

Ipsos MORI



Millennium Cohort Study Fifth Sweep (MCS5)

Appendices

May 2013

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- **Pre-notification Mailing**
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Pre-notification Mailing

«Barcode» «FamilySerial»
«AddressName»
«CurrentAdd1»
«CurrentAdd2»
«CurrentAdd3»
«CurrentTown»
«CurrentCounty»
«CurrentPostCode»

«Date»

Dear «Salutation»

Your child is one of the 19,000 special children born in the UK in 2000/2001 whose lives are being followed by the Child of the New Century study.

Ten years of Child of the New Century

The study has now been going for 10 years! I am pleased to enclose a leaflet summarising what it has covered over the decade from 2001-2011 and how it has helped to influence policy and improve children's lives. I have recently taken over from Professor Heather Joshi as the Director of Child of the New Century and am delighted to be involved with such an important study. It is a privilege to be writing to you, who have made it possible. I hope you enjoy reading the leaflet. Additional copies can be downloaded from the study website www.childnc.net. You can also download a version of the leaflet in Welsh.

I also include a card for your child. This is to thank them for their contribution to Child of the New Century so far. I would be grateful if you could pass it on to them.

Child of the New Century: Age 11 Survey

The influence of the study will increase as it continues to follow the children's lives as they grow up. The next stage of the study will take place in 2012, when your child is around 11 years old. The interviews will be carried out for the first time by Ipsos MORI, an independent research organisation. We are excited to be working with Ipsos MORI on the Age 11 Survey. They have a lot of experience and expertise in surveying families with children.

In a short while, I will write to you again to give you more details about the Age 11 Survey and to invite you to take part. An interviewer from Ipsos MORI will then get in touch with you. We very much hope you and your child will feel able to take part again. But it will, of course, be up to you whether or not to help us at the time. The interviewer will be happy to discuss this with you.

If you have any questions or would prefer not to be contacted about the Age 11 Survey, please call us on **Freephone 0800 092 1250** or email **childnc@ioe.ac.uk**. Please also let us know your new address if you move, so that we can reach you to invite you to take part.

Thank you for the help you have given us so far with this important study. I look forward to keeping in touch with you as it goes forward.

With kind regards,



Professor Lucinda Platt, Study Director

Briefing documents

Height Certification (Interviewers)

Section A: Assembled height measure correctly

- ☐ Measuring sections are in correct order
- ☐ Measuring sections have only one colour on each side
- ☐ Both stabilisers are correct way round i.e. facing the wall and at correct location i.e. one on bottom measuring section and one above measuring arm and both are clear of joins
- ☐ Blue measuring arm on correctly i.e. right way up and facing the base plate
- ☐ Height measure resting correctly against wall or door

Section B: Preparing the subject and taking accurate measurement

- ☐ Subject positioned correctly on height measure
 - ☐ Feet on base plate in footprints
 - ☐ Heels placed as close together as possible and touching back of base plate
 - ☐ Legs and back as straight as possible and against the height measure
 - ☐ Arms hanging loosely by sides
 - ☐ Facing forwards
- ☐ Slid measuring arm by handle down onto the subject's head
- ☐ Blade of measuring arm was touching subject's skull
- ☐ Placed the palms of hands on the subject's cheeks with fingers resting at the top of the bony bits just behind their ears
- ☐ Used hands to tilt head forward while standing in front of subject
- ☐ Frankfurt Plane position achieved
- ☐ Released subject's head
- ☐ Asked them to duck off the height measure ensuring they did not knock the measuring arm out of position
- ☐ Took an accurate reading of height measurement:
 - ☐ Reading taken in centimetres
 - ☐ Reading taken in between the red pointers
 - ☐ Reading taken to the nearest completed millimetre

Section C: Dismantled and packed away height measure correctly

- ☐ Measuring sections slotted correctly into base plate
- ☐ Measuring arm slotted correctly into base plate
- ☐ Stabilisers secured with elastic band
- ☐ All equipment placed in box correctly and box secured with the strap

Name of person being certified:.....

Date:.....

Name of certifier:.....

Organisation:.....

Signature:.....

Child of the New Century - Age 11 Survey

Additional CNC Information Sheet

WHY IS CNC IMPORTANT?

Child of the New Century (also known as The Millennium Cohort Study) is an extremely important study that **enables us to understand children's lives, experiences, health and well-being**. It tells us how today's children are getting on as they grow and develop, what makes a difference, what policies are important, and how their lives have changed compared with earlier generations.

It is a study that is world renowned: it is used and studied in other countries – for example, in the US, Australia and Europe – as well as in the UK to help understand how children grow and develop, as well as how that is different in different countries.

It has inspired similar studies in Ireland, New Zealand and France (to name but three).

The importance of the study and the research that uses it is recognised in:

- **Trust:** The respect with which it is regarded by policy makers across all the major political parties and across the countries of the UK. (The study is regularly mentioned in Parliament by its alternative name of the Millennium Cohort Study.)
- **Media:** The extensive news coverage its findings receive. Findings have been reported on national and local television and radio, including, for example, The Today Programme, as well as in all the major daily and Sunday newspapers. (Articles reporting on it are found in all papers from the Daily Mail, to the Mirror, from the Guardian to the Scotsman, from The Telegraph to the Observer.) It is treated as an authoritative source.
- **Policy:** The numerous policies and guidelines which have drawn on it. For example:
 - **NICE breastfeeding guidelines:** used research on the lower hospitalisation rates for babies who were breastfed compared to those who weren't. **UNICEF breastfeeding guidelines** have also been influenced by this research.
 - **The 2010 review: "The Foundation Years: Preventing Poor Children Becoming Poor Adults"** (Frank Field review) drew extensively on CNC, including on specially commissioned research to outline what matters in the early years of children's lives and how interventions at this age might help social mobility.
 - **The National Equality Panel Report of 2010:** highlighted the differences in educational outcomes for those from different social backgrounds. For revealing the gaps that emerge even for young children it used CNC.
 - **The Northern Ireland Child Poverty Strategy** used information on poverty from CNC in developing and outlining the strategy.
 - **The Welsh Government obesity strategy** used information directly drawn from CNC.
 - **The Department of Health and the Department for Education** have commissioned research using CNC to help practitioners in the fields of health and education respond better to families and children's needs.
 - **The evaluation of Sure Start** used CNC children for comparison with those who had had the benefit of Sure Start.

Examples of the ways that the study has helped to understand and improve things for children

Breastfeeding

CNC has revealed the importance of breast feeding for a range of child outcomes. CNC has found that:

- Britain has one of the lowest rates of breastfeeding.
- **67% of mothers' breastfed at all with 45% still breast feeding at 4 weeks.**
- Children who were breastfed had better health outcomes.
- Children tended to have better educational outcomes and better behavioural adjustment.

Studies using CNC are continuing to explore why breast feeding makes a difference to health and well being.

Growth and obesity across childhood

Over the past two decades the proportion of young children who are either overweight or obese has increased substantially **(21% of 7yr olds were overweight or obese in 2008 as measured by CNC, compared to 11% in 1965).**

Obesity affects children's health, development and wellbeing and is also important for adult health. Tackling childhood obesity is a priority for the UK Government. CNC provides unique insight into what makes childhood obesity more (or less) likely and how policies can make a difference. So far CNC has found that:

- **At age 5, 15% of children were overweight and 5% obese. At age 7, 21% were overweight (6% obese).**
- **Children who skipped breakfast at age 5 were more likely to be overweight at age 7.**

Physical activity is important for children

Physical activity is important for children's development, independence, health and avoiding obesity. CNC found:

- **At age 7, 18% of mothers and 34% of fathers did sports or games with their child at least several times per week, and 51% of children walked to school.**
- Children from better off families were more likely to take part in organised sports activities; but children from less well off families were more likely to walk to school. This shows that the barriers and enablers for physical activity are different in different sorts of household.
- Children in all types of household are more likely to take part in physical activity if parents engage in physical play with the child. This shows the importance of supporting parenting activity to support child well-being.

Reading to children matters

Research using CNC has shown social differences in educational success among children as early as age 3. CNC found:

- **Children from more well off households have higher educational achievement than others on average.**
- **Children from all backgrounds do better if their parents read to them. Supporting parents from disadvantaged backgrounds to read more with their children could help to close the gap.**
- **At age 3 roughly 60% of mothers read to their child every day.**

The practice of streaming and setting in UK primary schools

Findings from CNC show that the controversial practice of streaming (ability groups for all lessons) and setting (ability groups for certain lessons) is more prevalent in UK primary schools than previously thought. CNC found that:

- **Children are being streamed or set as early as age 7 (15% streamed by this age).**
- **Streaming and setting may be implicated in the widening attainment gap between the children who do best and the children who do worst between ages 5 and 7.**

CNC will allow researchers to examine how far children's outcomes are influenced by their stream and set placements at such an early age.

The importance of continuing to collect information at Age 11 and beyond

The study's value increases as the children age and the knowledge base grows. At Age 11 we can see how children are doing in terms of physical and educational development and better understand what leads to good school outcomes. We will start to look at the beginnings of children's independence from adults and what this means for them in adulthood. We will also be able to look at the impact of the current recession on their lives now, at such a critical stage of life, and what impact this has on them in the future.

Child of the New Century Age 11 Survey - MP4 Player User Guide

Using headphones with the MP4 player

To use headphones with the MP4 player plug the headphone lead into the headphone socket indicated on the diagram by number 4.

Turning the MP4 player On/Off

To turn the MP4 player on/off set the on/off switch (8) to the on/off position. Once turned on, it opens in the main menu, and this will show on the screen (9).

Navigating to the Questionnaire

The questionnaire operates in video mode. To access this from the main menu, use the next track button (2) to scroll to “video” and then press the menu button (1) to select. (The first time you enter it will take you to the first track; subsequent times it will take you to the track from which you exited the last time you used the machine.)

Navigating tracks

Each question is a separate track. The machine moves automatically through the tracks but you can also navigate around using the next track button (2) and previous track button (7).

Playing/pausing/resuming a track

To play/pause/resume a selected track press the play/pause button (6).

Skipping to the next track

To skip to the next track press the next track button (2).

Restarting/repeating a track

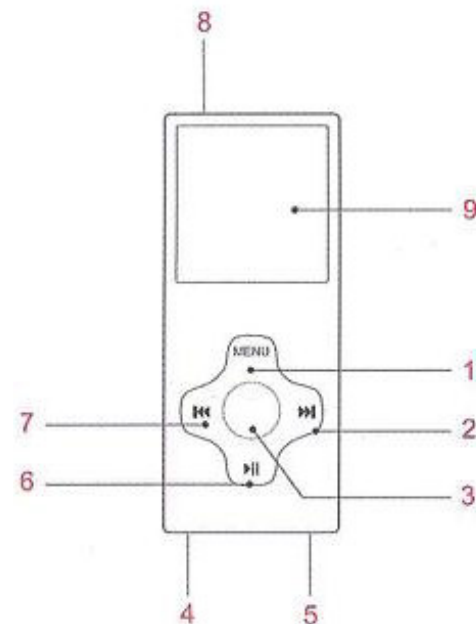
To restart a track first press the previous track button (7). This skips to the *previous* track. So then press the next track button (2) to get to the start of the track you require repeating.

Changing the volume

To change the volume, press the middle button (3) to exit the video mode, then press the next track button (2) or previous track button (7) to increase or decrease the volume. Press the middle button (3) again to return to the video mode.

Charging the MP4 player

To charge, you **must** first turn the MP4 player **ON** by setting the On/Off switch (8) to **ON**. Then plug into the mains using the lead and adaptor provided. The lead plugs into the MP4 player at socket (5). The battery symbol (top right of the screen) indicates the charge level.



CANTAB Summary Sheet

BEFORE YOU START

Before starting any of the three assessments you need to ensure you are set-up for CANTAB:

- Take out the two laminated administration scripts
- Insert the USB software key into your laptop
- Attach and calibrate the touchscreen add-on (if using one)

INSERTING THE SOFTWARE KEY

- It is crucial that your USB software key is inserted into your computer before you begin the Memory Task and Decision-making Task as **the child's data will not be stored if the key is not inserted.**
- To insert the USB key, you will find a USB port at the back or on the side of your CAPI laptop. Please slot the USB key into the port.
- You will then be ready to complete the assessments.
- If you begin the CANTAB assessments and **EVALUATION** is written across the screen, the USB key has not been inserted properly. Please exit the assessment by pressing the [Esc] key and then 'Y' to abort. If you are in the Memory task you will also need to select 'N' when asked whether you want to complete the remaining test. You will then be taken back into the CAPI where you will need to select 'NEED TO REDO ASSESSMENT(S) BECAUSE IN EVALUATION MODE'. You will then be taken back to begin the assessments again.

For interviewers using a touch screen add-on

ATTACHING THE TOUCHSCREEN ADD-ON

- Remove the touchscreen add-on from its box and clean it using the cloth provided.
- Secure the touchscreen add-on tightly to the computer screen using the velcro straps.
- Ensure that it is secure enough that it will not move if touched by the child.
- Insert the coiled lead into a USB port at the back or on the side of your computer.
- Attach the other end of the coiled lead to the bottom right corner of the touch-screen add-on.

CALIBRATING THE SCREEN

- Once you have secured the touchscreen add-on and plugged it in via the USB port, go to the START menu and select 'Calibrate Touch Screen'.
- If a box appears that says 'Touch screen not installed' remove the coiled lead from the USB port and insert it into another USB port. (If there are only two USB ports, swap the coiled lead for the touch-screen and the software key round). This should then solve the problem. Then go back to the START menu and select 'Calibrate Touch Screen' again.
- Select 'Calibration' on the screen and then select 'GO!'
- You will then see a screen with a flashing circle that reads 'Touch the centre' below it. Touch and press the circle using your index finger until the circle disappears then touch the other circles that appear consecutively in the corners of the screen and then finally the circle in the middle. There are 5 circles in total.

- Your screen will now be calibrated. Touch 'OK' on the screen to test that the cursor accurately moves where you touch the screen.
- Re-enter the CAPI script and continue.

RE-CALIBRATING THE SCREEN IF IT FREEZES

- If the screen freezes during the CANTAB assessment(s), press [Alt] and [Tab] together to come out of the CANTAB software. You need to access the START menu to re-calibrate the screen.
- Once the screen has been re-calibrated, re-enter the CANTAB software via the icon at the bottom of the screen and continue with the CANTAB assessments.
- At the end of the assessment, please record at TECH that the touchscreen froze and had to be re-calibrated during the assessment.

For all interviewers:

PAUSING OR ABORTING A CANTAB ASSESSMENT

- In the CANTAB assessment(s), press the [Esc] key to pause the test. You will then be asked if you wish to abort the test.
- To abort a test press 'Y'; to end a pause, return to the test and continue, press 'N'.
- For the Memory task, you can also pause between each trial i.e. when [SPACE] is displayed on screen without affecting the child's score.
- For both the Memory and the Decision making task, you can pause between phases i.e. with 'NewSet' or 'Please wait' on screen without affecting the child's score.
- If you abort during the Memory task a screen will be displayed asking if you wish to complete the Decision-making task. Press 'Y' to run the Decision-making task or 'N' to end the assessments.



Ipsos MORI

Child of the New Century

Age 11 Survey

Child Physical Measurement and Assessment Instructions

December 2011

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1. Introduction to Child Physical Measurements

We are asking you to take three physical measurements of the child:

- Height
- Weight
- Body fat percentage

It is important to measure every child's height and weight as this is used to calculate the child's Body Mass Index (BMI). BMI is a ratio of height and weight: weight divided by height squared. It is the most commonly used measure of obesity. BMI values can be compared with population reference data to identify children who are overweight or obese.

The body fat percentage is the percentage of a person's weight that is made up of fat. Everyone needs some body fat to be healthy but too much fat can lead to health problems. The measure of body fat percentage will add further value to BMI measurements by providing an overall estimate of fat-free mass.

Obesity is excess body fat due to energy intake being more than energy expenditure. Research evidence has shown that children who are overweight tend to grow up into adults who are overweight and this puts them at risk of illness and disease in later life, including heart attack and stroke, type 2 diabetes, certain types of cancer and high blood pressure. There are also psychological consequences of obesity, e.g. teasing about weight may affect confidence and self-esteem and lead to isolation and depression.

Levels of childhood obesity are increasing. In 1965 the National Child Development Study, a study similar to the Child of the New Century which is following the lives of individuals born in 1958, found that 11 per cent of 7 year olds were 'overweight' or 'obese'. By 2008 the Child of the New Century study found that this proportion had more than doubled to 25 per cent.

Obesity is a major health concern and the government intends to achieve a sustained downward trend in the level of excess weight in children by 2020.

1.1 Equipment

You will be provided with the following equipment:

- Leicester Height Measure (stadiometer)
- Tanita Scales (BF-522W)

All measurements must be conducted with this equipment only; you should not conduct measurements with any alternative equipment. If you have any queries about your equipment please contact the office.

Please be aware that this equipment is expensive and whilst we can replace it if necessary, you will not be able to interview while you are waiting for your replacement equipment to arrive.

If necessary, you can clean the height measure using a damp cloth and the scales using a wipe.

1.2 Eligibility

Children need to be able to stand unaided in order for the physical measurements to be taken. If they cannot do so you will not be able to take the physical measurements.

1.3 Parents

As you will need to touch the child in order to take the measurements, a parent should always be present.

1.4 Feeding back measurements to the child

After taking all the measurements you should ask the child whether they would like a copy of any or all of their height, weight and body fat measurements. If the child agrees you can write the measurements they would like to have on the measurement postcard. You should only give the measurements to the child and not the parents.

2. Height Measurement

2.1 The equipment

You are provided with a portable Leicester height measure and Frankfurt Plane card. The height measure has four components: a sliding blue measuring arm, a base plate, four measuring sections marked with a measuring scale on each side and two white stabilisers.

Please take great care of this equipment. Particular care needs to be paid when assembling and dismantling the height measure, and when carrying and repacking it in the box provided.

- Do not bend the blue measuring arm or base plate
- Do not bend the measuring sections
- Do not drop the blue measuring arm and be careful not to knock the corners of the measuring sections
- Assemble and dismantle the height measure slowly and carefully

The height measure will be sent to you in its box with all its components packed together. Always store and transport it in the box and secure it with the strap provided.

2.2 The measuring sections

There are four measuring sections marked on each side (one black and one blue) with a measuring scale in centimetres (metric) and inches (imperial). The sections are made of plastic so please be very careful not to damage the corners as this will prevent them from fitting together properly and will lead to a loss of accuracy in the measurements. The measuring sections are stored slotted into the base plate.

2.3 The base plate

Be careful not to damage the corners of the base plate.

2.4 The blue measuring arm

The blue measuring arm is stored upside down in a slot in the base plate. There are two parts to the blue measuring arm: the blade and the cuff. The blade is the part that rests on the child's head while the measurement is taken. The cuff is the part that slips over the measuring sections, slides up and down and has a handle at the back. The whole unit is made of plastic and will snap if subjected to excessive pressure. Hold the measuring arm by the handle whenever you are moving it up or down; this will prevent any unnecessary pressure being applied to the blade which may cause it to break.

2.5 The stabilisers

There are two white stabilisers. They are stored in the ends of two of the measuring sections. The stabilisers give the height measure more rigidity when the child steps on to the base plate and provide a more accurate reading of their true height.

2.6 Measuring protocol

2.6.1 Assembling the height measure

To assemble the height measure the stages are as follows:

1. Lay the base plate flat on the floor area near the surface that you are going to measure against. The base should be placed on a firm uncarpeted surface where you are to conduct the measurements. If the only place where you can use the height measure is on a carpet, please make a note of this in the CAPI (code 8 'other issue' at question *Htrl*).
2. Ideally the height measure should be used against a wall without skirting boards. If no suitable wall space is available, the height measure can be used against a closed door. If you use a door it will be necessary to ensure that all others present in the household know what you are doing to avoid accidents if they try and open the door. As a last resort, a wall with skirting boards can be used as the stabilisers will ensure the base plate sits slightly away from the edge of the skirting board.
3. Remove the four measuring sections from the base plate and unlock the blue measuring arm from its secure carrying position in the base plate by sliding it forward.
4. Take the base measuring section (marked with a downwards arrow) with the black side facing you and slide it firmly into the slot at the back of the base plate. It should fit snugly without you having to use force.
5. Slide one of the stabilisers onto the base measuring section ensuring that it faces the wall or door. Also make sure that the stabiliser is sufficiently below the top of the section for it to stay clear of the joint when the next section is added.
6. Slide the second measuring section on top of the first by matching the icons (★) on the black printed side. Note that these icons do not appear on the blue printed side so you must be looking at the black printed side when assembling the sections.
7. Slide the blue measuring arm onto the third measuring section. Make sure the blade of the measuring arm is the right way up with the blade facing the base plate.
8. Slide the third measuring section onto the second by matching the icons (●).
9. Slide the second stabiliser onto the fourth measuring section before you join it to the third. Slide the fourth measuring section on top of the third by matching the icons (■). You may have to tilt the height measure to avoid hitting the ceiling. Make sure the second stabiliser faces the wall or door and it is clear of the measuring section joints.
10. You should use all four sections, even though the child is likely to be no higher than the third section to ensure there is sufficient space for the measuring arm and stabiliser.
11. Slide the assembled height measure against the wall or door.
12. When the height measure is not being used ensure the blue measuring arm is at the top of the height measure, to avoid anyone walking into it.

2.6.2 Preparing the child

1. Ensure that the child is wearing light indoor clothing, with any items in their pockets removed. Ask the child to remove shoes and socks or tights.
2. Ask the child to remove glasses.

3. Ask the child to remove any hair accessories and hairdos (such as buns) that may affect how accurately the height can be measured. Do not ask children to remove hairstyles or head wear that are worn for religious or cultural reasons. Children of 10-11 years tend to have topknots rather than turbans. If the child has a topknot, the blue measuring arm can be put down just to one side of the topknot to obtain an accurate reading. If necessary, make sure hair is tucked behind the ears.

2.6.3 Taking the measurement

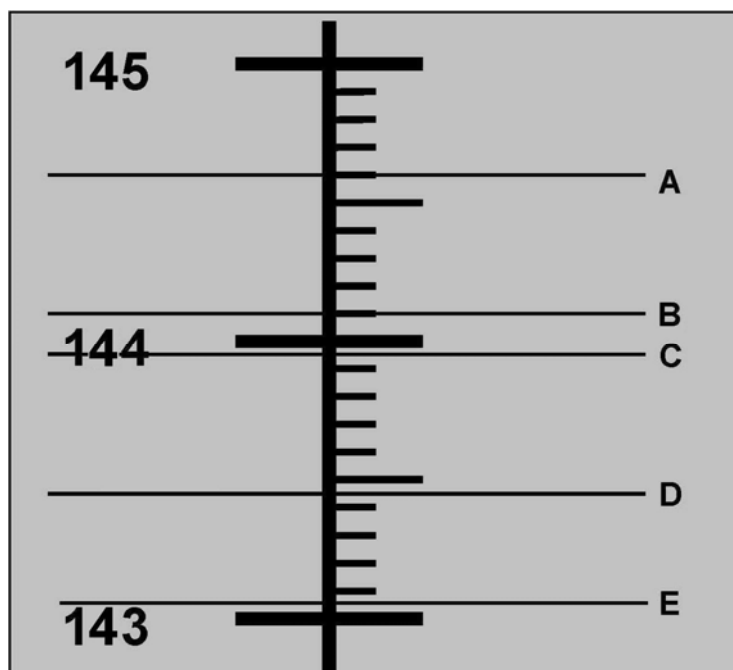
1. Before you start, explain what you are going to do and check that they understand that to measure their height you will need to touch their face.
2. Ensure the blue measuring arm is raised to allow sufficient room for the child to stand underneath it.
3. Ask the child to stand on the base plate with their feet on the footprints, ensuring that their heels are as close together as possible and touching the back of the base plate. The child's legs and back should be as straight as possible and against the height measure, arms hanging loosely by their sides and facing forwards.
4. Slide the blue measuring arm firmly on to the child's head using the handle. Make sure that the blade of the arm touches the skull.
5. Standing in front of the child, position their head in the Frankfurt Plane – an imaginary horizontal line running from the bottom of the eye socket to the middle of the ear (see Appendix). This position is important if an accurate measurement is to be obtained as it allows the full length of the child from the crown to their feet to be measured.
6. To achieve the Frankfurt Plane, place the palms of your hands on the child's cheeks with your fingers resting on the top of the bony bits just behind their ears and then tilt the child's head forwards until it is in the Frankfurt Plane position. You will need to have your eyes in line with the eye line of the child, so you may need to bend down. As you put the head in the Frankfurt Plane position the child's crown should push up the measuring arm to the child's maximum height.
7. Release the child's head and then ask them to duck away from the base plate ensuring that they don't knock the blue measuring arm out of position.

2.6.4 Reading and recording the measurement

1. Read the height measurement from the measuring scale. The height reading should be taken from between the red pointers on the measuring arm. It can be taken from either side i.e. the blue or the black side. The reading should be taken in metric units i.e. centimetres to the nearest **completed** millimetre. Thus if the scale shows an arrow between 143.9 cm and 144.0 cm then the reading should be 143.9 cm (see line C in Figure 1.1).

Line A = 144.6
 Line B = 144.1
 Line C = 143.9
 Line D = 143.4
 Line E = 143.0

Figure 1.1: Reading the measurement



2. Immediately record the height measurement on the computer (*htcm1*), the number of attempts made (*htat*), time measurement was taken (*htm1* and *htm2*), any special circumstances (*htsl*) and any other relevant information about the measurement (*htel/htex*). The CAPI will **only** accept the measurement in centimetres and millimetres. An additional CHECK will appear if you enter a number without a decimal place or if you enter a zero after the decimal place. For example, if you enter 147, you will be asked to select from a list from 147.0 to 147.9. If the exact reading is, for example, 147.0, please confirm this at the CHECK question by selecting the relevant option.
3. Remember to thank the child for their help.
4. A summary of the overall procedure is provided in Appendix.

2.6.5 Dismantling the height measure

1. Move the blue measuring arm down to the third measuring section.
2. Remove the fourth measuring section. You may have to lean the height measure towards you. Remove the stabiliser from the fourth measuring section.
3. Remove the blue measuring arm.
4. Dismantle the other three measuring sections.
5. Remove the stabiliser from the base measuring section and place both stabilisers into the end of two of the measuring sections.
6. Slot all four measuring sections into the base.

7. Slot the blue measuring arm back into the base plate for safe keeping during transit (you'll have to turn it upside down to do this).
8. Put the height measure into the box and secure the box with the strap.

2.6.6 Height refused, or not obtained

At *Chic and Chac* you are asked to code whether consent from the parent and the child was obtained to measure height.

If consent from the parent and child was obtained to measure height but you were then unable to take the measurement for any reason then you should code Null at *Htcm1* and you will be routed to *Unht* where you should record the reason you were unable to take the measurement.

2.6.7 Additional points

- Most 11 year olds will be in the height range 140-160 cms (4 feet 7 inches to 5 feet 3 inches).
- Take a single measurement for height where possible – but repeat if unhappy with the first (perhaps because the child moved, knocked the measuring arm as they stepped off or was not standing as straight as they could), provided the child is happy for you to do so.
- If the child is exceptionally tall you may need to tip the height measure towards you to read the measurement.
- If for some reason the child's height was not entered in the computer at the time of measurement, make a note of the height and the time it was measured for later entry.

3. Weight and Body Fat Measurement

3.1 The equipment

You are provided with Tanita scales for the weight and body fat measurement.

At the same time as measuring weight, the scales measure body fat percentage by sending a weak electrical current around the body from one foot to the other. This is safe and painless. The electrical current cannot be felt at all. The scales measure the amount of resistance encountered by the current as it travels round the body. As muscle and fat have different levels of resistance, the scales use this to calculate body fat percentage.

The scales can also be used in 'weight only' mode. This does not involve an electrical current. If the parent or child does not wish for the child's body fat percentage to be measured but they are happy to have their weight measured, you should use the scales in 'weight only' mode. A separate protocol is given below.

3.2 Looking after and carrying the equipment

The scales will be supplied in or with a padded shoulder bag. They should always be carried in this bag. Each set of scales has a set of four feet which are attached to the bottom of scales at the corners to give them more stability. Please do not remove these feet.

The Tanita scales have a hand-held console with a display screen. The weight and body fat percentage appear in the window on the display screen. **Weight is measured to the nearest 0.1kg and body fat percentage to the nearest 0.1%.**

It is **extremely important** that the cord to which the hand-held console is attached is not wrapped around the scales or the console as this can cause damage to the scales.

The scales were checked for accuracy (calibrated) before being issued.

The scales are battery powered. A new set of batteries has been provided with all scales and will need to be inserted into the scales before use. The battery compartment is on the underneath of the scales.

You should keep the scales in their padded bag when they are not in use.

These scales must **not** be used on any other projects.

3.3 Measuring protocol

3.3.1 Preparing the equipment

Place the scales on a firm, level surface. Make a note on the computer if only a soft carpeted surface is available (*WtSc*).

3.3.2 Preparing the child

- Check with the parent that the child is not wearing a pacemaker and record in CAPI (*bfck*).
- Ask the child to remove their shoes and socks or tights. It is essential for the measurement of body fat that the child is barefoot as the electrical current is sent

around their body through their feet. Although the scales may sometimes work through thin socks or tights, they will not give an accurate reading, so you **must always** take the measurement barefoot.

- Ensure that they are wearing light indoor clothing with belts and items in their pockets removed. They should also remove any large, bulky watches.

3.3.3 Taking the measurements – weight and body fat

Before asking the child to step on the scales, it is necessary to enter the child's age, gender and height in whole centimetres into the scales. The child's age, gender and height will be displayed in CAPI. This is in order that body fat percentage can be correctly calculated. It is essential that the height is read from CAPI as it has been rounded in a particular way. This means that the **height measurement MUST be taken before the weight and body fat measurements**.

1. Ensure that the scales are set to Kg mode. Press the grey 'lb/kg' button. If the display shows '0.0kg' press the red 'OFF' button. If the display shows 'lbs' or 'stones' and 'lbs', press the grey button until it shows '0.0kg'. Press the red 'OFF' button.
2. Switch the scales on by pressing the yellow 'ON/SET' button on the right hand side of the hand-held console. The console will beep and the display screen will flash with the default age (30).
3. Enter the child's age in years. Use the yellow arrow buttons to scroll down to the desired age. Holding down the down arrow button will enable you to do this quickly. Press the 'SET' button to confirm the selection. The console will beep.
4. Select the appropriate gender by using the yellow arrow buttons. Press the up or down arrow once to reach 'female' and the up or down arrow again to reach 'male'. Then press the 'SET' button to confirm the selection. The console will beep.
5. Next enter the child's height in whole centimetres from CAPI (*bfin*). The console will display the default height (170). Use the arrow buttons to scroll down to the desired height. Holding down the down arrow button will enable you to do this quickly. Press the 'SET' button to confirm the selection. The console will beep.
6. If you make a mistake when entering these numbers, turn off the scales (using the red 'OFF' button) and start again.
7. When all the information is entered, the console will beep twice and the display will show '0.0'. Ask the child to step onto the scales.
8. The child should stand with both feet flat on the surface of the foot pads. Make sure their feet are positioned touching the front and back foot pads. This is essential in order for the current to be passed through the body. The child should face forward and stand up straight with their arms by their sides. They should stand still.
9. Once stabilised, the weight measurement will appear in the display and the scales will beep. You should not attempt to note the weight at this point.
10. The child should remain on the scales while their body fat is measured. Five zeros (00000) will appear on the display. They will disappear one by one from left to right. This should take about 10 seconds. After they have all disappeared, the scales will

beep twice to indicate that body fat has been measured. You should then ask the child to step-off the scales.

11. The body fat percentage will appear in the display. The display will rotate between body fat percentage and the weight for about 30 seconds. You should note both the weight and body fat percentage at this point. The weight will have 'kg' after it on the display and the body fat percentage will have '%' after it on the display.
12. The scales will turn off automatically after about 30 seconds. Press the OFF button to turn the scales off before 30 seconds. In order to take the measurement again, you should turn the scales off and back on again.

3.3.4 Taking the measurements – weight only

1. Ensure that the scales are set to Kg mode. Press the grey 'lb/kg' button. If the display shows '0.0kg' press the red 'OFF' button. If the display shows 'lbs' or 'stones' and 'lbs', press the grey button until it shows '0.0kg'. Press the red 'OFF' button.
2. To turn the scales on in weight only mode, press the red WEIGHT button.
3. The display will show '8888.8' (and beep) and then display '0.0' (and beep).
4. Ask the child to step onto the scales.
5. The child should stand with both feet flat on the surface of the foot pads. The child should face forward and stand up straight with their arms by their sides. They should stand still.
6. Once stabilised, the weight measurement will appear on the display and the scales will beep and the display will flash.
7. Read the weight from the display while the child is still on the scales.
8. Ask the child to step off the scales.

3.3.5 Recording the measurements

1. Once you have read the measurements from the display, immediately record the measurements on the computer (*wbcm/bfpc*), the number of attempts made (*wtat*), and whether the scales were placed on an uneven floor, a carpet, or neither (*wtsc*). In addition record whether there were any special circumstances that affected the measurement (*wtrl*) and any other relevant information (*wtel/wtex*)
2. Remember to thank the child.
3. If the child is very overweight (or underweight), the weight or body fat percentage you enter may trigger a prompt for you to check the weight and body fat percentage again. Please be sensitive.

3.3.6 Weight and/or body fat refused, or not obtained

At *Chic* and *Chac* you are asked to code whether consent from the parent and consent from the child to measure weight and bodyfat was obtained.

If parental and child consent was obtained to measure weight but you were unable to do so you should code NULL at *WtCm* and record why this was the case at *Wtun*.

If you measure weight only, you will be asked to record why body fat was not measured (*nobf*).

