO BECOME A FULL-TIME STUDENT, ASK HOW OLD WHEN FIRST LEFT.
IF SANDWICH COURSE TREAT AS FULL-TIME CONTINIOUS EDUCATION

1. "Age left"
2. "Still in full-time education"

ACTAGEL   **"INTERVIEWER ENTER AGE"**

Numeric: 14..42

FURTHED   **"Can I just check, did you start *any* other full-time education within three years of finishing your full-time continuous education?"**

1. "Yes"
2. "No"

LFTMORED   **"How old were you when you finished your last period of full-time education?"**
Enter Age.

Numeric: 14..42

EDQUALS   **"Please look at card DD. Have you obtained *any* of the qualifications on this card *(since March 1974/ March 1991/ April 1986*)?"**

1. "Yes"
2. "No"

EDQTYPE   **"Please look at card DD and tell me which of these qualifications you have obtained?"**

ENTER ALL QUALIFICATIONS HELD.

1. "GCSE"
2. "GCE O Level"
3. "CSE"
4. "A/S Level"
5. "GCE A Level (or S Level)"
6. "Scottish School Certificate, Higher School Certificate or Scottish School School Qualification"
7. "Diploma of Higher Education"
8. "Degree (e.g. BA, BSc)"
9. "Other degree level qualification such as graduate membership of professional institute"
10. "Higher degree (e.g. PhD, MSc)"
11. "Nursing or other para-medical qualification not yet mentioned"
12. "PGCE - Post-graduate Certificate of Education"
13. "Other teaching qualification"
Multicoded: up to 13 codes

EDGCSE1   **"How many GCSE's did you get at Grades A-C?"**

Numeric: 0..15

EDGCSE2   **"How many GCSE's did you get at Grades D-G?"**

Numeric: 0..15

EDGCEYrQ   **"Did you do all your GCSE's at the same time?"**

    1. "Yes"
    2. "No"

GCEYrQ
EDYEARM   **"In which year did you get your GCSE's?"**

    Numeric: 1972..2000

EDGCEWhQ   **"Did you study for all of your GCSE's in the same place?"**

    1. "Yes"
    2. "No"

GCEWhQ
EDQLOC   **"SHOW CARD EE. From this card please tell me where you studied for your GCSE?"**

    1. "School"
    2. "Technical College"
    3. "Teacher Training College, College of Education or College of Higher Education"
    4. "Further Education College"
    5. "Tertiary College"
    6. "Institute of Higher Education"
    7. "Polytechnic or Scottish Central Institution"
    8. "University/Open University"
    9. "Adult Education College/Centre"
    10. "Government Skill Centre"
    11. "Private or Commercial College"
    12. "Your employer's premises"
    13. "Distance learning and correspondence classes"
    14. "Training provider"
    15. "Other Location"

GCSEFTPT
EDFTPTIM   **"Were you studying full-time or part-time?"**

    1. "Full-time"
    2. "Part-time"

EDQSUB   **"What subject was your (next) GCSE in?"**

    ENTER EACH SUBJECT IN TURN.
    Open answer: up to 25 characters

EDQWHEN   **"Please tell me when you got your GCSE."**
    Avoid the 'don't know' response if possible. A confident guess is preferred.

    1. "Year"
    2. "Don't know"

(EDYEARM)
(EDQLOC)   **SEE ABOVE**
(EDFTPTIM)

EDOLEV1   **"How many GCE O Level's did you get at Grades A-C (1-6)?"**

    Numeric: 0..15

EDOLEV2   **"How many GCE O Level's did you get at Grades D-G (7-9)?"**

    Numeric: 0..15

NumOLvl	**"How many GCE O Level's have you obtained?"**
	Numeric: 0..15
EOLvlYrQ	**"Did you do all your GCE O Level's at the same time?"**
	1. "Yes" 2. "No"
OLvlYrQ **EDYEARM**	**"In which year did you get your GCE O Level's?"**
	Numeric: 1972..2000
EOLvlWhQ	**"Did you study for all of your GCE O Level's in the same place?"**
	1. "Yes" 2. "No"
OlvlWhQ **EDQLOC**	**"SHOW CARD EE.** **From this card please tell me where you studied for your GCE O Level's?"** **SEE ABOVE**
OLvlFTPT **EDFTPTIM**	**"Were you studying full-time or part-time?"**
	1. "Full-time" 2. "Part-time"
EDQSUB	**"What subject was your (next) GCE O Level in?"**
	ENTER EACH SUBJECT IN TURN.
	Open answer: up to 25 characters
EDQWHEN	**"Please tell me when you got your O'levels."** Avoid the 'don't know' response if possible. A confident guess is preferred.
	1. "Year" 2. "Don't know"
(EDYEARM) **(EDQLOC)** **(EDFTPTIM)**	**SEE ABOVE**
EDCSE1	**"How many CSE's did you get at Grade 1?"**
	Numeric: 0..15
EDCSE2	**"How many CSE's did you get at Grade 2?"**
	Numeric: 0..15
NumCSE	**"How many CSE qualifications have you obtained?"**
	Numeric: 0..15
ECSEYrQ	**"Did you do all your CSE's at the same time?"**
	1. "Yes" 2. "No"

CSEYrQ EDYEARM	"In which year did you get your CSE's?"
	Numeric: 1972..2000

ECSEWhQ	"Did you study for all of your CSE's in the same place?"
	1. "Yes"
	2. "No"

CSEWhQ EDQLOC	"SHOW CARD EE. From this card please tell me where you studied for your CSE's?"
	SEE ABOVE

CSEFTPT EDFTPTIM	"Were you studying full-time or part-time?"
	1. "Full-time"
	2. "Part-time"

EDQSUB	"What subject was your (next) CSE in?"
	ENTER EACH SUBJECT IN TURN. Open answer: up to 25 characters

EDQWHEN	"Please tell me when you got your CSE." Avoid the 'don't know' response if possible. A confident guess is preferred.
	1. "Year"
	2. "Don't know"

(EDYEARM) (EDQLOC) (EDFTPTIM)	SEE ABOVE

NumASLvl	"How many A/S level qualifications have you obtained?"
	Numeric: 0..15

EDASL1	"How many AS level(s) did you get at Grades A-C?"
	Numeric: 0..15

EDASL2	"How many AS level(s) did you get at Grades D-G?"
	Numeric: 0..15

EDQSUB	What subject was your AS level in?
	ENTER EACH SUBJECT IN TURN. Open answer: up to 25 characters

EDQWHEN	"Please tell me when you got your AS level." Avoid the 'don't know' response if possible. A confident guess is preferred.
	1. "Year"
	2. "Don't know"

EDYEARM   **"In which year did you get your AS level?"**

Numeric: 1972..2000

EDQLOC   **"SHOW CARD EE. From this card please tell me where you studied for your A/S level?"**

SEE ABOVE

EDFTPTIM   **"Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

NumGCSAS   **"How many GCE A level or S level qualifications have you obtained?"**

Numeric: 0..15

EDGCASL1   **"How many GCE/A-Level/S-Level qualifications did you get at Grade A-C?"**

Numeric: 0..15

EDGCASL2   **"How many GCE/A-Level/S-Level qualifications did you get at Grade D-G?"**

Numeric: 0..15

EDQSUB   **What subject was your GCE/A-Level/S- level in?**

ENTER EACH SUBJECT IN TURN.

Open answer: up to 25 characters

EDQWHEN   **"Please tell me when you got your GCE/A-Level/S- level."**
Avoid the 'don't know' response if possible. A confident guess is preferred.

1. "Year"
2. "Don't know"

EDYEARM   **"In which year did you get your GCE/A-Level/S- level?"**

Numeric: 1972..2000

EDQLOC   **"SHOW CARD EE. From this card please tell me where you studied for your GCE/A-Level/S- level?"**

SEE ABOVE

EDFTPTIM   **"Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

EDSCOT **What grades did you get for your Scottish school certificate, higher school certificate or Scottish school qualification?"**
PROMPT IF NECESSARY

1. "SCE Standard grades 4-5 or SCE Ordinary grades D-E"
2. "SCE Standard grades 1-3 or SCE Ordinary grades A-C"
3. "SUPE / SLC Lower or ordinary grade"
4. "SCE/SLC/SUPE Higher grade or equivalent"
5. "Scottish certificate of 6th year studies"
6. "Other Scottish school qualification"
Multicoded: up to 6 codes

EDSCOTA **Please tell me when you got your Scottish school certificate, higher school certificate or**
EDSCOTB **Scottish school qualification?"**
EDSCOTC
EDSCOTD 1. "Year"
EDSCOTE 2. "Don't know"
EDSCOTF

EDSCOTYA **Enter year when qualification awarded?"**
EDSCOTYB
EDSCOTYC Numeric: 1972..2000
EDSCOTYD
EDSCOTYE
EDSCOTYF

EDSCOTWA **SHOW CARD EE.**
EDSCOTWB **Where did you study for your Scottish school certificate, higher school certificate or**
EDSCOTWC **Scottish school qualification?"**
EDSCOTWD
EDSCOTWE SEE ABOVE
EDSCOTWF

EDDipEd **"Please tell me when you got your Diploma of Higher Education?"**

1. "Year"
2. "Don't know"

EDDipWhn **"Enter year when qualification awarded?"**

Numeric: 1972..2000

EDDipEdW **"SHOW CARD EE.**
Where did you study for your Diploma of Higher Education?"

SEE ABOVE

NumDEG **"How many degree's have you obtained?"**

Numeric: 0..15

EDDEG **"What grade did you get for your Degree?"**

PROMPT IF NECESSARY.
First degree not masters or higher degree.

1. "First"
2. "Upper second [2:1]"
3. "Lower second [2:2]"
4. "Third"
5. "pass"

EDQSUB   **What subject was your degree in?**

ENTER EACH SUBJECT IN TURN.
Open answer: up to 25 characters

EDQWHEN   **"Please tell me when you got your degree."**
Avoid the 'don't know' response if possible. A confident guess is preferred.

1. "Year"
2. "Don't know"

EDYEARM   **"In which year did you get your degree?"**

Numeric: 1972..2000

EDQLOC   **"SHOW CARD EE. From this card please tell me where you studied for your degree?"**

SEE ABOVE

EDFTPTIM   **"Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

NumOthDg   **"How many other degree level qualification such as graduate membership of other professional institutes have you obtained?"**

Numeric: 0..15

EDQSUB   **What subject was your other degree level qualification in?**

ENTER EACH SUBJECT IN TURN.
Open answer: up to 25 characters

EDQWHEN   **"Please tell me when you got your other degree level qualification."**
Avoid the 'don't know' response if possible. A confident guess is preferred.

1. "Year"
2. "Don't know"

EDYEARM   **"In which year did you get your other degree level qualification?"**

Numeric: 1972..2000

EDQLOC   **"SHOW CARD EE. From this card please tell me where you studied for your other degree level qualification?"**

SEE ABOVE

EDFTPTIM   **"Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

NumHghDg   **"How many higher degree's (e.g. PhD, MSc) have you obtained?"**

Numeric: 0..15

EDQSUB   **What subject was your higher degree?**

ENTER EACH SUBJECT IN TURN.
Open answer: up to 25 characters

EDQWHEN   **"Please tell me when you got your higher degree."**
Avoid the 'don't know' response if possible. A confident guess is preferred.

1. "Year"
2. "Don't know"

EDYEARM   **"In which year did you get your higher degree?"**

Numeric: 1972..2000

EDQLOC   **"SHOW CARD EE. From this card please tell me where you studied for your higher degree?"**

SEE ABOVE

EDFTPTIM   **"Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

NumParaM   **"How many nursing or other para-medical qualifications have you obtained?"**

Numeric: 0..15

PGCEYear   **"Please tell me when you got your PGCE - Post Graduate Certificate of Education?"**

1. "Year"
2. "Don't know"

PGCEWhen   **"Enter year when qualification awarded?"**

Numeric: 1972..2000

PGCEWher   **"SHOW CARD EE.**
Where did you study for your PGCE - Post Graduate Certificate of Education?"

SEE ABOVE
PGCEFTPT   **"Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

NumOthT   **"How many other teaching qualifications have you obtained?"**

Numeric: 0..15

Vocational qualifications

VOCQUAL   **"Please look at card FF. Have you obtained *any* of the qualifications on this card *(since March 1974/March 1991/ April1986)*?"**

1. "Yes"
2. "No"

VOCTYP   **"SHOW CARD FF. Which of these qualifications have you obtained?"**

1. "BTEC, BEC, TEC, SCOTBEC, SCOTEC, or SCOTVEC qualification"
2. "City and Guilds qualification"
3. "RSA qualification"
4. "Pitman's qualifications"
5. "NVQ - National Vocational Qualification"
6. "GNVQ - General National Vocational Qualification"
7. "ONC/OND not covered elsewhere"
8. "HNC/HND not covered elsewhere"
9. "Recognised trade apprenticeship"
10. "HGV licence"
11. "Other qualification"

Multicoded: up to 11 codes

VOCBTEC   **"How many BTEC, BEC, TEC, SCOTTEC or SCOTVEC qualifications have you obtained? Please do not count separate modules as different qualifications"**

Numeric: 0..15

VOCSUB   **"What was the *main* subject this qualification was in?"**

Open answer: up to 30 characters

BTEClev   **"What level BTEC did you get?"**
PROMPT IF NECESSARY

1. "First / General certificate"
2. "First / General Diploma"
3. "National certificate diploma"
4. "Higher certificate diploma"
5. "Other BTEC qualification"

VOCDATE   **When were you awarded your BTEC?"**

1. "year"
2. "don't know"

VOCYEAR   **Enter year qualification awarded"**

Numeric: 0..2000

VOCLOC   **SHOW CARD EE.**
Where did you study for your BTEC?"

1. "School"
2. "Technical College"
3. "Teacher Training College, College of Education or College of Higher Education"
4. "Further Education College"
5. "Tertiary College"
6. "Institute of Higher Education"
7. "Polytechnic or Scottish Central Institution"
8. "University/Open University"
9. "Adult Education College/Centre"
10. "Government Skill Centre"
11. "Private or Commercial College"
12. "Your employer's premises"
13. "Distance learning and correspondence classes"
14. "Training provider"
15. "Other Location"

VOCFTPT   **Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

VOCCITY   **"How many City and Guilds qualifications have you obtained? Please do not count separate modules as different qualifications"**

Numeric: 0..15

VOCSUB   **"What was the *main* subject this qualification was in?"**

Open answer: up to 30 characters

Citylev   **"What level City and Guilds did you get?"**
PROMPT IF NECESSARY

1. "Part1"
2. "Part2/Craft/Intermediate"
3. "Part3/Final/Advanced Craft"
4. "Part4/Career Extension/Full technological certificate"
5. "Other C&G qualification"

VOCDATE   **When were you awarded your City & Guilds?"**

1. "year"
2. "don't know"

VOCYEAR   **Enter year qualification awarded"**

Numeric: 0..2000

VOCLOC   **SHOW CARD EE.**
Where did you study for your City & Guilds?"

SEE ABOVE

VOCFTPT   **Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

VOCRSA   **"How many RSA qualifications have you obtained? Please do not count separate modules as different qualifications"**

Numeric: 0..15

VOCSUB   **"What was the *main* subject this qualification was in?"**

Open answer: up to 30 characters

RSAlev   **"What level RSA did you get?"**
PROMPT IF NECESSARY

1. "Certificate"
2. "First Diploma"
3. "Advanced diploma or certificate"
4. "Higher diploma"
5. "Other RSA qualification"

VOCDATE   **When were you awarded your RSA qualification?"**

1. "year"
2. "don't know"

VOCYEAR   **Enter year qualification awarded"**

Numeric: 0..2000

VOCLOC   **SHOW CARD EE.**
                Where did you study for your RSA qualification?"

SEE ABOVE

VOCFTPT   **Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

VOCPITM   **"How many Pitmans' qualifications have you obtained? Please do not count separate modules as different qualifications"**

Numeric: 0..15

VOCSUB   **"What was the *main* subject this qualification was in?"**

Open answer: up to 30 characters

PITLEV   **"What level Pitmans' did you get?"**
                PROMPT IF NECESSARY

1. "Level 1"
2. "Level 2"
3. "Level 3"
4. "Other Pitmans qualification"

VOCDATE   **When were you awarded your Pitman's qualification?"**

1. "year"
2. "don't know"

VOCYEAR   **Enter year qualification awarded"**

Numeric: 0..2000

VOCLOC   **SHOW CARD EE.**
                Where did you study for your Pitman's qualification?"

SEE ABOVE

VOCFTPT   **Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

VOCNVQ   **"How many NVQ qualifications have you obtained? Please do not count separate modules as different qualifications"**

Numeric: 0..15

VOCSUB   "What was the *main* subject this qualification was in?"

Open answer: up to 30 characters

NVQlev   "What level NVQ did you get?"
PROMPT IF NECESSARY.

1. "Level 1"
2. "Level 2"
3. "Level 3"
4. "Level 4"
5. "Level 5"
6. "Level 6"
7. "Trusts towards NVQ/SVQ"
8. "Other NVQ"

VOCDATE   When were you awarded your NVQ qualification?"

1. "year"
2. "don't know"

VOCYEAR   Enter year qualification awarded"

Numeric: 0..2000

VOCLOC   SHOW CARD EE.
Where did you study for your NVQ qualification?"

SEE ABOVE

VOCFTPT   Were you studying full-time or part-time?"

1. "Full-time"
2. "Part-time"

VOCGNVQ   "How many GNVQ qualifications have you obtained? Please do not count separate modules as different qualifications"
Numeric: 0..15

VOCSUB   "What was the *main* subject this qualification was in?"

Open answer: up to 30 characters

GNVlev   "What level GNVQ did you get?"
PROMPT IF NECESSARY

1. "Foundation"
2. "Intermediate"
3. "Advanced"
4. "Other GNVQ qualification"

VOCDATE   When were you awarded your GNVQ?"

1. "year"
2. "don't know"

VOCYEAR   Enter year qualification awarded"

Numeric: 0..2000

VOCLOC   **SHOW CARD EE.**
Where did you study for your GNVQ?"
SEE ABOVE

VOCFTPT   **Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

VOCONC   **"How many ONC qualifications have you obtained? Please do not count separate modules as different qualifications"**

Numeric: 0..15

VOCSUB   **"What was the *main* subject this qualification was in?"**

Open answer: up to 30 characters

ONCLvl   **"What level ONC/OND did you get?"**
PROMPT IF NECESSARY

1. "Pass"
2. "Merit"
3. "Distinction"

VOCDATE   **When were you awarded your ONC/OND?"**

1. "year"
2. "don't know"

VOCYEAR   **Enter year qualification awarded"**

Numeric: 0..2000

VOCLOC   **SHOW CARD EE.**
Where did you study for your ONC/OND?"

SEE ABOVE

VOCFTPT   **Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

VOCHNC   **"How many HNC qualifications have you obtained? Please do not count separate modules as different qualifications"**

Numeric: 0..15

VOCSUB   **"What was the *main* subject this qualification was in?"**

Open answer: up to 30 characters

HNCLvl   **"What level HNC/HND did you get?"**
PROMPT IF NECESSARY

1. "Pass"
2. "Merit"
3. "Distinction"

VOCDATE   **When were you awarded your HNC/HND?"**

1. "year"
2. "don't know"

VOCYEAR   **Enter year qualification awarded"**

Numeric: 0..2000

VOCLOC   **SHOW CARD EE.**
Where did you study for your HNC/HND?"

SEE ABOVE

VOCFTPT   **Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

VOCAPPR   **"How many recognised trade apprenticeship qualifications have you obtained? Please do not count separate modules as different qualifications"**

Numeric: 0..15

VOCSUB   **"What was the *main* subject this qualification was in?"**

Open answer: up to 30 characters

VOCDATE   **When were you awarded your apprenticeship?"**

1. "year"
2. "don't know"

VOCYEAR   **Enter year qualification awarded"**

Numeric: 0..2000

VOCLOC   **SHOW CARD EE.**
Where did you study for your apprenticeship?"

SEE ABOVE

VOCFTPT   **Were you studying full-time or part-time?"**

1. "Full-time"
2. "Part-time"

VOCHGV   **"How many HGV qualifications have you obtained? Please do not count separate modules as different qualifications"**

Numeric: 0..15

VOCOTH   **"How many other qualifications have you obtained?"**

Numeric: 0..15

Other qualification courses

FAILQUAL **"Since** *(March 1974/ March 1991/ April 1986)* **have you done any courses that were designed to lead to a qualification, but where you** *did not* **get that qualification because you failed the course, deferred or did not finished it for some other reason?**
Please exclude any course that you are *currently* **doing?"**
SEE GLOSSARY.

1. "Yes - Failed"
2. "Yes - deferred"
3. "Yes - other reason"
4. "No"

NUMFQUAL **"How many courses have you started where you did not get the qualification?"**

Numeric: 1..20

Current qualification courses

CURRQUAL **"Are you currently doing a course which is meant to lead to a qualification?"**
If doing more than one course ask about course spend most time on.
SEE GLOSSARY.

1. "Yes"
2. "No"

CURFTPT **"I'd like to ask you some questions about your current course.**
Is this course full-time or part-time?"

1. "Full-time"
2. "Part-time"

CURQSUB **"What is the subject(s) of your current course?"**

Open type: long verbatim answer

CURTYPE **"USING SHOW CARDS DD & FF.**
Which of these qualifications are you studying for at this time?"

1. "GCSE"
2. "A/S Level"
3. "GCE A Level (or S Level)"
4. "Scottish School Certificate, Higher School Certificate or Scottish School School Qualification"
5. "Diploma of Higher Education"
6. "Degree (e.g. BA, BSc)"
7. "Other degree level qualification such as graduate membership of professional institute"
8. "Higher degree (e.g. PhD, MSc)"
9. "Nursing or other para-medical qualification not yet mentioned"
10. "PGCE - Post-graduate Certificate of Education"
11. "Other teaching qualification"
12. "BTEC, BEC, TEC, SCOTBEC, SCOTEC, or SCOTVEC qualification"
13. "City and Guilds qualification"
14. "RSA qualification"
15. "Pitman's qualifications"
16. "NVQ - National Vocational Qualification"
17. "GNVQ - General National Vocational Qualification"
18. "ONC/OND not covered elsewhere"
19. "HNC/HND not covered elsewhere"
20. "Recognised trade apprenticeship"
21. "HGV licence"
22. "Open college credits, including London Open College Network Credits"
23. "Other qualification"
24. "None of these"

CURQYR   **When did you start the course?"**

1. "Year"
2. "DON'T KNOW"

Curyear   **"Enter Year"**

Numeric: 0..2000

CURLOC   **"SHOW CARD EE.**
      Where is this course based?"

1. "School"
2. "Technical College"
3. "Teacher Training College, College of Education or College of Higher Education"
4. "Further Education College"
5. "Tertiary College"
6. "Institute of Higher Education"
7. "Scottish Central Institution"
8. "University/Open University"
9. "Adult Education College/Centre"
10. "Government Skill Centre"
11. "Private or Commercial College"
12. "Your employer's premises"
13. "Distance learning and correspondence classes"
14. "Training provider"
15. "Other Location"

WHYCURQ   **"Please look at card GG and tell me did any of the things on this card apply to you when you decided to take the course?"**

1. "I wanted to do something interesting"
2. "I was curious about the subject"
3. "I wanted to improve my knowledge or ability in the subject"
4. "I needed to do this learning so I could start another course"
5. "I needed to improve my job prospects"
6. "I needed to improve my job performance"
7. "None of these reasons applied"
Multicoded: up to 6 codes

OUTCOME   **"SHOW CARD HH.**
      Do you think any of the things on this card will *actually* happen as a result of you doing this course?"

1. "I will get a new job"
2. "I will change to a different type of work"
3. "I will learn new skills for the job I am doing"
4. "I will be able to do my job better"
5. "I will get a pay rise in the job I am doing"
6. "I will get a promotion in the organisation where I am working"
7. "I will get more satisfaction out of the work I have been doing"
8. "Other job related outcomes"
9. "None of these things"
Multicoded: up to 8 codes

Other courses & training

YTS   **"Have you done *any* YTS or YT courses?"**
                 Including any current course.
                 SEE GLOSSARY.

                 1. "Yes"
                 2. "No"

NUMYTS   **"How many YTS or YT courses have you done since leaving full-time education?"**

                 Numeric: 1..15

YTSNOW   **"Are you currently on a YTS or YT course?"**

                 1. "Yes"
                 2. "No"

OTHGOV   **"Have you done *any* other Government courses including New Deal options since leaving full-time education?**

                 1. "Yes"
                 2. "No"

NUMGOV   **"How many other Government courses have you done since leaving full-time education?"**
                 INCLUDE ANY CURRENT COURSE.

                 Numeric: 1..15

GOVNOW   **"Are you currently on any other (or another) Government course?"**

                 1. "Yes"
                 2. "No"

Aptrain   **"Have you done *any* modern apprenticeships since leaving full-time education?"**
                 SEE GLOSSARY.

                 1. "Yes"
                 2. "No"

Numap   **"How many modern apprenticeships have you done since leaving full-time education?**
                 Including any current course."

                 Numeric: 1..5

Apnow   **"Are you currently doing a modern apprenticeship?"**

                 1. "Yes"
                 2. "No"

Actrain   **"Have you done *any* access courses since leaving full-time education?"**

                 1. "Yes"
                 2. "No"

Numac   **"How many access courses have you done since leaving full-time education?**
                 Including any current course."
                 Numeric: 1..10

Acnow   **"Are you currently doing an access course?"**

1. "Yes"
2. "No"

WRKTRAIN   **"Apart from anything else you've already told me about have you done *any* work related training provided by an employer which lasted for 3 days or more since leaving full-time education?"**

1. "Yes"
2. "No"

NUMWRKTR   **"How many work related training courses have you done since leaving full-time education? Including any current course."**

Numeric: 1..30

WRKTRNOW   **"Are you currently on a work related training course?"**

1. "Yes"
2. "No"

LEISCORS   **"Have you done *any* other courses for interest or leisure since leaving full-time education? Please include evening classes."**

1. "Yes"
2. "No"

NUMLEIS   **"How many other courses for interest or leisure have you done since leaving full-time education?"**

ACCEPT ESTIMATE
Including any current course.