3.3.7 Additional points

- **IMPORTANT:** Anyone who is fitted with a pacemaker should not have their body fat measured as the electrical signal could cause such devices to malfunction. Such devices are extremely uncommon among 11-year olds but you should still check with the parent (at *Bfck*). Please also bear this in mind if you practise using the scales to measure adults.
- If the parent and child consent to measuring the child's weight and body fat percentage but not height, you will not be able to take the body fat measurement, as you need to enter the child's height into the hand-held console to do so. In this scenario, CAPI will route you past the questions that relate to the body fat measurement.
- These scales are not advised for use with pregnant women since the body fat measurement may be inaccurate. There is no risk to the unborn child.
- Always use the scales in 'kg mode' as we want to enter height in centimetres and measure weight in kilograms.
- Make a single measurement for weight and body fat where possible – but repeat if unhappy with the first measurement (perhaps because the child moved or was not standing as straight as they could), provided the child and parent/guardian are happy for you to do so.
- If for some reason the child's weight/body fat percentage was not entered in the computer at the time of measurement, make a note of the weight/body fat percentage for later entry.
- The maximum weight registering accurately on the scales is 150kg (330lb/23½ stone).
- For measuring body fat using these scales, the **minimum height** that can be entered is 100cm (3ft 3in). If the child is less than 100cm tall or if their feet are not long enough to be touching both sets of circles, you will be unable to take the body fat measurement. You should still weigh the child in 'weight only' mode.
- If practising using the scales with adults (18 and over), you will also be asked to enter body type in combination with gender. There are two body types: standard and athlete. Athlete mode should only be used for individuals who are extremely fit. For adults, the scales will also give the total body water percentage and the display will rotate between all three measurements (weight, body fat percentage and body water percentage).
- The usual body fat range for an 11-year old is between 17-31% for girls and 13-24% for boys. However, you should not give any feedback to children and parents, if asked, about their body fat measurement.
- The usual weight range for an 11-year old is between 25 and 66 kgs.

4. Introduction to Child Cognitive Assessments

The assessment of cohort children's cognitive function is a key part of the Age 11 Survey of Child of the New Century. By cognitive function we mean the child's thought processes. This covers their powers of reasoning, their ability to learn and mastery of language, ability to make good decisions, memory and ability to develop strategies to solve problems. The cohort children are the central focus of the study and their cognitive development is a key aspect of their progress. Children will have made major advances in cognition and language development since the last survey at age 7. Their thought processes will have become less intuitive and more logical and complex, their language use will have become more sophisticated and their vocabulary will have expanded extremely rapidly.

Cognitive development, even early in life, has been shown to be related to a child's performance at school and educational achievement in later life. Findings from earlier waves of the study have already shown that there are differences in cognitive development between children from different kinds of family background, even at a very young age.

The cognitive assessments we are using for CNC5 are:

- One assessment taken from the British Ability Scales:
 - Verbal Similarities
- Two assessments taken from CANTAB (Cambridge Neuropsychological Test Automated Battery)
 - Memory task (officially named the Spatial Working Memory task)
 - Decision-making task (officially named the Cambridge Gambling task)

These assessments are all tools that are well respected and widely used. They are used to examine cognitive development and are normally employed by psychologists in a clinical setting. The British Ability Scale Verbal Similarities assessment has been adapted for use in a survey setting, and modified to be administered with a CAPI programme so that you do not need to memorise a complex set of rules for routing children through the assessment. The CANTAB assessments will be conducted using an add-on touch screen (if your CAPI machine is not touch-screen capable), which you will be provided with, and special software which will have been loaded on to your laptop. The purpose of each assessment is described in the table below.

Table 1.1 CNC5: Child assessments in brief

Assessment name	Assesses	Method
Verbal Similarities	Measures verbal reasoning and verbal knowledge	<p>Child asked to state how three things go together (e.g. peas, cabbages, carrots are all vegetables).</p> <p>The number of questions administered and the level of difficulty is dependent upon a child's performance.</p>
Memory	Measures memory and strategy use	A touch-screen computerised assessment in which a number of coloured squares (boxes) are shown on the screen. By touching (opening) the boxes and using a process of elimination, the child should find one 'token' in each box and use them to fill up an empty column on the right hand side of the screen. The number of boxes is gradually increased, until it is necessary to search a total of eight boxes.
Decision-making	Measures decision-making and risk-taking behaviour	<p>On each trial, the child is presented with a row of ten boxes across the top of the screen, some of which are red and some of which are blue. The child has to decide whether a 'token' is hidden in a red box or a blue box.</p> <p>The child starts with a number of points displayed on the screen, and must decide what proportion of their points they are willing to risk on their decision. The child must try to accumulate as many points as possible.</p>

The data that is collected will be used to calculate scores for each child. These will not, however, be made available to you, the child or their family as the assessments have been adapted to be suitable for *research* purposes only and cannot give an accurate *clinical* assessment of each child's cognitive ability or performance. In this research setting, the assessment is only designed to provide an accurate picture of the range of skills across the population. For this reason, you must not give the parent any feedback about how their child has performed in relation to other children that you have assessed e.g. whether they were better or worse than 'average' as this can give a potentially misleading impression of their child's individual ability.

The assessments are presented in order in CAPI and you can only complete them in this order. You must complete Verbal Similarities (VS) before the two CANTAB assessments. You should usually complete all three assessments in one sitting. If necessary, you can complete VS on a different occasion to the CANTAB assessments. However, the CANTAB assessments must be completed together on the same occasion i.e. you can only enter the CANTAB script once, so it is particularly important

that before you start these assessments you try to make sure that you have time to complete them both.

The three assessments take, on average, around 25 minutes to administer.

4.1 Equipment and materials required for the assessments

In addition to these instructions, the equipment and materials you will need for administering the assessments are presented in Table 1.2.

Table 1.2. Equipment needed for cognitive assessments

Assessment name	Equipment
BAS – Verbal Similarities	➤ Welsh language administration booklet for interviewers administering the assessment in Welsh
CANTAB – Memory and Decision-Making	➤ Add-on touch-screen for laptop (for interviewers without a touch-screen capable CAPI machine) ➤ Two laminated administration scripts ➤ USB data stick, retractable cord for attaching USB to computer ➤ CANTAB laminated summary sheet ➤ Two Welsh language laminated administration scripts for interviewers administering the assessments in Welsh

4.2 Looking after and carrying the equipment

The equipment belongs to the Centre for Longitudinal Studies, and it will have to be returned to Ipsos MORI's Operations department at the end of fieldwork. Please be aware that this equipment is expensive and whilst we can replace equipment if necessary, you will not be able to interview while you are waiting for your replacement equipment to arrive.

Children will be required to touch the touch-screen for the CANTAB assessments. You should therefore ensure that children have clean hands (beware sticky fingers!) before you start the assessments.

You should carry the equipment in the packaging provided. For those of you using a touch-screen add on, there is a cloth contained in the touch-screen packaging to wipe it clean after it has been used. The touch screen must be cleaned every time before you attach it to your computer and before administering any of the assessments. Failure to do this can impede the child's performance.

5. General Points about Carrying out Assessments

5.1 Eligibility

Do not administer the assessments if the child:

- has a learning disability or serious behavioural problem (e.g. severe ADHD, autism) - if in doubt check with the parent. In general, if the parent and child have given consent to carry out an assessment, then you should attempt to administer it. If you feel the child is not capable of doing an assessment, but the parent has given permission, check that they are happy for you to proceed by referring them to the leaflet (which explains what is involved) again. The Verbal Similarities assessment, which is conducted using CAPI, will stop if the child's performance is poor. The two CANTAB assessments can be terminated if the child is not able to complete them..
- is unable to respond in the required manner for each assessment (e.g. listening, speaking, touching a computer screen).
- is not able to speak or understand English or Welsh (this is extremely unlikely but not impossible).

5.2 General principles

Each assessment has its own content and protocols, but there are two principles that are common to all of them and specific to the assessments. These are that the assessments should be administered:

- in a manner which is consistent, and
- which elicits optimal performance from the child

These principles, and the general principles of interviewing children, should be borne in mind at all times.

5.3 Consistency

The assessments derive from standard instruments, so the protocols and wording cannot be varied. You must follow the assessment procedures exactly as specified in the briefing, written instructions, laminated administration scripts and CAPI. This is to ensure that all interviewers administer the assessments systematically and consistently, with no variation between different interviewers or across different interviews. This means we will be able to compare the results from different interviewers, different children and with different studies which have also done these assessments.

At the same time, it is important that the assessments are not administered in a rigid or unnatural manner.

5.4 Optimal performance

Make sure the child understands the task; we do not want their performance to reflect the fact that they misunderstood what they needed to do. In each of the assessments, there are specific ways in which we ensure that the child has understood the task. These are covered in later sections.

Keep in mind the influences on each child's performance. These include:

- the environment in which the assessment takes place
- the rapport you establish with the child
- the reinforcement and encouragement you give
- the appropriateness and timing of breaks during the assessments.

Each of these is considered in turn below.

5.5 Environment

It is important that you, the interviewer, take control of the household environment. Ask the parent to help set up 'ideal' conditions so that their child has the best chance of doing their best in the assessments.

Ideally, the assessment should be administered in a quiet, well-lit room, away from distractions and disruptions. It may help to explain that the child will need a quiet environment to do his or her best.

You need enough space to be able to control all of the equipment and record responses, and for the Verbal Similarities (VS) assessment you will need to keep the computer screen out of the child's sight.

Given the nature of the assessments, it is strongly recommended that you use a table if available. However, you will need to be flexible in arranging the environment in which to carry out the assessments.

If a table is available at which you and the child can sit comfortably and safely, try to arrange it so that the child and you can sit at right angles across the corner of the table for the VS assessment as the child should not be able to see the computer screen during this assessment. To administer the CANTAB assessments you will need to sit side by side with the child.

If a table is not available, try to ensure that a firm surface, such as a clipboard, a coffee table or firm chair is available.

Parents are not required to be present during the assessments but often they are likely to be present in the room when you administer the assessments. Explain to them **before you start** the assessments that they should not prompt the child during the assessment administration or offer the children any encouraging (or discouraging) remarks. Nor should they reword or explain the instructions to the child, or give hints, or help in any other way. Explain that you want to make sure that the responses you record are the child's and that in fairness to all children the assessments always have to be done in the same way. Parental interference is most likely during the VS assessment. It may be helpful to suggest to the parent that they do not stand or sit in the child's line of sight.

Where possible, try to ensure that other family members – particularly brothers and sisters – are not present during the assessments.

Where possible, try to ensure that the child is not distracted from the assessments by extraneous materials in their direct view or vicinity and that any televisions etc. in the room are turned off.

5.6 Rapport

Before administering the assessments, take some time to establish rapport with the child. It will help if you are introduced to the child by the parent or caregiver or if you introduce yourself to the child. You will have already gone through the consent process, which provides a good opportunity to talk with them. Talking to the child before you start the assessments may also help to set them at ease. Some hints are to ask them about what they did at school that day, the name of their teacher or refer to anything else that seems relevant such as brothers and sisters, toys, pets, football teams, television programs etc.

5.7 Breaks

Before you begin the assessments try to make sure that the child is not hungry, thirsty or tired. Most of the children with whom you will be working will be able to complete the assessments without a break. If the child does need a break, try to make sure that this is between different assessments, rather than in the middle of one of them. If a break is unavoidable in the middle of the VS assessment, it can be continued after the break with no loss of quality to the assessment data. If an unavoidable break occurs in either of the two CANTAB assessments, you must **pause** the assessment and restart it when the child is ready to resume. The procedure for doing this is explained in section 7.8.

5.8 Welsh Translations

All three assessments can be translated by Welsh speaking interviewers/translators. It is up to the parent and child to decide whether or not they would like to complete these assessments in Welsh. Some children will be educated in Welsh at school and these children in particular may wish to complete the assessments in Welsh. If they wish, they can choose to complete some assessments in Welsh but not others.

The 'must use' words and phrases that the interviewer says to the child in each assessment have been translated into Welsh. The assessment administration instructions for the two CANTAB assessments including 'must use' phrases in Welsh are available to interviewers as separate laminated scripts. The translation of the words and 'must use' phrases in the Verbal Similarities assessment is available in a ring-bound booklet. The VS administration instructions are followed in the usual way on the CAPI.

5.9 Gaelic and Irish translations

In Scotland and Northern Ireland, some children may be educated in Gaelic or Irish. However, all of the assessments to these children must be conducted in English. They cannot and must not be translated into the Gaelic or Irish languages.

The protocol in these countries is different than in Wales because the Welsh language has a different legal status in Wales than the Gaelic and Irish languages do in Scotland and Northern Ireland.

In general, we anticipate that children educated in Gaelic or Irish will be able to speak and understand spoken English sufficiently to complete the assessments.

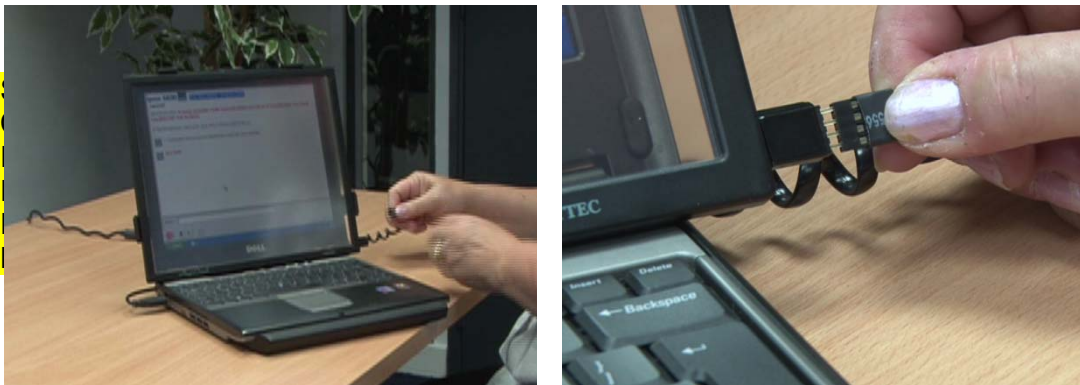
5.10 The add-on touch screen

The child will complete the CANTAB assessments by touching the touch screen. For interviewers using a touch-screen add-on, the touch screen must be attached to your

computer and calibrated before you carry out any of the three assessments with the child.

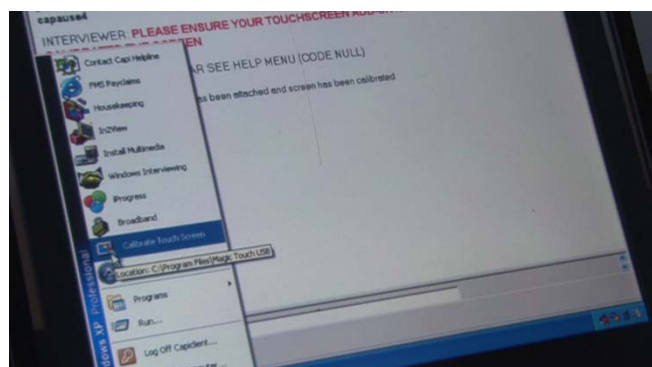
The instructions about how to attach and calibrate them are included below. You will also be given a laminated summary sheet which includes setting up for the CANTAB assessments. A demonstration film of how to attach the touch-screen is included on the installation CD. See 'Setting up for CANTAB':

- Remove touch-screen add-on from the box;
- Make sure the screen is cleaned before each child starts the assessment;
- Secure the add-on screen tightly to the screen of your laptop using the Velcro straps;
- Please make sure the add-on is correctly aligned with your CAPI machine screen. The add-on may be slightly wider than your CAPI machine screen. If so, please ensure the extra width of the add-on screen is even on both sides when aligned with the CAPI machine screen;
- Insert the coiled lead into a USB port at the back or on the side of your computer;
- Attach the other end of the coiled lead to the bottom right corner of the touch-screen add-on.



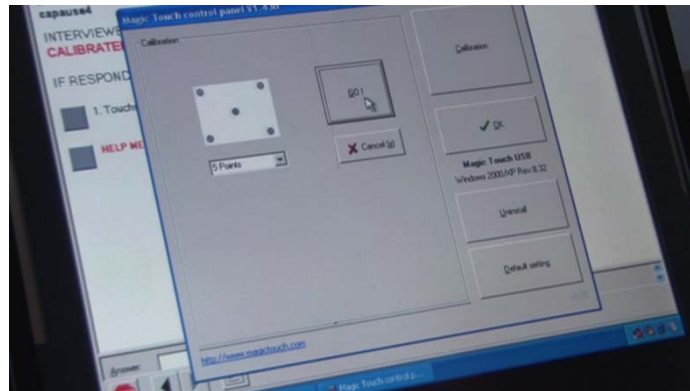
Once you have attached the add-on, you will need to calibrate the screen. To do this:

- Go to the start menu on the desktop of your CAPI machine;
- Select 'Calibrate touch-screen';

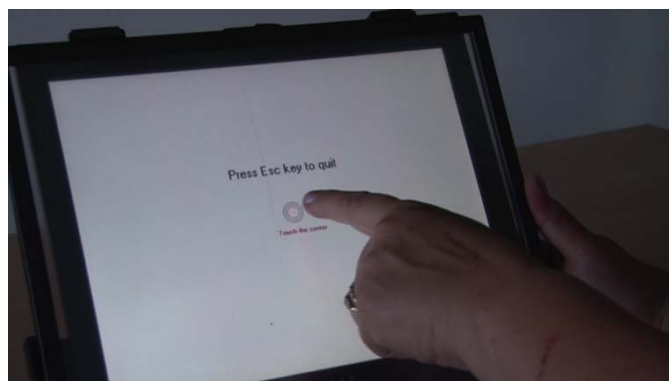


- If a box appears that says 'Touch screen not installed' remove the coiled lead from the USB port and insert it into another USB port. (If there are only two USB ports, swap the coiled lead for the touch-screen and the software key round). This should then solve the problem. Then go back to the START menu and select 'Calibrate Touch Screen' again.

- Select 'Calibration' on the screen and then select 'GO!'



- You will then see a screen with a flashing circle that reads 'Touch the centre' below it. Touch and press the circle using your index finger until the circle disappears then touch the other circles that appear consecutively in the corners of the screen and then finally the circle in the middle. There are five circles to touch and press in total.



- Your screen will now be calibrated. Touch 'OK' on the screen to test that the cursor accurately moves where you touch the screen.
- Re-enter the CAPI script and continue.

If your add-on screen gets knocked sideways from its aligned position the screen calibration will no longer be accurate. This means that the point where you touch the screen will not be where the cursor on the CAPI machine clicks.

If this happens, please re-align your add-on screen as it was at the beginning of the assessment. To test whether you have re-aligned it accurately, please press the screen a few times in different places to make sure it is accurate.

If your touch-screen add-on stops working during one of the assessments you will need to recalibrate it. To do this press [tab] and [Alt] together on your CAPI keyboard to minimise the programme. This also pauses the software. You will then need to go back into the 'Start' menu and follow the same calibration process as outlined above. Once you have re-calibrated the screen go back into the assessment by selecting the programme from the bar at the bottom of your screen. You will re-enter the assessment from where you left off. At the end of the CANTAB assessments, please

record in CAPI that the touchscreen froze and had to be re-calibrated during the assessments.

The touch screen add-on must only be used during the CANTAB assessments. You must not use it at any other time. Although the touch-screen will be attached before the Verbal Similarities assessment, you can still use the keyboard as normal to administer the Verbal Similarities assessment.

6. BAS Verbal Similarities

6.1 General Information

BAS assessments are widely used to measure the cognitive ability and educational achievement of children and adolescents. The Verbal Similarities assessment measures the child's verbal reasoning and verbal knowledge. The child is read three words and then asked how the three things are similar or go together. If administering the assessment in the Welsh language, please use the separate laminated administration script (and see section 6.10 for further details). A demonstration of how administer the assessment is included on the installation CD.

6.2 Starting and stopping points

This assessment can be used with children from age 5 until 17 years 11 months. The general rule in BAS assessments, is that the older the child, the further into the assessment they will start. As all the children in this study are approximately the same age, they will all start the assessment at the same point. In total, there are 37 scored items and 1 example item in the assessment. After completing Example A, the children will all start the assessment at item 16 i.e. about half way through the assessment. The assessment will continue until the child's best performance can be established. This means the assessment will finish or move to an earlier (easier) set of questions when the child begins to answer a lot of questions incorrectly as this can be disheartening.

Key administration "Do's and Don'ts":

- You need to enter the answer the child gives for each individual question into the CAPI as soon as the child responds to the question. This will direct the CAPI to the next appropriate question for the individual child.
- The CAPI screen may route you to an earlier or different set of questions depending on the child's performance. You should not show surprise or draw attention to this as it may result in the child feeling a sense of failure.
- You should not show surprise if the assessment finishes at different places for some children.

To reiterate, the assessment will finish when the child begins to answer a lot of questions incorrectly. This does not mean that they have failed, just that their maximum performance or ceiling has been reached. You should reassure the child that they have done well to get so far through the assessment.

6.3 Stopping and pausing the assessment

You should only stop the assessment (before the CAPI stops), and move to the next assessment, if a child has become extremely distressed and it is impossible to continue the assessment. On each item there is an opportunity to code 'Terminate assessment' if necessary. This will take you to the end of the Verbal Similarities assessment.

If you need to stop the assessment suddenly and unexpectedly and come out of the CAPI script, you can do this in the usual way. The CAPI will re-start at the same point if you re-enter it later or on a different day. If you need to pause suddenly and unexpectedly during the assessment, you can leave your laptop running for a short while until the child comes back. Their score will not be affected.

6.4 Decision points

Having started with Example A, you will start the child at Item 16, which is the starting point in the assessment for children aged 11. For most children, you will continue to ask each item up to and including Item 28. This is a decision point. The assessment will terminate at this point unless:

- The child has **less than 3 incorrect responses** on all items asked, in which case you will **continue** to the next decision point.

Or

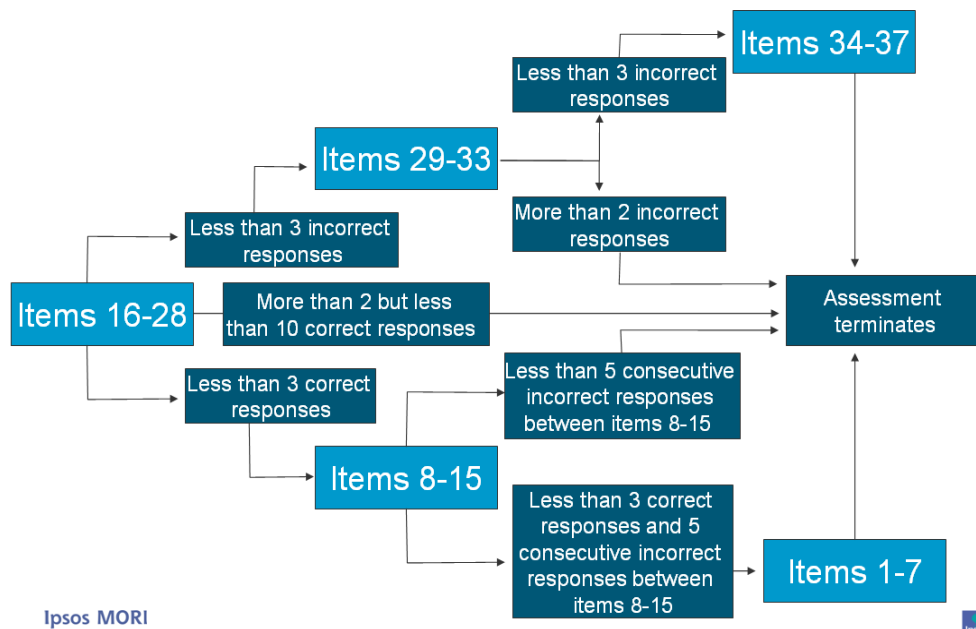
- The child has **less than 3 correct responses** on all items asked, in which case you will **go back** to an earlier starting point (Item 8).

If the child has given **5 consecutive incorrect answers** and **less than 3 correct responses** on all items asked, the CAPI may not continue on to item 28 before you **go back** to an earlier starting point (Item 8). If the child finds items 8-15 difficult, it is possible that you will be routed back to the beginning (Item 1).

Figure 6.1 shows the pathway your CAPI script will take depending upon the performance of the child.

A further decision point comes after Item 33.

Figure 6.1 Pathway of CAPI script depending upon the performance of the child



6.5 Reinforcement and encouragement

The general rule you must follow is to be reassuring and encouraging during the assessment, but not to give specific feedback about whether the child has got particular items right or wrong (except where directed to by CAPI on the Teaching

Items). At the end of each assessment, you can praise the child. But remember, you must not tell the child, or the parent, which answers the child got right and wrong.

6.5.1 Neutral encouragement during the assessment

Rewarding effort and co-operation with strong but neutral encouragement throughout will do a lot to help you maintain rapport and motivation and may distract attention from failure.

When administering the assessment you should try to be aware of, and sensitive to, the child's mood. It is your role to maintain the child's motivation during the assessment, especially if they are finding it difficult. The CAPI will direct you to explain to the child before you start that the assessment will get more difficult as it goes on. As the child progresses from easy to difficult items, be prepared to comment emphatically on how difficult the assessment is becoming, and express genuine encouragement to allay the child's frustration and any negative reaction to failure.

You can use the following phrases:

- **'You are doing a good job'**
- **'We are almost finished'**
- **'It's getting hard now'**

Be careful not to reinforce or focus attention only on a child's correct responses. When correct responses are met by praise and incorrect responses are met by silence, the child becomes acutely aware of failure. For this reason, it is critical that you should acknowledge all of the child's responses, whether correct or incorrect, in the same, neutral manner. The CAPI will direct you to explain to the child before you start that for most questions you won't tell them whether they get the answers correct or incorrect.

You should use one of the following statements for 'neutral praise' after each item:

- **'Thank you'**
- **'OK'**

Be aware of non-verbal communication and make sure that you do not give the child any clues about their performance through your body language and facial expressions.

6.5.2 Praise and encouragement at the end of the assessments

At the end of the assessment, you should thank the child for taking part and praise the child by telling them how well they have done and/or how hard they have tried, and, if necessary, how hard the assessment was. However, you should not make any specific comment about how the child has performed relative to other children that you have assessed.

6.6 Administration Procedure

1. The assessment starts with the interviewer reading out an introduction to the child. This introduction includes some key points about the assessment which are crucial to the child's understanding of the task, so it is very important that the child listens carefully to this. You can repeat the introduction if necessary and you can repeat the key points from the introduction at any point in the assessment by bringing up the Help Screen in CAPI. .

2. All children will be asked Example A (qa01 in the CAPI) and then begin at Item 16 (q16i in the CAPI), which is the relevant starting point for their age.
3. For Example A you will read out 'I am going to say three things and I want you to tell me how they go together. Listen carefully'. You will then read three words and ask 'What are all these things?'. For every subsequent item you will read out three words followed by one of three questions: "What are all these things?", "How do these things go together?" or "How are these things alike?". The wording is given to you in CAPI and it is important that you read one of these questions clearly so the child understands what is required of them. You must not use any other phrases. Once the child gets used to how the assessment works, you do not need to keep reading out the question. You will just read out the three words.
4. Your CAPI script will show in three columns the answers that constitute a correct response, the answers that require probing, and the answers that constitute an incorrect response. (Note: in Example A, there are no responses that can be coded as require probing).
5. A response that requires probing is one that is incorrect but indicates some understanding. The section on Probing below explains more about this category of responses.

There is a possibility the child might give a response that does not appear on the screen. If this happens, you will be required to use your judgement to decide whether the response is 'correct', 'requires probing' or is 'incorrect'. Be assured that this will occur *very* infrequently, if at all. The answers provided in the CAPI are the responses given by children over many years. However, in general, the following rules apply:

- Responses should be coded as 'correct' if they accurately show how the 3 things go together and are not too general or too specific.
 - Responses should be coded as 'incorrect' if they do not show how the three things go together.
 - Responses should be coded as 'requires probing' if they show some understanding but are not accurate enough. They are often too general or too specific.
6. On each item you will need to record whether the child gave
 1. A correct response
 2. A response requiring probing
 3. An incorrect response (including no response, Don't Knows and Refusals)

A screenshot showing an example of how the screen will look is provided in Figure 6.2:

Figure 6.2 An example of how the CAPI screen will look

Ipsos MORI Ipsos **INT NO=6670 POINT=1 (No info found)**

q21i

INTERVIEWER, SAY: **BOOK, TELEPHONE, NEWSPAPER**
 INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:
 What are all these things?
 How do these things go together?
 How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Communication	Have words/numbers	Companies
Information	Contain news	Entertainment
Media	Use at home	Have to do with:
Things that:		Reading/talking
Tell you what's happening		/telephones
Tell you something		Everyday objects
You learn through		Things you look at

☐ Correct response ☐ Response requiring probing ☐ Incorrect response/ No response/ Don't know/ Refused

☐ **HELP MENU**

☐ Terminate assessment

7. If the child does not respond, is hesitant or is struggling to give an answer at a particular question, you can:
 - Repeat the three words (up to 3 times). You may also repeat the question (using any of the three statements).
 - Encourage them to answer '**If you are not sure, just have a go**'.
 - Remind them what to do if they don't know the answer: '**If you don't know how the words go together, just tell me and we will move on.**'
8. If the child still does not respond / says 'don't know' / or refuses to respond, code these responses as an "Incorrect response".
9. If the child spontaneously changes their response, code their final response.
10. If the child gives a string of responses varying widely in quality, they should be asked to give a final response.
11. You can also repeat the three words (up to 3 times), if the child asks you to repeat them or appears not to have heard them.

6.7 Teaching

Teaching is provided on the first three items (Example A and Item 16 and 17) of the Verbal Similarities assessment in order to ensure that the child understands what they

are supposed to do. Teaching is provided for both correct and incorrect answers. The main purpose of teaching is to ensure the child understands the task and to help them do as well as they can on the later items. If a child fails one of the initial items of the assessment, teaching involves providing additional instructions and reassurance and telling the child the correct response. As the first questions are easier, failure on one of them may simply reflect a misunderstanding of the instructions. Teaching is also provided on the first two items if a child is routed back to an earlier starting point.

As children who fail a question designated as a teaching item receive feedback on their performance, those children who pass teaching items should also receive feedback so they will be reassured that their understanding of the task is correct. If the child answers a teaching item correctly, CAPI will prompt you to acknowledge the response as correct.

For the teaching items, you will provide teaching if the child gives an incorrect answer. Using Example A, the first time a child gives an incorrect answer they are given another chance. The CAPI script will tell you to read out **“Lets try again. BANANA, APPLE, ORANGE. What could you call all these things?”**

If the child fails the item you must code “Incorrect response”. Your CAPI script will then tell you to read out the three words and explain the correct response. For example:

“A banana, an apple, and an orange are all fruits. The best way of saying how they go together is to say that they are all fruits.”

If the child gives the correct answer to the teaching items, CAPI will prompt you to acknowledge the response as correct by saying: **“That’s right, now try another one”**. You must follow the precise wording provided in CAPI exactly. **Teaching should be given only when prompted by CAPI and should always be given when prompted. Specific feedback must not be given on any other items.** Please use neutral praise instead (discussed in section 6.5.1 above).

6.8 Probing (questioning)

The answers that appear in the “Responses requiring probing” column are those that are incorrect but indicate some understanding. These type of responses are often too general (for example, “You can eat them” instead of “Sugary /sweet things” at Item 16) or too specific (for example, “They all have legs” instead of “Animals” at Item 3). Therefore, if the child gives a response like this which shows he/she is on the right lines but not quite accurate enough please code “Response requiring probing”.

You will then be taken to another screen and asked to read the following sentence: **“Yes. Now tell me another way of saying what they all are.”** It is important that you do not direct the child towards the response or give hints or clues in that direction.

After the child’s second response you will only be able to code “Correct response” or “Incorrect response”. The responses that were in the “Responses requiring probing” column now appear under “Incorrect response”. You will not be allowed to probe the child again. Table 6.3 below is an example of how the screen will look when you are required to probe the child and code his/her response.

Table 6.3 How the CAPI screen will look when child gives a response that requires probing

Ipsos MORI Ipsos **INT NO=6670 POINT=1 (No info found)**

q21q

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.
 PROMPT IF NECESSARY: **BOOK, TELEPHONE, NEWSPAPER**

CORRECT RESPONSES	INCORRECT RESPONSES
Communication	Companies
Information	Entertainment
Media	Have to do with:
Things that:	Reading/talking/telephones
Tell you what's happening	Everyday objects
Tell you something	Things you look at
You learn through	Have words/numbers
	Contain news
	Use at home

☐ Correct response

☐ **HELP MENU**

☐ Terminate assessment

☐ Incorrect response/ No response/ Don't know/ Refused

6.9 Scoring and recording

All items (except Example A) are scored 1 or 0 points. If the child gives a correct answer they get 1 point, if they give an incorrect answer the child receives 0 points. If the child gives an answer that requires probing and then subsequently gives a correct answer the child still receives 1 point. On the other hand, if they give an answer requiring probing and subsequently give an incorrect answer they receive 0 points. The CAPI system will keep a record of the child's performance automatically as you progress through the script. The script will not tell you how the child has performed at the end of the assessment. If the child asks, please say your computer will not allow you to see.

6.10 Administering the assessment in Welsh

If you are required to administer the Verbal Similarities assessment in Welsh, you will need to read out the questions to the child using an administration booklet. All of the words and phrases you read out to the child are included in the booklet.

To administer the assessment in Welsh please progress through the assessment in CAPI as normal. When you reach a screen that requires you to read text to the child you need to refer to the Welsh administration booklet where you will find the translated text. The translated text is laid out in the booklet in a logical way that mirrors your progress through the assessment.

The booklet includes probing questions that children are asked if their initial answer requires probing. As you may not always ask these questions to the child, you will not have to read these items from the booklet. Please only read the text that corresponds with the screen you are shown on your CAPI machine.

7. CANTAB assessments (Memory and Decision-Making)

7.1 Naming the assessments

When discussing these assessments with the parent or child please refer to them as the 'Memory' and 'Decision-making' tasks.

7.2 The add-on touch screen

The child will complete the CANTAB assessments by touching the touch screen. If you are completing the three assessments with the child in one sitting the touch screen will already be attached and calibrated. If the child is completing the CANTAB assessments on a separate occasion than the Verbal Similarities assessment, you will need to attach your add-on touch screen before starting the CANTAB assessments. See section 5.10 for detailed instructions on how to attach and calibrate the touch screen.