Numeric: 1..15

LEISNOW   **"Are you currently on a course for interest or leisure?"**

1. "Yes"
2. "No"

READCORS   **"Have you done *any* courses to improve reading since leaving full-time education?"**

1. "Yes"
2. "No"

NUMREAD   **"How many courses to improve reading have you done since leaving full-time education? INCLUDE ANY CURRENT COURSES."**

Numeric: 1..15

READNOW   **"Are you currently on a course to improve reading?"**

1. "Yes"
2. "No"

WRITCORS   **"Have you done any courses to improve writing since leaving full-time education?"**

1. "Yes"
2. "No"

NUMWRITE   **"How many courses to improve writing have you done since leaving full-time education? Including any current course."**

Numeric: 1..15

WRITENOW   **"Are you currently on a course to improve writing?"**

1. "Yes"
2. "No"

MATHCORS   **"Have you done any courses to improve maths Since leaving full-time education?"**

1. "Yes"
2. "No"

NUMMATHS   **"How many courses to improve maths have you done Since leaving full-time education? Including any current course."**

Numeric: 1..15

MATHSNOW   **"Are you currently on a course to improve maths?"**

1. "Yes"
2. "No"

WHYOTHC   **"I'd like to ask you some more questions about the course(s) you are currently doing.**

Please look at card GG. Did *any* of these things on this card apply to you when you decided to take the course?."

1. "I wanted to do something interesting"
2. "I was curious about the subject"
3. "I wanted to improve my knowledge or ability in the subject"
4. "I needed to do this learning so I could start another course"
5. "I needed to improve my job prospects"
6. "I needed to improve my job performance"
7. "I wanted to know more so I could help my child"
8. "I needed to improve my basic skills so I could get onto another course"
9. "None of these reasons applied"

Multicoded: up to 8 codes

OUTCOME2   **"SHOW CARD HH.**
Would you say that *any* of the things on this card will actually happen as a result of you doing this course?"

1. "I will get a new job"
2. "I will change to a different type of work"
3. "I will learn new skills for the job I am doing"
4. "I will be able to do my job better"
5. "I will get a pay rise in the job I am doing"
6. "I will get a promotion in the organisation where I am working"
7. "I will get more satisfaction out of the work I have been doing"
8. "Other job related outcomes"
9. "None of these things"

Multicoded: up to 8 codes

WHYNEET **"SHOW CARD II.**
On this card are a number of reasons why some people don't do courses, do any of the these apply to you?"

1. "I don't have time to learn because of work"
2. "I don't have time to learn because of family"
3. "I don't have any interest in learning"
4. "I can't afford to do any courses"
5. "Poor access to public transport makes it difficult for me to get to a courses"
6. "I have difficulties with reading"
7. "I have difficulties with writing and spelling"
8. "I have difficulties with maths"
9. "I don't need to learn"
10. "None of these"
Multicoded: up to 9 codes

MAINNEET **"And which is the main one that applies to you?**
SHOWCARD FF"

1. "I don't have time to learn because of work"
2. "I don't have time to learn because of family"
3. "I don't have any interest in learning"
4. "I can't afford to do any courses"
5. "Poor access to public transport makes it difficult for me to get to a courses"
6. "I have difficulties with reading"
7. "I have difficulties with writing and spelling"
8. "I have difficulties with maths"
9. "I don't need to learn"

LEARNUSE **Thinking of all the learning, training or education you have done in your life - including your time at school, which period of learning, if any, would you say has been the most *useful* for the sort of work that you do now?"**

1. "Time at school"
2. "Time at FE college/Sixth Form college"
3. "University"
4. "Work"
5. "All periods of learning have been useful for work"
6. "None"

LrnUseF **SHOW CARD JJ.**
Now thinking of all the time you have spent in training or education in your life, which period, if any, has been the most useful *for the work you might do in the future*?"

1. "Time at school"
2. "Time at FE college/Sixth Form college"
3. "University"
4. "Work"
5. "All periods of learning have been useful for work"
6. "None"

Use of computers

PCHOME **"Do you have a computer at home?"**

1. "Yes"
2. "No"

HPCUSE **"How often do you use the computer?"**

1. "Never use it"
2. "Daily"
3. "2-4 times a week"
4. "Once a week"
5. "Less than once a week"

HOWUSEH   **"SHOW CARD KK.**
Please can you look at this card and tell me which, if any, of these types of things you use your computer for?"

1. "Word processing"
2. "Internet (World Wide Web)"
3. "Email"
4. "Data analysis"
5. "Data bases"
6. "Design packages"
7. "Games"
8. "Sending faxes"
9. "Encyclopaedia or other information CD roms"
10. "Composing music"
11. "Listening to music"
12. "Photography"
13. "Programming"
14. "Other"
Multicoded: up to 14 codes

HUSEOTH   **"Other uses (SPECIFY)"**

Open type: long verbatim answer

PCWORK   **"Do you use a computer at work?"**

1. "Yes"
2. "No"

WPCUSE   **"How often do you use the computer ...READ..."**

1. "Daily"
2. "2-4 times a week"
3. "Once a week"
4. "Less than once a week"

HOWUSEW   **"Please look at card KK and tell me in which of these ways you use your computer at work?"**

1. "Word processing"
2. "Internet (World Wide Web)"
3. "Email"
4. "Data analysis"
5. "Data bases"
6. "Design packages"
7. "Games"
8. "Sending faxes"
9. "Encyclopædia or other information CD roms"
10. "Composing music"
11. "Listening to music"
12. "Photography"
13. "Programming"
14. "Other"
Multicoded: up to 13 codes

WUSEOTH   **"Enter other computer uses"**

Open type: long verbatim answer

Literacy & numeracy

SIGHTPRB "IF RESPONDENT IS BLIND CODE, ELSE ASK
First, can I check, do you have any problems with reading because you are unable to see properly?"
ASK OR CODE.

1. "Yes - Has sight problem"
2. "Yes - blind"
3. "No - no sight problem"

READPRB1 "Can you usually read and understand what is written in a magazine or newspaper?
PROBE IF YES: Can you usually read this easily or with difficulty?"

1. "Yes, easily"
2. "Yes, with difficulty"
3. "No"

READPRB3 "If you have to, can you read aloud to a child from a children's storybook?
PROBE IF YES: Can you usually read this easily or with difficulty?"

1. "Yes, easily"
2. "Yes, with difficulty"
3. "No"

READPRB2 "If you have to, can you usually read and understand any paperwork or forms you would have to deal with in a job?
PROBE IF YES: Can you usually read this easily or with difficulty?"

1. "Yes, easily"
2. "Yes, with difficulty"
3. "No"

READPRB4 "Would you say your ability to read any paperwork or forms you have to deal with has improved or got worse over the last 10 years?"

1. "Improved"
2. "Got worse"
3. "Stayed the same"

WRITEPRB "Let me now ask you about writing or spelling. If you need to, can you write a letter to a friend to thank them for a gift or to invite them to visit?"
PROBE IF YES: "Can you usually write easily or with difficulty?"

1. "Yes, easily"
2. "Yes, with difficulty"
3. "No"

WPRBTYPE "When you try to write something do you find it difficult to spell words correctly?"

1. "Yes"
2. "No"
3. "never try to write anything"

HWRITPRB "And do you find it difficult to make your handwriting easy to read?"

1. "Yes"
2. "No"

WORDSPRB   "Do you find it difficult to put down in words what it is you want to say?"

1. "Yes"
2. "No"

MATHSPRB   "I would now like to ask you about ask about maths, numbers and simple arithmetic.
When you buy things in shops with a five or ten pound note, can you *usually* tell if you
have the right change? PROBE IF YES: Can you usually do easily or with difficulty?"

1. "Yes, easily"
2. "Yes, with difficulty"
3. "No"

MPRBTYPE   "When you have to do things with numbers do you find it difficult to recognise numbers
when you see them?"

1. "Yes"
2. "No"

ADDUP   "Do you ever have difficulty adding up?"

1. "Yes"
2. "No"

SUBTRACT   "Do you ever have difficulty with subtraction - that is taking one number away from
another?"

1. "Yes"
2. "No"

MULTIPLY   "Do you ever have difficulty with multiplication?"

1. "Yes"
2. "No"

DIVIDE   "Do you ever have difficulty with division?"

1. "Yes"
2. "No"

DATESPRB   "If you need to, can you usually work out what dates go with days on a calendar?
IF YES PROBE: Can you usually do this easily or with difficulty?"

1. "Yes, easily"
2. "Yes, with difficulty"
3. "No"

GETJOB   "Do problems with reading, writing or maths make it difficult to get a new job if you want
one?"

1. "Yes"
2. "No"

COPEJOB   "Do problems with reading or writing or maths make it difficult to cope with a job if you
have one?"

1. "Yes"
2. "No"

GTPROMOT   **"Do such problems with reading, writing or maths make it difficult to get on and get promotion in a job?"**

1. "Yes"
2. "No"

COPEHMBS   **"Do problems with reading or writing or maths make it difficult to manage your household business?"**

1. "Yes"
2. "No"

HELPKIDS   **"Do problems with reading or writing or maths make it difficult to help children read or learn things?"**

1. "Yes"
2. "No"
3. "Never help children read or learn things"

COPELEIS   **"Do problems with reading or writing or maths make it difficult for you to do the kinds of things you would like to do in your spare time?"**

1. "Yes"
2. "No"

MTHIMP   **"Have you ever wanted improve your maths?"**

1. "Yes"
2. "No"

MTHLIKE   **"Please look at Card LL. Would you like to improve your maths for any of the reasons on this card?"**

1. "I want to be able to help my children"
2. "I want to improve my chances of getting a job"
3. "I want to get promoted"
4. "I want to get a better job"
5. "I want to study for my own satisfaction"
6. "None of these reasons "
Multicoded: up to 5 codes

MTHPLACE   **"Please look at card MM and tell me in which, if any, of the following ways you would wish to study to improve your maths?"**

1. "On a college course in the daytime"
2. "On a college course in the evening"
3. "On a college course at weekends"
4. "On a course run at a community centre"
5. "Teaching yourself using the resources at a local library"
6. "Teaching yourself using packages on a home computer"
7. "Teaching yourself with the help of programs shown on the television"
8. "Teaching yourself with the help of programs on the radio"
9. "Teaching yourself at home using books"
10. "None of these apply"
Multicoded: up to 9 codes

READIMP   **"Have you ever wanted to improve your reading?"**

1. "Yes"
2. "No"

REDLIKE   **"Please look at Card LL. Would you like to improve your reading for any of the reasons on this card?"**

1. "I want to be able to help my children"
2. "I want to improve my chances of getting a job"
3. "I want to get promoted"
4. "I want to get a better job"
5. "I want to study for my own satisfaction"
6. "None of these reasons "
Multicoded: up to 5 codes

REDPLACE   **"Please look at card MM and tell me in which, if any, of the following ways you would wish to study to improve your reading?"**

1. "On a college course in the daytime"
2. "On a college course in the evening"
3. "On a college course at weekends"
4. "On a course run at a community centre"
5. "Teaching yourself using the resources at a local library"
6. "Teaching yourself using packages on a home computer"
7. "Teaching yourself with the help of programs shown on the television"
8. "Teaching yourself with the help of programs on the radio"
9. "Teaching yourself at home using books"
10. "None of these apply"
Multicoded: up to 9 codes

WRITIMP   **"Have you ever wanted to improve your writing?"**

1. "Yes"
2. "No"

WRILIKE   **"Please look at Card LL. Would you like to improve your writing for any of the reasons on this card?"**

1. "I want to be able to help my children"
2. "I want to improve my chances of getting a job"
3. "I want to get promoted"
4. "I want to get a better job"
5. "I want to study for my own satisfaction"
6. "None of these reasons "
Multicoded: up to 5 codes

WRIPLACE   **"Please look at card MM and tell me in which, if any, of the following ways you would wish to study to improve your writing?"**

1. "On a college course in the daytime"
2. "On a college course in the evening"
3. "On a college course at weekends"
4. "On a course run at a community centre"
5. "Teaching yourself using the resources at a local library"
6. "Teaching yourself using packages on a home computer"
7. "Teaching yourself with the help of programs shown on the television"
8. "Teaching yourself with the help of programs on the radio"
9. "Teaching yourself at home using books"
10. "None of these apply"
Multicoded: up to 9 codes

READKID   **"Do you/did you help your child(ren) with reading?"**

1. "Yes"
2. "No"

KIDRDCNF   **"Do/did you feel confident about helping your child(ren) with reading?"**

1. "Yes"
2. "No"

WRITEKID   **"Do you/did you help your child(ren) with writing?"**

1. "Yes"
2. "No"

WRITCONF   **"Do/did you feel confident about helping your child(ren) with writing?"**

1. "Yes"
2. "No"

MATHSKID   **"Do you/did you help your child(ren) with numbers and arithmetic?"**

1. "Yes"
2. "No"

MATHCONF   **"Do/did you feel confident about helping your child(ren) with numbers and arithmetic?"**

1. "Yes"
2. "No"

PARTREAD   **"And did/does your partner help your child(ren) with reading?"**

1. "Yes"
2. "No"

PARTWRIT   **"And did/does your partner help your child(ren) with writing?"**

1. "Yes"
2. "No"

PARTMATH   **"And did/does your partner help your child(ren) with numbers and arithmetic?"**

1. "Yes"
2. "No"

KIDSKOOL   **"SHOW CARD NN.**
How often do you go to your child(ren)'s school to discuss their progress?"