7.3 The USB software key

In order for the data to be collected from the CANTAB assessments, you must have a USB software key plugged into your CAPI machine each time you begin either the Memory task or Decision-making task.

You will each be given a USB software key, which you need to plug into your machines before you begin the assessments (see figure 7.1 below). You will also be given a retractable cord that you can attach to the software key and to your CAPI machine to avoid it getting lost. Please take great care of the software key as it holds the licence to run the CANTABeclipse software. These licences are very expensive and not transferable if software keys are lost. Not only are they very expensive to replace, you will not be able to carry out any interviews until you have been issued with a replacement.

Figure 7.1 Screenshot of the USB software key plugged into the laptop

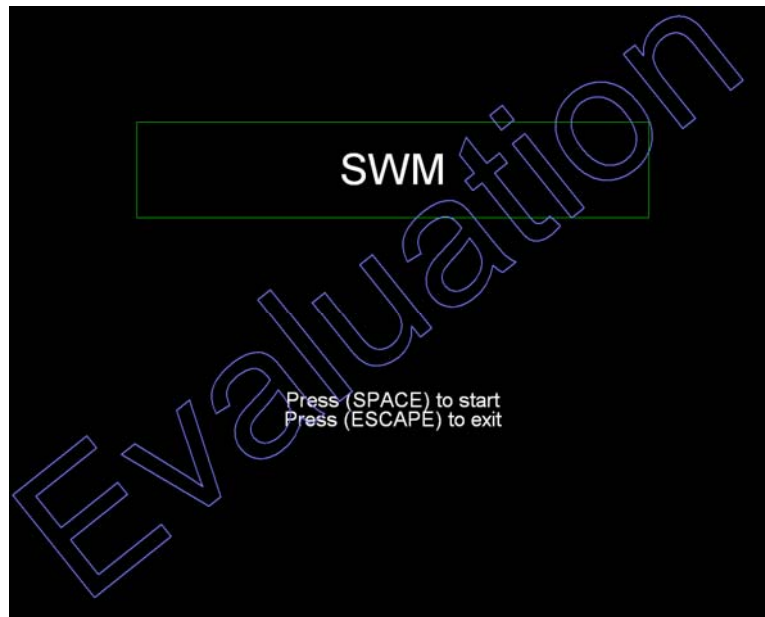


The CAPI script will remind you to plug the key into your machine before you launch the CANTABeclipse software. **If your computer screen has the word 'EVALUATION' written across it then do not continue with the assessment. This means that you do not have the USB software data stick plugged in. If you do**

not have the USB software data stick plugged into your computer then no data from the child will be stored. See figure 7.2 below.

If you do begin the assessments in 'Evaluation' mode, press the 'Esc' key. Abort the test by pressing 'Y' and then select 'N' to say you do not want to complete the remaining tests. You will then be taken back into the CAPI script where you will be required to code 'Need to redo assessment(s) because in 'Evaluation' mode'. This will take you back to the start of the CAPI script for the CANTAB assessments. Ensure your USB software data stick is plugged in securely and begin the assessments again.

Figure 7.2 Screenshot of the Memory Task start screen in 'Evaluation' mode



7.4 The test environment

The CANTAB tests have been designed to run under the supervision of a tester, which will be you, the interviewer.

Ideally, your computer should be set up on a table in a quiet room and the subject should sit directly in front of the screen at a comfortable distance (approximately 30-50cm) to allow them to touch the screen, whilst remaining with their back upright against the chair so they don't need to lean forward. They should not sit with their elbows on the table in front of them.

Repeated touching of the screen could cause the screen to gradually move backwards. To prevent this from happening we suggest that either you or the child hold the screen at the top or side so that the screen remains upright.

7.5 Touching the screen and the keyboard

The child should use the index (first) finger of their dominant hand to touch the screen. The child must not use two hands as this will give them an unfair advantage. They need to press the screen firmly with their finger. They should not jab at the screen with their finger.

The child should **not** touch the keyboard at all during the assessments.

Throughout both assessments, instructions will appear on the screen at particular points stating that the space bar needs to be pressed in order to continue. These instructions are for **you** and not for the child. In the Decision-making task, the space bar is pressed to move between phases and blocks of trials. In the Memory task, it is pressed between each trial. In some instances the child will progress through the different trials very quickly and it may seem more convenient, particularly in the Memory task, to allow the child to press the space bar. However, it is important that you always press the space bar so that you can control the pace of the assessment and ensure that you always know where you are in the assessment. You need to know which trial the child is completing so that you can read out the correct instruction at the right time as the child progresses.

In the early stages of both assessments you will also need to use the touch screen yourself in order to demonstrate to the child what they need to do. You will therefore need to be seated next to the child in a position which gives you easy access to the keyboard and screen.

7.6 Starting the assessments

The 'CANTABclipse' software has been integrated into the CAPI script so you just need to follow the script as instructed. You must complete Verbal Similarities before the CANTAB assessments. When selecting that you are ready to administer the CANTAB assessments you will be reminded to have your laminated administration scripts to hand (more information at 7.7), which you will read from to administer the assessment, your USB software data stick plugged in, and your touch-screen add-on attached.

Clicking forward through the CAPI script will start the CANTAB software automatically. When you have come to the end of the tests, the software will close and you will automatically go back into the CAPI script. The software always runs the Memory task first and the Decision-making task second. You cannot re-enter the CANTAB software on a different occasion, so you must ensure that you have sufficient time to carry out both assessments before starting them.

7.7 Administration script

When running the CANTAB assessments you will need to refer to the two laminated administration scripts:

- The Memory Task Administration Script (SWM)
- The Decision-Making Task Administration Script (CGT)

These scripts provide you with the verbal instructions you will need to give to the child and provides details about how the assessments need to be demonstrated. The wording of these instructions is designed to avoid unintentionally instructing children to use a particular strategy rather than another. You must follow the instructions exactly as they appear on the administration script. The script must be read out exactly as it is printed:

- The instructions for you are in CAPITALISED RED
- The text you must read out is in **black**

There is optional text you can read out in the Memory task. This text is in a **red box**.

Copies of the administration scripts are provided in the Appendix. Both English and Welsh language versions are available. A demonstration of how to administer the two CANTAB assessments is included on the installation CD.

7.8 Pausing or aborting a test

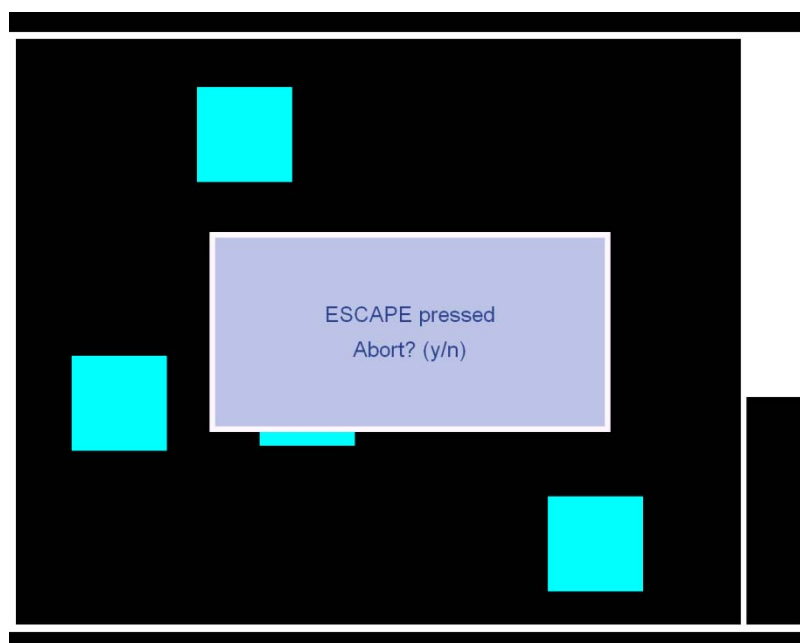
It is possible to pause or abort the assessments if necessary, though this is not recommended. However, there might be particular circumstances in which pausing or aborting a test is required, for example:

- the child refuses to continue the test
- the child becomes unwell or distressed during the test
- an unexpected disturbance occurs

To pause or abort a test:

- Press the 'Esc' key. This will pause the test and you will be asked if you wish to abort the test (see figure 7.3 below).
- To abort the test, press 'Y'.
- To end a pause, return to the test and continue, press 'N'. The screen asking whether to pause or abort the test can be left for several minutes if necessary.

Figure 7.3 Screenshot from the Memory Task when the 'Esc' key has been pressed



In the case of an unexpected disturbance and where the child is willing to continue with the test it is important the assessment is paused immediately. The time the child takes to complete each trial makes up part of their total score. End the pause when the child is once again seated in front of the computer screen and ready to continue with the assessment.

For the Memory task, you can also pause between each trial i.e. when [SPACE] is displayed on screen without affecting the child's score.

For both the Memory and the Decision making task, you can pause between phases and blocks of trials i.e. with 'NewSet' or 'Please wait' on screen without affecting the child's score.

If you abort during the Memory task a screen will be displayed asking if you wish to complete the remaining tests (i.e. the Decision-making task). Press 'Y' to run the Decision-making task or 'N' to end the assessments.

7.9 At the end of the assessments

Once you have completed the Memory task the start screen for the Decision-making task will automatically be displayed. At the end of the Decision-making task the 'CANTABeclipse' software will close and you will be returned to the CAPI script.

8. Memory task

8.1 Task name

The official name of this task is the 'Spatial Working Memory' assessment but on the consent form it will be referred to as 'Memory task'. You should use the name 'Memory task' in any discussions with the parents or child.

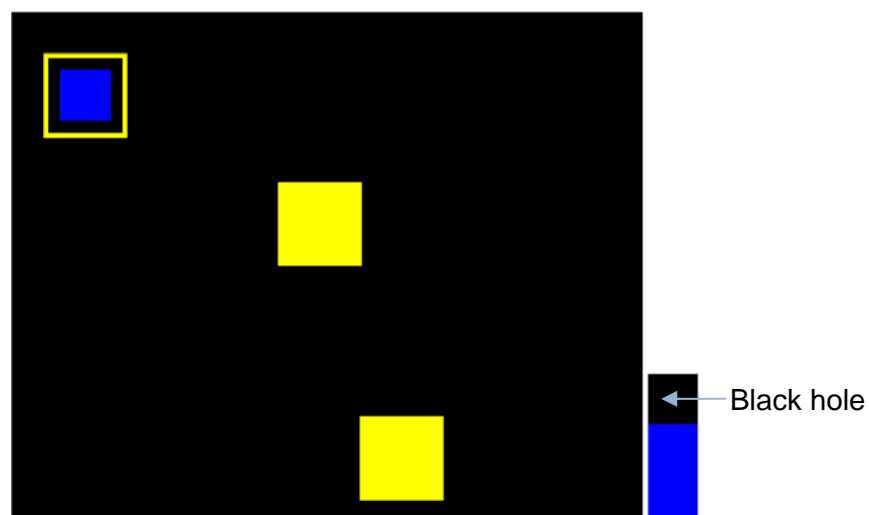
8.2 Description

This is a test of the child's ability to retain spatial information and to manipulate remembered items in working memory. It also assesses use of strategy.

The aim of this test is that, by process of elimination, the child should find one blue 'token' in each of a number of coloured boxes displayed on the screen and use them to fill up an empty column (black hole) on the right hand side of the screen (figure 8.1).

The number of boxes is gradually increased from three to eight boxes. The colour and position of the boxes used are changed from trial to trial to discourage the use of the same search strategies from trial to trial.

Figure 8.1 Screenshot of Memory Task practice trial 1



8.3 Overview of the task

The child must touch each box in turn until one opens with a blue token inside (a search).

When a blue token has been found, the child has to place it in the column on the right hand side of the screen ('black hole') by touching this area of the screen.

The child must then begin a new search for the next blue token. It may be in any of the boxes that so far have been empty. This is repeated, until a blue token has been found in every box on the current screen (and the black hole has been filled up with tokens).

Touching any box in which a blue token has already been found is an error. Touching any box which has previously been found to be empty is an error.

The child decides the order in which the boxes are searched.

Performance at the harder levels of this task is enhanced by the use of a search strategy.

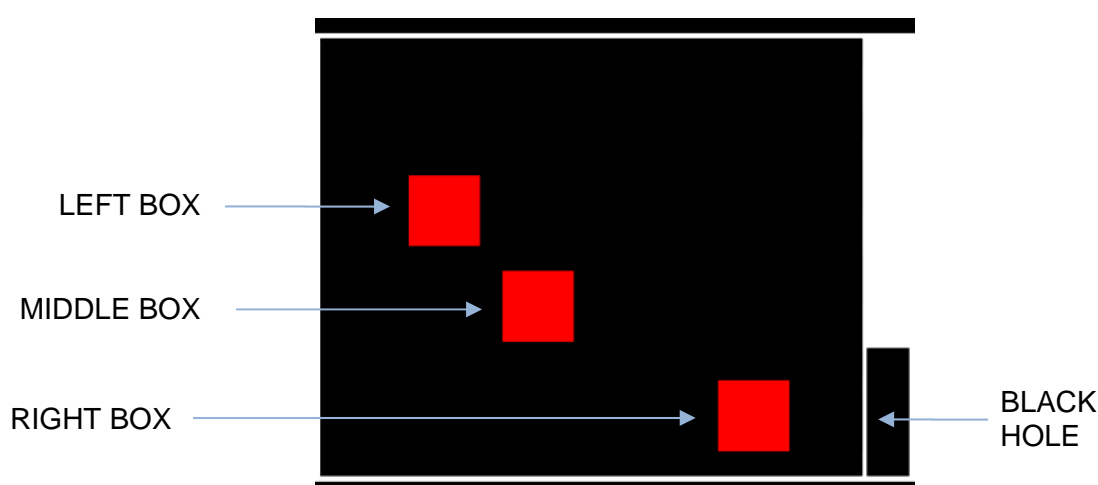
8.4 Step by step administration

To practice and conduct the assessment with a child you will need to follow the instructions on The Memory Task Administration Script (see Appendix).

There are three phases in the Memory task:

1. Interviewer Demonstration Trial: this is where you complete one trial to demonstrate to the child what they have to do (see figure 8.2 below)
2. Child Practice Phase: the child completes three practice trials and you provide encouragement and feedback on their performance
3. Child Assessed Phase: the child completes 12 assessed trials (3 blocks of 4 trials) which increase in difficulty. The child's performance is only scored in this phase. You can only provide very limited instruction during this phase.

Figure 8.2 Screenshot of Memory Task interviewer demonstration trial



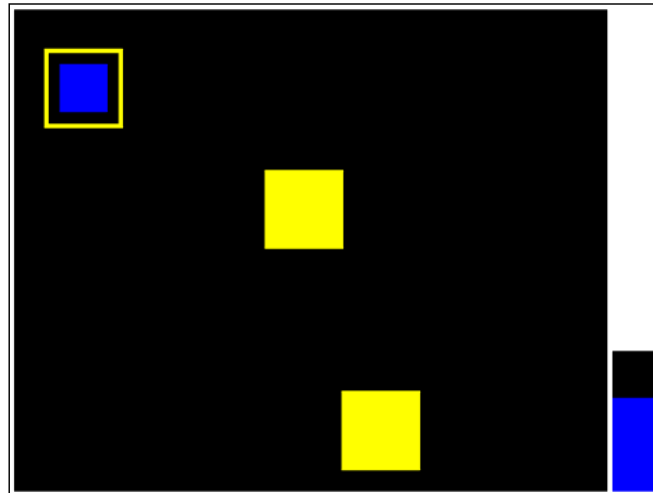
In the demonstration trial you show the child how to complete the task. There are three boxes and you have to find three blue tokens and place them in the 'black hole' on the right hand side of the screen. You must follow the administration script exactly and ensure that you have the child's attention. This demonstration trial is critical to the child's understanding of the task as during it the rules of the assessments are explained to them. At the end of the demonstration trial the computer displays 'Complete' on the screen and plays a short tune. After a pause the words 'New Set' appear. This indicates the start of the next phase.

Child Practice Phase

In the child practice phase you ask the child to complete three practice trials, each with three boxes by saying, 'Now you try'.

In each practice trial three coloured squares (boxes) are shown on the screen and the child has to find the three blue tokens and move them to the 'black hole' on the right hand side of the screen. The first practice trial is displayed in figure 8.3 below.

Figure 8.3 Child Practice screen (3 boxes)



After the child has completed each practice trial you need to press the space bar to start the next practice trial. Do not let the child press the SPACE bar.

There are a number of optional prompts that you can use during the practice phase only. These prompts are important as they reinforce the rules of the assessment, re-assure them that they are doing it correctly and give help if they get it wrong or appear unsure about what to do. Most children will not require much, if any, additional instruction so you will not need to use most of these optional prompts very often. However, you need to pay close attention to the child's performance in this phase in case you need to use any of these optional prompts. Although most children will understand what they have to do straight away, it is a good idea to provide encouragement during the practise phase so they know they are doing the practice trials correctly.

The optional prompts below are given inside a red box in the administration script. You will need to choose the appropriate prompt depending on the child's behaviour.

If the child touches the correct box i.e. a box with a token in, give them encouragement by saying:

- ***That's right***
- ***Well done***

If they touch the wrong box i.e. a box without a token, give them feedback by saying one of the following:

- ***Try another box.***
- ***That box is empty, try another one.***

If they touch the wrong box i.e. go back to a box they have previously found a token in, say

- ***Remember not to return to a box where you found a blue token, as the computer will never hide it in that box again.***

If the child appears unsure of what they have to do, prompt them if necessary:

- ***Touch one of the boxes to search for a blue token.***
- ***Now put the token in the black hole on the right side of the screen.***

If the child appears unsure of what to do after they find the first blue token, prompt them if necessary:

- ***Now you have found a blue token you must look for another one, but remember that it will be in a different box this time.***

Child Assessed Phase

In the assessed phase the child completes 12 assessed trials. The child's score will depend on their performance in these trials. There are three blocks of four trials. In the first block of four trials each have four boxes, in the second block of four trials each have six boxes and in the third block of four trials each have eight boxes.

After the child has completed each trial you need to press the space bar to start the next trial. Do not let the child press the SPACE bar.

When the screen displays 'New Set' at the end of the practice phase, you must say to the child '**Now there are 4 boxes and 4 blue tokens to find**' before pressing space to start the first block of assessed trials. When the child has found the first blue token in the first trial in each block you can say '**You have 3 more to find**' if you feel this would be helpful to the child, but it is not required. This optional text is in a red box on the administration script.

When the child has completed the first block of four trials you must say '**Now there are 6 boxes and 6 blue tokens to find**' before pressing space to start the second block of assessed trials. Again, when the child has found the first blue token you can say '**You have 5 more to find**' in the first trial in each block but this is not required.

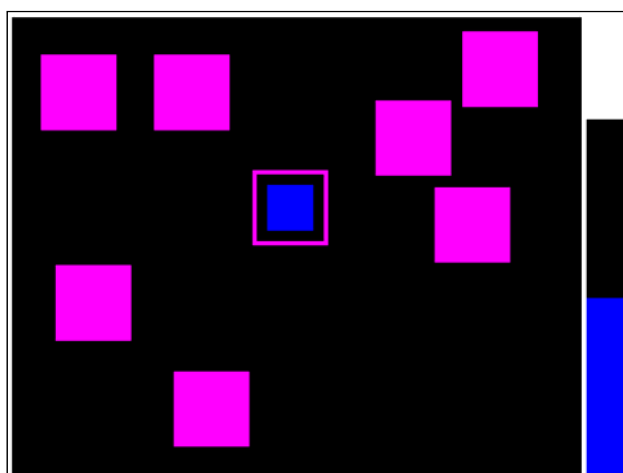
When the child has completed the second block of four trials with six boxes in each trial, you must say '**Now there are 8 boxes and 8 blue tokens to find**' before pressing space to start the third block of assessed trials. When the child has found the first blue token you can say '**You have 7 more to find**' in the first trial in each block but this is not required. See figure 8.4 for an example of a trial with 8 boxes.

The CAPI screen won't tell you when you are moving from one block of trials to another. For this reason, it is critical that you always keep track of where you are in the assessment in order that you always give these instructions at the correct time. You can do this by ensuring that you always press the SPACE bar (rather than letting the child) and by following the child's progress through the assessed phase carefully using the administration script. The administration script shows the colours of the boxes for each trial within each block. So you should be able to keep track of where you are by cross-referencing this with the number and colour of the boxes on the screen.

If the child appears confused at any point during the assessed phase you can say '**Put it in the black hole on the right**' OR '**Look for another one**'. This optional text appears in a red box on the administration script. No other instruction can be given during the assessed phase.

At the end of the Memory task, thank the child and praise their performance.

Figure 8.4 The Memory task screen (8 boxes)



If a child has touched a box and it is empty, the computer will not let them immediately touch that box again. They have to touch another box before they can return to that (previous) box. However, a child can repeatedly touch one box and then another box and then return to the first box. If this happens during the practice phase, you can use one of the optional prompts to encourage them to try another box. In the unlikely event that this happens during the assessed phase, the only prompt you can give is **‘Look for another one’**. It is possible that a child could get ‘stuck’ on a trial i.e. continually go between the same empty boxes and never find all of the blue tokens. However, in practice this is extremely unlikely to happen. If it does happen, you cannot help the child to find the token. Your only option, if the child does not respond to your prompting, would be to abort the assessment.

As the assessment does get more difficult as it goes along, some children may find the later trials in the assessed phase (with 6 or 8 boxes) difficult. You can use the two optional prompts given on the administration script where necessary to prompt or encourage the child or you can say:

- **“It’s getting hard now”**

You can also use the following neutral phrases to encourage the child where necessary:

- **“You’re doing a good job”**
- **“We’re almost finished”**

8.5 How the child’s performance is scored

The child’s overall score is calculated from three different aspects of their performance: errors, strategy and latency. Their performance is scored on each of the assessed trials. You must not explain to the child how their performance is scored.

Errors are the number of times the child revisits a box which has previously been found to be empty or in which a token has been previously found.

Strategy is the order in which the child decides to search the boxes. On the harder levels the child will perform better if they make use a search strategy.

Latency is calculated from three different measures of 'time taken'. They are the average time the child takes to first touch the screen when a new trial is presented, the average time the child takes between when they place the token in the black hole and the next time they touch a box and the average time it takes the child to find the final token from the time each trial was presented on screen. This is why it is so important for you to keep up with where the child is in the assessed phase, give the instructions at the start of each block of trials before pressing the space bar and be ready to press the space bar between each trial. You must make sure the child is ready to start the next trial before pressing the space bar.

9. Decision-making task

9.1 Task name

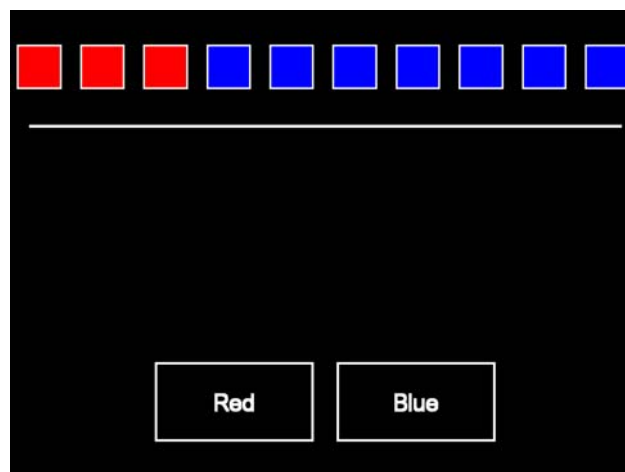
The official name of this task is the 'Cambridge Gambling Task' but on the consent form it will be referred to as 'Decision-making task'. You should use the name 'Decision-making task' in any discussions with the parents or child.

9.2 Description

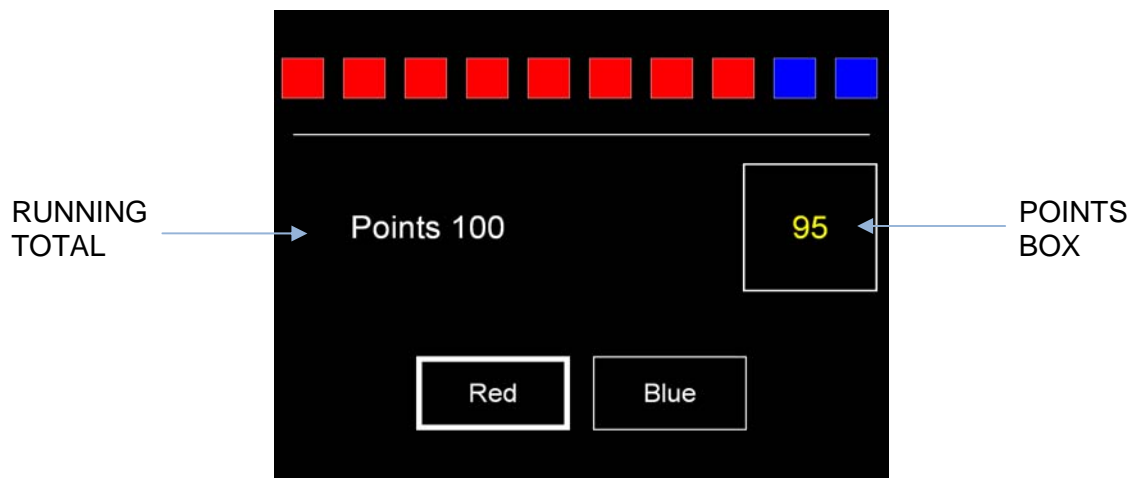
This task assesses decision-making and risk-taking behaviour outside a learning context.

On each trial, the child is presented with a row of ten boxes across the top of the screen, some of which are red and some of which are blue. At the bottom of the screen are rectangles containing the words 'Red' and 'Blue'. The child must press one of these rectangles when they have decided whether a yellow token is hidden in a red box or a blue box.

Figure 9.1 The decision-making task screen (Decision-only stage)



The first practice stage is a decision only phase. The assessment then moves into the risk-taking phases - first ascending and then descending. In the risk-taking phases, the child will be given a number of points which are displayed on the left of the screen. At the beginning of each block of trials, the child will start off with 100 points. See figure 9.2 for an example of the screen during the risk-taking stages. The child will need to decide, based on how confident they are that the yellow token is in the colour box they have chosen, what proportion of their points (5%, 25%, 50%, 75% or 95%), they are willing to risk on their decision. They will do this by touching the points box on the right of the screen when it displays the number of points they want to risk. In the ascending phase, the points box starts at the lowest proportion (5%) and increases. In the descending phase, the points box starts at the highest proportion (95%) and decreases. The child needs to touch the points box on the screen to stop the points box increasing or decreasing. A running total of the number of points the child has is displayed in the left hand side of the screen. The total is re-calculated after each trial, dependent upon how many points they have won or lost i.e. if they win points, they are added to their score and if they lose points, they get taken away from their score. The aim is to make as many points as possible. If the child loses all of their points, the child will lose the game and the block of trials will end early.

Figure 9.2 The decision-making task screen (risk-taking stage)

9.3 Step-by-step administration

To practice and conduct the assessment with a child you will need to follow the instructions on The Decision-Making Task Administration Script (see Appendix).

There are five phases in the Decision-Making Task.

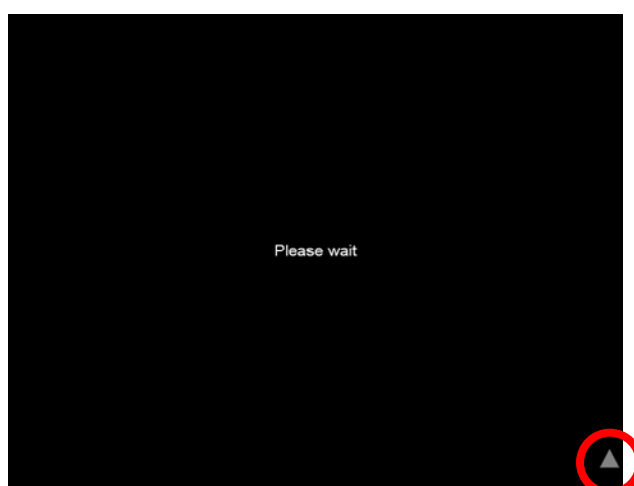
1. Decision Only Phase: 4 trials. Interviewer demonstrates one trial and child gets 3 turns to practise.
2. Ascending Training Phase: 4 trials. Interviewer demonstrates one trial and the child gets 3 turns to practise.
3. Ascending Assessed Phase: 2 blocks of 9 trials. The child's performance is assessed.
4. Descending Training Phase: 4 trials. Interviewer explains the child practises 4 times.
5. Descending Assessed Phase: 2 blocks of 9 trials. The child performance is assessed.

Decision Only Phase (see figure 6.1 above)

In the Decision Only Phase, you first read an introduction to the child and then demonstrate what they have to do. The child then completes three practice trials. They must choose whether a token is hidden in a red or blue box by touching the appropriate box at the bottom of the screen.

Ascending Training Phase

After the decision only phase, the screen will display 'Please wait' and there will be an upwards pointing arrow to indicate that the next phase is an ascending phase (see figure 9.3 below). This is the start of the first risk-taking phase.

Figure 9.3 Screenshot showing the beginning of the ascending phase

In the ascending training phase you first explain and then demonstrate to the child what they have to do and they then complete three practice trials. The child must first choose whether a token is hidden in a red or blue box by touching the appropriate box at the bottom of the screen, and then select the number of points they wish to risk by touching the points box on the screen at the appropriate time. The aim is for the child to make as many points as they can.

The number of points that a child can risk in each trial is based on fixed proportions of their running total. It starts low (5%) and increases four more times at intervals of two seconds. The increase in the number of points depends on the number of points the child has but it always uses the same fixed proportions. If the points box is not touched then the final value displayed in the points box (95%) will be used. The later they touch the screen the more points they will risk. If they have guessed correctly the points will be added to their running total. If they lose, the points will be subtracted from their running total. If the running total gets as low as 1, they will lose the game.

Ascending Assessed Phase

In the ascending assessed phase the child has to complete two blocks of nine trials. At the start of this phase you say to the child '**Now we're going to do some more problems like that. Try to make as much as you can**'. The child is given 100 points at the start of each of the two blocks.

You need to press [SPACE] to start each block of trials. You do not have to press [SPACE] between each of the trials in the block. The assessment will just move on to the next trial.

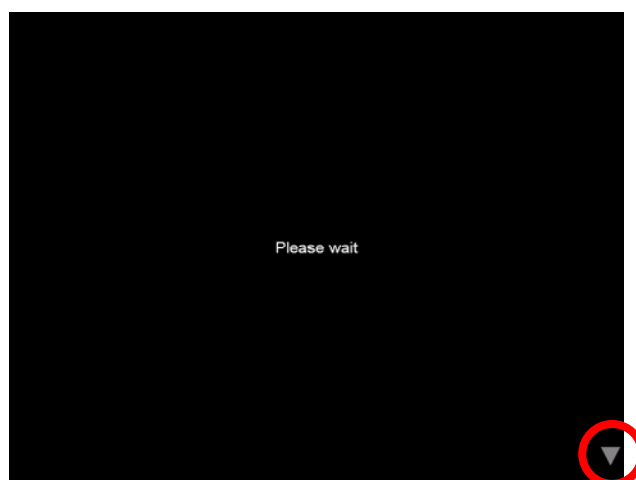
At the end of the first block, the screen displays the child's final score for that block. If the child has lost all of their points (final score=0) say '**Hard luck!**'. If they have made any points at all say '**Well done, that was good**'.

The child now completes the second block of nine trials. Press [SPACE] to start the second block. At the end, the screen will again display the child's final score for that block. If the child has lost all of their points say '**Hard luck**'. If they have made any points at all say '**Well done, that was good**'.

Descending Training Phase

After the ascending assessed phase, the screen will display 'Please wait' and there will be a downwards pointing arrow to indicate that the next phase is a descending phase (see figure 9.4 below). This is the start of the second risk-taking phase.

Figure 9.4 Screenshot showing the beginning of the descending phase



In this phase, the way they select the number of points they wish to risk is slightly different. The number of points that a child can risk in each trial now starts off high (95%) and *decreases* a further four times at intervals of two seconds.

After you have explained the descending phase to the child, they complete four practice trials. If necessary, you can remind the child that they must touch the points box to stop the points from decreasing.

The earlier they touch the screen the more points they will risk. The decrease in the points is again a fixed proportion of the total number of points the child has. If they have guessed correctly the points will be added to their running total. If they lose the points will be subtracted from their running total. If the running total gets as low as 1, they will lose the game.

Descending Assessed Phase

The child now has to complete two blocks of nine trials. At the start of this phase you again say to the child '**Now we're going to do some more problems like that. Try to make as much as you can**'. The child is given 100 points at the start of each of the two blocks.

You need to press [SPACE] to start the assessment. You do not have to press [SPACE] between each of the nine trials in each block. The assessment will move on to the next trial.

At the end of the first block, the screen displays the child's final score for that block. If the child has lost all of their points say '**Hard luck**'. If they have made any points at all say '**Well done, that was good**'.

The child now completes the second block of nine trials. Press [SPACE] to start the second block.

At the end of the second block, the screen displays the child's final score. Again, if the child has lost all of their points say '**Hard luck**'. If they have made any points at all say '**Well done, that was good**'.

As the assessment nears the end, some children may start to become bored. You can use the following neutral phrases to encourage the child where necessary:

- **"You're doing a good job"**
- **"We're almost finished"**

If the child begins to find the assessment difficult you can say:

- **"It's getting hard now"**

9.4 How the child's performance is scored

The child's overall score is calculated from six different aspects of their performance: quality of decision making, deliberation time, risk taking, risk adjustment, delay aversion and overall proportion risked. The child's performance is scored on all of the trials in the assessed phases. You should not explain to the child how their performance is scored.