INTERVIEWER: IF HAS MORE THAN ONE CHILD ASK FOR AVERAGE.

1. "Frequently"
2. "Occasionally"
3. "Rarely"
4. "Never"

PSKOOL   **"And how often does your partner go to your child(ren)'s school to discuss their progress?"**
INTERVIEWER: IF HAS MORE THAN ONE CHILD ASK FOR AVERAGE.

1. "Frequently"
2. "Occasionally"
3. "Rarely"
4. "Never"

Health

General health

HlthGen "I would now like to ask you a few questions about your health. Firstly, how would you describe your health *generally*? Would you say it is ...READ OUT... "

THESE ARE SUBJECTIVE QUESTIONS AND SHOULD BE TREATED AS SUCH. ACCEPT THE CM'S ANSWER EVEN IF YOU DISAGREE WITH IT.

1. "...excellent,"
2. "good,"
3. "fair,"
4. "or poor?"

HlthYr "And over the *last twelve months*, would you say your health has on the whole been ...READ OUT... "

THESE ARE SUBJECTIVE QUESTIONS AND SHOULD BE TREATED AS SUCH. ACCEPT THE CM'S ANSWER EVEN IF YOU DISAGREE WITH IT.

1. "...excellent,"
2. "good,"
3. "fairly good,"
4. "or not so good?"

Long-term health problems

LSIAny "Do you have any long-standing illness, disability or infirmity? By long-standing I mean anything that has troubled you over a period of time, or that is likely to affect you over a period of time?"
ASK OR CODE

1. "Yes"
2. "No"

LSIreg "Can I just check, are you registered as a disabled person, either with social services or with a green card?"

1. "Yes"
2. "No"

LSICond "What is the matter with you?"
ENTER NAME OF CONDITION

Open type: long verbatim answer

LSICon1 "ENTER SYMPTOMS AND/OR EFFECTS"

Open type: long verbatim answer

LSlimWk "Does *(name of condition)* limit the kind of paid work that you can do or could do if you wanted to?"
ASK OR CODE

1. "Yes"
2. "No"

LSIAge   **"How old were you when this condition started?"**

ENTER AGE.
IF BORN WITH CONDITION, CODE '0'

Numeric: 0..42

LSILim   **"Does (name of condition) limit your daily activities in any way compared to people of his/her own age?"**

1. "Yes"
2. "No"

LSILimWk   **"Does (name of condition) limit the kind of paid work that you can do or could do if you wanted to?"**

1. "Yes"
2. "No"

Specific health conditions

HHFBANE   **"Have you ever had or been told you had ...READ OUT..."**

INTERVIEWER: READ EACH CONDITION SEPARATELY AND MULTI-CODE.
IF NO TO ALL ENTER 7

1. "...migraine or severe headaches associated with vomitting or dizziness"
2. "hay fever"
3. "bronchitis"
4. "Asthma"
5. "allergic rhinitis (persistent runny nose when you haven't got a cold)"
6. "None of these"
Multicoded: up to 5 codes

CL1Age   **"You mentioned you have had *(name of problem)*. How old were you when you first had this?"**

ENTER AGE
IF BORN WITH CONDITION, CODE 0

Numeric: 0..42

CL112m   **"Have you had *(name of problem)* in the last 12 months?"**

1. "Yes"
2. "No"

CL1Doc   **"Have you seen a doctor in the past 12 months about your *(name of problem)*?"**

1. "Yes"
2. "No"

OthSkin   **"Have you had or ever been told you have *eczema or other skin problems*?"**

1. "Yes"
2. "No"

SkinCond   **"SHOW CARD OO.**
Looking at this card, can you tell me which of these conditions you have had?"
CODE ALL THAT APPLY

1. "Eczema"
2. "Psoriasis"
3. "Acne"
4. "Cold sores"
5. "Fungus infections"
6. "Recurrent mouth ulcers"
7. "Contact dermatitis"
8. "Other skin problem"
Multicoded: up to 7 codes

SkinOth   **"What other skin conditions have you had?"**

Open type: long verbatim answer

SL1Age   **"How old were you when you *first* became aware you had this condition?"**

ENTER AGE
IF BORN WITH CONDITION, CODE 0

Numeric: 0..42

SL112m   **"Have you had a skin condition in the last 12 months?"**

1. "Yes"
2. "No"

SL1Doc   **"Have you seen a doctor in the past 12 months about your skin condition?"**

1. "Yes"
2. "No"

BackME   **"Have you ever had or been told you had...READ OUT..."**

INTERVIEWER: READ EACH CONDITION SEPARATELY AND MULTI-CODE.

1. "persistent back pain lumbago or sciatica"
2. "chronic fatigue syndrome better known as ME"
3. "Neither of these"
Multicoded: up to 2 codes

EatProb   **"Have you ever had or been told you had eating problems?"**

1. "Yes"
2. "No"

Eating   **"What kind of eating problems have you had?"**
CODE ALL THAT APPLY

1. "Bulimia or compulusive eating"
2. "Anorexia Nervosa"
3. "Problems with swallowing"
4. "Some other kind of eating problem?"
Multicoded: up to 4 codes

EatOth   **"What other eating problems have you had?"**
INTERVIEWER TYPE VERBATIM

Open type: long verbatim answer

EL1Age   **"How old were you when you first had an eating disorder?"**

ENTER AGE
IF BORN WITH CONDITION, CODE 0

Numeric: 0..42

EL112m   **"Have you had an eating disorder in the last 12 months?"**

1. "Yes"
2. "No"

EL1Doc   **"Have you seen a doctor in the past 12 months about your eating disorder?"**

1. "Yes"
2. "No"

DownHiBP   **"Have you ever had or been told you had *high blood pressure*?"**

1. "Yes"
2. "No"

BP1Age   **"How old were you when you first had high blood pressure?"**

ENTER AGE
IF BORN WITH CONDITION, CODE 0.
In some cases, it may help to refer to/use Calendar to establish age.

Numeric: 0..41

BP112m   **"Have you had high blood pressure in the last 12 months?"**

1. "Yes"
2. "No"

BP1Doc   **"Have you seen a doctor in the past 12 months about your high blood pressure?"**

ONLY CODE 'YES' if CM has seen a qualified doctor (including a GP, 'specialist' or
consultant). Do not include paramedics (eg: physiotherapists, osteopaths) or alternative
medical practitioners.

1. "Yes"
2. "No"

Hernia   **"Have you ever had or been told you had a *hernia*?"**

1. "Yes"
2. "No"

Herniwhe   **"What kind of hernia have you had?"**

IF DON'T KNOW ASK COHORT MEMBER TO POINT WHERE ON THEIR BODY
CODE ALL THAT APPLY

1. "a hernia in your stomach (hiatus)"
2. "in your groin (inguinal) or,"
3. "in your abdomen (umbilical)"
4. "or somewhere else?"
Multicoded: up to 4 codes

HL1Age   **"How old were you when you first had a hernia of any kind?"**
ENTER AGE
IF BORN WITH CONDITION, CODE 0

Numeric: 0..42

HL112m   **"Have you had a hernia in the last 12 months?"**

1. "Yes"
2. "No"

HL1Doc   **"Have you seen a doctor in the past 12 months about your hernia?"**

1. "Yes"
2. "No"

Periods   **"Have you ever had or been told that you had a problem with your periods?"**

1. "Yes"
2. "No"

Perprob   **"What sort of problems?"**

1. "Heavy periods"
2. "Painful periods"
3. "Bleeding at irregular intervals"
4. "Bleeding between periods"
5. "Pre-menstrual tension, PMT or PMS"
6. "Some other kind of problem?"
Multicoded: up to 6 codes

PL1Age   **"How old were you when you first had a problem with your periods?"**
ENTER AGE.

Numeric: 0..42

PL112m   **"Have you had a problem with your periods in the last 12 months?"**

1. "Yes"
2. "No"

PL1Doc   **"Have you seen a doctor in the past 12 months about your periods?"**

1. "Yes"
2. "No"

Gynae   **"Have you ever had or been told you had any *other gynaecological problems*?"**

1. "Yes"
2. "No"

GynaePrb   **"SHOW CARD PP**
                     Looking at the card, can you tell me what problems have you had?"

                     CODE ALL THAT APPLY.

1. "Endemetriosis"
2. "Pelvic infection"
3. "Pelivic pain"
4. "Ovarian cyst"
5. "Vaginal discharge"
6. "Painful intercourse"
7. "Incontinence of urine"
8. "Prolapse"
9. "Fibroids"
10. "some other kind of problem?"
Multicoded: up to 10 codes

GynaeOth   **"What other gynaecological problems have you had?"**

                     INTERVIEWER TYPE VERBATIM

                     Open type: long verbatim answer

GL1Age   **"How old were you when you first had any kind of gynaecological problem?"**

                     ENTER AGE
                     IF BORN WITH CONDITION, CODE 0

                     Numeric: 0..42

GL112m   **"Have you had any kind of gynaecological problem in the last 12 months?"**

1. "Yes"
2. "No"

GL1Doc   **"Have you seen a doctor in the past 12 months about this/these problems?"**

1. "Yes"
2. "No"

Fit   **"Have you ever had or been told you had *fits, convulsions or epilepsy*?"**

1. "Yes"
2. "No"

FL1Age   **"How old were you when you first had a problem with fits, convulsions or epilepsy?"**
                     ENTER AGE
                     IF BORN WITH CONDITION, CODE 0

                     Numeric: 0..42

FL112m   **"Have you had a problem with fits, convulsions or epilepsy in the last 12 months?"**

1. "Yes"
2. "No"

FL1Doc   **"Have you seen a doctor in the past 12 months about your fits, convulsions or epilepsy?"**

1. "Yes"
2. "No"

Diab   **"Have you ever had or been told you had *diabetes*?"**

      1. "Yes"
      2. "No"

KindDiab   **"What kind of diabetes have you had? Is it ...READ OUT...**
      CODE ALL THAT APPLY.

      1. "...Insulin dependent, that is controlled by injection"
      2. "Non-insulin dependent, that is controlled by diet or tablets or,"
      3. "Some other kind of diabetes?"
      Multicoded: up to 3 codes

DL1Age   **"How old were you when you first had diabetes?"**

      ENTER AGE
      IF BORN WITH CONDITION, CODE 0

      Numeric: 0..42

DL112m   **"Have you had diabetes in the last 12 months?"**

      1. "Yes"
      2. "No"

DL1Doc   **"Have you seen a doctor in the past 12 months about your diabetes?"**

      1. "Yes"
      2. "No"

Cancer   **"Have you ever had or been told you had *cancer*?"**

      1. "Yes"
      2. "No"

CancType   **"SHOW CARD QQ.**
      Looking at the card, can you tell me what type of cancer have you had?"
      CODE ALL THAT APPLY.

      1. "leukaemia"
      2. "Hodgkins disease"
      3. "Lymphoma"
      4. "skin cancer"
      5. "bone cancer"
      6. "breast cancer"
      7. "cancer of the uterus"
      8. "cancer of the cervix"
      9. "cancer of the testes"
      10. "cancer of the colon"
      11. "lung cancer"
      12. "Other (specify)"
      Multicoded: up to 12 codes

OthCncer   **"What other kind of cancer have you had?"**
      INTERVIEWER:TYPE VERBATIM.

      Open type: long verbatim answer

UGICOCR   **"Have you ever had or been told you had ...READ OUT..."**

INTERVIEWER: READ EACH CONDITION SEPARATELY AND MULTI-CODE.
IF NO TO ALL ENTER 6

1. "a peptic, duodenal or gastric ulcer?"
2. "Gallstones?"
3. "Irritable bowel syndrome or IBS?"
4. "Ulcerative colitis?"
5. "Crohn's disease?"
6. "None of these"
Multicoded: up to 5 codes

Bladder   **"Have you ever had or been told you had *bladder or kidney problems*?"**

1. "Yes"
2. "No"

BladPrb   **"SHOWCARD RR.**
Looking at the card, can you tell me what kind of bladder or kidney problems have you had?"

CODE ALL THAT APPLY.

1. "Nephritis"
2. "Kidney/bladder stones"
3. "Infection of the kidney/bladder (pyelitiis)"
4. "Blood in urine"
5. "Other kidney/bladder problem"
Multicoded: up to 5 codes

BladOth   **"What other kind of kidney or bladder problems have you had?"**
INTERVIEWER: TYPE VERBATIM.