The quality of decision making is the number of times in total a child decides that the token is hidden behind the 'more likely' colour. The deliberation time is the average time it takes the child to choose what colour the token is hidden behind after the coloured boxes are first presented for each child. Risk-taking is the average proportion of points that the child decides to risk and risk adjustment is the extent to which the child adjust their risk taking depending on the proportion of boxes which are of their chosen colour. Delay aversion is based on a child's inability to wait for the points box to increase or decrease. The overall proportion risk is the average proportion of the current points total that the child risks on each trial.

Because part of the child's score depends on how long they take to choose the colour and press the points box, it is critical that the child is ready to start each block of trials before you press space to begin them.

10. Cognitive Observations

After you have left the families' homes, you are required to complete a short CAPI module that asks you to record details of the conditions under which the cognitive assessments were administered in the home.

It is important that we have an accurate record of the conditions within the household, as they are likely to have some affect on the child's performance during the assessments. Recording these details should be done as soon as possible after you have left the home to ensure you are able to record as accurately as possible from memory what the conditions were like.

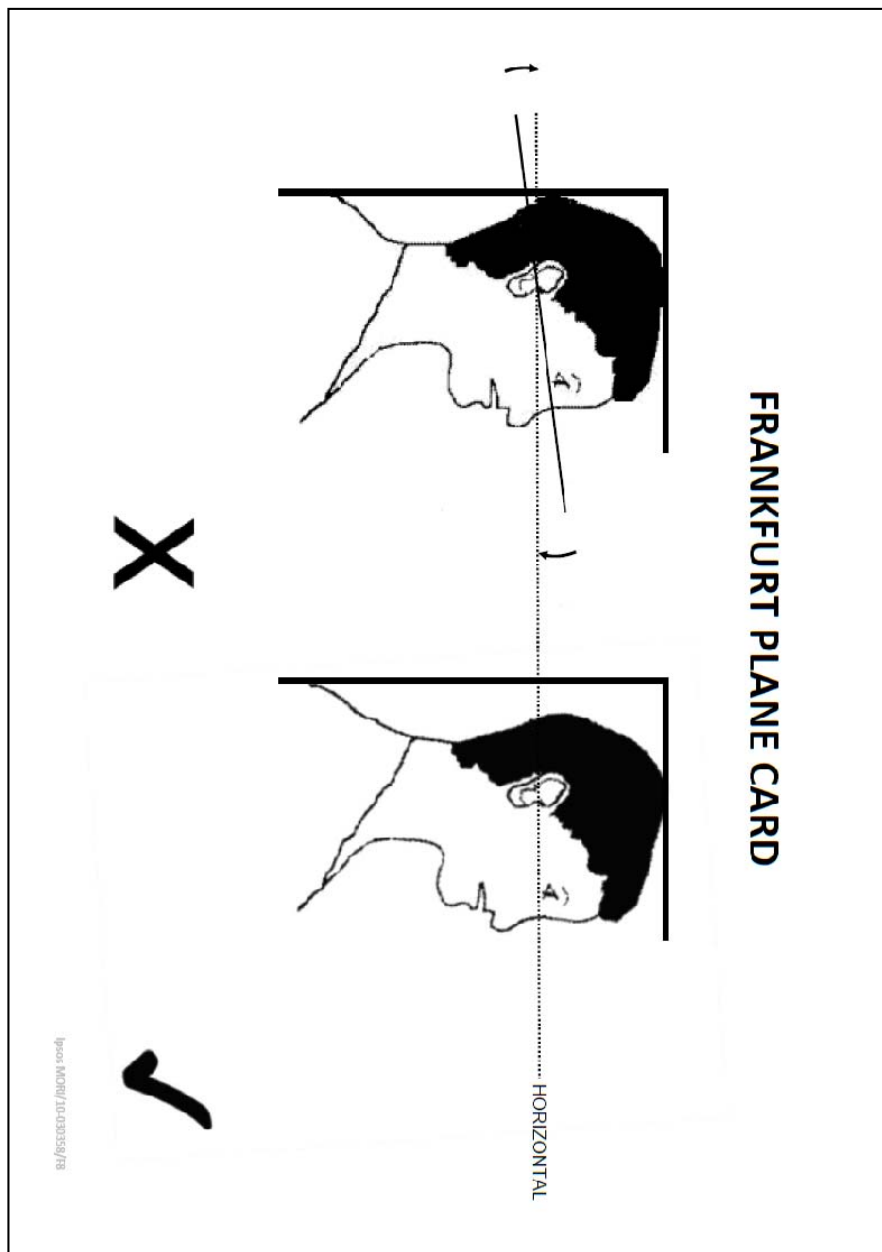
If you are required to visit the home more than once to complete the assessments, please complete the Cognitive Observations module following the final visit and answer about the conditions during the assessments across all visits.

The Cognitive Observations module will ask you questions about:

- Background noise and disturbances during the assessments.
- Interruptions to the assessments
- The tiredness of the child at the start of the assessments.

11. Appendix

11.1 Frankfurt plane card



11.2 Leicester height measure

Leicester Height Measure

Diagram 1

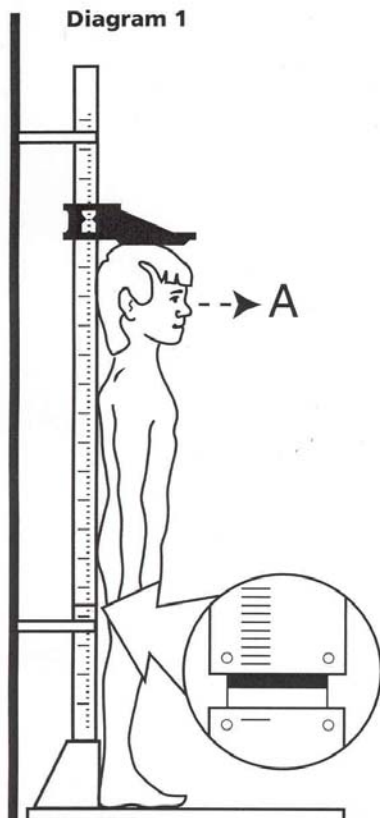
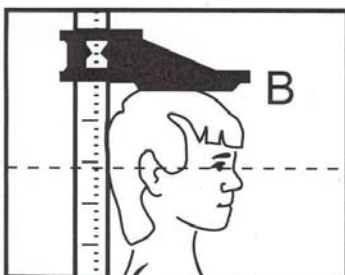


Diagram 2



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

Installing the Leicester Height Measure

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

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

5 easy steps to Accurate Measurement

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

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

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

11.3 Memory task administration script

Child of the New Century

THE MEMORY TASK (SWM) ADMIN SCRIPT

INTERVIEWER DEMONSTRATION TRIAL

WITH THE MEMORY TASK (SWM) START SCREEN DISPLAYED, PRESS [SPACE] TO BEGIN THE DEMONSTRATION TRIAL.

DEMONSTRATION TRIAL

WHEN YOU SEE THE SCREEN ABOVE SAY:

For this test you will see some coloured boxes on the screen. What you have to do on each go is to look for a blue token that the computer has hidden inside one of the boxes. Only one token will be hidden at a time. You have to collect enough blue tokens to fill the black hole on the right side of the screen. To look inside a box, all you have to do is touch it like this.

TOUCH THE MIDDLE BOX AND SAY:

This box does not have a blue token inside it, so I will try a different box.

TOUCH THE LEFT BOX AND SAY:

This box has a blue token inside it and now I am going to move it over here to fill the black hole.

TOUCH THE BLACK HOLE ON THE RIGHT HAND SIDE OF THE SCREEN. THEN SAY:

Now I have found a blue token in this box [POINT TO THE LEFT BOX] there will never be one in there again, so I must not go back to it. There are two more blue tokens to find, but the computer never uses the same box twice for the blue token, so I must touch another one.

TOUCH THE RIGHT BOX AND SAY:

There is no blue token inside this box, so I will try another.

TOUCH THE MIDDLE BOX TO REVEAL A BLUE TOKEN AND THEN TOUCH THE BLACK HOLE AND SAY:

Now I have found two tokens the last one must be in here.

TOUCH THE RIGHT BOX WHERE YOU HAVE NOT YET FOUND A TOKEN. TOUCH THE BLACK HOLE AND SAY:

Now I have found all three tokens I have finished because I have filled up the black hole completely with blue tokens.

THE COMPUTER WILL DISPLAY Complete AND PLAY A SHORT TUNE. AFTER A PAUSE THE WORDS New Set WILL APPEAR.

Please turn over

CHILD PRACTICE PHASE: 3 TRIALS

WITH THE WORDS New Set DISPLAYED ON THE SCREEN SAY:

Now you try.

PRESS [SPACE] AND 3 YELLOW BOXES WILL APPEAR. THIS IS PRACTICE TRIAL 1 OF 3. LET THE CHILD WORK THROUGH THE THREE PRACTICE TRIALS PROVIDING ENCOURAGEMENT AND FEEDBACK.



YOU CAN USE ANY OF THESE OPTIONAL PROMPTS DURING THE PRACTICE PHASE ONLY

IF THEY TOUCH THE CORRECT BOX PROVIDE ENCOURAGEMENT:

- *That's right*
- *Well done*

IF THEY TOUCH THE WRONG BOX PROVIDE FEEDBACK:

- *Try another box.*
- *That box is empty, try another one.*
- *Remember not to return to a box where you found a blue token, as the computer will never hide it in that box again.*

IF THEY APPEAR UNSURE, PROMPT THEM:

- *Touch one of the boxes to search for a blue token.*
- *Now put the token in the black hole on the right side of the screen*
- *Now you have found a blue token you must look for another one, but remember that it will be in a different box this time.*

CHILD ASSESSED PHASE: 12 TRIALS

THE CHILD WILL NOW COMPLETE 12 ASSESSED TRIALS (3 BLOCKS OF 4 TRIALS). AT THE START OF EACH BLOCK OF 4 TRIALS WHEN New Set IS DISPLAYED READ OUT THE FOLLOWING INSTRUCTION:

Now there are [4, 6 or 8] boxes and [4, 6 or 8] blue tokens to find. PRESS [SPACE] TO START.

	ASSESSED TRIALS 1-4				ASSESSED TRIALS 5-8				ASSESSED TRIALS 9-12			
BOXES:	4	4	4	4	6	6	6	6	8	8	8	8

AFTER THE FIRST TOKEN HAS BEEN FOUND IN THE FIRST TRIAL IN EACH BLOCK YOU CAN SAY:

You have [3, 5 or 7] more to find.

IF THE CHILD APPEARS CONFUSED SAY:

Put it in the black hole on the right OR Look for another one.

10-030358/B5

11.4 Decision-making task administration script

Child of the New Century

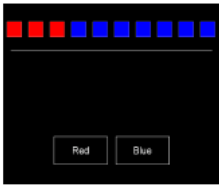
THE DECISION-MAKING TASK(CGT) ADMIN SCRIPT

DECISION ONLY PHASE: 4 TRIALS

WITH THE DECISION-MAKING TASK (CGT) START SCREEN DISPLAYED, PRESS [SPACE] TO BEGIN THE DEMONSTRATION.

WHEN YOU SEE SCREEN 1 SAY:

You can see a row of boxes across the top of the screen. At the moment there are 3 red boxes and 7 blue boxes. The computer has hidden a yellow token under one of these boxes. All you have to do is decide whether you think it is hidden under a red or blue box and touch the "Red" or "Blue" square at the bottom of the screen. This time I think it is in the BLUE box, so I will touch the "Blue" square.



TOUCH THE "BLUE" SQUARE AND GET "YOU WIN" DISPLAYED. SAY:

Now you try. You get three turns to practise.

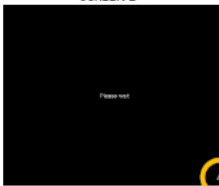
THE CHILD WILL NOW COMPLETE 3 DECISION ONLY TRIALS.

ASCENDING TRAINING PHASE: 4 TRIALS

THE SCREEN WILL NOW DISPLAY SCREEN 2. THE UPWARDS POINTING ARROW INDICATES THAT THE NEXT PHASE IS AN ASCENDING PHASE.

WHEN YOU SEE SCREEN 2 SAY:


On the next screen you will be given 100 points to start with. After you choose red or blue, you have to risk a certain amount of points on your decision. The first number of points you will be shown will be small, but as you wait, the number of points gets larger, so you can choose how many you want to risk.



PRESS [SPACE] TO START THE DEMONSTRATION. WHEN YOU SEE SCREEN 3 SAY:

So first of all, I'll decide that it is in the RED box. **TOUCH THE "RED" SQUARE.**

Now you get offered points to risk in this square. **POINT TO THE POINTS BOX.**



To decide how many points you want to risk just touch it like this. **TOUCH THE POINTS BOX.**

AFTER THE DEMONSTRATION EXPLAIN: If you win, those points get added to your total, and if you lose they get taken away. That time I won <XXX> points, so now I have a total of <XXX>. **POINT TO THE RUNNING TOTAL.** The idea is to build up as many points as you can. Try not to let your points get as low as 1, because then you will lose the game.

WHEN THE SCREEN DISPLAYS THE NEXT TRIAL SAY: Now you try. You get three turns to practise.

THE CHILD WILL NOW COMPLETE 3 PRACTICE ASCENDING TRIALS. IF NECESSARY, REMIND CHILD THAT THEY MUST TOUCH THE POINTS BOX TO STOP THE POINTS INCREASING. AT THE END OF THE TRAINING PHASE, THE SCREEN WILL DISPLAY THEIR FINAL SCORE. PRESS [SPACE].

Please turn over

ASCENDING ASSESSED PHASE: 2 BLOCKS OF 9 TRIALS

SCREEN 2 (PLEASE WAIT) IS DISPLAYED AGAIN SAY:

Now we're going to do some more problems like that. Try to make as much as you can.

PRESS [SPACE] TO START. THE CHILD WILL NOW COMPLETE 2 BLOCKS OF 9 TRIALS.

AT THE END OF THE FIRST BLOCK THE SCREEN DISPLAYS THE FINAL SCORE FOR THAT BLOCK. SAY:

Well done, that was good OR *Hard luck!* [IF FINAL SCORE = 0]

THEN SAY:

Now you're going to start off with 100 points again and you need to try to build up as many points as you can.

PRESS [SPACE] TO START THE SECOND BLOCK.

AT THE END OF THE SECOND BLOCK THE SCREEN DISPLAYS THE FINAL SCORE FOR THAT BLOCK. SAY:

Well done, that was good. OR *Hard luck!* [IF FINAL SCORE = 0]

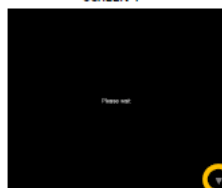
DESCENDING TRAINING PHASE: 4 TRIALS

PRESS [SPACE]. THE SCREEN WILL NOW DISPLAY SCREEN 4. THE DOWN-WARDS POINTING ARROW INDICATES THAT THE NEXT STAGE IS A DESCENDING STAGE.

WHEN YOU SEE SCREEN 4 SAY:

This time, the way you select the number of points you want to risk is slightly different. The first number of points you will be shown will be large and they will then get gradually smaller. Just have a go to practise.

SCREEN 4



PRESS [SPACE] TO START. THE CHILD WILL NOW COMPLETE 4 PRACTICE DESCENDING TRIALS. IF NECESSARY REMIND CHILD THAT THEY MUST TOUCH THE POINTS BOX TO STOP THE POINTS FROM DECREASING. AT THE END OF THE TRAINING STAGE, THE SCREEN AGAIN DISPLAYS SCREEN 4.

DESCENDING ASSESSED PHASE: 2 BLOCKS OF 9 TRIALS

WHEN YOU SEE SCREEN 4 SAY:

Now we're going to do some more problems like that. Try to make as much as you can.

PRESS [SPACE] TO START. THE CHILD WILL NOW COMPLETE 2 BLOCKS OF 9 TRIALS.

AT THE END OF FIRST BLOCK THE SCREEN DISPLAYS THE FINAL SCORE FOR THAT BLOCK. SAY:

Well done, that was good OR *Hard luck!* [IF FINAL SCORE = 0]

THEN SAY:

Now you're going to start off with 100 points again and you need to try to build up as many points as you can.

PRESS [SPACE] TO START THE SECOND BLOCK.

AT THE END OF THE SECOND BLOCK THE SCREEN DISPLAYS THE FINAL SCORE FOR THAT BLOCK. SAY:

Well done, that was good. OR *Hard luck!* [IF FINAL SCORE = 0]

10-030358/B4



Ipsos MORI

Child of the New Century Age 11 Survey

Main Stage Project Instructions

January 2012

10-030358

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1 ABOUT THE CHILD OF THE NEW CENTURY

1.1 Background

The Child of the New Century Survey (also known as the Millennium Cohort Study, or MCS), is one of Britain's world famous national longitudinal birth cohort studies, three of which are run by the Centre for Longitudinal Studies (CLS) at the Institute of Education, University of London.

1.1.1 Child cohort studies

Britain has a unique tradition of carrying out national birth cohort studies, which follow the same group of people from birth into and through adulthood, providing a picture of whole generations, and helping us to understand what matters for healthy and happy lives across the life span.

There are four such surveys and Child of the New Century (CNC) is the fourth:

National Survey of Health and Development (started in 1946)

National Child Development Study (started in 1958)

1970 British Cohort Study (started in 1970)

Child of the New Century (started in 2000)

There will also be a further cohort study starting around 2014. Each follows a large number of individuals born at a particular time through the course of their lives, charting the effects of events and circumstances in early life on outcomes and achievements later on. The existence of different cohorts makes it possible to see how things have changed for children of different generations: identifying the differences in growing up, and the circumstances that have become important for future outcomes or have ceased to be so.

1.1.2 Child of the New Century: key features

Child of the New Century follows a group of over 19,000 children born in the UK between September 2000 and January 2002 across their lives. It differs from the earlier cohort studies in a number of ways:

- It covers births over a full year rather than those that took place in a particular week. This means that it can measure differences in children's outcomes depending on the month they were born. For example, it is known that children who are young for their school year (born in July or August), are less likely to do well, other things considered, than their older counterparts (born in September or October).
- It follows up children across all four countries of the UK. In fact, it has oversamples from the three smaller countries, so that it is possible to compare all four countries with each other, as well as to look at the UK as a whole.
- It oversamples children from wards with higher concentrations of minority ethnic families and with higher concentrations from disadvantaged backgrounds. It is well known that there are differences in outcomes in a range of areas for different ethnic groups. There is also ample evidence and strong policy interest in the ways in which socio-economic background continues to affect life chances. By including these oversamples Child of the New Century enables much greater understanding of when and how differences emerge, and how they change over time. For example, we can see that differences in cognitive

achievement by social class have already emerged by the age of 3. There are also early differences across ethnic groups, but the gaps tend to decline over time.

1.1.3 Funding and content

The study is funded by the ESRC (the Economic and Social Research Council) and a consortium of other government departments led by the Office for National Statistics (ONS). The government departments involved in the study are: the Department of Health (DoH), Department for Education (DfE), the Department for Work and Pensions (DWP), Department for Transport (DfT), Home Office, and all three devolved administrations, Welsh Government, Scottish Government and the Northern Ireland Executive.

Questions and other assessments are selected and developed in order to cover those areas that are most pertinent to the family life of children of this age and to children's current and future outcomes. They are intended to help researchers and policy makers understand people's lives and to inform policy to make a difference in the future. Section 1.4, below, gives some examples of areas where research on Child of the New Century has influenced policy.

Questionnaires are developed in consultation with researchers and policy makers, including the co-funders. Questions have either been validated in previous studies or are designed and tested following key question design principles. Many of the questions are repeated from one sweep to the next. It is a particular advantage of cohort studies that they can show how things have changed or stayed the same for the same group of families and children over time. However, other questions are new at each sweep because they are expected to be particularly relevant to children of the age at which they are surveyed. For example, the fifth sweep of the Child of the New Century has new questions about the move to secondary school, which affects children of this age.

1.2 The sample

1.2.1 The original sample

The original CNC sample was drawn in two stages – first stage was the selection of electoral wards, second stage was the selection of families within those wards.

All of the electoral wards in the UK were allocated into one of three types.

- “Ethnic”: defined as wards in England in which 30% or more of the population were ‘Black’ or ‘Asian’ according the 1991 Census of the population
- “Disadvantaged”: the poorest 25% of wards (not classified as Ethnic) as defined by the 1998 Child Poverty Index which is based on the proportion of children living in families in receipt of certain state benefits
- “Advantaged”: all other wards not classified as ‘Ethnic’ or ‘Disadvantaged’. These are not necessarily ‘well-off’ areas.

A total of 398 wards were chosen for the study with proportionally more chosen in Scotland, Wales, Northern Ireland and from those classified as ‘Ethnic’ and ‘Disadvantaged’. Note that the statistics presented from the data are always adjusted to take account of this design so that they are representative of the whole population rather than being skewed towards those living in the oversampled wards.

The sample of children was selected from Child Benefit Records held by the Department of Work and Pensions (DWP). The DWP sent opt-out letters to all families claiming Child

Benefit for an eligible child at an address in one of the selected wards. In order to be eligible the child had to be born between 1 September 2000 and 31 August 2001 (in England and Wales) or between 24 November 2000 and 11 January 2002 (in Scotland and Northern Ireland) and to be living in one of the selected wards when aged 9 months.

Just over 24,000 (24,180) families were issued to the field for the first sweep and 18,552 families were recruited to the cohort at aged 9 months. An additional 692 families – referred to as new families - were recruited at the age 3 survey. These were families that were eligible, i.e. living in the selected wards when the child was 9 months old - but weren't picked up by the child benefit system at the time. They are mainly families who had recently moved or returned to the UK. The total cohort, therefore, amounts to 19,244 families (18,552 families recruited at 9 months + 692 families at 3 years). There are 253 pairs of twins and 11 sets of triplets, which makes 19,517 children in total. There are no higher order multiple births. There is a very small number of families who have more than one child in the study which are not multiple births i.e. two pregnancies in the period covered by the sample.

Sample sizes at the follow-up surveys at age 3, 5 and 7 are shown in Figure 1. There was quite a big drop-off at the first follow up survey at age 3 – this is typical on longitudinal surveys after the baseline wave. The achieved sample size remained steady between CNC2 and CNC3 – around 15,000 – but dropped off by more than a 1,000 families to just under 14,000 families at age 7. These are relatively good retention rates compared with other similar studies but it is important to interview as many families as possible at age 11. This is important in order to have data about as many 11 year olds as possible at this crucial age but also to continue to follow as many families as possible into the future.

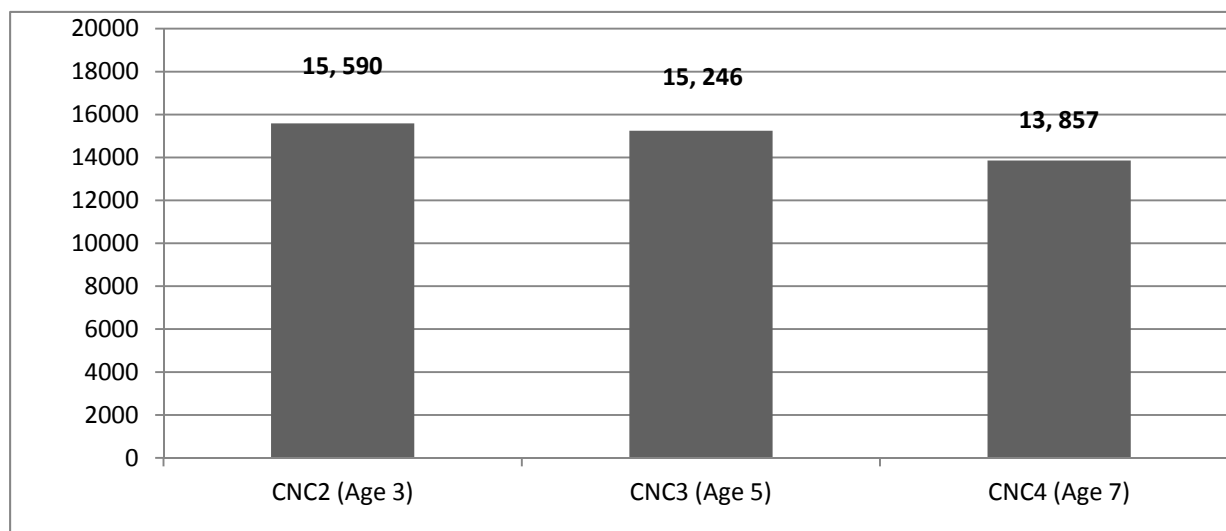


Figure 1: Sample size at CNC2, CNC3 and CNC4

It is also really important to maximise response rates in order that the sample stays as representative as possible and that the statistics calculated using the data are not biased. Special methods, such as weighting, are used to try to adjust the survey statistics to take account of non-response but this can only be a partial correction. Preventing non-response – by maximising response rates in the field – is much better than trying to adjust for it later.

On longitudinal studies such as Child of the New Century, there are different types of non-response over time:

Attrition is when sample members drop out of the study and **do not re-join**

Wave non-response is when sample members miss one or more sweeps **but re-join later**

Productive these sweeps	N	%
All four sweeps: S1,2,3,4	11,721	60.9
Three out of four sweeps: S1,2,3	1,513	7.9
S1,3,4	1,029	5.3
S1,2,4	445	2.3
Two out of four sweeps: S1,2	1,219	6.3
S1,3	415	2.2
S1,4	168	0.9
First sweep only: S1	2,042	10.6
All three sweeps: S2,3,4	468	2.4
Two out of three sweeps: S2,3	100	0.5
S2,4	26	0.1
Sweep two only: S2	98	0.5

Figure 2: Response patterns across CNC sweeps

Figure 2 shows the longitudinal response patterns on CNC for families recruited at 9 months and, in italics, the new families recruited at age 3. Around 12,200 families (63%) have not missed any of the sweeps they were eligible for. Another 3,000 or so (16%) have only missed one of the sweeps they were eligible for.

You can also see that there are many families who have missed a sweep but were re-interviewed at the next sweep, e.g. there are over 1,000 families (1,029) who missed sweep 2 but took part at sweeps 3 and 4.

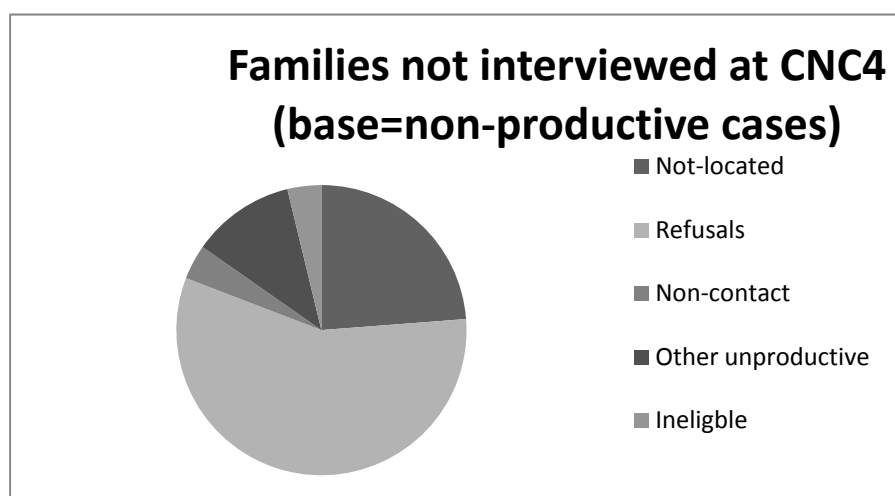


Figure 3: Non-response at CNC4

Figure 3 shows reasons for non-response at CNC4 (age 7). Sources of non-response are different in longitudinal studies like CNC. In addition to the usual reasons for refusal – refusals, non-contact and other non-productive – there are also families who are ‘not located’, that is who move and cannot be traced.

However, like on most surveys, refusal was the biggest reason for non-response:

- Not-located: 755 = 23.8%
- Refusals: 1,811 = 57.1%
- Non-contact: 123 = 3.9%
- Other unproductive (e.g. Language problems): 365 = 11.5%
- Ineligible (e.g. Migrated, child died): 120 = 3.8%
- Total non-productive = 3,174

CLS carries out extensive cohort maintenance activities in between surveys in order to try to keep in contact with families and to keep them engaged. They have lots of experience and expertise in doing this from CNC and the other birth cohort studies they run. CNC has a dedicated cohort maintenance officer.

CLS send feedback on results every year. As well as sending annual information leaflets on the survey to parents, CLS have been sending feedback leaflets designed especially for the children since 2009 when they were aged 8. Copies of materials sent to families last year and in previous years are on the CNC website. The mailings also aim to update contact information every year. Around 6 in 10 families tend to return their update form each year. Families are sent a form pre-printed with their contact information and asked to send this back to confirm it is correct or with any changes. Families are encouraged to contact CLS with change of address and other contact details and do so using the study Freephone number, email address and the study website. The cohort maintenance officer also carries out office-based tracing for those known to have moved.

The cohort maintenance team attempt to contact cohort families, current occupiers and stable contacts through telephone, mail, email and text messages. Stable contacts are people who are close friends and family members of the cohort family whose names have been given by the family to CLS in order that we can contact them to find out where they are if they move. CLS use electoral roll, phone records and postal directories which are publicly available and accessible electronically and expensive specialist software called Tracemaster. They also use administrative data sources, most recently the National Pupil Database which includes all children in state schools in England.

In sum, the CNC children are really special. They have been specially chosen from all the children of their age in the UK (around 600,000 in total) to represent their generation. They cannot be replaced – and so every one of them is really important to CNC. They have been followed since they were babies and the aim is to continue to follow them throughout their lives.

1.2.2 The sample for the Age 11 Survey

The issued sample for this sweep, the Age 11 Survey, is around 16,400 families. Families that have not been issued are those who have died or emigrated, permanently refused or are permanently untraced. CLS has individually reviewed all of the refusals from CNC4 and

classified them as 'permanent' and 'non-permanent' using information provided by interviewers at CNC4 about the nature and reasons for refusal and also taking into consideration whether or not the family participated at sweeps 2 and 3. Most but not all of the families who refused more than one previous sweep have been classified as 'permanent' and will not be issued for CNC5 (unless they opt back in). Families who were untraced for two or more sweeps have been classified as 'permanently untraced' and will not be issued for CNC5 (unless a new address is found for them).

The majority of families issued for the Age 11 Survey - around 85% - took part at CNC4. It is very likely that most of them will be happy to take part again. However the issued sample does contain families who did not take part last time either because they refused (10%) or were not contacted or located (5%). Most of these will have taken part at CNC3 but there are be a small proportion of families who didn't. Appendix 1 includes guidance on engaging reluctant families and converting refusals.

Fieldwork for the Age 11 Survey will be taking place throughout 2012. There will be fieldwork across all four countries in the period January-July 2012. There will be both Spring and Summer waves i.e. interviewer assignments over this period. In addition, in Scotland and Northern Ireland there will be fieldwork in the period August-December 2012 – and an Autumn wave. The reason that fieldwork is continuing into the Autumn in Scotland and Northern Ireland is that, unlike in England and Wales where the children are all in the same school year, in Scotland and Northern Ireland the children are in two different school years. Some are in their last year of primary school in the current school year (2011-12) and some will be starting their final year of primary school in August (Scotland) or September (Northern Ireland) this year.

1.3 Previous coverage of Child of the New Century and coverage in the fifth sweep

1.3.1 Previous coverage

Figure 4 shows that all of the elements being covered at the Age 11 Survey have been covered in at least one prior sweep, even if the exact content will not be the same. This means that the children and their families are accustomed to the range of activities that makes CNC such a valuable but also complex study.

	9m	Age 3	Age 5	Age 7	Age 11
Interview (and self-completion) with both resident parents	✓	✓	✓	✓	✓
Cognitive assessments		✓	✓	✓	✓
Physical measurements		✓	✓	✓	✓
Child Self-Completion				✓	✓
Older Siblings		✓	✓		
Interviewer Observations		✓	✓	✓	✓
Teacher Survey			✓	✓	✓
Consent to data linkage	✓	✓	✓	✓	✓

Figure 4: Survey elements covered at different sweeps

The **first sweep was conducted during 2001-2002** and laid the foundations for a major new longitudinal research resource. Information was collected from co-resident parents of almost 19,000 babies aged nine months. The first survey covered the circumstances of pregnancy and birth, as well as those of the all-important early months of life, and the social and economic background of the family into which the children were born. Consent to link to maternity hospital records was requested.

The **second sweep took place during 2003-2004 when the children were aged 3**. Interviews were conducted with the co-resident parents and there were some additional questions about older siblings and (in England) a self-completion questionnaire for siblings aged 10-15. The cohort children were also involved directly in the study for the first time. They completed a cognitive assessment and had their height and weight measured by interviewers. Interviewers were asked to record some observations about the home environment and the neighbourhood. Consent to link to health records and to education records (for older siblings) was sought.

The **third sweep took place in 2006 when the children were aged 5** and had started school. Interviews were conducted with the co-resident parents, and, as in sweep 2, there were questions about older siblings. In England, there was a self-completion questionnaire for siblings aged 10–15. The cohort children completed cognitive assessments and had their height, weight and waist measurements taken. Information about the child was also collected from teachers in Scotland, Wales and Northern Ireland. This provided equivalent information to the 'Foundation Stage Profile' data collected through routine records in England. Consent to link to these records was collected.

The **fourth sweep was carried out in 2008 when the children were aged 7** and in the third year of primary schooling. Interviews were conducted with the co-resident parents. The cohort children were asked to participate in four cognitive assessments; had their height, weight and body fat and waist measurements taken and filled in a paper self-completion questionnaire. Information about the children was collected from the cohort children's teachers in each country. Consent to link to health (parents and children), education (cohort children) and economic (parents) records was sought.

In addition, the cohort children were also asked to take part in three further projects led by the Institute of Child Health (ICH). At CNC2, a saliva sample was taken (by parents) from the children in order to measure exposure to common childhood infections. The saliva was not used for DNA or genetic testing. At CNC4, physical activity monitoring was carried out, in which children's levels of physical activity during the course of a week were measured using an activity monitor worn by the children. A project called "Every tooth tells a story", involved the postal collection of children's shed milk teeth, starting at the time of the CNC4 mailing, in order to test them for exposure to lead in the environment. If respondents are interested in knowing more about what has happened with these studies they should look to the CNC web page: www.childnc.net, which will be updated with information on them.