Open type: long verbatim answer

BL1Age   **"How old were you when you first had a problem with bladder or kidney problems?"**

ENTER AGE
IF BORN WITH CONDITION, CODE 0

Numeric: 0..42

BL112m   **"Have you had bladder or kidney problems in the last 12 months?"**

1. "Yes"
2. "No"

BL1Doc   **"Have you seen a doctor in the past 12 months about your bladder or kidney problems?"**

1. "Yes"
2. "No"

Pill   **"Are you currently taking the contraceptive pill?"**

1. "Yes"
2. "No"

WhatPill   **"What is the name of the Pill you are taking?"**
INTERVIEWER: ENTER THE FULL NAME OF THE CONTRACPETIVE PILL.
DON'T KNOW = CTRL+K

Open type: long verbatim answer

PillEver   **"Have you ever taken the contraceptive Pill?"**

1. "Yes"
2. "No"

Respiratory Problems

CoughAM   **"I am now going to ask you about your breathing. Do you usually cough first thing in the morning in the winter?"**

1. "Yes"
2. "No"

CoughPM   **"Do you usually cough during the day or at night in the winter?"**

1. "Yes"
2. "No"

Cough3Mo   **"Do you cough like this on most days for as much as 3 months each year?"**

1. "Yes"
2. "No"

PhlegmAM   **"Do you usually bring up any phlegm from your chest first thing in the morning in winter?"**

1. "Yes"
2. "No"

PhlegmPM   **"Do you usually bring up any phlegm from your chest during the day or night in winter?"**

1. "Yes"
2. "No"

Phlegm3M   **"Do you bring up phlegm like this on most days for as much as 3 months each year?"**

1. "Yes"
2. "No"

CanWalk   **"INTERVIEWER: CAN RESPONDENT WALK? CODE FROM OBSERVATION OR ESTABLISH. Can I just check, are you able to walk?"**

CODE YES IF WALKS WITH AN AID.
WE ARE CONCERNED HERE WHETHER THE CM CAN WALK AT ALL. CODE 'YES' EVEN IF THEY CANNOT WALK WITHOUT A STICK OR SIMILAR AID.

1. "Yes"
2. "No"

Breath   **"Do you ever get short of breath walking with other people of your own age on level ground?**
IF YES, PROBE: Frequently or occasionally?"

1. "Yes, frequently"
2. "Yes occasionally"
3. "No"
4. "No, never walks with people of own age"

Wheezy   **"Some people feel their chest is sometimes wheezy or whistling. Have you ever had wheezing or whistling in the chest at any time in the past?"**

1. "Yes"
2. "No"

Wheezy12   **"Have you ever had any wheezing or whistling in your chest in the past 12 months?"**

1. "Yes"
2. "No"

Wheez12N   **"How many times have you had any wheezing or whistling in your chest in the past 12 months. Would you say ...READ OUT ...?"**
CODE ONE ONLY.

1. "...less than 5 times or,"
2. "5 times or more?"

Inhaler   **"Over the last 12 months have you used an inhaler or any other medicines prescribed by a doctor to treat your wheezing or whistling?"**

1. "Yes"
2. "No"

Emotional problems

MHProbs   **"SHOW CARD SS.**
And now some questions about your feelings over the past few years. Since *(March 1991/April1986)* **have you seen a specialist, been to a hospital or seen a doctor because of any of the things on this card?"**

CODE ALL THAT APPLY

1. "...feeling low, depressed or sad"
2. "feeling generally anxious or jittery"
3. "feeling anxious or scared about objects or situations"
4. "feeling overexcited or over confident"
5. "feeling compelled to repeat certain actions or thoughts"
6. "hearing or seeing things, that other people haven't"
7. "had problems with alcohol"
8. "had problems with drugs"
9. "or had other problems affecting your mood, emotions or behaviour?"
10. "None of the above"
Multicoded: up to 9 codes

Mhage   **"You mentioned** *(type of problem)***. How old were you when you first experienced this?**
IF BORN WITH CONDITION, ENTER 0."

Numeric: 0..42

MHStill   **"Do you still have this problem?**
                 IF YES: Is that occasionally or most of the time?"

         1. "Yes, most of the time"
         2. "Yes, occasionally"
         3. "No"

MHSpec   **"Have you seen a specialist or been to a hospital for this problem in the last 12 months?"**

         1. "Yes"
         2. "No"

Sight & hearing

EyeProbs   **"Since you were** *(16/33)* **have you ever had or developed any problem with your eyesight or any abnormal eye condition?"**

INCLUDE CONTINUING CONDITIONS ALREADY PRESENT AT *(16/33)*.
IF YES, PROBE FOR NUMBER OF EYES AFFECTED.

         1. "Yes, sight or eye problem in both eyes"
         2. "Yes, sight or eye problem in one eye only"
         3. "No problem with sight and eyes"

EyeProb2   **"What is or was wrong with your vision or eyes?"**

LONG SIGHT - GOOD DISTANCE VISION, BUT GENERALLY REQUIRE GLASSES FOR READING.
SHORT SIGHT - GOOD CLOSE VISION, BUT GENERALLY REQUIRE GLASSES TO SEE DISTANT OBJECTS CLEARLY.
IRRITIS - INFLAMMATION OF THE IRIS.
CATARACT - OPACITY OF THE EYE LENS.
GLAUCOMA - VISION PROBLEMS RESULTING FROM INCREASED PRESSURE IN THE EYE.

         1. "Shortsight"
         2. "Longsight"
         3. "Cataract"
         4. "Glaucoma"
         5. "Iritis"
         6. "Other cause of sight problem or eye condition"

EyeOthr2   **"What other kinds of problems do you have with your eyes?"**
PROBE FOR DETAILS OF NAME, SYMPTOMS AND EFFECTS.

Open type: long verbatim answer

EyeProb1   **"What is/was wrong with your vision or eye?"**

         1. "Shortsight"
         2. "Longsight"
         3. "Cataract"
         4. "Glaucoma"
         5. "Iritis"
         6. "Other cause of sight problem or eye condition"

EyeOthr1   **"What other kinds of problems do you have with your eye?"**
PROBE FOR DETAILS OF NAME, SYMPTOMS AND EFFECTS.

Open type: long verbatim answer

GlasCon   **"Do you wear glasses or contact lenses some or all of the time?"**
CODE ALL THAT APPLY

1. "Glasses"
2. "Contact lenses"
3. "Both"
4. "No, neither"

SeeProbs   **"May I just check, (when you are not wearing your glasses or contact lenses) do you have difficulty in seeing ...READ OUT..."**

READ EACH SEPARATELY AND CODE ALL THAT APPLY

1. "...to read a book or newspaper normally,"
2. "to see a television screen,"
3. "to see in the distance, for example to recognise a friend across a road,"
4. "or can you do all these without difficulty?"
Multicoded: up to 3 codes

DaySght2   **"How would you describe your everyday vision (when you are wearing your glasses or contact lenses). Please answer for better eye if there is a difference. Would you say it is ...READ OUT..."**

CODE ONE ONLY
IF VISUAL DIFFICULTY IN ONE EYE ONLY, PLEASE ANSWER FOR THAT EYE

1. "average or better,"
2. "slightly abnormal,"
3. "abnormal"
4. "or are you blind or nearly blind?"

DaySght1   **"How would you describe your everyday vision (when you are wearing your glasses or contact lenses). Please answer for eye you have most difficulty with. Would you say it is ...READ OUT..."**
CODE ONE ONLY

1. "average or better,"
2. "slightly abnormal,"
3. "abnormal"
4. "or are you blind or nearly blind?"

EarProbs   **"Since you were (33/16) have you had or developed a hearing difficulty of any sort or any ear trouble?"**

INCLUDE CONTINUING CONDITIONS ALREADY PRESENT AT (33/16).

1. "Yes hearing difficulty or ear trouble, in both ears"
2. "Yes hearing difficulty or ear trouble, in one ear only"
3. "No problems with ears"

EarProb2   **"What are/were the hearing or ear problems?"**

1. "Middle/inner/nerve problem"
2. "Repeated ear infections/discharge"
3. "Tinnitus"
4. "Meniere's disease"
5. "Cholesteatoma"
6. "Other cause of hearing or ear trouble"

EarOth2   **"What other kinds of problems do you have with your eyes?"**

PROBE FOR DETAILS OF NAME, SYMPTOMS AND EFFECTS.

Open type: long verbatim answer

EarProb1   **"What are/were the hearing or ear problems?**

Repeated ear infections/discharge.
Tinnitus - ringing (/hissing/buzzing) in the ears.
Meniere's disease - periodic attacks of tinnitus, deafness and vertigo (dizziness).
Cholesteatoma - a skin growth behind the eardrum."

1. "Repeated ear infections/discharge"
2. "Tinnitus"
3. "Meniere's disease"
4. "Cholesteatoma"
5. "Other cause of hearing or ear trouble"

EarOth1   **"What other kinds of problems do you have with your eyes?"**
PROBE FOR DETAILS OF NAME, SYMPTOMS AND EFFECTS.

Open type: long verbatim answer

HearAid   **"Do you wear a hearing aid, for some or all of the time?"**

1. "Yes"
2. "No"

Hearing2   **"How is your overall hearing at present (when wearing your hearing aid). Please answer for both ears or for your better ear if there is a difference. Would you say it is ...READ OUT..."**

CODE ONE ONLY
"If only one ear hard of hearing, please answer for that ear."

1. "average or better,"
2. "impaired but no real inconvenience,"
3. "not at all good,"
4. "or are you deaf or nearly so"

Hearing1   **"How is your overall hearing at present (when wearing your hearing aid). Please answer for the ear you have most trouble with. Would you say it is ...READ OUT..."**
CODE ONE ONLY

1. "average or better,"
2. "impaired but no real inconvenience,"
3. "not at all good,"
4. "or are you deaf or nearly so"

Other conditions

Hother   **"Apart from the conditions we've already spoken about, do you currently have any other health conditions for which you see a doctor or go to a hospital for treatment at least once a year (apart from regular ante-natal and post-natal care)?"**

1. "Yes"
2. "No"

HOWhat   **"What is the condition?"**

EXCLUDE ANY ASKED ABOUT EARLIER IN QUESTIONNAIRE.
ENTER CONDITION

Open type: long verbatim answer

Hoage   **"How old were you when sex first had this problem?"**

If born with condition code as 0

Numeric: 0..42

HOMore   **"Are there any other health conditions for which you see a doctor or go to a hospital for treatment at least once a year (apart from for routine childbirth)?"**

1. "Yes"
2. "No"

Accidents

AccidAny   **"SHOW CARD TT.**
Now some questions about accidents and assaults including burns and scalds. Since *(March 1991/April1986)* have you been seen by a doctor at a hospital or Health Centre for any of these reasons?"

CODE ALL THAT APPLY.

1. "Road accident as pedestrian"
2. "Road accident as driver/passenger in motor vehicle/pedal cycle, etc"
3. "Accident at work"
4. "Accident at home"
5. "Accident at school or college"
6. "Sports accident"
7. "Another kind of accident"
8. "A violent assault or mugging"
9. "Sexual assault"
10. "None of these"
Multicoded: up to 9 codes

AccidNo   "**In total, how many different accidents or assaults of these kinds have you had since *(March 1991/April1986)*?"**

ENTER TOTAL NUMBER OF ACCIDENTS.
We want number of *incidents*, not admissions/outpatients attendances.

Numeric: 1..99

AccAge   **"How old were you when TEXT occurred?"**

Numeric: 16..42

AccWhy   **"SHOW CARD TT.**
Which of the things on this card best describes why you had to be seen by a doctor on that occasion?"

CODE ONE ONLY.
If the CM was treated on more than one occasion as a result of a single incident, record details for the first treatment received at a hospital/Health Centre.