1.3.2 Response to individual elements at CNC4

Interviewers on sweep 4 achieved a response rate of 82%, and of these productive cases, the following household response rates were achieved:

Interview (main)	100%
Interview (partner)	84%
Cognitive assessments	99%
Physical measurements	99%
Child questionnaire	94%
Consent to contact teacher	98%
Consent to economic data linkage	80%

Figure 5: Response to individual elements at Age 7 Survey

For most families you can be optimistic about how many will carry out the individual elements. Families are overall very co-operative with the study. Moreover, once they participate they are likely to participate with all the elements, as shown by the response rates listed in Figure 5. The response rate for partners at the Age 7 study is based on all households where an eligible partner was present. Partners are harder to make contact with as they may be out of the household at the first visit or need more persuasion as to why they should also be involved, but they are a very important part of the study. Doing even better than the CNC4 response rate at the Age 11 survey would be good for this element. For physical measurements, while the children are a bit older and may therefore be more sensitive about being weighed and measured they are not being asked for a waist measurement. We expect very high response rates on this element again. At Age 7, doing a self-completion questionnaire was clearly going to be challenging for some children, and should be easier at age 11. Even so, 94% of children completed the questionnaire. We expect almost all children to complete this at CNC5. Data linkage to economic information is potentially sensitive and even off-putting for parents. But even so, at the Age 7 survey 80% of main parents and 77% of partners gave consent for linkage to “economic” records, which was similar to the DWP record linkage consent we are seeking this time. As at CNC4, we expect to achieve high participation rates in the cognitive assessments and high consent rates to the teacher survey.

1.3.3 Coverage of CNC5

This fifth sweep is taking place in 2012 when the children are aged around 11 and in their last year of primary school. There will again be interviews with co-resident parents, measurement of the child’s height, weight and body fat, three cognitive assessments of the children and a self-completion questionnaire for the child. There will also again be a survey of class teachers, but only in England and Wales. New elements include the nature of the child cognitive assessments, a longer child self-completion, with more content that may be sensitive for some children, as well as some of the content in the parental questionnaires.

1.3.3.1 Timing of previous visits and the Age 11 visit

The children have been visited at key developmental ages and stages of life. This rationale has determined the timing of previous visits, rather than planning around a constant time interval. Nevertheless, up to the last sweep the families were visited approximately every two years. Before this current sweep, the last time they were visited was at age 7. This means that there has been a gap of around four years since they were last visited. While cohort sample families were advised that they were not likely to be visited before age 11, respondents may have nevertheless built up an expectation of more regular visits. The longer time gap also has implications for movers and tracing, discussed in Section 11.

Age 11 is an important age to follow up the children for a number of reasons. First, they are being contacted while in their final year of primary school and before they move to secondary school, which is a major transition for many, if not most, children. Second, at age 11 they are entering or on the brink of puberty, which impacts on other areas of their development, educational, emotional and social. Third, the 1958 and 1970 cohorts carried out surveys when the children were aged 10-11, and the age 11 sweep of Child of the New Century therefore provides an invaluable opportunity to compare the experiences and outcomes of different generations of children at a similar age. At this age, we are also visiting the children in a time of recession, which may have all sorts of implications for family lives and for their futures. We are also visiting them at a time when there are major debates about the commercialisation of childhood, and what it means for children of around this age.

1.3.3.2 Background and preparation for the Age 11 visit

At this Age 11 visit, Ipsos MORI is the survey contractor for the first time. For each survey, CLS selects the organisation that at that time we expect to deliver the highest quality survey, with well-prepared interviewers, clear and informative information, and good response rates. For CNC1, CNC3 and CNC4 this was NatCen (Northern Ireland Statistics and Research Agency (NISRA) in Northern Ireland); and at CNC2 it was NOP (Millward Brown in Northern Ireland).

Ipsos MORI was awarded the contract for carrying out the Age 11 Survey by CLS in September 2010. Since then, an enormous amount of work has gone into developing the survey. This has included:

- focus groups
- in-depth interviews with parents and children

to explore their views about the nature of the topics covered. This work focused on exploring which topics they felt most sensitive about and whether the proposed topics were relevant to their lives.

In addition there has been:

- cognitive question testing to look in detail at the exact wording of some questions and to get children's views on the leaflets we had designed for them.

And two pilot studies to test all of the survey elements in the field:

- Pilot 1 in March/April 2011 with around 50 families who were newly recruited for the pilot

- Pilot 2 (Dress Rehearsal) in August/September 2011 with over 100 families, including some who, like the main sample, had taken part in a pilot study before.

In addition, the Age 11 survey has drawn extensively on survey methodological literature and survey practice from other leading international studies to ensure that the approach is informed by the best and most up-to-date knowledge and evidence.

1.4 Results, media and publications

The data from the first four sweeps of the study is now publicly available and is being used by researchers from all over the world to investigate many different research questions. There is also a lot of interest in the study and research findings deriving from it among policy-makers and the media. The importance of the study is a key reason why families take part and being aware of its profile can be helpful in encouraging participation.

1.4.1 Publications and press coverage

CLS have produced a number of major publications summarising findings from the Child of the New Century. A report with initial findings from the 9 month study was published in January 2004,¹ and a book covering the main findings from this first survey was published in October 2005.² In June 2007, CLS published a report on initial findings from the Age 3 survey; in 2008 the report on the third (age 5) sweep appeared and in 2010 the report on the findings from the fourth sweep (Age 7) was published.³ Meanwhile, a second book covering the cohort children up to age 5 was published in 2009.⁴

Each report has been accompanied by a set of briefing papers (which are 2-sided summaries of each chapter) and the chapters are press released, with separate releases for Scotland, Wales and Northern Ireland. The release of each report has provoked substantial media interest. There have been features in all the major national newspapers, as well as coverage on Radio and television news (e.g. BBC breakfast, News 24, Sky News, Radio 4, Radio 5 etc.). The results also had lots of coverage in the regional media.

The CLS website (www.cls.ioe.ac.uk) gives more information on publications about the study and media coverage. The reports on sweeps 1-4 and the briefing papers accompanying them are also available here.

The website for families (www.childnc.net) also includes information about findings, publications and media coverage. Families are regularly sent feedback leaflets summarising the main findings from each sweep.

1.4.2 Some key policy findings

A number of findings from research carried out on Child of the New Century study have proved of great interest and policy relevance. There follow some selected examples:

¹ Millennium Cohort Study First Survey: A User's Guide to Initial Findings (January 2004).

² 'Children of the 21st Century: From birth to nine months'. Edited by Shirley Dex and Heather Joshi. Bristol: Policy Press (2005).

³ Millennium Cohort Study Second Survey: A User's Guide to Initial Findings (June 2007). Millennium Cohort Study Third Survey: A User's Guide to Initial Findings (October 2008); Millennium Cohort Study Fourth Survey: A User's Guide to Initial Findings (Second Edition, December 2010).

⁴ Children of the 21st Century: The first five years. Edited by Kirstine Hansen, Heather Joshi and Shirley Dex. Bristol: Policy Press 2009.

- Research on **breast-feeding** has shown that it can reduce the incidence of diarrhoea and hospitalisation among infants. It can also lead to better cognitive outcomes at age 3 and to children having fewer emotional-behavioural difficulties. The most recent research on breast feeding and its relationship to children's behavioural problems was extensively highlighted in the media last summer (2011), including radio, television and the print media. An article by Miriam Stoppard for the *Mirror* explicitly stated that the fact that the research was from the Millennium Cohort Study (Child of the New Century) was a reason for paying attention to it. The earlier research on the health impacts of breast-feeding has influenced guidelines issued by the National Institute for Clinical Excellence (NICE) on maternal and child nutrition as well as Unicef breast feeding guidelines.
- Research on **obesity** has shown how obesity has increased in this cohort of children relative to earlier generations, and has been widely reported in the media. The Welsh Government has drawn on the study's research in the development of their All Wales Obesity Pathway.
- Research on **child poverty** based on Child of the New Century has influenced the content of the Northern Ireland Child Poverty strategy. The Welsh Child Poverty consultation also drew on Child of the New Century.
- Child of the New Century has revealed the complexity of **family living arrangements** and patterns of parental involvement and cohabitation. While some politicians have publicly drawn on widely reported findings on the experiences of children in different family circumstances to argue for the importance of marriage in children's lives, recent research from the Institute for Fiscal Studies showed that marriage in itself was not an important factor, it was that those who married and those who did not were already different in a number of other ways. Again, this research was widely reported in the media.
- Research from the Institute of Education on the age 7 teacher survey revealed the extent of **streaming and setting that was taking place in primary schools**, even for children of this young age. Up to this point, the extent of streaming at primary level was not well known, though it was widely thought to have ended for children in primary schools. Given the long-term detrimental influence of placing children in lower ability streams, alongside the fact that it has been shown that it does not raise standards overall, the research questioned the appropriateness of such practice. It was very widely reported – and debated – in the national press as well as on national and regional radio and television news.
- A range of research has looked at the impact of particular forms of **childcare** on children's subsequent cognitive achievement. As well as widely reported research on the complex influences of grandparental care, suggestions that child obesity was worse among children in day care led to calls for greater attention to nutritional childcare guidelines. Child of the New Century has also been involved in evaluation of the Sure Start initiative.
- A wide range of research on **parenting styles and practices** has led to better understanding of the routes by which family context and family background influences children's achievements and behaviours. There is increasing policy interest in using this research to identify the best ways in which to support parents and to promote helpful child-rearing strategies.

1.4.3 Commissioned research to inform policy

In addition, research has been specially commissioned on the study to feed into policy. For example the **Department for Education** (formerly Department for Children Schools and Families) commissioned research from CLS to look at the relationship between child poverty and child outcomes at age 5. More recently, it has commissioned research to look at the relationship between a range of family characteristics and parental practices at earlier ages that may be associated with differences in cognitive, educational and behavioural outcomes at age 7.

The **Welsh Government** commissioned research to examine the differences between parents' and teachers' (and children's) reports on their experience and behaviours; while the **Northern Ireland Executive** was interested in finding out more about how what family characteristics were 'risks' for a range of outcomes, health, behaviour and cognitive.

The **Department of Health** commissioned researchers from the University of York to enable practitioners to identify factors which are associated with poorer health outcomes among 5-year-olds.

Research on ethnic differences in child poverty commissioned by the **Department for Work and Pensions** as part of its child poverty agenda drew on Child of the New Century to show how there were also striking differences in persistent poverty and to look at what factors were associated with moving out of or into poverty.

The **Frank Field Review** drew on specially commissioned research on Child of the New Century to explore the extent to which social class differences in children's outcomes resulted from different family contexts and parenting behaviours and styles; while the **National Equality Panel** also commissioned research for its 2010 report exploring how family background was associated with widening of gaps in educational outcomes over time.

David Willetts, the Minister for Science and Innovation in the current government, has widely championed the cohort studies, including Child of the New Century specifically. But there is support for Child of the New Century from across the political spectrum, from politicians of different orientations in the devolved administrations (for example both Gerry Kelly and Mervyn Storey in Northern Ireland), and from a diversity of political analysts, with Polly Toynbee being particularly enthusiastic about what the cohort studies, including Child of the New Century, can offer. The range of coverage of the study and the recognised importance of early years and of understanding how the future population's lives are being shaped, and how they can be improved, means that Child of the New Century is important for a wide range of policy areas.

Overall, Child of the New Century has brought a much greater understanding of the family context and circumstances of young children growing up in England, Wales, Scotland and Northern Ireland today, and of the ways in which their growth and development is shaped by family and local contexts.

Child of the New Century has also been **influential in promoting and shaping national child cohort studies in other countries**, such as Ireland, New Zealand and France. Soon it will be possible to compare the experience of growing up for children of similar ages across a range of countries, and understand the relative effectiveness of different policies in contributing to improving lives today and into the future.

Child of the New Century has brought significant insights and enhanced our understanding of children's growth, development and family context in the 21st Century. But the value of the study will only increase as they grow and develop further.

1.5 Distinctive features of the Age 11 Survey

Key features of the study include:

It is a survey run by a university on behalf of the wider research community. It is designed to meet the needs of a wide range of research users and, although much of the information collected is relevant to government decision making, it is driven primarily by long-term research interests, rather the immediate policy concerns of any particular political party or government department.

It is a survey involving children. The children are the focus of the survey as they are the ones who will be followed over time. As a result, much of the data collection involved will be directly from children. The practical implications of this are that you need to be aware of the particular considerations which apply to interviewing children. There are important procedures that must be followed to protect the child's safety, and also for interviewers safety. We have also provided specific guidance for working with children on this project.

It is a survey involving non-standard interviewing tasks. In particular, the survey involves carrying out cognitive assessments and physical measurements with children. The practical implications of this are that you need to be aware of the particular considerations which apply to carrying out this kind of data collection such as ensuring that they are done systematically and consistently and the detailed protocols for these assessments and measurements must always be followed carefully.

It is a survey involving families from many different areas and backgrounds. The families you'll be interviewing are living in all countries of the UK and from many different ethnic and faith communities. They will also be in many different family situations. It is really important to ensure that the sample stays as representative as possible and that families in all of these areas and backgrounds take part.

CNC has a boost of families in areas where there were more people from minority ethnic groups. This means that the sample is diverse and has more minority group families than a random cross-section of the population. Note, however, that the boost sample is among families living in the UK in 2001. It does not, therefore over-represent recent migrants (e.g. from Eastern Europe); and many of the minority group parents will be UK born or have been living in the UK for a long time. For further information on interviewing in different ethnic and faith communities see Appendix 1. All of the children were born in the UK, so will not need translated materials or questionnaires. For those parents who need them, translated materials are available in eight community languages that represent those most commonly used among the families. All materials that are required for engaging parents and securing their informed consent have been translated into these languages. Translated versions of the parent questionnaires are not provided but interviews may need to be translated. We are using household interpreters and bi-lingual interviewers for this. However, the number of parents needing translation into these languages is small (for example at CNC4 around a total of 270 main parents had interviews translated into these languages and a smaller number of partners). In Wales, there is a legal requirement for the Welsh language to be given equal status with the English language. For this reason, all survey materials, for children as well as parents, are provided in both languages as standard and all questionnaires, for children as well as parents, can be done in Welsh as well as English. We have provided Welsh versions of the child questionnaire and the interviewer scripts for the child cognitive assessments scripts to facilitate this. Household interpreters and bilingual interviewers can also be used for Welsh translation of the parent interviews and child measurements. See Sections 2.7 and 14.7 for further information on languages and language use.

The families at the Age 11 sweep will be in many different family situations. There will be different family types – lone parent families, step-families as well as children living with both

of their natural parents. Overall, around one in four families is a lone parent family and around one in ten are living with a step parent. A very small number of children live with neither parent (e.g. Foster carers or grandparents). There may have been changes in their family composition since they were last visited, particularly given that there has been a four year gap. If so, this is likely to affect who you have to contact and interview in the household.

It is a complex survey which involves multiple respondents and data collection instruments per household. You may be in the household for around two hours. The practical implications of this are that you are often required to make multiple visits to the family in order to complete all of the different instruments and you need to be flexible and responsive to the circumstances of individual families in relation to how the different tasks are ordered as well as managing multiple people and survey instruments. This also means that lots of survey materials and paperwork are needed and you are required to record outcomes for all individual elements separately as well as a household level outcome code.

It is a longitudinal survey. A longitudinal survey is one which follows the same people over time and as the cohort members are eligible for interview wherever they are currently living in the UK, you will be required to trace families who are no longer living at their issued address. CLS will also be carrying out tracing during the fieldwork period. Information given previously is fed into the parent interviews and also used to tailor the approach to the families. For example we'll be asking you to contact most families by phone rather than face-to-face and there are different advance letters depending on their prior participation. The longitudinal nature of the study also means that there is extensive contact information available for families – you'll have multiple phone numbers as well as addresses and details of their stable contacts – and because these families will be followed into the future, it is important to collect updates to contact information for **all** families, including those who don't take part and to record full information about reasons for non-participation.

Finally, it is important to ensure all children and their families are treated well and left feeling positive about the study. They have been helping us for many years and have already given a lot of their time to the study for which we are extremely grateful. We really want them to continue taking part in the study in the future.

All of these things taken together make it a challenging, but rewarding and enjoyable survey!

1.6 Overview of the Age 11 Survey elements

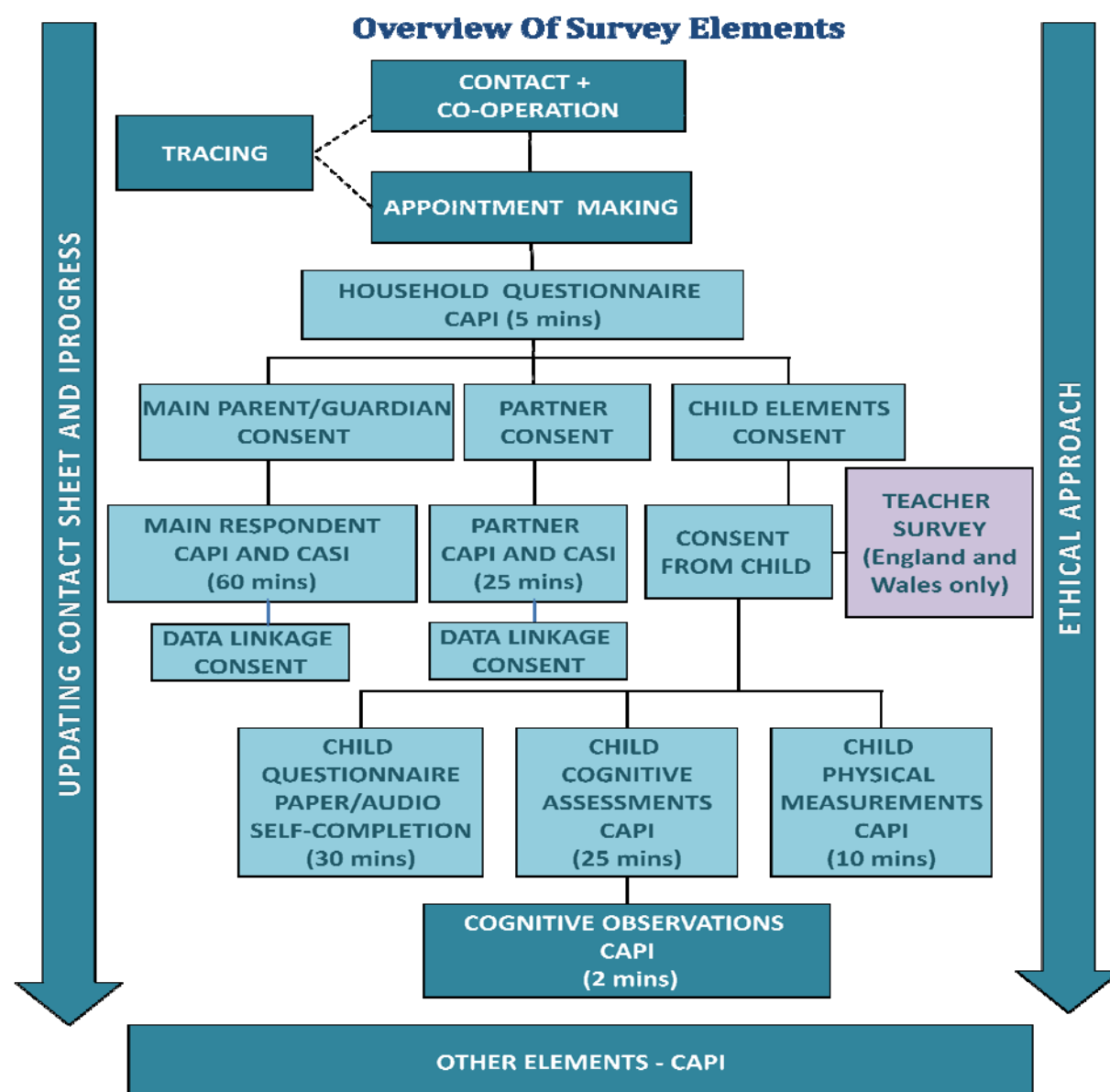


Figure 6: Overview of survey elements

This section, and Figure 6, summarises all of the different elements of the Age 11 Survey. The remainder of these instructions cover all of the elements fully.

The first thing you'll be doing is attempting to make contact with the families in your sample, and encouraging them to co-operate or take part in the study. For most families you'll attempt to make first contact by telephone rather than by personal visits. Although you will be able to contact the majority of your families quite easily, we know that some of them won't be at the addresses that we've issued as they will have moved. If you find that this is the case you need to try to find them, going through a series of procedures called tracing. Once you have made contact with your family, we then want you to make an appointment with them.

When you get to the household for an appointment, you need to establish who is living there by carrying out the household questionnaire in CAPI. This will generate a summary of the respondents that we want you to conduct interviews with, and you will then need to obtain their consent to carry out the individual elements. You **must** do the household questionnaire before collecting any consents or carrying out any of the individual elements.

You will have to get the main parent/guardian's written consent to carry out their interview, which lasts about an hour, and consists of an interviewer-administered CAPI interview, and a CASI self-completion questionnaire. If there is a partner living in the household, you will need to get their written consent to conduct a CAPI interview and for them to complete a CASI questionnaire. These should take about 25 minutes.

Once you have conducted the main and/or partner interviews, and have therefore built up a rapport with the respondents, CAPI will also prompt you to ask both main and partner respondents consent to data linkage.

You will also need to get consent from the parent or partner to approach the child to ask them for their consent to take part in the child elements of the survey (using the Child Elements Consent form). Once you have the consent of the main parent or partner, you can then approach the child to ask them for their consent to take part in their elements, using the Consent From Child form. The child elements consist of a paper self-completion questionnaire, and in some cases the child will also use audio support. This will take the child about 30 minutes to complete. We also want them to take part in some cognitive assessments, which are designed to assess their memory, their decision making and their verbal skills. The three assessments take about 25 minutes altogether. When you have conducted these cognitive assessments we want you to complete a short CAPI questionnaire to tell us about the circumstances in the household that day. We also want to measure and weigh the children, which will take about 10 minutes.

In England and Wales, we also want to ask parents and children for their consent to ask their teacher if they will take part in a separate survey about the child. You won't be administering the teacher survey yourself, but we do want you to tell them about it, get their consent to approach the teacher, and to ask them to pass on a letter to their teachers telling them about it.

Once you have finished everything in the household, there's a very important CAPI questionnaire that you need to complete called Other Elements. This is where you provide us with some really essential information. This includes confirmation that you have consent for the paper elements such as the child self-completion, questions about the child filling in their self-completion, whether or not the main/partner respondents have consented to data linkage, and the name of the teacher for the teacher survey. It is vital that you fill this in after your last visit to the family.

Running alongside all of this you will be completing your contact sheet, and iProgress and, of course, we want you to maintain an ethical approach to collecting the information throughout the survey. In terms of the contact sheet, we are asking you to collect information that we don't usually ask you to collect, specifically all details of all contact and tracing attempts.

2 THE SURVEY PROCESS

Figure 7 illustrates, in summary, the survey process that you will be working through.

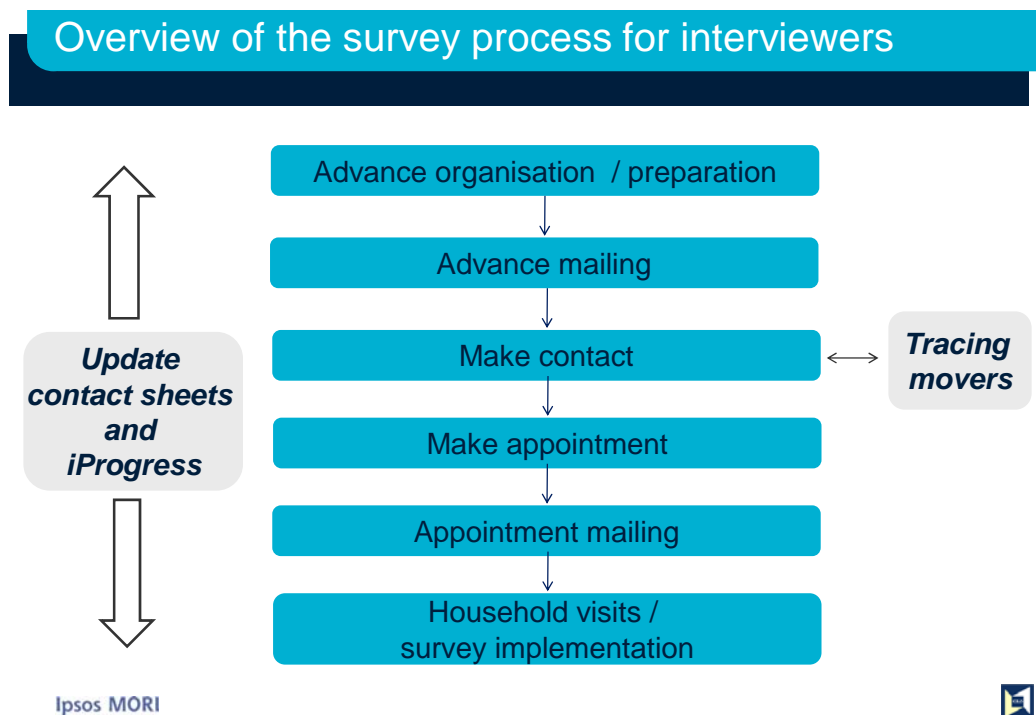


Figure 7: Overview of survey process for interviewers

The remainder of this section talks through the key aspects of the survey processes in more detail. In particular, it focuses on advance preparation, advance mailings, making contact, appointment making and the materials used for these stages of the survey process.

Other aspects of process, including tracing movers, gaining consent, use of contact sheets, progress updating and the implementation of individual study elements, are all covered in other sections.

2.1 Stage 1: Advance preparation

2.1.1 Informing the police

Before you start your work, you must check in at a local police station. You need to give them a copy of the police notification form and show them a copy of an advance letter. Procedures for doing this will vary across the country. In some stations, an officer will write your name in their day book, or will sign and rubber stamp your form, and may issue you with an incident number, or you may be able to complete the process online. Regardless of how they record details of your visit, please make sure that you make a note of the time and date of your call, and the name of the officer that you spoke to. **You must not visit any families until you have registered with the police.**

2.1.2 Planning and managing your sample addresses

Assignment sizes vary, but a point has, on average, 14 addresses. You should use the information on the Sample Information Sheet (SIS) and Contact Sheet (see Sections 3 and

9) to help you to organise your sample and plan who you will contact, and in what order. Remember that it is vital that you consider the following when you are doing your planning:

1. The first contact method provided on each **SIS**. This alerts you to whether you should make contact by telephone or face-to-face visit.
2. Addresses on your **contact sheets**. Note addresses that are close together when making your visits.
3. Response history on each **SIS** (page 2). When initially starting work on this project, try to arrange your first one or two visits with families who have a good response history (that is, families who have been productive for most, if not all, of the previous four sweeps). They are more likely to be 'warm', and co-operative.
4. Case type on each **SIS** (page 1). If the SIS says that your family is a 'target' case, please try extra hard to get an interview with them.

2.1.3 Checking your sample for respondents who are known to you

We don't want you to interview anyone you know personally, such as a friend, neighbour or son/daughter of a friend. We also don't want you to interview anyone you know in a professional capacity. If you realise that you do know one (or more) of the families who has been issued to you, please get in touch with your RC, who will liaise with Head Office and arrange for the family to be re-allocated to another interviewer.

2.2 Stage 2: Advance mailing (letter and leaflet)

2.2.1 Prenotification

Before you start initiating contact with the CNC families they will already have received a mailing from CLS. This is called the prenotification mailing. It is sent 3-4 weeks prior to fieldwork and contains: a letter for parent(s), an update for parents comprising a timeline covering the first 10 years of CNC, and a 'thank you' card for children for their participation.

The letter highlights to families that fieldwork for the Age 11 survey is about to start, and they can expect contact from an interviewer. It introduces respondents to the new survey organisation, Ipsos MORI. It introduces respondents to the new Principal Investigator (i.e. overall Director) of CNC. It thanks them for their participation and hopes it will continue. The card and letter is sent in Welsh and English in Wales; and the timeline is available in Welsh on the Child of the New Century website. You have a copy of the timeline and card in your work packs for your reference/interest. Additional copies are available on the CNC website. A copy of the letter is appended (see Appendix 7, p215: Pre-notification letter). For multi-child families there is one card per child.

2.2.2 Advance mailing

Before making contact with each family you will need to send out an advance mailing.

The purpose of the advance mailing is to provide respondents with information to consider in advance of agreeing to an appointment. It forewarns them of the fact that you will be contacting them soon, and it will help to make your first contact with them easier. The advance mailing contains materials for the parent and the child.

It is an ethical requirement of the study that respondents have the opportunity to familiarise themselves with the individual elements of the survey before you visit them. The advance mailing will allow parents and children to discuss the survey prior to agreeing an

appointment. This will also allow them to take time to digest the information and, if necessary, ask you any questions that they have when you phone or visit them.

Please send advance letters out to all cases quickly, and start making contact with families 3-4 days after you have sent a letter out. It is essential that you identify families who require tracing as soon as possible.

2.2.2.1 Contents of the advance mailing

The advance mailing envelope for each family in your sample will come pre-fulfilled and includes:

- Two items for parents:
 - An advance leaflet for parents (overview of the study), shown in Figure 9, (code: Lf1)
 - An invitation letter for the parent(s), shown in Figure 8, (code: Ltr1/P)

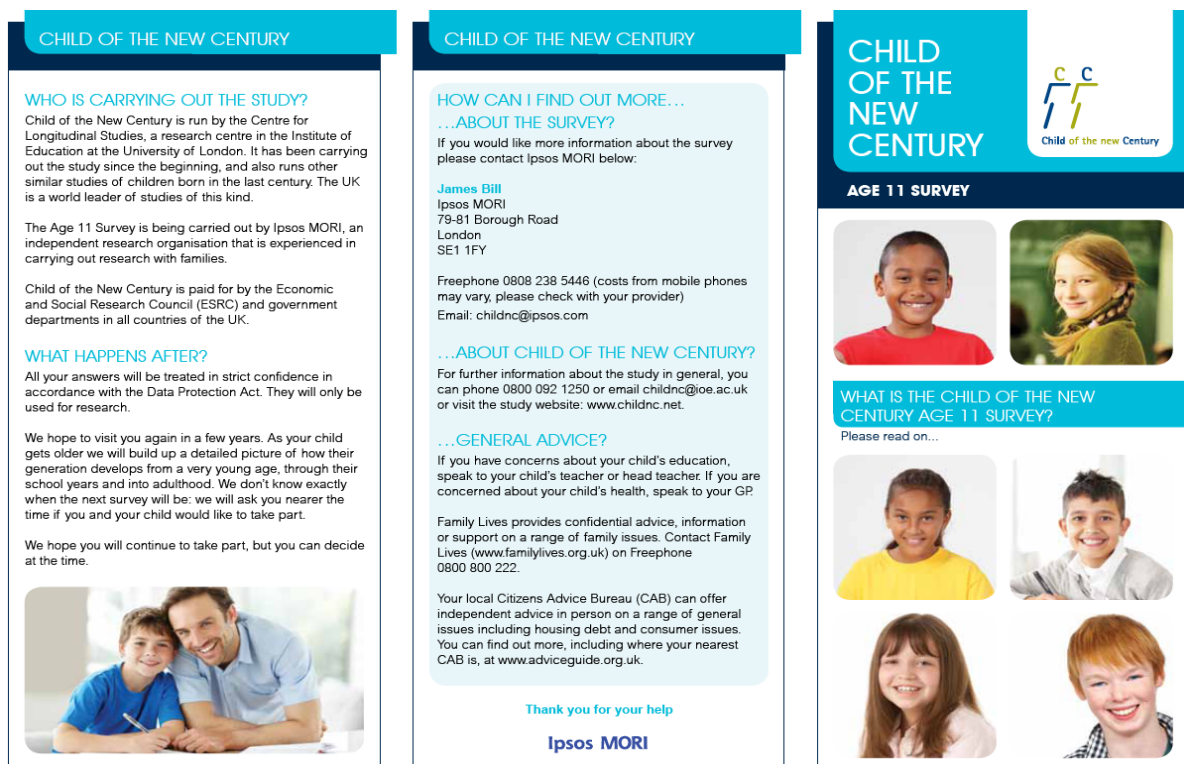




Figure 8 Advance leaflet for parents (Lf1)



Mrs Marjorie Simpson & Mr Homer Simpson
742 Evergreen Terrace
London
HA0 1TH
Ref: 1111111111



Spring 2012

Child of the New Century
Age 11 Survey

Dear Marjorie & Homer

Your child is one of 19,000 special children born in the UK in 2000/2001 whose lives are being followed by the Child of the New Century study. We have visited the children when they were 9 months old, and at ages 3, 5 and 7. Now that your child is in the last year of primary school, we would very much like to visit you to find out how your family is getting on. **Your continued participation in the study is very important to us.**

The enclosed leaflet tells you more about the latest stage of this important study. We also enclose **a letter and a leaflet for your child to read**. Where two parents (or a parent and their partner) are living with the child, we would like to interview both of you as well as your child.


The Age 11 Survey is being carried out by Ipsos MORI. All interviewers are fully trained. They carry an identification card with their photograph and the Ipsos MORI logo. The logo is at the top of this letter.

The interviewer named below will be in touch shortly to ask if you would be willing to take part. It is, of course, up to you whether or not to take part and the interviewer will be happy to discuss this. If you agree, your interviewer will arrange a convenient time to visit. **You can also get in touch with them directly to arrange an appointment.** Their phone number is at the bottom of this letter.

If you have any questions about the survey or would prefer not to be contacted, please call James Bill at Ipsos MORI on **0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday).

With kind regards,


Your interviewer on this study will be:




Professor Lucinda Platt
Study Director

.....

Contact number:



Leading education and social research
Institute of Education
University of London



Centre for Longitudinal Studies
Director: Professor Jane Platt
Following lives from birth and through the adult years
CLS is an ESRC Resource Centre based at the IOE

Centre for Longitudinal Studies • Institute of Education
20 Bedford Way • London WC1H 0AL
Tel 020 7612 6902 • Freephone 0800 092 1250
Email childnc@ioe.ac.uk • Website www.childnc.net

10-030358/Ltr1/P

Figure 9 Invitation letter for parent(s) (Ltr1/P)

A smaller envelope for the parent to give to the child (one envelope for each child in households with multiple cohort children):

- A letter for the child, shown in Figure 10, (code: Ltr2/P)
- A leaflet for the child, shown in Figure 11, (code: Lf2)

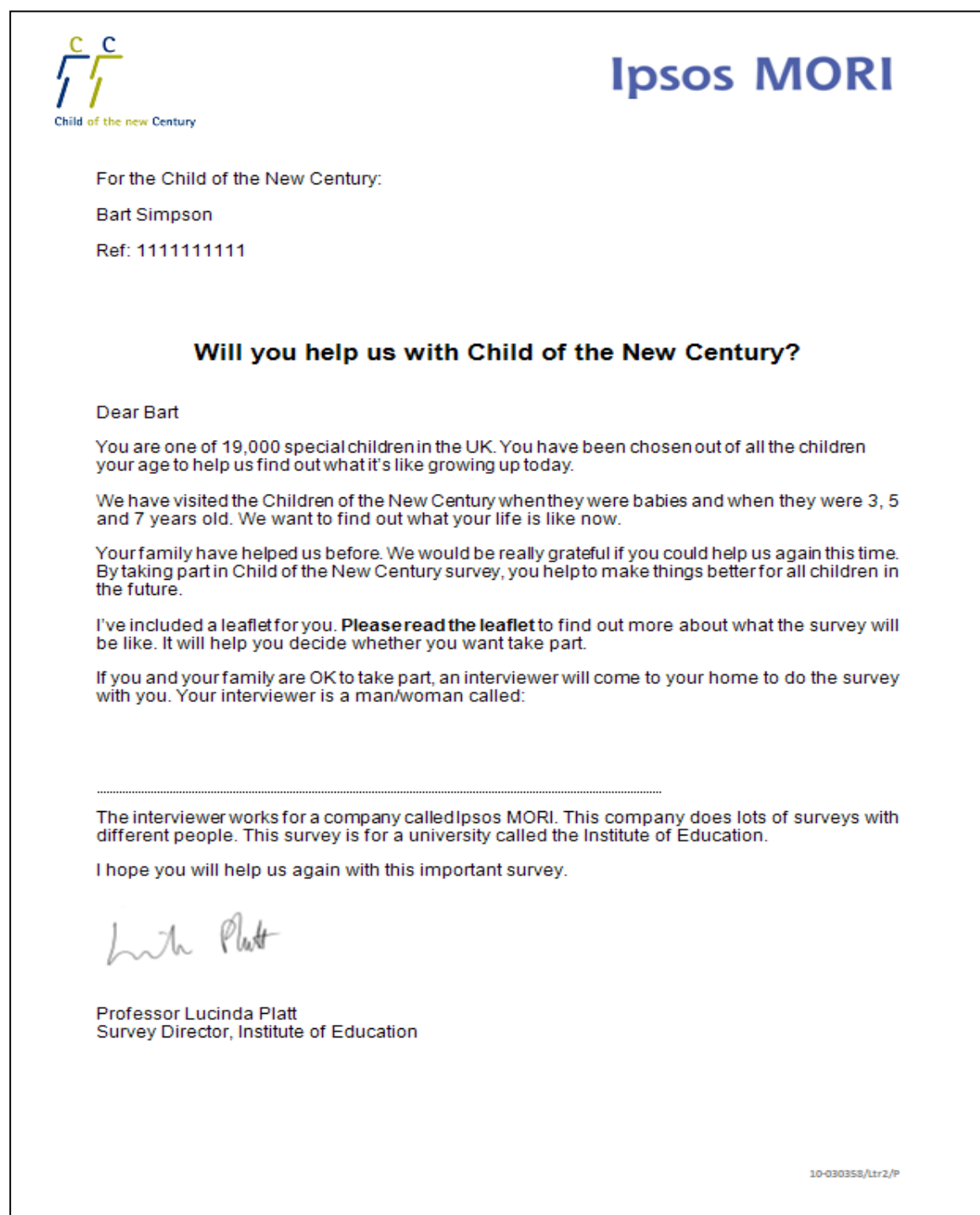


Figure 10 Child letter (Ltr2/P)

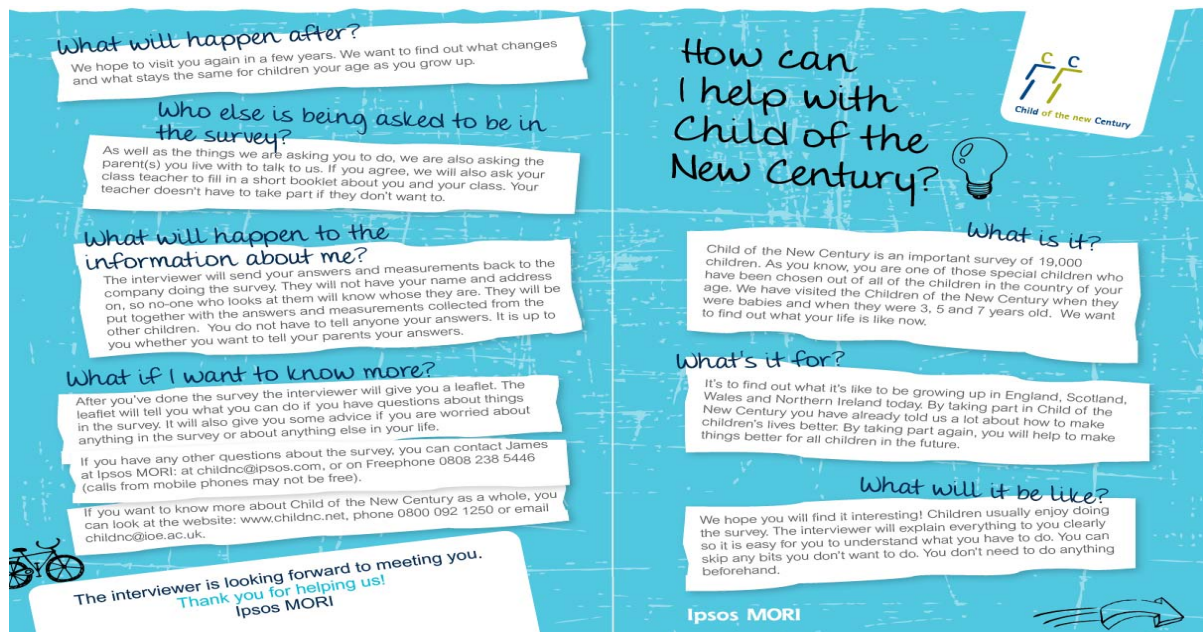


Figure 11 Child leaflet (Lf2)

2.2.2.2 The invitation letter for the parent(s) (Ltr1/P)

The Advance letter (Figure 9) introduces the survey to the parent and draws their attention to the enclosed Advance leaflet (Figure 8). The letter informs the parent of what will happen next and invites parents to make contact with you. You will need to add your name and contact number to the bottom of the letter so parents can pro-actively book appointments with you (Figure 12).

them directly to arrange an appointment. Their phone number is at the bottom of this letter.

If you have any questions about the survey or would prefer not to be contacted, please call James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday).

With kind regards,

Lucinda Platt


Professor Lucinda Platt
Study Director


Your interviewer on this study will be: _____

Contact number: _____

Write your name here

Write your contact number here

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Email childnc@ioe.ac.uk Website www.childnc.net

10-030358/Ltr1/P

Figure 12 How to complete the Invitation letter for the parent(s)

Note that the advance letters to parents have been pre-printed with the name(s) and address of the cohort child(ren)'s parent(s) and the reference number (Figure 13). As you'll see from the salutation, CLS are on first name terms with many families. The date refers to a season,

as we don't know the exact date that you will be sending these letters out. The season will change throughout fieldwork. It will be either Spring, Summer, or Autumn.

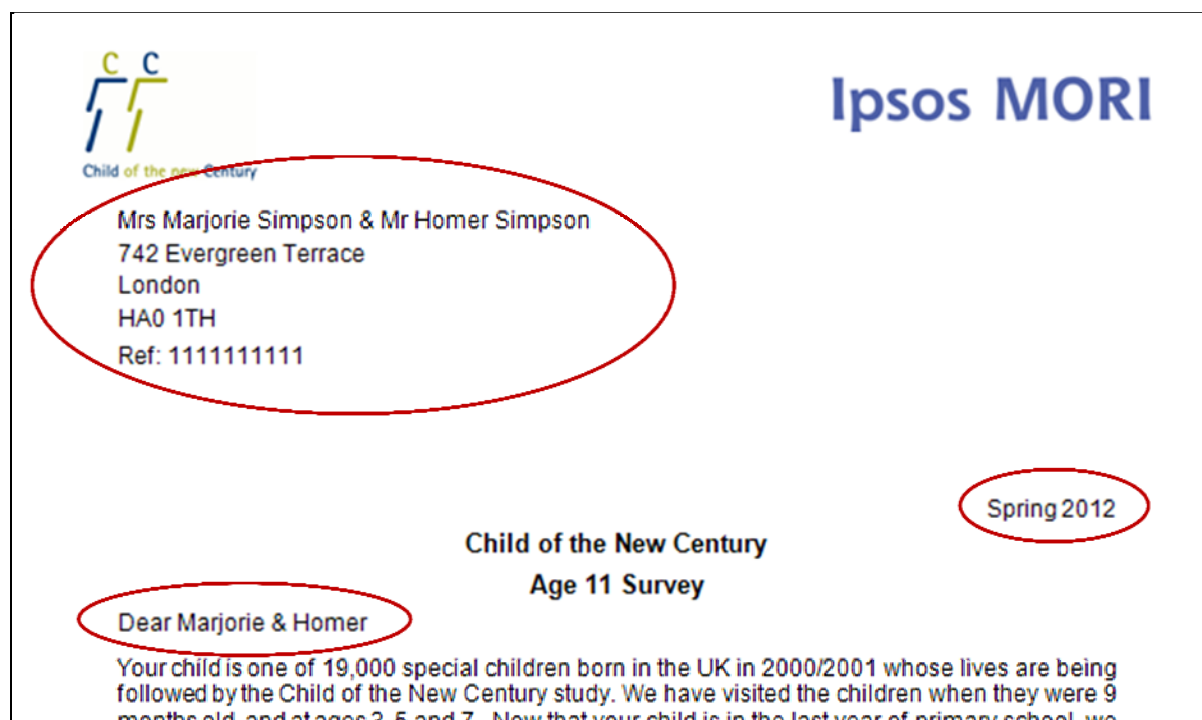


Figure 13 Pre-printing on the Invitation letter to the parent(s)

The text also has some versioning. In Wales, the option of Welsh language interviews are highlighted. Text is also tailored on the basis of sample outcome at CNC4 in order to help maximise response rates; additional text has been inserted for families who could not be contacted at CNC4, and for families who refused to take part at CNC4.

Specifically,

- Letters to CNC4 non-contacts (5% of sample) include the additional paragraph:

We were unable to make contact with you for the last survey. We are especially keen to speak with you this time to **ensure that the research helps families from all backgrounds and in different circumstances.**

- Letters to CNC4 refusals (10% of sample) include the additional paragraph:

We realise that you were unable to take part in the last survey. **We would be especially grateful if you could help us this time.** We want to ensure that this influential study reflects **the lives of families from all backgrounds and in different circumstances.**

2.2.2.3 Advance leaflet for the parent(s) (Lf1)

The Advance leaflet (Figure 8) gives an overview of the study and provides some information about what we would like the parent(s) and child(ren) to do. The Advance leaflet is versioned depending on country. Specifically, only those in England and Wales refer to the teacher survey; and only those in Wales refer to Welsh language interviews.

2.2.2.4 The Child letter (Ltr2)

The Child letter (Figure 10) introduces the survey to the child and draws their attention to the enclosed Child leaflet (Figure 11). It also tells the child what will happen next. You will be required to write your name on the letter and delete 'man/woman' as appropriate (Figure 14). We are asking you to let the child know your name and gender in this way, because research has shown that children like to know a bit about the interviewer visiting them in advance.



Figure 14 How to complete the Child letter

The Child letter is pre-printed with the child's name and reference number (Figure 10).

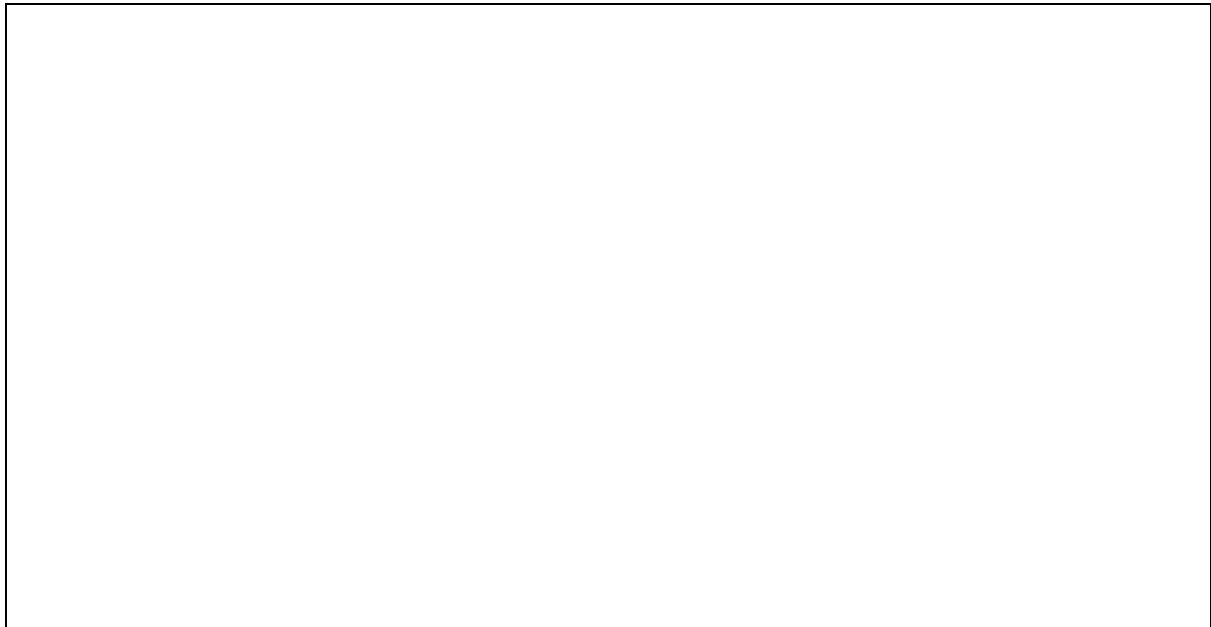


Figure 15 Pre-printed details in Child letter

The cohort children have been sent leaflets before, but this is the first time that they have received their own letter.

2.2.2.5 Child leaflet (Lf2)

The Child leaflet (Figure 11) provides summary information about the study that has been designed so it is accessible for children. The Child leaflet for England and Wales contains information about the teacher survey, whereas this is absent from the Scotland and Northern Ireland version.

2.2.2.6 Other language materials

Full details about translated materials are provided later in this section. However, note that for the advance mailing:

- For households in Wales, all materials are provided in Welsh and English (pre-fulfilled).
- Some households will also be provided with pre-fulfilled copies of parent materials in one of eight minority languages as well as English. This is in the case of families where one or both of the parents required language support at CNC4 in one of these eight languages. The specific language requirement for these families is detailed on page 1 of their Sample Information Sheet (SIS).

2.2.2.7 Checking and despatching the advance mailing

Figure 16, below, illustrates how the advance mailing has been fulfilled.

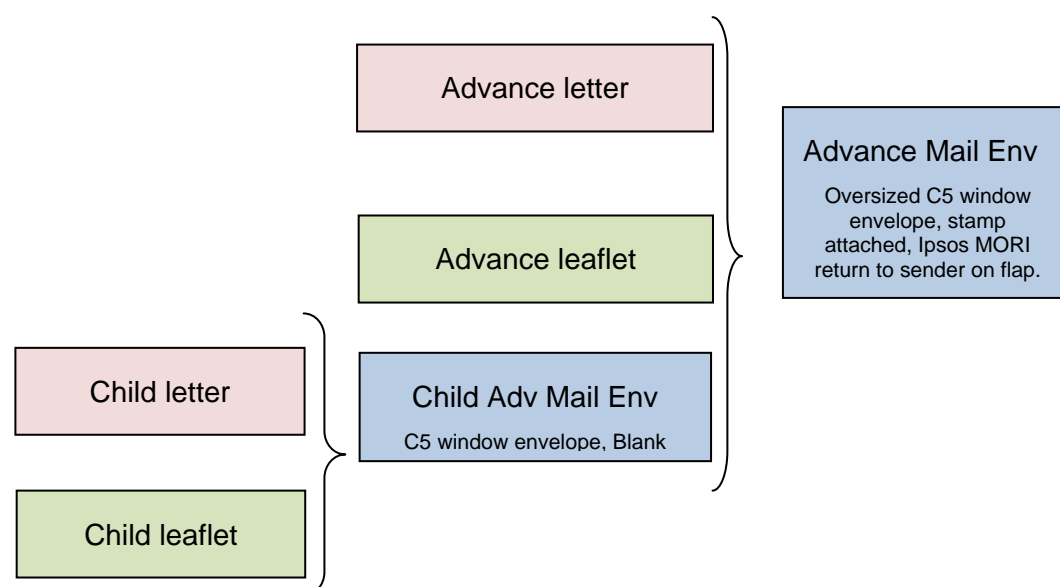


Figure 16 How the advance mailing has been fulfilled

- Both envelopes (parent and child) will be unsealed in your workpacks (the child envelope will be inside the main envelope). **Before sending the letters to respondents please first ensure that they are fulfilled accurately** (with Welsh and/or translated materials as well, if required). **You will need to ensure that the reference numbers match up and that the corresponding parent and child letter match correctly.**
- Prior to sending you should **write your name in the space provided at the bottom of each of the letters, write your phone number on the parent letter and also delete 'man/woman' as appropriate on the child letter.**

- Before sealing the main envelope please make sure that the smaller envelope containing the child invitation letter and information leaflet is left **unsealed** so that, if they wish to, parents are able to see the contents prior to giving it to the child.
- Please make sure the parent(s)' address is clearly visible through the window of the outer envelope when you post it. Similarly, please make sure the child's name is clearly visible through the window of the child envelope
- The outer envelope (oversized windowed C5 with Ipsos MORI address overprinted) will already have a 1st class stamp affixed.

You will need to record when you sent your advance mailing on your contact sheet (and then in iProgress).

2.3 Stage 3: Making contact

2.3.1 Who to contact in each household

The names of the cohort child(ren)'s parents (or guardians) appear on the Contact Sheet and the Sample Information Sheet (see section 3).

You should attempt to contact the resident parents (Parent 1 and Parent 2) named on the Contact Sheet and Sample Information Sheet. You will know whether these parents were interviewed the last time the family was interviewed (see Sample Information Sheet, page 2, 'Respondent information').

Please note that you **must** check the front of the Sample Information Sheet to see the most up-to-date information for the parents in the household. Please compare these to the respondents on page 2, as they may be different if the family has notified CLS of a change of circumstance. We expect this to be rare, but please ensure you compare names before ringing.

- If your Sample Information Sheet indicates both Parent 1 and Parent 2 took part in the last sweep, you should attempt to contact the parent who was the main respondent last time. If you are not able to contact them, then contact the person who was the partner respondent.
- If your Sample Information Sheet indicates only one parent took part in the last sweep, you should attempt to contact the parent who took part at the last sweep first.
- If your Sample Information Sheet indicates neither parent took part in the last sweep, you can attempt to contact either parent.

2.3.2 Shared residence

If the child's parents are no longer living together, you should try to find out who the child now lives with and interview at that address. If the child lives with both parents for some of the time, you should try to establish where the child mainly lives and interview at that address. If residence is shared equally between the two parents, then you should usually interview in the household which contains the main respondent from last time.

2.3.3 Modes of first contact with sample addresses

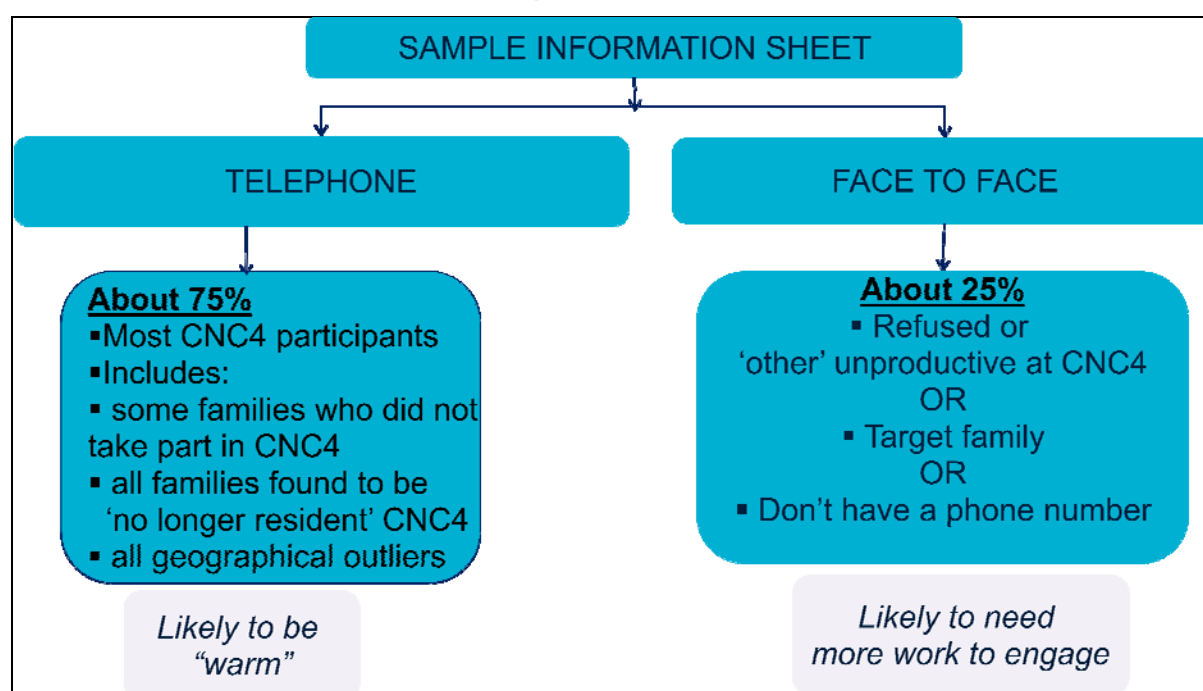


Figure 17 Modes of first contact with sample addresses

As detailed later in this document, in the Sample Information Sheet (SIS) section, your SIS will tell you which mode you must use when you first try to contact a family –Telephone or Face-to-Face.

In around 75% of cases we are asking you to contact the family by telephone initially and we'd like you to start off by making face-to-face visits to the remaining 25% of the sample.

- **Face-to-face:** Families who are likely to be harder to engage, based on what is known about them previously, have been allocated to face-to-face contact and we know that this is best done in person. These are families who refused at CNC4 or were unproductive due to language problems and because a family member was away or ill and the target families. The target families are those who we are particularly keen to interview in order to ensure the sample stays representative of all children. We have also had to allocate some other families to face-to-face contact because we didn't have a telephone number for them.
- **Telephone:** All other families have been allocated to telephone contact. These families are likely to be "warm" and require less work to engage them. However, a small number of them may be difficult to contact. It will include families who didn't take part at CNC4 because it wasn't possible to contact them or because they had moved and we couldn't find a new address for them. It also includes all families who are known to be no longer resident at the address we have for them. Finally, we have allocated all geographical outliers to telephone contact – including some who may be harder to engage. This is a small proportion of cases.

2.3.4 Telephone contact with cohort families

2.3.4.1 Making first contact with respondents by telephone

For most of the families, we will ask you to make first contact through a telephone call. This is the most efficient and unobtrusive way of contacting families and gaining their agreement to take part in the study again: they will have taken part in the study before, will have a positive impression of the study, they will have received the advance mailing, and so a telephone call is a completely suitable method of first personal contact. At previous sweeps when interviewers have visited homes to make appointments, families have often asked why they did not just call. Therefore, do not be concerned about making first contact by telephone for those families where we have asked you to do so.

At CNC4, interviewers attempted to make first contact over the phone at 66 per cent of issued addresses, successfully contacted the family by phone at 52 per cent of issued addresses and made an appointment by phone in 47 per cent of issued addresses.

Please note, if you are required to first contact a family via phone, this should be via a telephone call, not a text (SMS) message.

2.3.4.2 Phone calls and visits required

Please try all of the families' telephone numbers provided on the Sample Information Sheet. Each number should be tried **FIVE** times on different days of the week, at different times (morning, afternoon and evening). If you have not made contact at all after a week of attempting phone calls as described, please begin your face-to-face visits. You should then make at least **EIGHT** face-to-face visits to achieve contact (and more to achieve all study elements if necessary). At least four of these must be during the evenings and weekends.

For families whose first contact method is stipulated as face-to-face, you must NOT try to make first contact with them by phone as they are more likely to require persuasion which is best done in person.

2.3.4.3 Recording details of the telephone calls that you have made

You will need to record details of **all attempts** to make telephone calls on the Contact Sheet and in iProgress (even if there is no answer), including the following information:

- which telephone numbers you have tried
- who the telephone number belonged to (e.g. parent1, parent2, cohort family general)
- what the outcome of the call was

If you try a number repeatedly in a very short space of time e.g. because it is engaged, this should be recorded as one call.

If the number that you are calling is a **mobile phone number** (usually starting 07), the very first thing you need to do is to check whether the respondent is driving or operating machinery. If they are then you must tell them that you will call back later and end the call immediately.

If a number that you are calling is a **workplace number**, it is essential that you do not disclose the name or the nature of the study (in order to comply with Data Protection requirements). You should ask for the respondent by name, and if they are not available and

the person who has answered the phone asks what it is concerning, explain that it is a private/personal call and that you will call back at a more convenient time.

You can leave voicemail messages if you wish, as long as it's clear from the answerphone message that the number belongs to the family/parent. We are also advising that it may be a good idea to make calls from the number that you write on the advance letter, so that if the family call 1471, or can see the number when you call them, they can link this up with the number that you have already given them. The message should include your name, that you're calling about the Child of the New Century Study and that you work for Ipsos MORI but make it clear that you will call back on another occasion

2.3.4.4 Maximising your chances of making an appointment on the 'phone

From experience on previous waves, we know that the majority of respondents we are asking you to telephone will be keen to take part in CNC5, and they will actually be pleased that you have phoned to make an appointment rather than called round to see them. As mentioned earlier, you are used to persuading respondents to take part in surveys face-to-face, but on the phone you only have your voice to generate interest from the respondent in the study. One useful technique used by our telephone interviewers is "smiling" down the phone, i.e. projecting their voice in a friendly and professional manner, a technique that we suggest you use when calling CNC respondents.

2.3.4.5 Introducing yourself and the study on the 'phone

The opening exchange between yourself and the respondent is crucial in terms of whether or not you successfully make an appointment. When the respondent answers the phone you must:

- State your name, mention that you are calling about the Child of the New Century Study and that you work for Ipsos MORI
- Mention the advance letter and leaflet that they should have received

If they do not recall receiving the advance letter, or say that they have not had time to read it, you should explain about the study using the wording in the advance letter and leaflet (you have a laminated copy of the leaflet, and a copy of the letter).

It is obviously important that you do not race through this – you need to be bright, alert and speak clearly and concisely. You only have a few seconds to create a good impression of yourself, Ipsos MORI and CNC.

2.3.4.6 Avoiding refusals on the telephone

If there are early signs during the phone call that the respondent is reluctant, you need to take steps to try to avoid a refusal. If they hesitate, it could be that you need to reassure them, clarify who you are, and reiterate that you are calling about the CNC study. When you interview face-to-face you have various means at your disposal to create a good impression and reassure respondents, such as dressing in smart clothes, smiling, and maintaining eye contact, but it is a lot harder to do this over the phone – you only have your voice. It is therefore essential that you remember the following:

- Always maintain a professional manner
- Be confident – this study is really important

- Treat the respondents with respect

If a respondent is reluctant to make an appointment with you, you need to tread carefully, as we do not want “soft”, circumstantial refusals (for example, you might have called at a particularly busy time) to turn into hard refusals, where respondents withdraw from the study altogether. You may find that you can provide reassurances in response to queries that respondents have, or that you can say that you will call back at another time if you sense that they are busy and distracted, but the important thing is to back off before they refuse outright. **Soft refusals shouldn’t usually be accepted over the telephone**, therefore if someone refuses, or you sense that they might do, you can tell them that you are going to be in the area anyway, and that you will drop round to see them when you are passing. In the unlikely event that the respondent makes it very clear that they do not want you to contact them again, you should respect their wishes and not do so.

Be prepared for respondents to ask questions about the study, such as how long it might take, and whether or not all of the members of the household that we would like to take part will need to be available at the same time (the answer to that is “no”). It is essential that you have familiarised yourself with all of the study materials and the advance letter before you make any phone calls, so that you can answer questions where necessary.

Although the respondents you are phoning will be familiar with the CNC study, they will not necessarily be familiar with Ipsos MORI. If this is the case, and they need some reassurance, emphasise that we are members of the Market Research Society and abide by a strict Code of Conduct. **The MRS provides a Freephone service for respondents to verify the legitimacy of our company and you can refer them to this if necessary.** If they would rather speak to someone other than the MRS specifically about CNC, they can either call the Freephone number at the Ipsos MORI office (0800 238 5446) or they can call CLS on 0800 092 1250.

There is more information about engaging respondents and encouraging cooperation in Appendix 1. There is also more information about the survey in the “Additional information summary sheet” we have given you, which highlights results reported in the media.

2.3.5 Text messages and email

You must **never** use text messages to try to make first contact with respondents.

If you wish, you can text respondents with a reminder of appointments you have made. We are also happy for you to text respondents to set-up appointments but **only** if you have already made contact with the family and they have said that they are happy for you to use this method.

Please always sign off texts with your full name and Ipsos MORI. Do not use text speak or abbreviations in your messages.

In the unlikely event that you receive a refusal by text, this should be treated in the same way as a telephone refusal i.e. you should usually make a face-to-face visit (unless the respondent has made it very clear that they don’t want to be contacted).

Incoming and outgoing text messages **do not** need to be recorded in iProgress.

You should not send emails to respondents, as you don’t have Ipsos MORI email addresses.

2.3.6 Face-to-face visits

If the family is not eligible for telephone contact (i.e. your Contact Sheet and Sample Information Sheet stipulate that first method of contact should be face-to-face) this is likely to be because the family will need more warming up or persuading to take part.

For these families we will need you to draw on all your experience as interviewers to try and encourage them to take part. This means dressing smartly, smiling, keeping eye contact, maintaining a professional manner and selling the study and its importance.

You must make at least **EIGHT** face-to-face visits over a four week period to achieve contact (and then more to achieve all study elements if necessary). At least four of these visits must be during evenings or weekends. If you don't manage to make contact face-to-face after eight calls, you should then try to make contact with the family by phone (if we have given you a number). Each number should be tried **FIVE** times on different days of the week, at different times (morning, afternoon and evening).

If a child or young person answers the door, ask if their parents are in. If they aren't, you should withdraw. Don't ask anything further, but leave your calling card.

If no one is at home you should leave a **Calling card** to inform the residents of your visit. Copies of these can be found in your work packs. You may use the study Freephone number (Freephone 0808 238 5446) as a contact number if you do not feel comfortable leaving your own contact details.

If you do make contact with someone, do try to speak to the partner whilst you are there, to ask them if they would be happy to participate (and, if necessary, explain to them why their participation is so important).

Some families will be happy for you to come in immediately to complete the survey elements. Please be prepared for this by having your equipment with you when you make a personal visit. You will also need to remember to give the family copies of the appointment mailing materials, that the parent(s) will need to read before you begin interviewing. Again more details about this will follow later in this section.

- You will need to use a range of skills to engage with more reluctant respondents, including investigation/probing
- Sensitivity
- Empathy
- Preparation - thinking through in advance how you will respond to likely common problems
- Adaptability/responsiveness – ability to think on your feet
- Persuasion and negotiation
- Patience

As with telephone contact, you will need to

- familiarise yourself with the content of the letters and leaflets,

- be prepared to answer questions and respond to objections.

Appendix 1 includes some suggestions about common Questions and Answers; and you can use the “Additional information summary sheet” we have given you to provide more information about the study.

Remember to enter the details onto your Contact Sheet and iProgress every time you visit the family.

2.4 Stage 4: Making the appointment

2.4.1 Setting up the appointment

When setting up appointments please bear in mind the length of the survey and consider this when arranging visits to the household. It is important that you are realistic about how much can be accomplished in one sitting to avoid drop-out part way through, respondent discomfort and/or reduced quality of data collected. It is likely, given the length of the interview, that many households will require a second visit.

Please also make sure that families realise that all family members do not need to be present for all study elements. This will mean that there is more flexibility when making appointments. However, be aware that there may be greater non-response to the partner elements if they are not present when you are conducting the Other Elements in the household, and that you may therefore have to make extra efforts in order to achieve an interview with them.

If you manage to successfully make an appointment, you will also need to check or mention the following things to the parent before visiting the address:

- Check that the parent(s) address is the same as the address that you have on your Sample Information Sheet (some people will have moved but kept the same phone number(s)).
- Remind the parent that you would like them to read the advance letter and advance leaflet before you visit.
- Draw parents' attention to the envelope for the child that was enclosed with the advance mailing, and stress the importance of giving this to the child and encouraging them to read it (and/or reading it with them) in full before the interview visit.
- Encourage the parent to communicate with their partner (if applicable) about the importance of their involvement in the partner interview, and encourage them to also read the information leaflet.
- You have laminated copies of the leaflets that you can use in the household to inform the respondents if they have lost their leaflets. Please don't give out your spare paper copies, these are intended for movers.
- Highlight the need for a **quiet space**, if possible, for the interview and other study elements to take place in (the child cognitive assessments and physical measurements in particular should be done with **minimal distraction**).
- Highlight the **type of clothing** we would like children to wear for the measurements (see leaflet for details).