1. "Road accident as pedestrian"
2. "Road accident as driver/passenger in motor vehicle/pedal cycle, etc"
3. "Accident at work"
4. "Accident at home"
5. "Accident at school or college"
6. "Sports accident"
7. "Another kind of accident"
8. "A violent assault or mugging"
9. "Sexual assault"
10. "None of these"

AccTmt	**"Were you admitted overnight or treated as an outpatient only?"** IF 2 OR MORE ADMISSIONS FOR AN INCIDENT, CODE FOR FIRST. 1. "Overnight" 2. "Outpatient only"
AccInj	**"What injuries did you receive from this incident?"** INTERVIEWER PROBE FULLY AND ENTER VERBATIM. Open type: long verbatim answer

Hospital admissions

Hospital	**"Since *(March 1991/April1986)*, apart from any admissions you have just told me about, have you had day-surgery at a hospital or clinic, or been admitted to a hospital or clinic for an overnight or longer stay?"** IF FEMALE: Include caesareans and complications after childbirth but exclude routine childbirth. If complications or other conditions developed after routine admission for childbirth, enter details of complications or other conditions under 'Reason for admission'. Day wards should be excluded - CM must have stayed in the hospital clinic *overnight*." 1. "Yes" 2. "No"
NumAdmn	**"Since (March 1991/April1986), on how many different occasions have you had day-surgery or been admitted to a hospital or clinic for an overnight or longer stay."** IF ADMITTED 2+ TIMES DURING PREGNANCY, TAKE FIRST ADMISSION ONLY. Numeric: 1..25
NumTemp	Numeric: 1..10
HospAge	**"Thinking now about the *(last time you were admitted)* how old were you when this occurred?** IF ADMITTED 2+ TIMES DURING PREGNANCY, TAKE FIRST ADMISSION ONLY." Numeric: 0..42
HospY	**"What was the reason for this day-surgery or hospital admission?"** INTERVIEWER: PROBE FULLY AND ENTER DETAILS. GIVE FULL DETAILS OF WHY ADMITTED INCLUDING OFFICIAL MEDICAL NAME AND DETAILS OF SYMPTOMS AND EFFECTS OF CONDITION. IF CM ADMITTED MORE THAN ONCE FOR THE SAME CONDITIONS CODE EACH ADMISSION SEPERATELY AND MAKE IT CLEAR WHETHER REASON FOR ADMISSION WAS EXACTLY THE SAME OR NOT. Open type: long verbatim answer

Smoking

Smoking **"Now some questions about smoking. Would you say that ...READ OUT..."**
CODE ONE ONLY

1. "...you've never smoked cigarettes,"
2. "you used to smoke cigarettes but don't at all now,"
3. "you now smoke cigarettes occasionally but not every day,"
4. "you smoke cigarettes every day?"

NofCigs **"How many cigarettes *a day* do you usually smoke?"**

Numeric: 1..99

ExSmoker **"Have you ever smoked cigarettes regularly - by regularly I mean at least one cigarette a day for 12 months or more?"**

1. "Yes"
2. "No"

Agequit **"How old were you when you last smoked cigarettes regularly?"**

Numeric: 10..42

OthSmoke **"Do any of the people you live with smoke cigarettes at home?"**

1. "Yes"
2. "No"
3. "Lives alone"

WhoSmoke **"Who smokes cigarettes at home?"**

1. "Spouse/partner only"
2. "Spouse/partner and someone else"
3. "Someone else only"

PartCigs **"Normally, about how many cigarettes a day would you say they smoked altogether. Would you say ...READ OUT..."**

INTERVIEWER: CODE *FIRST* TO APPLY

1. "...Less than one a day,"
2. "1, but less than 10 a day,"
3. "10, but less than 20 a day,"
4. "20, but less than 30 a day,"
5. "30, but less than 40 a day,"
6. "40 or more cigarettes a day?"

Drinking

Drinks **"Now some questions about drinking. How often do you have an alcoholic drink of any kind. Would you say you had a drink ...READ OUT..."**

1. "...On most days,"
2. "2 to 3 days a week,"
3. "Once a week,"
4. "2 to 3 times a month,"
5. "Less often or only on special occasions or"
6. "Never now a days, or"
7. "have you never had an alcoholic drink?"

Beer "In the last seven days, that is not counting today but starting from last Day7Ago how much beer, stout, lager, ale or cider have you had?"

EXCLUDE LOW ALCOHOL AND ALCOHOL FREE DRINKS
ROUND HALF PINTS TO NEAREST PINT, E.G. THREE HALF PINTS IS TWO PINTS

LARGE CAN = 4 1/2 PINTS
SMALL CAN = 2 1/2 PINTS

Numeric: 0..200

Spirits "And in the last seven days, how many measures of spirits or liqueurs have you had, like Gin, Whisky, Rum, Brandy, Vodka or Advocat?"

ENTER NUMBER OF SINGLE MEASURES

Numeric: 0..200

Wine "(In the last seven days,) how many glasses of wine have you had?"

**EXCLUDE LOW ALCOHOL AND ALCOHOL FREE DRINKS
ENTER NUMBER OF GLASSES**

Numeric: 0..200

Sherry "(In the last seven days,) how many glasses of martini, vermouth, sherry, port or similar drinks have you had?"

ENTER NUMBER OF GLASSES"

Numeric: 0..200

Pops "And in the last seven days, how many bottles of *alcopops* have you had?"

ENTER NUMBER OF BOTTLES.

Numeric: 0..200

OthDrink "Can I just check, in the last seven days, have you had any other alcoholic drinks?"

1. "Yes"
2. "No"

OthAlcDk "INTERVIEWER: ENTER DETAILS OF TYPE AND VOLUME OF OTHER ALCOHOLIC DRINK CONSUMED IN LAST 7 DAYS)"

Open type: long verbatim answer

CAGE1 "People have very different views about how much is enough or too much to drink. Have you *ever* felt that you ought to cut down on your drinking?

1. "Yes"
2. "No"

CAGE2 "Have you felt this in the last year?"

1. "Yes"
2. "No"

CAGE3   **"Have people annoyed you by criticising your drinking?"**

1. "Yes"
2. "No"

CAGE4   **"Has this happened to you in the last year?"**

1. "Yes"
2. "No"

CAGE5   **"Have you *ever* felt bad or guilty about your drinking?"**

1. "Yes"
2. "No"

CAGE6   **"Have you felt this in the past year?"**

1. "Yes"
2. "No"

CAGE7   **"Have you *ever* had a drink first thing in the morning to steady your hands or get rid of a hangover?"**

1. "Yes"
2. "No"

CAGE8   **"Have you done this in the past year?"**

1. "Yes"
2. "No"

CAGE9   **"Do you *ever* have an alcoholic drink during breaks in your daily work? Include lunch breaks."**

1. "Yes"
2. "No"

CAGE10   **"About how often do you do this. Would you say ...READ OUT..."**

1. "...On most days,"
2. "2 or 3 times a week,"
3. "2 or 3 times a month,"
4. "Less often or only on special occasions?"

Diet

Fruit   **"SHOW CARD UU.**
Now some questions about your diet. I am now going to read out a list of foods. Please use this card to show me how often you eat each of them. How often do you eat *fresh fruit*?"

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

Eggs   **"How often do you eat *eggs*?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

Salads   **"How often do you eat *salads or raw vegetables*?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

CookdVeg   **"How often do you eat *cooked vegetables*?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

OilFried   **"How often do you eat *food fried in vegetable oil* such as olive oil or sunflower oil, not counting chips?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

FatFried   **"How often do you eat *food fried in hard fat such as lard or butter*, not counting chips?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

Chips   **"How often do you eat *chips*?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

Sweets   **"How often do you eat *sweets or chocolates?*"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

Cakes   **"How often do you eat *biscuits and cakes of all kinds*?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

WhlBread   **"How often do you eat *wholemeal* bread or rolls?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

OthBread   **"How often do you eat *other* bread or rolls?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a w eek"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

RedMeat   **"How often do you eat *red meat* like beef, lamb or pork?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

Poultry   **"How often do you eat *poultry* like chicken or turkey?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

Fish   **"How often do you eat *fish* of any kind?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

Pulses   **"And finally how often do you eat *pulses* such as baked beans and lentils?"**

1. "More than once a day"
2. "Once a day"
3. "3-6 days a week"
4. "1 or 2 days a week"
5. "Less than 1 day a week"
6. "Occasionally, or"
7. "Never"

Veggy   **"INTERVIEWER CODE OR ASK.**
                  Are you a vegetarian?"

1. "Yes"
2. "No"

VegType   **"You have told me you are a vegetarian. Can I check, what sort of vegetarian diet is it.**
                  Are you a ...READ OUT..."

1. "...Full vegetarian - eg: vegan,"
2. "Vegetarian, but eat dairy products,"
3. "Vegetarian, but eat chicken and/or fish,"
4. "or some other kind of vegetarian?"

VegOther   **"What other kind of vegetarian diet do you have?"**

INTERVIEWER: TYPE IN VERBATIM.

Open type: long verbatim answer

SpshDiet   **"Are you on a special diet?"**

1. "Yes"
2. "No"

DietType   **"Is it ...READ OUT..."**

1. "...low salt or salt free diet,"
2. "a low fat diet,"
3. "a high fibre/high residue diet,"
4. "a low carbohydrate/diabetic diet,"
5. "a weight reduction diet,"
6. "some other special diet"
7. "or none of these"

DietOthr   **"What other special diet are you on?"**

INTERVIEWER: TYPE VERBATIM

Open type: long verbatim answer

DietDoc   **"Was this diet recommended by a doctor?"**

      1. "Yes"
      2. "No"

Exercise

Exercise   **"SHOW CARD VV.**
Turning now to exercise, do you regularly take part in any of the activities on this card.
By regularly I mean at least once a month, for most of the year."

      1. "Yes"
      2. "No"

Breathls   **"SHOW CARD WW.**
How often do you take part in any activity of this type?

PROMPT AS NECESSARY AND CODE ONE ONLY.
CODE FREQUENCY FOR ALL ACTIVITIES TAKEN TOGETHER
CODE FREQUENCY OVER PART OF YEAR WHEN ACTUALLY DOING ACTIVITIES"

      1. "Every day"
      2. "4-5 days a week"
      3. "2-3 days a week"
      4. "Once a week"
      5. "2-3 times a month"
      6. "Less often"

Sweat   **"And when you take part in *any* activity of this type, would you say you got out of breath**
or sweaty ...READ OUT..."

CODE ONE ONLY.

      1. "Most times"
      2. "Sometimes"
      3. "Rarely or"
      4. "Never"

Height & weight

Height   **"How tall are you without shoes?"**

INTERVIEWER: CODE UNIT OF MEASURMENT.
ESTIMATE IF NOT SURE.

      1. "Metres and Centimetres"
      2. "Feet and inches"
      3. "Cannot give estimate"

HTMetres   **"ENTER METRES"**

Numeric: 1..3

HTCms   **"ENTER CENTIMETRES"**

Numeric: 0..99

HTFeet   **"ENTER FEET"**

Numeric: 3..8

HTInches   **"ENTER INCHES"**

Numeric: 0..11

Weight   **"What are you current weight without clothes on?**

INTERVIEWER: CODE UNIT OF MEASUREMENT.
ESTIMATE IF NOT SURE."

1. "Kilograms"
2. "Stones and pounds"
3. "Cannot give estimate"

WTKilos   **"ENTER KILOGRAMS"**

Numeric: 20..300

WTStones   **"ENTER STONES"**

Numeric: 4..50

WTPounds   **"ENTER POUNDS"**

Numeric: 0..15

WTAssess   **"Would you say you were ...READ OUT..."**

This is a subjective question and should be treated as such. Accept the CM's answer even if
you disagree with it!

1. "...about the right weight,"
2. "Underweight"
3. "slightly overweight,"
4. "or very overweight?"

Citizenship & Participation

OrgEver   **"I am now going to ask you some questions about politics, religion and some other issues.**

Show Card XX.
Have you *ever* been a member of any of the kinds of organisation on this card?"

1. "Political party"
2. "Charity/voluntary group(environment)"
3. "Charity/voluntary group(other)"
4. "Women's groups"
5. "Townswomen's Guild/Women's Institute, etc."
6. "Parents/school organisations"
7. "Tenants/residents associations"
8. "None of these"
Multicoded: up to 7 codes

OrgNow   **"And are you currently a member of any of the organisations on card HH?"**

1. "Political party"
2. "Charity/voluntary group(environment)"
3. "Charity/voluntary group(other)"
4. "Women's groups"
5. "Townswomen's Guild/Women's Institute, etc."
6. "Parents/school organisations"
7. "Tenants/residents associations"
8. "None of these"
Multicoded: up to 7 codes

OrgFreq   **"How often do you take part in the activities of the *(type of organisation)* ... READ OUT..."**

1. "...once a week,"
2. "once a month,"
3. "a few times a month,"
4. "less often than a few times a month,"
5. "Never?"

Vote97   **"Did you vote in the last General Election in May 1997?"**

1. "Yes"
2. "No"

VoteWho   **"Which party did you vote for?"**

1. "Conservative"
2. "Labour"
3. "Liberal Democrat"
4. "Plaid Cymru"
5. "Scottish Nationalist"
6. "Green party"
7. "Referendum party"
8. "Other Party"

OthParty   **"INTERVIEWER: ENTER OTHER PARTY."**

Open answer: up to 50 characters

VoteNow   **"If there were a general election tomorrow, which political party do you think you would be most likely to support assuming a candidate for that party were standing in your constituency?"**

1. "Conservative"
2. "Labour"
3. "Liberal Democrat"
4. "Plaid Cyrmu"
5. "Scottish Nationalist"
6. "Green party"
7. "Referendum party"
8. "Other Party"
9. "Would not vote"

OthPrty   **"INTERVIEWER: ENTER OTHER PARTY."**

Open answer: up to 50 characters

PrtySupp   **"Would you call yourself a very strong supporter of ^VoteNow ^OthPrty, fairly strong or not very strong?"**

1. "Very strong"
2. "Fairly strong"
3. "Not very strong"

PolitInt   **"How interested would you say you are in politics... READ OUT..."**

1. "...very interested,"
2. "fairly interested,"
3. "not very interested,"
4. "not at all interested?"