- If making an appointment by telephone, let them know that you will be sending them an appointment pack in the post, which will contain an appointment card, a leaflet explaining more about what we would like their child to do (Child elements leaflet) and a leaflet that provides more information on linking their data to government records (Data linkage leaflet). More details about the appointment mailing follow later in this section. Ask them to read these additional materials before you visit.
- If you are making an appointment face-to-face leave the appointment mailing materials with them and ask the parent(s) to read them before you visit.

It is likely that the first few interviews that you carry out will take longer than they will do once you've become more confident, and got used to all of the different survey elements. Therefore, we suggest you don't make more than one appointment in a day until you have got two or three interviews under your belt.

2.4.2 Translated materials

For households where your Sample Information Sheet indicates that parent(s) required language support at previous waves, you will need to establish when making the appointment whether the parent(s) wants to receive translated copies of the appointment mailing materials and whether you need to take translated versions of the other parent-facing materials to the visit. There is more detail about translated materials later in this section. Suffice to say, it will be up to you to establish this, so please ensure you are aware of whether a family might need translated materials when making the appointment and in what language.

2.4.3 Setting up appointments in other languages

In addition to the above, when making an appointment in Wales, you will need to confirm with the family whether the parent(s) or child want to complete any of the survey elements in Welsh. If the family wants to do any of the consents in Welsh, or need the interviewer to translate the CAPI questionnaire, then you should contact your RC who will reallocate the address to a Welsh-speaking interviewer. If the family is happy to do everything in English but the child wants to complete the self-completion in Welsh, this is fine and no reallocation is needed.

Similarly, for households where your Sample Information Sheet indicates that parent(s) required language support at previous waves, you will need to try and find out whether they require an interpreter for the visit, and if so whether there is someone in the home who would be happy and suitable to act as an interpreter. Please note, a household interpreter should be aged 16 or over and we would prefer that children do not interpret for their parents given the personal nature of the questions. If you are unable to find a suitable person to interpret, contact the office.

You may also come across households who have language needs we are not aware of from previous waves. If making the appointment face-to-face please remember you have a **Language card** in your work packs to use on the doorstep.

2.4.4 Broken appointments

If someone is out when you arrive for an appointment, it may be a way of telling you they have changed their mind about taking part. On the other hand, they may have simply forgotten all about it or had to go out on an urgent errand. You should leave a **Calling card** and make every effort to re-contact the person and fix another appointment.

2.4.5 Appointment mailing


If you manage to successfully make an appointment you will need to send or give an appointment mailing.

The purpose of the appointment mailing is to confirm the appointment in writing and to provide the parent(s) with more detailed information about the child elements of the survey, and about linking respondents' data to records held by the Department for Work and Pensions (DWP). You should encourage them to read this information in advance of your visit, as this will help to make things run more smoothly for you.


2.4.5.1 Contents of the appointment mailing

The appointment mailing contains the following:

- Appointment card, shown in Figure 18, (code: Ltr3)
- Child elements leaflet for parent(s), shown in Figure 19, (code: Lf3)
- Data linkage leaflet for parent(s), shown in Figure 20, (code: Lf4)



Child of the New Century Age 11 Survey



Further to our recent conversation, I confirm that I have arranged to visit your family for the Child of the New Century Age 11 Survey

on at

Before I visit, it would be helpful if you and your child could read the leaflets provided in advance.

If you need to rearrange the appointment, please contact me on the number below.

Name: Contact number:

10-030358/Ltr3

Figure 18 Appointment card (Ltr3)

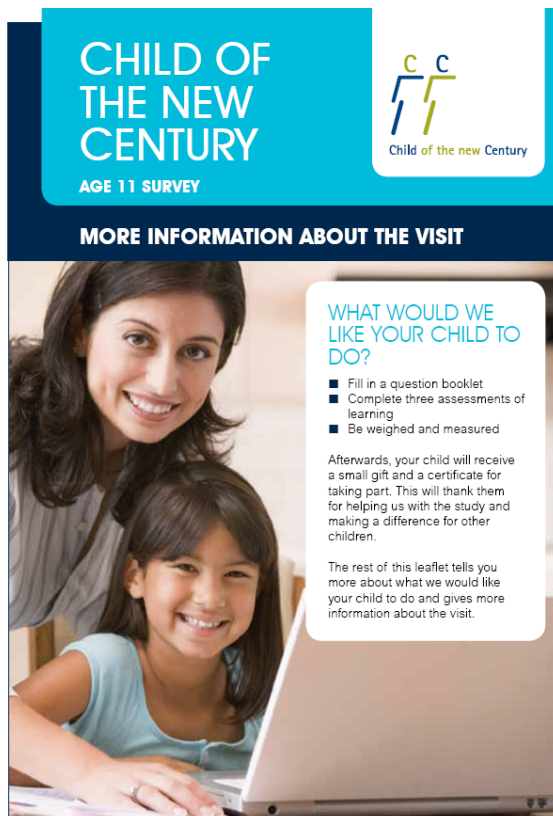


Figure 19 Child elements leaflet for parent(s) Lf3

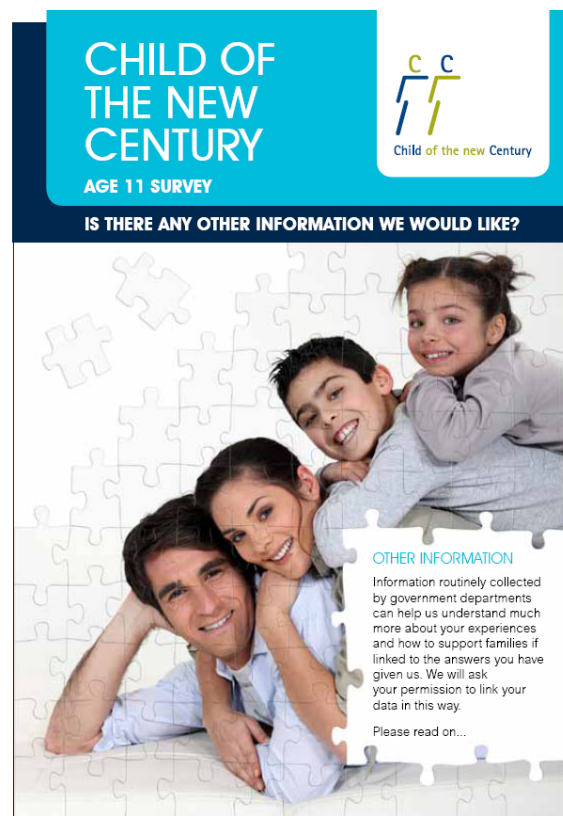


Figure 20 Data linkage leaflet for parent(s) Lf4

The appointment card (Figure 18) confirms the appointment details. You must complete this once the appointment has been made. The leaflets provide all of the other information that is needed for informed consent for the study, and preparation for the visit. The Child elements leaflet (with the heading “More information about the visit” – Figure 19) provides further information on what we would like the child to do. The Data linkage leaflet (entitled “Is there any other information we would like?” - Figure 20) explains why we are asking for permission to link responses to the survey to DWP records. In most cases this data linkage leaflet should be sent with the appointment mailing. However, it is one of the more sensitive survey elements, and so if you feel that respondents may be put off the study by this element, we would like you to exclude it at this stage and, instead, introduce it during your main visit to the household.

The appointment mailing materials will have already been fulfilled into a plain C5 envelope, and you will have enough of these envelopes in your work packs to cover your appointments. Figure 21 below is a diagram of how the appointment mailing is fulfilled.

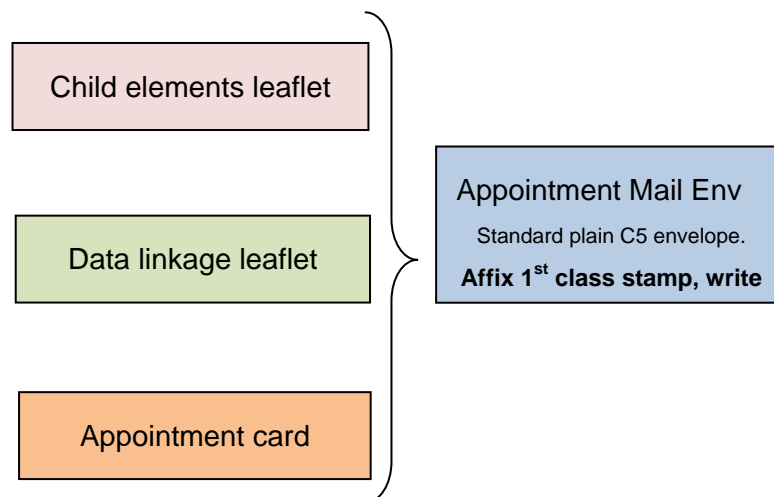


Figure 21 How the appointment mailing is fulfilled

2.4.5.2 Other language materials

Full details about translated materials are provided later in this section. However, note that for the appointment mailing:

- All materials are provided in Welsh and English (pre-fulfilled, with additional Welsh versions in Wales)
- Again, copies of parent materials in one of eight minority languages are also available. **These have NOT been pre-fulfilled. You will need to check with the household for additional languages required, and enclose these yourselves** from spares available in your packs. If you run out of copies and require more, please contact Head Office immediately.

2.4.5.3 Checking and despatching the appointment mailing

Unlike with the advance mailing, we do not prescribe that you post the appointment mailing materials. If it is easy for you to drop it round to the family at their address, then please do so. However, if you live a distance from the home, please feel free to post the appointment envelope following the procedure outlined below. Please bear in mind, however, that posting the appointment mailing will mean it arrives with the family 2-3 working days later, so you will need to arrange your appointment accordingly.

To ensure the appointment mailing is ready to be posted or hand-delivered you need to do the following things:

- Please ensure the envelope is fulfilled with the correct materials.
- Complete the appointment card by filling in the date and time of interview and your name and contact details.
- Enclose the appointment card with the Child elements and Data linkage leaflets back into the blank C5 envelope provided.
- Where relevant, check the envelopes are fulfilled with Welsh copies of the materials, and/or the correct translated copies.

- If sending, write the respondent address on the front and affix a 1st class stamp, provided in your packs.

If the **appointment is made on the phone** to visit the family at home, please check that their address is the same as the address that you have on your Sample Information Sheet (some people will have moved but kept the same phone number(s)).

Please remind respondents that you would like them to read the leaflets before you visit. Also, if they have not already done so, please encourage the parent to give the child their letter/leaflet from the advance mailing at this point.

Once an appointment mailing has been sent, please remember to enter this on your Contact Sheet (and then in iProgress).

If you are unable to send or give the appointment mailing to the respondent prior to the visit, e.g. if the respondent wants to be interviewed straight away, ensure that the respondent has had a chance to read the Child elements and Data linkage leaflets prior to starting to administer the survey.

2.5 Partner letter

Partners are more likely to be out when a visit to collect the child elements and main interview takes place. It is important for us to achieve as high as possible a response from partners in order to get a full picture of family life. For example, what activities the two parents do with the child, and the employment and background of partners as well as main carers. At the Age 7 sweep, 84% of partners living with the child were interviewed. We would like to do much better than that this time around. We are therefore making it clearer how much we want to interview the partner as well as the main carer. The partner letter is part of that. It's intended to:

- encourage more partners to take part
- make it clear what we are asking of them and that their participation is important to us
- give them the option of arranging an appointment directly with you

It is left for the partner when he/she hasn't been there or available at the visit when you complete the main interview or child elements. You will want to be back in touch to interview the partner so the letter also smoothes re-contact for the purpose of carrying out a partner interview.

Note that you cannot give or leave the partner letter until after you have completed the household questionnaire which is where selection of main and partner respondents is carried out.

If the partner isn't available at the time of the appointment, you should leave the partner letter with the household. You should write the name of the partner and the date at the top. You also need to write in your name and phone number at the bottom, and then leave it with the household to pass on to the partner (Figure 22). It will advise the partner that you are trying to speak to him/her and also give them an opportunity to arrange a convenient time with you.

Child of the new Century

Child of the New Century - Age 11 Survey

Write in partner name here

Date it

Date:

Dear

A short while ago, I sent you and your partner some information about the Child of the New Century Age 11 Survey. Today I have been talking with your partner and child.

I would very much like to speak to you too.

The interview will only last around 25 minutes. It is very important for this study that we speak to both parents or both adults living with the child, whenever possible. It is only by interviewing both

I hope you can help with this important study.

Best wishes,

Write in your name here

.....

Write in your number here

Phone number:

Figure 22 How to complete the Partner letter (Ltr4)

2.6 Welsh language materials

In Wales, equality must be given to the English and Welsh languages: respondents must receive all main communication materials in both languages, and be able to choose which language they participate in.

As such ALL respondent facing materials, for both parents and children, are provided in both English and Welsh.

Families will be sent or given English and Welsh versions of all the following advance and appointment documents:

- Advance letter
- Advance leaflet
- Child letter
- Child leaflet

- Appointment card
- Child elements leaflet
- Data linkage leaflet
- Partner letter

Note that all envelopes for materials for mailing are provided pre-fulfilled with both languages, so you will not need to add in the Welsh versions yourselves.

There are also Welsh versions of the:

- Letter from parent to teacher (discussed in the teacher survey section of the instructions)
- Child 'further information leaflet' (covered in the child engagement section of the instructions)

If requested, all respondents can also have or use Welsh versions of the following (both Welsh and English copies are provided in your packs to draw upon):

- Child Self-completion Questionnaire
- Showcards x 2 (main and partner)
- Consent form - Child Elements
- Consent form - Main parent
- Consent form - Partner
- Measurement postcard

These are also all discussed in the relevant sections.

2.7 Additional languages

Other language materials are provided to support participation of **parents** with limited English. These are not provided or required for children because all cohort children were in the UK or already living in the UK when they were babies and therefore have good spoken English.

Parents' materials are provided in the 8 languages most commonly needed at previous sweeps of the study:

- Urdu
- Punjabi (Gurmukhi script)
- Punjabi (Urdu script)
- Gujarati

- Bengali
- Somali
- Tamil
- Arabic.

It may not be obvious which languages are spoken, and some households will speak more than one language.

- **Urdu** and **Punjabi** are common languages spoken among those of Indian and Pakistani origin. We are offering Punjabi in two different scripts – Punjabi in Urdu script (spoken by many respondents of Pakistani origin) and Punjabi in Gurmukhi script (which is spoken by many respondents of Indian origin).
- **Gujarati** and **Punjabi** are languages spoken among those of Indian origin.
- **Bengali** is spoken mostly by Bangladeshi people, and by some Indian people.
- We are also offering interviews in **Somali, Tamil** and **Arabic**.

Specifically, other language materials have been provided for all materials required to secure study participation and informed consent from parents:

- Advance letter
- Advance leaflet
- Child elements leaflet
- Data linkage leaflet
- Partner letter
- Consent form - Child Elements
- Consent form - Main parent
- Consent form - Partner

Survey tools and other study materials are NOT translated. **If a parent requires language support for the interview itself, this will be achieved via use of household interpreters, or bi-lingual interviewers if available.**

2.7.1 Who should other language materials be used with?

From previous sweeps of the study, we are already aware of most families where translation or language support is likely to be required, and this is indicated on page 1 of the sample information sheet.

For these families, translated versions of the parents' **advance letters and leaflets will already be pre-fulfilled** in your advance mailing envelopes. However, please double check against the Sample Information Sheet that the correct language is enclosed.

To ensure the correct language advance leaflet is enclosed you will need to check that the leaflet code corresponds with the language required. A table of advance leaflet codes in the 8 minority languages is in Figure 23 below:

Language	Advance leaflet code
Urdu	Lf1/Ur
Gujarati	Lf1/Gu
Bengali	Lf1/Be
Somali	Lf1/So
Punjabi (Gurmukhi script)	Lf1/PuG
Punjabi (Urdu script)	Lf1/PuU
Tamil	Lf1/Ta
Arabic	Lf1/Ar

Figure 23: Translated minority ethnic languages and their respective advance leaflet codes

Translated versions of the parents' letters and leaflets used in the **appointment mailing** are also provided in your packs for these families. However, they have **not been pre-fulfilled in the appointment mailing envelopes. You will need to check with the family about their language requirements and then add in copies as necessary.**

However, note that language needs of some households may not be known in advance, for example, if they did not participate at previous waves, or if the main parent or partner has changed. If you identify any further households that you feel will require translated survey materials please contact Head Office immediately to request further copies.

If you do use any translated materials, you must record this in the Other Elements section in CAPI.

2.8 Large print documents

Large print versions of the documents required to ensure that fully informed consent is gained from parent(s) are available (in English only) on request for partially sighted respondents:

- Advance letter
- Advance leaflet
- Child elements leaflet
- Data linkage leaflet
- Partner letter
- Consent form - Child Elements

- Consent form - Main parent
- Consent form - Partner

These are not provided in your packs but are available on request (please contact Head Office).

3 SAMPLE INFORMATION SHEET

The Sample Information Sheet, or SIS, **includes important information that will be helpful in planning your approach to contacting the cohort member and their family and planning the interview.** You will need to reflect on this before you start work to help inform how to tailor your approach to the household concerned. There are three main sections to the SIS:

1. It includes the **cohort household's contact details**
2. It includes **information to help you trace families (stable contacts and school information)**
3. It contains **information from previous surveys**, such as when they were last interviewed, and individual element outcomes to help your approach to the family.

It also contains information that will be helpful when you are planning your approach to contacting the cohort child and their family, and planning the interview:

- Specific instructions on **what contact method to take with the household**, so telephone or face-to-face
- Specific instructions on **what minority language the materials should be in** (if applicable – if English or not one of the eight translated languages, it will be left blank). This should match the materials provided to you in your work pack
- Specific instructions on **what method to offer first for the child questionnaire** – paper, audio, or you to administer (in cases where the child has vision problems)
- **Background information** that may give you clues about possible engagement issues you will need to tackle.

This is based on data held by CLS. Please bear in mind, that whilst information about previous participation in CNC should be accurate, family circumstances and contact details can change and so this information may not always be reliable. If CLS have received updated address (or other) details (perhaps as a result of a Keeping In Touch mailing), or been informed of a change of family circumstances e.g. new partner, then these will be provided to you on the SIS.

The Sample Information Sheet is **for your own use only**, and should not be shown to the main respondent, cohort child or anyone else. If you discover that any of the information on the Sample Information Sheet is incorrect and you have been given some correct information, you must update this information in iProgress.

Please also remember it is a **confidential document** and must be kept secure.

3.1 Contact information at your disposal

Overall, there is quite a bit of contact information at your disposal contained in the SIS.

- 81% of families have given their home telephone number
- 68% of Parent 1s have given their mobile number

- 19% have given their work number
- 53% of Parent 2s have given their mobile number
 - 18% have given their work number
- 81% of Parent 1s have given a stable contact
- 31% of Parent 2s have given a stable contact

As detailed above, for the majority of families you will have at least one phone number for them, and most families have given a stable contact. However, you can see that it's not complete for everyone, and this is where you come in.

Because this is a longitudinal study, contact information is critical to the success of the study. If at the next sweep CLS discovers the contact information is incomplete or inaccurate, it may mean fewer interviews will take place. We want to ensure the information is as **complete** and **accurate** as possible, for both productive and unproductive cases. It is important this information is entered into CAPI (when you interview the family) or in iProgress for unproductive cases. In reality, you may not know whether a family is going to be productive when you receive updated contact information, so you will probably enter new information into iProgress that you also end up updating in CAPI if you get an interview.

3.2 Sample Information Sheet contents

3.2.1 Household information

Child of the New Century Age 11 Survey Sample Information Sheet															
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: left;"> Ipsos MORI </div> <div style="text-align: right;"> 10-030358-01-01 Confidential </div> </div> <div style="margin-top: 10px;"> Serial number and sample point: <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-between;"> 1111111111 1001 </div> </div> <div style="margin-top: 20px;"> Current address: <div style="border: 1px solid black; padding: 5px;"> 742 Evergreen Terrace London HA0 1TH </div> </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Status of current address</td> <td style="padding: 2px;">Confirmed</td> </tr> <tr> <td style="padding: 2px;">Date status set</td> <td style="padding: 2px;">27/03/2006</td> </tr> <tr> <td style="padding: 2px;">Date family first confirmed at address</td> <td style="padding: 2px;">05/12/2003</td> </tr> <tr> <td style="padding: 2px;">Date family last confirmed at address</td> <td style="padding: 2px;">27/03/2006</td> </tr> <tr> <td style="padding: 2px;">First contact method</td> <td style="padding: 2px;">Face-to-face</td> </tr> <tr> <td style="padding: 2px;">Minority language for parent materials</td> <td style="padding: 2px;"></td> </tr> <tr> <td colspan="2" style="padding: 2px; text-align: center;">Target case</td> </tr> </table> <div style="margin-top: 10px;"> Home telephone number: <div style="border: 1px solid black; padding: 2px;">0208-1234567</div> </div>	Status of current address	Confirmed	Date status set	27/03/2006	Date family first confirmed at address	05/12/2003	Date family last confirmed at address	27/03/2006	First contact method	Face-to-face	Minority language for parent materials		Target case	
Status of current address	Confirmed														
Date status set	27/03/2006														
Date family first confirmed at address	05/12/2003														
Date family last confirmed at address	27/03/2006														
First contact method	Face-to-face														
Minority language for parent materials															
Target case															

Figure 24 Top third of front page of SIS

The left-hand corner has the **serial number** and **sample point information**. The serial number is attached to the family, not the address, and has been the same since they were first part of the study. If the family has moved, the serial number moves with them.

There is a box directly below that called '**Current address**'. This is the address as currently known to CLS. This does not necessarily mean it is the current address for the family. There is information to help you work out how likely it is to be the current address. If you look at the box beginning '**Status of current address**', you can see if the family is 'Confirmed', 'No longer resident' or 'Unconfirmed'.

- 'Confirmed' means it has been confirmed, generally either through the last interview or a Keeping in Touch mailing. However, the family may have moved since the address was last confirmed.
- No longer resident' means the family has moved but CLS has not been able to track down where they have moved to.
- Unconfirmed' means that CLS has indications this may be the correct address (i.e. there is a family of the right name living at the address), but it has not been confirmed. We know from previous sweeps that unconfirmed addresses typically turn out to be where the family is currently living. If you find that the family is not living at the issued address for 'Unconfirmed' addresses, you should then visit the address at last interview if it is in your area.

Below the status is an indication of **when the status was set** and when the address was last confirmed and first confirmed. So you can see that in Figure 24 above, the status was set in 2006. The family was first confirmed at the address in 2003 and last confirmed in the address in 2006 (which is when they were last interviewed). So 6 years have elapsed – they may have moved. If it said 2011, however, you may be more confident that the family will still be at the address. For over half the sample, the date the status was set is 2011, largely in response to CLS' Keeping in Touch mailing. For most of the sample, the date last confirmed will be either when they were last interviewed or when they responded to a Keeping in Touch mailing.

The next box down confirms the **first contact method** – either face-to-face or telephone. This information is also on your contact sheet. The family will require a face-to-face visit if we do not have a telephone number for them (this can be any phone number – parent's work number, mobile number, etc), if they refused or were other unproductive at CNC4, or if they are a 'target' family. All other cases are set to telephone. You must follow the instructions on the SIS for first contact method. Check this before you begin any work.

Below that is '**Minority language for parent materials**'. If CLS has information that the parents need their materials translated into one of the eight minority languages we cover, from knowing the language the last interview was conducted in, or through a request for materials to be sent in a different language, the language needed will appear here. You will need to check that your work pack for this address contains the correct translation.

Below minority languages is a box for **target cases**. We are keen to reach all families, but target cases are those that we are especially keen to reach, since if we lose them the sample risks becoming less representative of all children this age. You can see in Figure 24 above that the family is a target case. If they were not, the box would be blank. This information is also on the contact sheet. We would like you to try particularly hard to interview these families. Finally, the home telephone number (if known), is contained underneath. It will be blank if not known.

Below this is information about the cohort child(ren) (Figure 25). You have the child's person number, full name i.e. first name, middle name(s) and surname, sex and date of birth. If there are twins or triplets, the second/third cohort child will appear below the first. Note that this may also sometimes show any 'known as' name. e.g. a child may be 'officially' called Anthony, but referred to as Tony. This will appear in brackets after the child's first name. We have very few instances of children with 'known as' names, but we will be collecting more during the CNC5 interview.

Study child: child number, first name, (known as name) middle name(s), surname, sex and date of birth
100 Bart JoJo Simpson (M) 06/01/2001

Figure 25 Information about cohort child(ren) on SIS

The middle of the front page contains the resident parents details (Figure 26) – or the people we want you to contact and to whom the advance letters are addressed. Parent 1 and Parent 2 information is based on what CLS know about the family at the moment. The amount of information will vary from family to family. Lone parent families will obviously not have a Parent 2. With parents you will generally have full names, the relationship to the child, sex and dates of birth. We have Parent 1's gender, their date of birth and relationship to the child over 99% of the time. Their mobile, work and email addresses will depend on what has been supplied in previous interviews and Keeping in Touch mailings. For instance, we have Parent 1's mobile in almost 70% of cases.

Parent 1 is the known main parent. This is not necessarily the main respondent interviewed at the last sweep (if the family has been in touch with CLS to update their details), but in most cases will be. You should not assume these will be the main and partner respondents at this sweep – CAPI will tell you who to interview. You'll have the person number, name, relationship to the cohort child, the parent's sex and birth date, and any contact details given – mobile, work, or email. You should not attempt to contact parents via email (or make initial contact by text); but we do supply email addresses so you can update them if you find out they have changed.

The same information may be available for Parent 2. As with Parent 1, this is not necessarily the partner from the last sweep – but most likely is. If there is no Parent 2, these details will be blank. Just a reminder that in some cases Parent 2 will be a step parent, and, in a very few cases Parent 1 (and therefore Parent 2) will be someone else such as a foster parent or grandparent.

Parent 1: person number, title, first name, (known as name) middle name(s), surname	Parent 2: person number, title, first name, (known as name) middle name(s), surname
1 Mrs Marjorie Simpson	2 Mr Homer Jay Simpson
Parent 1: Relationship to study child	Parent 2: Relationship to study child
Natural parent	Natural parent
Parent 1: Sex and date of birth	Parent 2: Sex and date of birth
F 15/01/1977	M 20/10/1975
Parent 1: mobile telephone number	Parent 2: mobile telephone number
07787-654321	07865-432112
Parent 1: work telephone number	Parent 2: work telephone number
	0207-7654321
Parent 1: email address	Parent 2: email address
marge@aol.com	doh@gmail.com

Figure 26 Resident parent(s) details

3.2.2 Information to be used for tracing

INFORMATION TO BE USED FOR TRACING:	
Stable contact for Parent 1: title, full name, address, phone number(s), email and relationship to study child Ms Patty Bouvier 20 Station Road Springfield West Midlands B13 1AE England 01216-123456 Aunt	Stable contact for Parent 2: title, full name, address, phone number(s), email and relationship to study child Mr Ned Flanders 740 Evergreen Terrace London HA0 1TH England 0208-3216543 Other non-relative
School address from last sweep participated: Lyon Park Infant School Vincent Road Wembley HA0 4HH	

Figure 27 Information to be used for tracing

The final third of the SIS contains information that you may use to trace the family (Figure 27). The first row contains details for stable contacts, if given at previous interviews (so only if we have interviewed this particular parent before will a stable contact appear). A stable contact is someone we can contact if we are unable to contact the family. This information will have been given at a previous interview or Keeping in Touch mailing. Possible information will be the name, address, telephone (up to two), email, and relationship to the child. In our example, we have a stable contact for both parents. If you need to use the stable contact details, as with the parents, you should not attempt to make contact with a stable contact by email or text.

Finally, you may have school information. This will be the name and address of the school the child was attending the last time they were interviewed, if interviewed at Age 7 or Age 5. Note that neither the phone number nor the name of the head teacher will be included because we do not have it. You may be able to find this information on the internet, if it is helpful for you to have this in order to contact the school.

3.2.3 Information from previous surveys: household information

INFORMATION FROM PREVIOUS SURVEYS : Household information

Address at last interview	742 Evergreen Terrace London HA0 1TH	If refused at last sweep issued, reason for refusal:
Sweep family last participated in	CNC3	Too busy
Day and date of last interview	Monday 27/03/2006	Looking after children
Number of younger siblings in household at last interview	1	
Responded to 2011 cohort maintenance mailing?	No	
Household level outcome from CNC4	Refusal to interviewer	
Household level outcome from CNC3	Productive	
Household level outcome from CNC2	Productive	
Household level outcome from CNC1	Productive	

Figure 28 Information from previous surveys – household information

The second side of the SIS contains information about the household from previous surveys (Figure 28). It should be useful to you when planning your work and predicting any engagement issues you might have.

- Firstly, the **address from the last survey participated in** is provided. This may be the same as the address provided on the front of the Sample Information Sheet and your Contact Sheet, but if, in the meantime, the cohort family have provided CLS with a new address, it may be different. This is the address you should try if it turns out that an 'unconfirmed address' is not the address of the cohort family.
- Secondly, this section provides information on the **sweep the family last participated in** and when the interview occurred. This section also gives the **number of younger siblings in the household at last interview**.
- Thirdly, this section also tells you if the family has **responded to CLS' cohort maintenance mailing** that they sent out in summer 2011 that asks families to confirm their address. Those who have replied will have confirmed their address, so we are certain this was correct very recently. This is the case for around half of the sample.
- The next few lines tell you the **household outcomes of all CNC sweeps**. These include productive, refusal to interviewer, language problems, broken appointment, non-contact, untraced, office refusal, emigrated, other unproductive, and not issued.
- Finally, **reasons for refusal** are given for those who refused at the last sweep the address was issued. This will be either the third or fourth sweep (the most recent refusal information is given if the family refused at both sweeps).

3.2.4 Information from previous surveys: respondent information

Respondent information		
	Main respondent at sweep family last participated in	Partner respondent at sweep family last participated in
Name	Marge	Homer
Sex	F	M
Date of birth	15/01/1977	20/10/1975
Person number	1	2
Last individual outcome	Productive	Productive
Language last interview conducted in	English	English

Figure 29 Information from previous surveys – respondent information

The middle portion of the back page contains information on who was eligible for the main and partner interviews from the last sweep the household participated in (Figure 29). Note these may not be the same names as the parents on the front page (though in most cases will be). So in this section you'll have the first name, sex, date of birth, person number (which you can use to compare to the front page if it's not obvious if it's the same person, for example they may have changed their name), and individual outcome. The individual outcome tells you the outcome for each of these eligible respondents at that last sweep participated in. Remember that just because the household took part does not mean that the main and partner both took part. For instance, the main respondent may have agreed to be interviewed while the partner refused. The partner may also have been interviewed by proxy and the outcome will also show this.

Finally, you have information on the language the last interview was conducted in. This gives you an idea of whether you might need an interpreter – though you will only be sure once

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you have contacted the family. Only then will you know if the parents are the same as last time and that their preferred language of interview remains the same.

3.2.5 Information from previous surveys: study child information

Study child information			
	Child 1	Child 2	Child 3
Name	Bart JoJo Simpson		
Suggested method for child questionnaire at CNC5	Paper		
CNC4 child questionnaire outcome			
CNC4 cognitive assessments outcome			
CNC4 height measurement outcome			
CNC4 weight/body fat measurement outcome			
CNC3 cognitive assessments outcome	Productive		
CNC3 height measurement outcome	Productive		
CNC3 weight measurement outcome	Productive		
CNC2 cognitive assessments outcome	Productive		
CNC2 height measurement outcome	Productive		
CNC2 weight measurement outcome	Productive		
Whether assessments completed in Welsh at CNC4			
Whether child is registered blind or offered registration			
Whether child has autism			
Whether child has ADHD			

Figure 30 Information from previous surveys – study child information

Additionally, the SIS contains information on the cohort child, which is to help with your approach to the child (Figure 30).

A key piece of information is the suggested method for the self-completion questionnaire (whether it should be paper or audio or administered by interviewer). **It is important that you follow this direction for the method.** The child self-completion is discussed further in Section 5, below.

This section of the SIS also includes information about previous individual outcomes for the cohort child at earlier sweeps of CNC.

It also tells you whether the child has poor vision, autism or ADHD: this information is intended to help with your approach to the child. Of course they may have developed these conditions since the last time they were interviewed, though they are generally rare. If the child is not known to have poor vision/blindness, autism or ADHD, the SIS will be blank.

Additionally, it has information provided about whether the assessments were conducted in Welsh at CNC4. Some children may have conducted the child questionnaire in Welsh at the last sweep, but unfortunately we do not have this information.

You'll note that for our example (Figure 30) the information about outcomes for CNC4 is blank. This is because the family did not take part. Whenever the family did not take part in the sweep, the outcome will be blank.

3.2.6 Information from previous surveys: further information

Further information
Mum said too busy at the moment but might take part next time.

Figure 31 Information from previous surveys – further information

This section may contain useful information about the family noted during earlier sweeps, including any reasons for refusal at the last sweep (although for most of you, this section will be blank). It may also contain current information about the family, such as new partners or parents who have left the household. These memos can be very sensitive, so please use your discretion. **For some information, in this box it may say that you need to speak to your RM because the situation is particularly sensitive. Please ensure you have spoken to your RM before you post the advance mailing and make contact with the household.**

To dispose of the SIS, you need to post them back to Head Office with the rest of your paperwork for them to securely destroyed.

4 ETHICS AND SURVEYING CHILDREN AND PARENTS

During this survey you will be carrying out activities with both adults and 11 year olds. Your approach to gaining participation and administering different elements needs to be tailored accordingly to the age group and, in the case of children, must also be sensitive to any parental concerns.

As for all research, it is essential that informed consent is gained from parents and children (see section 4.5) and that all necessary measures are in place to protect respondents rights (such as confidentiality) and wellbeing (avoiding the research causing upset, discomfort or harm).