UnionMem   **"Can I just check, are you *currently* a member of a Trade Union or Staff Association?"**

1. "Yes, Trade Union"
2. "Yes, Staff Association"
3. "Yes, both Trade Union and Staff Association"
4. "No"

UnionEvr   **"Have you ever been a member of a Trade Union or Staff Association *at any time* since (March 1991/ April1986)?"**

1. "Yes - A Trade Union"
2. "Yes - Staff Association"
3. "Yes, both Trade Union and Staff Association"
4. "No"

YnotMem   **"Why are you no longer a member of a staff association or trade union?"**

1. "No longer working"
2. "Membership no available in current job"
3. "Do not want to be a member of a union or staff association"
4. "Most of my colleagues are not members"
5. "Unions and staff associations are out of date"
6. "Other reasons"
Multicoded: up to 6 codes

YntUnoth   **"Interviewer write in other reason"**

Open answer: up to 50 characters

Religion   **"SHOW CARD YY.**
                      Please look at this card and tell me what is your religion, if any?"

1. "No religion"
2. "Christian, no denomination"
3. "Roman Catholic"
4. "Church of England/Anglican"
5. "United Reformed Church (URC)/Congregational"
6. "Baptist"
7. "Methodist"
8. "Presbyterian / Church of Scotland"
9. "Other Christian (please state)"
10. "Hindu"
11. "Jew"
12. "Muslim / Islam"
13. "Sikh"
14. "Buddhist"
15. "Other non Christian (please state)"

OthChrst   **"INTERVIEWER: Enter Other Christian denomination."**

Open answer: up to 50 characters

OthNChrs   **"INTERVIEWER: Enter Other Non Christian religion."**

Open answer: up to 50 characters

FreqRelg   **"How often, if at all, do you attend services or meetings connected with your religion? Do you attend ...READ OUT..."**

1. "...once a week or more,"
2. "once a month or more,"
3. "sometimes, but less than once a month,"
4. "never or very rarely?"

Paper   **"Do you normally read any *morning* newspaper at least 3 times a week?"**

1. "Yes - just daily"
2. "Yes Daily and Sunday"
3. "No"

Part 2: Computer Aided Self-Completion (CASI)

CASIInt   **"Now for something slightly different. The next part of the interview involves me giving you the computer so that you can read and answer the questions by yourself without anyone seeing or hearing the answers. The questions are about your views on a variety of topics and some questions about your day to day activities, skills and family life.**

One question will appear on the screen at a time. When you have read the question, please type in the number which corresponds to your answer and then press the ENTER key *(INTERVIEWER DEMONSTRATE)***. The next question will automatically appear on the screen. If you have any questions please ask me. Would you be willing to have a go?"**

1. "Willing to do self-comp independently"
2. "Willing to do self-comp with interviewer help"
3. "Refused to do self-comp"

VIEWSA   **People have very different opinions about many things. The following are a list of statements on different topics. For each one, please enter the number which most closely represents how much you agree or disagree with it.**

When you have done this please press the ENTER key to move onto the next question.

1. "Continue"

LR1   **"Big business benefits owners at the expense of the workers?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

AR1   **"It is alright for people from different races to get married?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

E1   **"Problems in the environment are not as serious as people claim?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

A1   **"The law should be obeyed, even if a particular law is wrong?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

C1   **"Unless you have children you'll be lonely when you get old?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

PC1   **"None of the political parties would do anything to benefit me?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

L1   **"You are more likely to get a better job if you do some learning, training or education?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

MOR1   **"Divorce is too easy to get these days?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

LR2   **"Private schools should be abolished?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

WM1   **"A pre-school child is likely to suffer if his or her mother works?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

IT1   **"Computers at work are destroying people's skills?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

WE1   **"Having almost any job is better than being unemployed?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

MOR2   **"Married people are generally happier than unmarried people?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

HAPPYREL **"The next few questions are about how you get on with your (Husband/wife or partner) How happy is your relationship, all things considered? Please enter the number which best describes how happy you are."**

1	2	3	4	5	6	7

very
unhappy

very
happy

OUTTOG **"How often do you and your partner go out together as a couple in your leisure time? Please enter the number which corresponds with your answer."**
ENTER ONE NUMBER ONLY

1. "Once a week or more"
2. "Once a month or more"
3. "Less often"
4. "Never/hardly ever"

OUTALONE **"How often do you go out on your own or with friends in your leisure time? Please enter the number which corresponds with your answer.**
ENTER ONE NUMBER ONLY

1. "once a week or more"
2. "once a month or more"
3. "less often"
4. "never/hardly ever"

POUTALON **"How often does your partner go out alone or with friends in their leisure time? Please enter the number which corresponds with your answer."**
ENTER ONE NUMBER ONLY

1. "once a week or more"
2. "once a month or more"
3. "less often"
4. "never/hardly ever"

SAMEPART **"If you could live your life again, which of these do you think you would do? Please enter the number which corresponds with your answer."**
ENTER ONE NUMBER ONLY

1. "Marry (or live as a couple with) your current partner"
2. "Marry (or live as a couple with) a different person"
3. "Not marry (or live as a couple) at all"
4. "Don't know"

WISHP1 **"Thinking of your current relationship, do you ever wish you had not married your (Husband/wife or partner)? Please enter the number which corresponds with your answer."**
ENTER ONE NUMBER

1. "Yes, frequently"
2. "Yes, occasionally"
3. "Only rarely"
4. "No, never"

WISHP2 **"Thinking of your current relationship, do you ever wish you had not lived with your current partner? Please enter the number which corresponds with your answer."**
ENTER ONE NUMBER

1. "Yes, frequently"
2. "Yes, occasionally"
3. "Only rarely"
4. "No, never"

WHOCOOKS **"In your family who does each of these things most of the time?
...Preparing and cooking the main meal?"**

1. "I do most of it"
2. "My partner does most of it"
3. "We share more or less equally"
4. "Someone else does it"
5. "Does not apply"

WHOSHOPS **"In your family who does each of these things most of the time?
...Doing the shopping?"**

1. "I do most of it"
2. "My partner does most of it"
3. "We share more or less equally"
4. "Someone else does it"
5. "Does not apply"

WHOCLEAN **"In your family who does each of these things most of the time?
...Cleaning the home?"**

1. "I do most of it"
2. "My partner does most of it"
3. "We share more or less equally"
4. "Someone else does it"
5. "Does not apply"

WHOWASH **"In your family who does each of these things most of the time?
...Laundry and ironing?"**

1. "I do most of it"
2. "My partner does most of it"
3. "We share more or less equally"
4. "Someone else does it"
5. "Does not apply"

WHODIY **"In your family who does each of these things most of the time?
...Household repairs, DIY, decorating?"**

1. "I do most of it"
2. "My partner does most of it"
3. "We share more or less equally"
4. "Someone else does it"
5. "Does not apply"

WHOCASH **"In your family who does each of these things most of the time?
...Looking after the household money and paying bills?"**

1. "I do most of it"
2. "My partner does most of it"
3. "We share more or less equally"
4. "Someone else does it"
5. "Does not apply"

WHOTENDS **"In your family who does each of these things most of the time?
...Looking after children when they are ill?"**

1. "I do most of it"
2. "My partner does most of it"
3. "We share more or less equally"
4. "Someone else does it"
5. "Does not apply"

WHOTEACH   **"In your family who does each of these things most of the time?
…teaching children good behaviour?"**

1. "I do most of it"
2. "My partner does most of it"
3. "We share more or less equally"
4. "Someone else does it"
5. "Does not apply"

WHOCARES   **"In your family who does each of these things most of the time?
...Generally being with and looking after children?"**

1. "I do most of it"
2. "My partner does most of it"
3. "We share more or less equally"
4. "Someone else does it"
5. "Does not apply"

GHQ1   **"The next few questions are about the way you have been feeling over the last few weeks. For each question please enter the number that best describes the way you have felt."**

"Have you recently been able to concentrate on whatever you're doing?"
ENTER ONE NUMBER ONLY

1. "Better than usual"
2. "Same as usual"
3. "Less than usual"
4. "Much less than usual"

GHQ2   **"Have you recently . . . lost much sleep over worry?"**
ENTER ONE NUMBER ONLY

1. "Not at all"
2. "No more than usual"
3. "Rather more than usual"
4. "Much more than usual"

GHQ3   **"Have you recently . . . felt that you were playing a useful part in things?"**
ENTER ONE NUMBER ONLY

1. "More than usual"
2. "Same as usual"
3. "Less so than usual"
4. "Much less than usual"

GHQ4   **"Have you recently . . . felt capable of making decisions about things?"**
ENTER ONE NUMBER ONLY

1. "More so than usual"
2. "same as usual"
3. "Less so than usual"
4. "Much less than usual"

GHQ5   **"Have you recently . . . felt constantly under strain?"**
ENTER ONE NUMBER ONLY

1. "Not at all"
2. "No more than usual"
3. "Rather more than usual"
4. "Much more than usual"

GHQ6 **"Have you recently . . . felt you couldn't overcome your difficulties?"**
ENTER ONE NUMBER ONLY

1. "Not at all"
2. "No more than usual"
3. "Rather more than usual"
4. "Much more than usual"

GHQ7 **"Have you recently . . . been able to enjoy your normal day-to-day activities?"**
ENTER ONE NUMBER ONLY

1. "More so than usual"
2. "same as usual"
3. "Less so than usual"
4. "Much less than usual"

GHQ8 **"Have you recently . . . been able to face up to your problems?"**
ENTER ONE NUMBER ONLY

1. "More so than usual"
2. "same as usual"
3. "Less able than usual"
4. "Much less than usual"

GHQ9 **"Have you recently . . . been feeling unhappy and depressed?"**
ENTER ONE NUMBER ONLY

1. "Not at all"
2. "No more than usual"
3. "Rather more than usual"
4. "Much more than usual"

GHQ10 **"Have you recently . . . been losing confidence in yourself?"**
ENTER ONE NUMBER ONLY

1. "Not at all"
2. "No more than usual"
3. "Rather more than usual"
4. "Much more than usual"

GHQ11 **"Have you recently . . . been thinking of yourself as a worthless person?"**
ENTER ONE NUMBER ONLY

1. "Not at all"
2. "No more than usual"
3. "Rather more than usual"
4. "Much more than usual"

GHQ12 **"Have you recently . . . been feeling reasonably happy, all things considered?"**
ENTER ONE NUMBER ONLY

1. "Not at all"
2. "No more than usual"
3. "Rather more than usual"
4. "Much more than usual"

VIEWSB   **Some more of your views. The next set of questions is another list of opinions on different topics. Once again, please read each one, decide how much you agree or disagree and enter the number which corresponds with your answer.**

1. "Continue"

LR5   **"Ordinary working people do not get their fair share of the nation's wealth?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

AR4   **"I would not mind working with people from other races?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

IT2   **"Computers enrich the lives of those who use them?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

MOR4   **"Marriage is for life?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

A4   **"People who break the law should be given stiffer sentences?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

E3   **"We should tackle problems in the environment even if this means slower economic growth?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

WE2 **"If I didn't like a job I'd pack it in, even if there was no other job to go to?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

LR6 **"Government should redistribute income from the better off to those who are less well off?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

WM4 **"A mother and her family will all be happier if she goes out to work?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

L3 **"Learning about new things boosts your confidence"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

C3 **"Having children seriously interferes with the freedom of their parents?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

A5 **"Young people today don't have enough respect for traditional British values?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

SKILL1A   **"People have a variety of skills. Some they use at work, others they use elsewhere. Some they are good at, others they are less good at. The next set of questions will show a number of skills. For each please say whether you consider that your own ability is good, fair, poor or that you don't have this skill?**

How good are you at communicating with others?"
ENTER ONE NUMBER ONLY

1. "Good"
2. "Fair"
3. "Poor"
4. "I don't have this skill"

SKILL1B   **"Have you ever used this skill at work?"**

1. "Yes"
2. "No"

SKILL2A   **"How good are you at the use of numbers and calculations?"**
ENTER ONE NUMBER ONLY

1. "Good"
2. "Fair"
3. "Poor"
4. "I don't have this skill"

SKILL2B   **"Have you ever used this skill at work?"**

1. "Yes"
2. "No"

SKILL3A   **"How good are you at the use of computers and information technology?"**
ENTER ONE NUMBER ONLY

1. "Good"
2. "Fair"
3. "Poor"
4. "I don't have this skill"

SKILL3B   **"Have you ever used this skill at work?"**

1. "Yes"
2. "No"

SKILL4A   **"How good are you at working in a team?"**
ENTER ONE NUMBER ONLY

1. "Good"
2. "Fair"
3. "Poor"
4. "I don't have this skill"

SKILL4B   **"Have you ever used this skill at work?"**

1. "Yes"
2. "No"

SKILL5A   **"How good are you at learning new skills?"**
ENTER ONE NUMBER ONLY

1. "Good"
2. "Fair"
3. "Poor"
4. "I don't have this skill"

SKILL5B   **"Have you ever used this skill at work?"**

1. "Yes"
2. "No"

SKILL6A   **"How good are you at problem solving?"**
ENTER ONE NUMBER ONLY

1. "Good"
2. "Fair"
3. "Poor"
4. "I don't have this skill"

SKILL6B   **"Have you ever used this skill at work?"**

1. "Yes"
2. "No"

SKILL7A   **"How good are you at using tools properly?"**
ENTER ONE NUMBER ONLY

1. "Good"
2. "Fair"
3. "Poor"
4. "I don't have this skill"

SKILL7B   **"Have you ever used this skill at work?"**

1. "Yes"
2. "No"

SKILL8A   **"How good are you at looking after people who need care?"**
ENTER ONE NUMBER ONLY

1. "Good"
2. "Fair"
3. "Poor"
4. "I don't have this skill"

SKILL8B   **"Have you ever used this skill at work?"**

1. "Yes"
2. "No"

SKILL9A   **"How good are you at working with finance and accounts?"**
ENTER ONE NUMBER ONLY

1. "Good"
2. "Fair"
3. "Poor"
4. "I don't have this skill"

SKILL9B   "Have you ever used this skill at work?"

1. "Yes"
2. "No"

MAL01   "The next questions are concerned with how you are feeling generally. Please type in the number which corresponds to your answer and then press the ENTER key.

How are you feeling generally ...
Do you often have backache?"

1. "Yes"
2. "No"

MAL02   "Do you feel tired most of the time?"

1. "Yes"
2. "No"

MAL03   "Do you often feel miserable or depressed?"

1. "Yes"
2. "No"

MAL04   "Do you often have bad headaches?"

1. "Yes"
2. "No"

MAL05   "Do you often get worried about things?"

1. "Yes"
2. "No"

MAL06   "Do you usually have great difficulty in falling or staying asleep?"

1. "Yes"
2. "No"

MAL07   "Do you usually wake unnecessarily early in the morning?"

1. "Yes"
2. "No"

MAL08   "Do you wear yourself out worrying about your health?"

1. "Yes"
2. "No"

MAL09   "Do you often get into a violent rage?"

1. "Yes"
2. "No"

MAL10   "Do people often annoy and irritate you?"

1. "Yes"
2. "No"

MAL11   **"Have you at times had twitching of the face, head or shoulders?"**

1. "Yes"
2. "No"

MAL12   **"Do you often suddenly become scared for no good reason?"**

1. "Yes"
2. "No"

MAL13   **"Are you scared to be alone when there are no friends near you?"**

1. "Yes"
2. "No"

MAL14   **"Are you easily upset or irritated?"**

1. "Yes"
2. "No"

MAL15   **"Are you frightened of going out alone or of meeting people?"**

1. "Yes"
2. "No"

MAL16   **"Are you constantly keyed up and jittery?"**

1. "Yes"
2. "No"

MAL17   **"Do you suffer from indigestion?"**

1. "Yes"
2. "No"

MAL18   **"Do you suffer from an upset stomach?"**

1. "Yes"
2. "No"

MAL19   **"Is your appetite poor?"**

1. "Yes"
2. "No"

Mal20   **"Does every little thing get on your nerves and wear you out?"**

1. "Yes"
2. "No"

MAL21   **"Does your heart often race like mad?"**

1. "Yes"
2. "No"

MAL22   **"Do you often have bad pains in your eyes?"**

1. "Yes"
2. "No"

MAL23   **"Are you troubled with rheumatism or fibrositis?"**

    1. "Yes"
    2. "No"

MAL24   **"Have you ever had a nervous breakdown?"**

    1.   "Yes"
    2. "No"

VIEWSC   **Some more of your views. The next set of questions is another list of opinions on different topics. Once again, please read each one, decide how much you agree or disagree and enter the number which corresponds with your answer.**

    1. "Continue"

A2   **"For some crimes the death penalty is the most appropriate sentence?"**

    1. "Strongly agree"
    2. "Agree"
    3. "Neither agree nor disagree"
    4. "Disagree"
    5. "Strongly disagree"

MOR3   **"Couples who have children should not separate?"**

    1. "Strongly agree"
    2. "Agree"
    3. "Neither agree nor disagree"
    4. "Disagree"
    5. "Strongly disagree"

LR3   **"Management will always try to get the better of employees if it gets the chance?"**

    1. "Strongly agree"
    2. "Agree"
    3. "Neither agree nor disagree"
    4. "Disagree"
    5. "Strongly disagree"

AR2   **"I would not mind if a family from another race moved in next door to me?"**

    1. "Strongly agree"
    2. "Agree"
    3. "Neither agree nor disagree"
    4. "Disagree"
    5. "Strongly disagree"

C2   **"People can have a fulfilling life without having children?"**

    1. "Strongly agree"
    2. "Agree"
    3. "Neither agree nor disagree"
    4. "Disagree"
    5. "Strongly disagree"

L2   **"For getting jobs, knowing the right people is more important than the qualifications?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

PC2   **"It does not really make much difference which political party is in power in Britain?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

LR4   **"The time has come for everyone to arrange their own private health care and stop relying on the National Health Service?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

E2   **"Preserving the environment is more important than any other political issue today?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

A3   **"Censorship of films and magazines is necessary to uphold moral standards?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

WM2   **"All in all, family life suffers when the mother has a full time job?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

AR3   **"I would not mind if my child went to a school where half the children were of another race?"**

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

SUSPSCH   **"Now for some questions about school. Thinking back to when you were at school, was there ever a time when you were *temporarily suspended* from school?"**

1. "Yes"
2. "No"
3. "Didn't go to school"

NUMSUSPS   **"How many times have you been temporarily suspended from school?"**
ENTER NUMBER.
IF 9 TIMES OR MORE, ENTER 9

Numeric: 1..9

EXCLSCH   **"And was there ever a time when you were *permanently excluded or expelled* from school?"**

1. "Yes"
2. "No"

NUMEXCLS   **"How many times have you been permanently excluded or expelled from school?"**
ENTER NUMBER.
IF 9 TIMES OR MORE, ENTER 9

Numeric: 1..9

TRUANT   **"Again, thinking back to when you were at school, did you ever *play truant*, that is stay away from school when you should have been there?"**
ENTER ONE NUMBER ONLY

1. "No, never"
2. "Yes, some of the time"
3. "Yes, most of the time"

POLICE1   **"The next few questions are about contact with the police.**
Have you ever.../been moved on by the police since (March 1991/April1986)?"

1. "Yes"
2. "No"

POL1NUM   **"How many times has this happened?"**
ENTER NUMBER.
IF 9 TIMES OR MORE, ENTER 9

Numeric: 1..9

POLICE2   **"Have you ever...**
...been stopped and questioned by the police since (March 1991/April1986)?"

1. "Yes"
2. "No"

POL2NUM   **"How many times has this happened?"**
ENTER NUMBER.
IF 9 TIMES OR MORE, ENTER 9

Numeric: 1..9

POLICE3 "Have you ever...
...been let off with just a warning by a police officer since (March 1991/April1986)?"

1. "Yes"
2. "No"

POL3NUM "How many times has this happened?"
ENTER NUMBER.
IF 9 TIMES OR MORE, ENTER 9

Numeric: 1..9

POLICE4 "Have you ever...
...been arrested by a police officer and taken to a police station since (March 1991/April1986)?"

1. "Yes"
2. "No"

POL4NUM "How many times has this happened?"
ENTER NUMBER.
IF 9 TIMES OR MORE, ENTER 9

Numeric: 1..9

POLICE5 "Have you ever...
...been formally cautioned by a police officer at a police station since (March 1991/April1986)?"

1. "Yes"
2. "No"

POL5NUM "How many times has this happened?"
ENTER NUMBER.
IF 9 TIMES OR MORE, ENTER 9

Numeric: 1..9

COURT "And finally, have you ever...
...been found guilty by a court since (March 1991/April1986)?"

1. "Yes"
2. "No"

COURTNUM "How many times has this happened?"
ENTER NUMBER.
IF 9 TIMES OR MORE, ENTER 9

Numeric: 1..9

CANNABIS "As you know, many people have experimented with drugs at sometime. Have you ever tried *cannabis*, also known as blow, draw, puff, grass, skunk, weed, black, hash or red seal?"
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not in the last 12 months"
3. "Yes in the last 12 months"

ECSACY   **"Have you ever tried *ecstasy*, also known as E, pills, dove, rhubarb or callys?"**
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not in the last 12 months"
3. "Yes in the last 12 months"

AMPHET   **"Have you ever tried *amphetamines*, also known as speed, whizz, uppers, Billy, Billy Whizz or sulph?"**
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not in the last 12 months"
3. "Yes in the last 12 months"

LSD   **"Have you ever tried *LSD*, also known as acid or trips?"**
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not I n the last 12 months"
3. "Yes in the last 12 months"

POPPER   **"Have you ever tried *amyl nitrate*, also known as poppers?"**
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not in the last 12 months"
3. "Yes in the last 12 months"

MAGMUSH   **"Have you ever tried *magic mushrooms*?"**
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not in the last 12 months"
3. "Yes in the last 12 months"

COCAINE   **"Have you ever tried *cocaine*, also known as coke or charlie?"**
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not In the last 12 months"
3. "Yes in the last 12 months"

TEMAZ   **"Have you ever tried *temazepan*?"**
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not in the last 12 months"
3. "Yes in the last 12 months"

SEMERON   **"Have you ever tried *semeron*?"**
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not in the last 12 months"
3. "Yes in the last 12 months"

KETAMINE   **"Have you ever tried *ketamine*?"**
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not in the last 12 months"
3. "Yes in the last 12 months"

CRACK   **"Have you ever tried *crack*, also known as rock, stone, sand or pebbles?"**
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not in the last 12 months"
3. "Yes in the last 12 months"

HEROIN   **"Have you ever tried *heroin*, also known as smack?"**
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not in the last 12 months"
3. "Yes in the last 12 months"

METHAD   **"Have you ever tried *methadone*?"**
ENTER ONE NUMBER ONLY

1. "Never"
2. "Yes, but not in the last 12 months"
3. "Yes in the last 12 months"

OTHDRUG   **"Have you tried any other illegal drugs not mentioned earlier?"**

1. "Yes"
2. "No"

DRUG   **"What is the name of the drug?"**
PLEASE TYPE IN THE NAME. ONLY ENTER THE NAME OF ONE DRUG AT A TIME.

Open answer: up to 40 characters

DRUG12   **"Have you taken DRUG in the last 12 months?"**

1. "Yes"
2. "No"

MORE   **"Have you taken any more drugs?"**

1. "Yes"
2. "No"

WM3   **"Some more of your views. The next set of questions is another list of opinions on different topics. Once again, please read each one, decide how much you agree or disagree and enter the number which corresponds with your answer.**

Firstly, children benefit if their mother has a job outside the home?"
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

LR7   **"There is one law for the rich and one for the poor?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

MOR5   **"All women should have the right to choose an abortion if they wish?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

PC3   **"Politicians are mainly in politics for their own benefit and not for the benefit of the community?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

L4   **"The effort of getting qualifications is more trouble than it's worth?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

AR5   **"I would not want a person from another race to be my boss?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

MOR6   **"It is alright for people to have children without being married?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

A6   **"Schools should teach children to obey authority?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

IT4   **"Every family should have a computer?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

WE3   **"Once you've got a job it's important to hang on to it even if you don't really like it?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

WM5   **"A father's job is to earn money; a mother's job is to look after the home and family?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

C4   **"People who never have children are missing an important part of life?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

IT5   **"Learning to use a computer is more trouble than it's worth?"**
ENTER ONE NUMBER ONLY

1. "Strongly agree"
2. "Agree"
3. "Neither agree nor disagree"
4. "Disagree"
5. "Strongly disagree"

EFFICAC1   **"The last few questions are to do with how you feel about your life so far. Please enter the number next to the statement which is most true for you."**
ENTER ONE NUMBER ONLY

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

EFFICAC2   **"And which of these is most true for you? Once again please enter one number.**"
ENTER ONE NUMBER ONLY.

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

EFFICAC3   **"And which of these is most true for you?"**
ENTER ONE NUMBER ONLY

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

LIFESAT1 **"Here is a scale from 0-10 where '0' means that you are completely dissatisfied and '10' means that you are completely satisfied. Please enter the number which corresponds with how satisfied or dissatisfied you are about the way you life has turned out so far.**

1	2	3	4	5	6	7	8	9	10

completely
dissatisfied

completely
satisfied"

Numeric: 0..10

LIFESAT2 **"And finally, please use the scale once more to show how you expect to be in ten years time.**

1	2	3	4	5	6	7	8	9	10

completely
dissatisfied

completely
satisfied"

Numeric: 0..10

END OF SELF-COMPLETION

Centre for Longitudinal Studies
Bedford Group for Lifecourse and
Statistical Studies
Institute of Education
20 Bedford Way
London WC1H 0AL
Tel: 020 7612 6900
Fax: 020 7612 6880
Email cls@cls.ioe.ac.uk
Web http://www.cls.ioe.ac.uk