You will also need to be alert and sensitive to pick up on and address any concerns that children may be shy to reveal – which will vary between different elements and for different children.

4.1 Confidentiality

It is important that respondents feel confident that the information they are giving to you will only be used for the survey and for no other purpose. A standard form of words appears in communications to respondents, and you will see this in advance letters, leaflets and other survey documents:

“All your answers will be treated in strict confidence in accordance with the Data Protection Act. They will only be used for research”.

We ask that you also use this phrase when discussing confidentiality.

Given that the research data is made available for a wide range of users you may get asked questions about data security and confidentiality. The bullet points below outline exactly what happens to respondents' data so you have all the information you need to answer any questions.

- Data will be treated in confidence, in accordance with the Data Protection Act.
- Individual level data is confidential to/accessed by both the CLS team and Ipsos MORI.
- CLS “own” the on-going relationship with cohort respondents (e.g. for cohort maintenance mailings).
- Data for all study elements is merged together in a single data set.
- Personal contact information is kept securely and only used for communications about **this study**.
- The data set is made available for academics and policy makers to use **after all individual identifiers have been removed** – findings cannot be linked back to individuals, and researchers are bound not to attempt to identify individuals or present results in such a way as to make the identification of individuals possible.
- It is used for bona fide academic and policy-related social research purposes.

All of the above points also apply to data obtained from DWP via data linkage. The final information held will be held in just the same secure, protected and anonymised way as data

from Other Elements. It will be merged into the overall data set, kept securely and will not contain identifiers (e.g. respondent's name). The only difference with this aspect is that during the process of data collection, personal details will be passed **temporarily** to DWP to extract their data. However, DWP will not retain this personal information once the link has been made or use it for any other purpose (See Section 7.).

One interpretation of the Data Protection Act is that *everything* that takes place during the course of an interview is confidential. This includes not just answers to survey questions, but anything else that you might see or hear. However, there are some very specific exceptions to this, which are discussed below.

You may, for example, occasionally come across respondents whom you believe to be engaged in illegal activities, either because they tell you so (in response to a question or in conversation), or because of something you see or hear while conducting the interview. Remember that you are not under a professional obligation to report illegal activity or follow it up with further investigation, unlike (for example) police officers, social workers, lawyers, or doctors. You are in a respondent's home solely as a representative of a survey research organisation and Ipsos MORI has made undertakings about confidentiality that you must keep.

You may also come across respondents or others in the household who are in a difficult personal situation and who appeal to you for help, or whom you would like to help. However, you should not take matters into your own hands. You should ask them if there is anyone *they* could contact for help and advice – family or friends, neighbours, local community services or social services, the police, help lines run by charities, and so on. The advance leaflet contains information about sources of professional advice and support that they can contact, including a helpline number. You should *not* contact any outside person or agency yourself to disclose what you have seen or heard. It is up to the person concerned to do this for themselves.

4.2 Disclosure of harm

One possible exception to the rule of confidentiality is if you believe that someone may be at risk of harm but is not in a position to act on their own behalf.

For example, you may observe something that makes you believe the child or another vulnerable member of the family is, or is at great risk of, being harmed or abused.

In general, the role of the researcher is as a non-interventionist neutral observer. However, if you genuinely believe there is a serious risk that a member of the family is, or is at risk of being harmed and that you should take action, please ring your Region Manager and discuss the matter with them.

- Do not reveal the name and address details to your Regional Manager at this stage.
- Do make written notes of the incident whilst the details are fresh in your mind, and include the date and time, but do not include the name and/or address details, only the respondent ID number.

Your Region Manager will then consult immediately with the project directors, who, in conjunction with other specialist staff will come to a decision about how best to proceed in relation to this incident, and will provide you with further advice and instructions as appropriate. The Regional Manager will also provide you with an incident report form and advice on how to complete it.

However, if an incident occurs where you feel that someone in the household appears to be at **immediate risk**, please take a 'common sense' approach and, if appropriate, call the emergency services.

4.3 Respondent wellbeing

It is an ethical requirement that the research is conducted in a non-harmful way that avoids impacting negatively on the safety, comfort and wellbeing of respondents. Achieving fully informed consent is an essential part of protecting wellbeing.

To help ensure children and parents have ongoing support if they have been affected by any of the issues in the study, the following measures are in place:

- The **parents' leaflet** ("What is the Child of the New Century Survey?") contains information about sources of professional support and a helpline number: please remind parents of this at the end of the visit, especially if you think that they have been upset by anything in the study.
- At the end of the interview visit the child should be given a "**further information leaflet**" ("I've helped with the Child of the New Century – What now?"). Among other things, this sign-posts who children should talk to if they have problems, including parents, teachers, other adults and Childline, the contact details for which are provided. When you hand the child the further information leaflet, specifically draw attention to the support information on the front (otherwise there is a risk that they think the leaflet is just a thank you leaflet).
- The child elements leaflet ("More information about the visit") highlights that parents may want to talk to children about the interview visit to check if anything has distressed them. Please draw parents' attention to this, especially if you think that the child has been upset by anything.

As well as reassuring on the above during the consent process, be alert to these issues causing children discomfort/worry during/after any individual activity. If the child is significantly distressed by any activity – stop!

- Give them a break/talk with them to see if you can reassure/re-engage
- In extreme circumstances it may be best to skip that bit or stop (at least for that day).

4.4 Child and interviewer safety protocols

We have set out a number of safety guidelines below. These guidelines are designed to protect both children and interviewers.

- Other than the Top Trump cards and equipment required to carry out the survey, and stickers for siblings, do not give the child (or siblings) anything else (sweets, food, etc).
- There should always be a responsible adult in the house when the child is completing their study elements.
- Avoid any unnecessary physical contact during the visit.
- For the child measurements, given that they involve physical contact it is a requirement for an adult to always be present in the room. Where contact is necessary, explain

beforehand what is required and ensure the parent can see what is happening throughout the process. Ensuring the parent and child understand that the procedures you are going to carry out are appropriate will reassure them and should mean there is no cause for concern or misunderstanding.

- For other child elements, it is a minimum requirement for an adult to be nearby (for example, in the next room – and always leave the door open). However, if you or the parent or child feel more comfortable with an adult always being in the room, please do go for this approach (do check with the parent and child for their preference).

We also have to balance child safety concerns versus the need to avoid bias from parents influencing a child. If a parent (or other household member) is in the same room as the child when they are completing their self-completion questionnaire or cognitive assessments you may need to encourage them to let the child do their own work.

4.5 Gaining consent

Below we have outlined the key principles for gaining informed consent, and communication messages that may be helpful for encouraging participation. We then explain the processes you need to implement to achieve co-operation and consent.

4.5.1 Principles of informed consent

Gaining informed consent is an essential ethical requirement for all survey research (as outlined in the MRS Code of Conduct) but particular attention to detail is needed for this study due to its complexity and potentially sensitive elements. It is essential that the following key principles are applied consistently, so that participation is **voluntary and fully informed for parent(s) and the child**:

- Ensuring a full, clear and unambiguous understanding. For example, why the survey is being carried out, by who and what the study will involve for the respondent (for example, will the process of participation carry any burden or have an emotional impact on the respondent).
- Ensuring that respondents are fully aware of how their data will be held and used.
- Ensuring respondents have time to fully consider participation, and have the opportunity to ask questions.
- Ensuring active and voluntary consent (for example, giving positive agreement, and understanding that they can stop at any time/skip bits they do not like or wish to answer).
- Consent to research must be voluntary and fully informed (i.e. to ensure people are not undertaking activities that they do not feel comfortable with) and respondents must be aware that they can skip bits they do not want to do and stop at any time. In this way, gaining informed consent is an on-going process and constantly re-negotiated as you proceed through any study element.

Fully informed consent is required from parents, particularly as children may not be able to grasp the full implications of participation for themselves. However, we are also asking you to gain consent from the child that is as fully informed as possible. Children will need to understand the full details of processes/experience of participation (e.g. the burden/emotional impact) and as much as can possibly be expected about the reasons for the study and how their data will be held and used.

When setting up appointments, it is important that parents understand that participation is voluntary for the child and that we are asking for their consent to approach the child only. **We are not asking for the parents to consent on behalf of the child, just for their permission for us to speak to the child to invite their co-operation in the research.**

The appendices (see appendix 2) contain useful tips on engaging participants in relation to particular elements. These tips highlight some key points to bear in mind when encouraging children and parents to take part and gaining informed consent for individual study elements. Please ensure that you are familiar with this as it is likely to be very useful when seeking consent to each of the study elements.

4.5.2 Summary of processes to gain co-operation and consent

All interviews will start with the household questionnaire (see section 6.2) which collects information about household composition and determines eligibility for the main and partner interviews. At the end of this section the CAPI programme will generate details of what elements should be conducted in the household, and of the consents required before proceeding with each element, and the materials (respondent leaflets) you should refer to when doing this.

It is essential that the household questionnaire is completed prior to administering the consent process. This is because the household questionnaire identifies who the eligible main respondent and partner are, which in turn identifies who you should be speaking to in order to gain consent.

It is possible that the main carer and partner have changed since the last interview, so you cannot assume that you know who they are – and therefore which consent forms apply – until you have completed the household questionnaire.

Either the main parent or partner (as identified from the household questionnaire) can complete the child elements consent.

During the household questionnaire, CAPI will display which consents are needed for main / partner CAPI/CASI and child elements and who can give consent. At the end of main/partner interviews it will prompt you to gain consent for data linkage. For each consent form there is a related leaflet (or leaflets) that the respondent should read (or you should explain) in addition to the consent form. It is important that you are familiar with the content of these leaflets as well as encouraging respondents to familiarise themselves with them in advance. These leaflets are also identified in CAPI at the prompt screen.

If you are interviewing in a household with twins or triplets (or other multiple cohort members) you will need to complete one of each consent form for each child.

Figure 32 below shows the consents that need to be obtained, the four forms involved, the respondent communication materials you will be required to refer to for each and the barcode label you will need to use for each.

Title of form	Study elements covered	Relevant respondent communication materials	Barcode label
Main parent/guardian	Main parent CAPI and CASI and data linkage	Advance leaflet for parents (<i>"What is the Child of the New Century age 11 survey?"</i>) and data linkage leaflet (<i>"Is there any other information we would like?"</i>)	Main Parent Consent
Child elements (NB this can be completed by either the main parent OR the partner)	All child data-collection elements: - cognitive assessments and physical measurements - child self-completion questionnaire - permission to contact the child's teacher (England & Wales only)	Child elements leaflet (<i>"More information about the visit"</i>) and for Teacher Survey consent (in England and Wales only): Advance leaflet for parents (<i>"What is the Child of the New Century age 11 survey?"</i>)	Child Elements Consent
Consent from child	All child data-collection elements: - cognitive assessments and physical measurements - child self-completion questionnaire - permission to contact the child's teacher (England & Wales only)	Advance leaflet for child (<i>"How can I help with Child of the New Century?"</i>)	Child Consent
Partner	Main parent CAPI and CASI and data linkage	Advance leaflet for parents (<i>"What is the Child of the New Century age 11 survey?"</i>) and data linkage leaflet (<i>"Is there any other information we would like?"</i>) (Plus potentially, partner letter)	Partner consent

Figure 32 Overview of consents

4.5.3 Administering the consent forms to be completed by parents

There are three general rules to follow regarding timing of consents:

- Consents for any individual element must be obtained prior to that element being administered.

- Parent consent to the child elements must always be obtained before consent from the child.
- **Consent to data linking (which may be sensitive) should not normally be asked until you have completed the main parent/guardian and partner interview (i.e. when you have already established a rapport).** CAPI will prompt you to do this after the respondent has finished their main interview but prior to their contact details being obtained. This consent is collected on the same forms as main/partner consents to CAPI/CASI. As such you will need to return to it to get data linkage consent after the CAPI/CASI interview.

Note that if **the main parent/partner refuse a CAPI/CASI interview we would still like you to try to obtain the data linkage consent**, even though you will not receive the same CAPI prompt. In this situation please try to remember to ask for this consent separately. You will still be asked to confirm if consent was obtained in “Other Elements”.

Other than this, you are free to obtain consents in any order and at any time, and should tailor your approach to this depending on household circumstances (i.e. depending on who is present at what time, and when participants are most likely to be receptive to consenting to each element). For example, in some cases it may work to collect main parent/guardian and child element consents at the same time; at others you may wish to collect them separately just prior to administration of the element in question.

4.5.3.1 Consent from parents

The information leaflets contain all information required for informed consent from parents. You will need to ensure that the parent has read all relevant leaflets and understood the key points. The three parent consent forms are printed in duplicate on carbon-paper (main parent/guardian, child elements and partner). Both you and the respondent need to sign each form in the places indicated. The respondent also needs to initial each element they consent to. If they are not clear about initialling, e.g. through different linguistic conventions or literacy issues, any personal ‘mark’ is acceptable. Please ensure that you place the corresponding barcode on the front sheet of each of the consent forms before returning to Head Office (see diagrams below which outline how to complete each consent form).

You should give the respondent the bottom copy (pink) to keep for their records, and return the top copy (white) with the attached barcode label to Head Office. **It is essential that you attach barcode labels to all forms before they are returned to the office.**

How to complete the main parent/guardian consent form (Document reference: CF2)

The diagram illustrates the steps to complete the 'Child of the New Century - Age 11 Survey' Main Parent/Guardian Consent form. The form is divided into several sections, each with specific instructions and callouts:

- Header:** Includes the 'Child of the New Century' logo and 'Ipsos MORI' branding.
- Title:** 'Child of the New Century - Age 11 Survey Consent form MAIN PARENT/GUARDIAN'.
- Name of parent/guardian (print):** A text box for the parent's name. **Callout:** 'Interviewer or main parent to print parent's name here'.
- Interview Section:**
 - Consent:** 'I give my consent to be interviewed as part of the Age 11 Survey of Child of the New Century.' Followed by a 'Please Initial box'.
 - Confirmation:** A paragraph explaining the survey and the parent's role. **Callout:** 'Main parent/guardian to initial here'.
 - Signed by parent/guardian:** A text box for the signature and a 'Date' box. **Callout:** 'Main parent/guardian to sign here' and 'Main parent/guardian to write date here'.
- Other information Section:**
 - Permission:** A paragraph explaining the use of personal data. **Callout:** 'Main parent/guardian to initial here'.
 - Signed by parent/guardian:** A text box for the signature and a 'Date' box. **Callout:** 'Main parent/guardian to sign here' and 'Main parent/guardian to write date here'.
- Interviewer confirmation Section:**
 - Confirmation:** A paragraph for the interviewer to confirm the parent's understanding. **Callout:** 'Print your name, sign and date here'.
 - Name of interviewer (print):** A text box for the interviewer's name.
 - Signed by interviewer:** A text box for the interviewer's signature and a 'Date' box.
- Footer:**
 - Barcode:** A box labeled 'Barcode' with the text '1111111111' below it. **Callout:** 'Add barcode here' and 'Main Parent Consent'.
 - Interviewer number:** A box for the interviewer's number. **Callout:** 'Write interviewer number here'.
 - Language:** Two boxes labeled 'EWSNI' and 'ENG'.
 - Reference:** '10-030358/CF2'.

Figure 33 How to complete the main parent consent form

How to complete the partner consent form (Document reference: CF4)

The diagram illustrates the steps to complete the 'Child of the New Century - Age 11 Survey Consent form PARTNER'. The form is divided into several sections with specific fields for completion:

- Header:** Includes the 'Child of the new Century' logo and 'Ipsos MORI' branding.
- Title:** 'Child of the New Century - Age 11 Survey Consent form PARTNER'.
- Name of partner (print):** A text box for the partner's name. *Callout: Interviewer or partner to print partner's name here*
- Interview Section:**
 - I give my consent to be interviewed as part of the Age 11 Survey of Child of the New Century.** A statement with a 'Please Initial box' for the partner's initials. *Callout: Partner to initial here*
 - Confirmation:** A paragraph explaining the survey and consent process.
 - Signed by partner:** A text box for the partner's signature and a 'Date' box. *Callout: Partner to sign here*
- Other information Section:**
 - I have read and understand the leaflet IS THERE ANY OTHER INFORMATION WE WOULD LIKE?.** A statement with a 'Please Initial box' for the partner's initials. *Callout: Partner to initial here*
 - I give my permission for Child of the New Century to pass on my name, address, sex and date of birth and National Insurance Number to The Department for Work and Pensions (DWP) for research purposes.** A statement with a 'Please Initial box' for the partner's initials. *Callout: Partner to initial here*
 - If you would like any further information or want to withdraw your permission, please contact us at:** Contact details for Child of the New Century.
 - Signed by partner:** A text box for the partner's signature and a 'Date' box. *Callout: Partner to sign here*
- Interviewer confirmation Section:**
 - I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information leaflets ("WHAT IS CHILD OF THE NEW CENTURY AGE 11 SURVEY?" and "IS THERE ANY OTHER INFORMATION WE WOULD LIKE?"). I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the study and have given their consent voluntarily. I have left a copy of this form with them.** A statement for the interviewer.
 - Name of interviewer (print):** A text box for the interviewer's name. *Callout: Print your name, sign and date here*
 - Signed by interviewer:** A text box for the interviewer's signature and a 'Date' box.
- Interviewer use only:**
 - Barcode:** A box labeled 'Barcode' with the text 'Partner Consent' and a barcode. *Callout: Add barcode here*
 - Interviewer number:** A box for the interviewer's number. *Callout: Write interviewer number here*
 - EWSNI and ENG:** Two boxes for selection.

Figure 34: How to complete the partner consent form

How to complete the child elements consent form (Document reference: CF3)

Child of the New Century - Age 11 Survey
Consent form
CHILD ELEMENTS

Name of child (print)

Name of parent/guardian (print)

Child questionnaire
I give my consent to the interviewer named below to ask my child if they would be willing to complete the Child Questionnaire: Please initial box

Child assessments
I give my consent to the interviewer named below to ask my child if they are willing to participate in:
a) Verbal similarities task
b) Memory task
c) Decision making task

Child Measurements
I give my consent to the interviewer named below to ask my child if they are willing to have the following measurements taken: Please initial box
a) Height
b) Weight
c) Body fat percentage

My child's teacher
I give my consent to the interviewer named below to ask my child if they are willing for their class teacher to be contacted. The teacher will be asked to complete a questionnaire about my child's education and experiences at school. I understand that the teacher is under no obligation to complete the questionnaire. Please initial box

Full name of class teacher (print):
Title First Name Surname

Parental confirmation
I have read or heard the information leaflet ("MORE INFORMATION ABOUT THE VISIT") about my child's participation in the Child of the New Century: Age 11 Survey. I understand what the study involves and have discussed any outstanding questions with the interviewer named below. I am happy for my child named above to participate in the Survey if they want to. I understand that my child or I can stop any part of the survey at any point or decline any part of it. I understand that all information will be treated in the strictest confidence in accordance with the Data Protection Act and will be used for research purposes only.

Signed by parent/guardian **Date**

Interviewer confirmation
I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information leaflet ("MORE INFORMATION ABOUT THE VISIT"). I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the study and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print)

Signed by interviewer **Date**

Interviewer use only:
BARCODE **Interviewer number:**

EW **ENG**

10-090358/CF3

Callouts:
- Interviewer or parent to print child name here
- Interviewer or parent to print parent's name here
- Parent/guardian to initial here
- Parent/guardian to print title, first name and surname of teacher here
- Parent/guardian to sign here
- Parent/guardian to write date here
- Print your name, sign and date here
- Write interviewer number here
- England & Wales only
- Add barcode here

Figure 35: How to complete the child elements consent form

4.5.4 Administering Consent From Child

You must always ensure consent from parents is obtained prior to asking the child's consent for any element. If the parent does not give their consent for a particular element, you should not ask the child for consent to that element. Administering consent from the child involves using the consent form in a different way to the forms for parents. **Specifically you will need to read out key information word for word from the Consent From Child form (printed in bold).** Also, you should not show the form to the child (it is designed for use by interviewers NOT children), and you will not need the child to sign it.

The child information leaflet contains key information about the study, but the detail is much more limited than the parent information leaflets in order to make the document accessible for children. However, it is important that full details are communicated to and understood by children in order for their consent to be fully informed. As such, the Consent From Child form has been developed to be a script with specific wording that you will need to read out to the child, and which you will need to ensure they understand.

Although the wording on the consent form includes more information than the leaflet, where possible it directly replicates the wording on the leaflet enabling the child to use this as a reference source as you go through the consent form (each section of the consent form references the appropriate section of the leaflet). It may help to encourage the child to look at relevant sections of the leaflet as you talk to them about different elements.

The Consent From Child form is split into two main sections:

Section 1:

- This section gains overall consent to participation and communicates key points about the study as a whole. **This section MUST be completed before you ask the child's consent to take part in any other individual element.**
- It is particularly key that the child understands the following:
 - What the survey is for and what it involves as a whole;
 - That participation is voluntary, that they don't have to answer any questions they don't want to, and that they can stop the interview at any time;
 - That the data will be kept confidentially.

Sections 2-4 in Northern Ireland and Scotland, and 2-5 in England and Wales (including Teacher survey consents):

- These sections gain child consent to each of the individual child elements. These can be completed in any order, and at different times. For example, each section can be completed immediately prior to administration of the specific element, rather than you needing to complete the whole form at once. This approach will give the child more opportunity to absorb and consider the separate information about each one and may be helpful for some children who are slower to understand things or who require the most reassurance. However, you should tailor the approach to the household situation. Ultimately, **relevant consents must always be gained before you carry out the relevant element.**

- As already discussed, please note that consent from a parent or guardian does not imply consent from the child, who retains the right to decide whether or not to take part in the survey. The right of the individual child to refuse to participate must be respected. Even if the parent has given their consent, the child does not have to take part in anything that they do not want to do.

As mentioned, the Consent From Child form does not need to be signed by the child. However, **please ensure that you sign the interviewer consent declaration on the back page of the form** and return to Head Office along with the other consent forms. You **do not** need to leave a record of this form with the child (or family).

How to complete the Consent From Child form (Document reference: CF1)

Page 1:

Child of the new Century

Ipsos MORI

Child of the New Century – Age 11 Survey

CONSENT FROM CHILD

(TO BE COMPLETED BY INTERVIEWER)

Name of child (print)

INSTRUCTIONS FOR COMPLETION

YOU MUST COMPLETE: CONSENT FORM "CHILD ELEMENTS" BEFORE COMPLETING THIS FORM
This is because PARENTAL CONSENT must be gained prior to asking the child's consent for any aspect.

SECTION 1 (Overall consent to participation): *YOU MUST ALWAYS COMPLETE SECTION 1 BEFORE SECTIONS 2-5*****

SECTIONS 2-5 (Child consent to individual child elements): These can be completed in any order, and at different times, but AFTER SECTION 1, and BEFORE you carry out the relevant element.

EACH SECTION OF THE CONSENT FORM: is designed to be administered in conjunction with the relevant section of the child leaflet. (For ease of reference, relevant leaflet sections are indicated in brackets)

FOR YOUR INFORMATION, BEFORE PROCEEDING WITH THE FIRST STAGE OF CHILD CONSENT, CHECK IF THE CHILD HAS READ THE LEAFLET ("How can I help with Child of the New Century?") IN ADVANCE.

Interviewer use only:

Barcode

Interviewer number:

EW **ENG**

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Add barcode here

Child Consent

4444444441 100

Print child name here

Write interviewer number here

Figure 36: How to complete the Consent From Child form - Page 1

Pages 2 & 3:

Must be completed first

1. Overall consent to participation

YOU MUST MAKE SURE THAT THE CHILD UNDERSTANDS AND AGREES TO THE FOLLOWING POINTS BEFORE YOU START THE FIRST CHILD ELEMENT:

i) What the survey is for and what it involves as a whole, specifically....

a) That the survey is to help understand what it is like to be a child of your age growing up, and it will help improve things for children in the future (LEAFLET SECTION: "What is it?", "What's it for?")

READ OUT:
Before we start, I want to tell you about this survey. It is an important survey of 19,000 children. As you know, you are one of those special children who have been chosen out of all of the children in the country of your age. We have visited the Children of the New Century when they were babies and when they were 3, 5 and 7 years old. We want to find out what your life is like now.

It's to find out what it's like to be growing up in England, Scotland, Wales and Northern Ireland today. By taking part in Child of the New Century you have already told us a lot about how to make children's lives better. By taking part again, you will help to make things better for all children in the future.

b) That we will be finding out about them by asking them to fill in some questions and do some different activities, and by asking some questions to their parents and possibly their teacher. (LEAFLET SECTION: "What will it be like?", "Who else is being asked to be in the survey?" and "What will I have to do?")

READ OUT:
We want to understand what it is like to be you. I will ask you to do some different things. You can decide whether or not to do each one - I will explain everything to you clearly so it is easy for you to understand what you have to do. If you want to ask any questions or if you don't understand anything then you can tell me as we go through.

We will also ask your parent(s) some questions. We also want to ask your class teacher some questions, if you are OK with that.

ii) That participation is voluntary (LEAFLET SECTION: "Do I have to do these things?")

READ OUT:
If there is an activity that you do not want to do, you can just tell me, and we won't do it. And that's ok. Even though your (mum/dad) said you would be allowed to do the survey, you still do not have to do something if you do not want to.

You can also skip any questions that you don't want to answer or stop at any time. It's ok to change your mind once you have started too, you can just tell me and we will stop.

iii) That data will be kept confidentially (LEAFLET SECTION: "What will happen to the information about me?")

READ OUT:
I will send your answers and measurements back to the company doing the survey. They will not have your name and address on, so no-one who looks at them will know whose they are. They will be put together with the answers and measurements collected from the other children. You do not have to tell anyone your answers. It is up to you whether you want to tell your parents your answers.

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2. Child questionnaire ("Answer some questions about your life")

READ OUT: Now I am going to give you a booklet of questions to fill in on your own. The questions are about lots of different things. These things include your family and friends, school, the things you do outside school, the area you live in and how you feel. If there are any questions you don't want to answer, that is OK. You can just skip them. The booklet isn't a test. We just want to know what you think about things.

I will explain how to fill the booklet in. I can help you if you find it difficult to do it on your own. I can give you some headphones and the questions will be read out to you.

When you have finished the booklet you will put it into an envelope so I can't see your answers or show them to anyone. I will send it to the company doing the survey. When they get your booklet, it will not have your name and address on it. So no-one who sees it will know whose answers they are. You don't have to show or tell your answers to anyone, including your parents.

You can take as long as you need to fill it out but it usually takes about **30 minutes**.

Are you OK to fill in the question booklet answering some questions about your life?

Yes	No	N/A - no parent consent given
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they've started or skip any bits they don't want to answer. Ensure that the child has asked any questions they want to.

3. Child assessments ("Do three activities to find out how you think")

READ OUT: Now I'm going to ask you to do some activities to find out how you think. You and I will sit down together with my computer. I will ask you to tell me how some words go together. I will also ask you to do two fun activities on the computer. The first computer activity will see how well you can remember things. The second is about how you make up your mind. For these two activities you will need to sit near to the computer and touch the screen - I'll explain everything as we go along.

This will take about **25 minutes**.

Are you OK to do these three activities with me?

Verbal similarities	Memory task	Decision making task	N/A - no parent consent given
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they've started or skip any bits they don't want to do. Ensure that the child has asked any questions they want to.

4. Child measurements ("Be measured to find out how you are growing")

READ OUT: Now I will measure how tall you are. I will also see how much you weigh and how much of your body is made of fat. To do this I will use special scales. I can give you a copy of your measurements if you want but you don't have to have a copy if you don't want.

This will take about **10 minutes**.

Are you OK for me to measure your height and weight and how much of your body is made of fat?

Height	Weight	Body fat	N/A - no parent consent given
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they've started or skip any bits they don't want to do. Ensure that the child has asked any questions they want to.

18-030358/CF1

Tick relevant box for consent given. If the choice is "yes" or "no" (child questionnaire or approaching the teacher) you **MUST** tick ONE of them (or Not Applicable). For assessments and measures you should tick EACH element they have consented to (and for which you have prior consent from the parent).

Figure 37: How to complete the Consent From Child form - Pages 2 and 3

Page 4:

England &
Wales only

5. Approaching the child's teacher ("Who else is being asked to be in the survey")

READ OUT: We'd like to send a short question booklet to your class teacher. This will tell us more about you and your class. Your teacher doesn't have to take part if they don't want to.

Are you OK for us to contact your teacher?

Yes	No	N/A – no parent consent given
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEWER CHECK: Ensure that the child understands that it's ok not to contact their teacher if they don't want us to. Ensure that the child has asked any questions they want to.

Interviewer confirmation

I confirm the child understands what the survey involves; that they have asked all questions they have about the survey and I have answered them to the child's satisfaction; that the child is aware they only have to do activities they want to do; and that the child is aware they can stop taking part and change their mind at any time.

Name of interviewer (print):

Signed by interviewer:

Date (dd/mm/yyyy):

/ /

10-030358/CF1

Print your
name here

Sign your
name here

Write date
here

Figure 38: How to complete the Consent From Child form - Page 4

4.5.5 Confirming consents in CAPI

You will also be prompted in the CAPI script to confirm that you have obtained the relevant consents for items which are completed in CAPI (main/partner CAPI, physical measurements, assessments). You will be asked to confirm this just prior to each element.

For those elements not conducted in CAPI (child self-completion, teacher survey and Data linkage) you will be asked to confirm this in the “Other Elements” script. Make sure that you have obtained consent for the child self-completion prior to commencing it.

4.5.6 Language and literacy issues

In Wales, consent forms are provided in both English and Welsh, on the principle of equality of the languages.

As for the advance mailing documents, consent forms are also available in the eight minority languages that CNC5 covers for respondents who need or prefer them. These other language versions will be included in your packs for respondents who had language support needs at previous sweeps of the study. However, further copies are available from Head Office on request if they should be required.

Large print versions are also available on request from Head Office for those with limited sight.

Please be alert to respondents with literacy problems or poor sight who cannot read any of the versions of the forms unaided. For these respondents it will be important to read out the content of the documents, and provide guidance about what and where to sign on the forms.

4.6 Guidelines for research with children

Below we have provided some additional guidance regarding approaches to working with children.

4.6.1 Be aware of the adult-child power relationship

- Children often feel they have to do what they are told by an adult and can be compliant when they do not want to be.
- In an interview situation it is important that control remains with the child and that they are fully aware of this.
- You should make special efforts to ensure the child understands that their participation is voluntary, and they can stop the interview or take a break at any time.
- For example, in piloting, interviewers reported that sometimes children seemed pressurised by their parents to take part. At least some parents just assumed their child would take part with their say so without discussing it with their child in detail and children went along with this, even if they were not keen. In a similar way, because children tend to think they **must do what adults tell them, there may be a tendency for them to continue** with something they do not like even if it upsets them. However, we would also highlight that the issue is not straightforward. Children’s emotions can fluctuate more quickly and dramatically than adults’. If a child is fleetingly upset by something, this does not necessarily mean it is in the child’s best interest to stop them from participating, because they may enjoy and benefit from the experience overall. For example, again in piloting, one child who was upset by one of the child assessments enjoyed the rest of the

survey elements (including some of the other assessments) and was keen to participate again in the future. You may need to work hard to establish what the child would prefer.

4.6.2 Children are especially liable to be influenced by those around them

- They like to avoid being judged by others (siblings, parents, peers, interviewers). This could potentially mean that they are prone to give answers to questions they think people want to hear, or feel anxious about being judged by the result of the physical assessments
- They may have a desire to please, which could disguise any potential worries they have about taking part
- To overcome these you may need reassure them that the survey is informal and non-judgemental. It may be best to reiterate at this stage that we just want to understand about children growing up today (e.g. how they grow and learn and what they do and think about things)
- Be sensitive to children's concerns about who else is in the room or can see what they are doing, for example, when they are being weighed, or filling in the self-completion questionnaire
- Consider task-specific concerns they may have and prepare in advance how you can address these

4.6.3 Some children find it hard to believe that what they say will be confidential

Children's life experience tends to indicate that key adults in their life, such as parents, know what they do and say as a matter of course. This point is particularly salient to the child self-completion questionnaire and discussed in more detail in section 5.

4.6.4 Children will respond well to being shown respect as individuals

- For example by being invited to take part, and thanked (rather than told to)
- Being asked when/how they will take part
- Receiving their own letter/leaflets
- Receiving the certificate of participation (the executive team will be mailing this to respondents after fieldwork)
- In general, you must make sure the child feels their views and opinions are respected and show appreciation for their help.

4.6.5 Be aware that the child may be shy or nervous

- Put them at ease if they appear shy, nervous or anxious
- Be friendly and interested (but not overfriendly)
- Maintain eye contact and smile
- Find out what they like to be called (e.g. James/Jamie) and address them by their name throughout the interview

- Think about body language and where you both sit in the room

4.6.6 Children can be reticent or anxious about new things

- Children can be anxious about the activities until they understand exactly what they will involve and what the experience will be like for them. Communicating fully and clearly about the practicalities involved and what it will “be like” will help to reassure them and encourage participation.
- In this context children are reassured by the idea that they will be asked about participating in each element, one at a time, and can say yes or no to each, and stop or skip if there is anything they do not like.

4.6.7 Be aware that children’s concentration spans are shorter than adults

- They are more easily bored/tired
- Reassure them about how long things will take and let them know when they have nearly finished a task
- Stress variety/pick up on things you think will interest them
- Be alert to the need for breaks between elements/days (especially for home visits after the school day) – parents should be good at picking up on this too, though.

5 CHILD SELF-COMPLETION QUESTIONNAIRE (QUESTION BOOKLET)

The child will be asked to complete a paper self-completion questionnaire during your visit. When talking to children, please refer to this as the “question booklet” because this is how it is described in the children’s leaflet.

Whilst most children will just use the paper form, some children will have the option of additional support via an audio format and/or interviewer administration (discussed further in section 5.6 below).

Whilst this is a paper questionnaire, you will also be prompted to record a number of details about it afterwards in the CAPI “Other Elements” section. As well as confirming consent was obtained, this includes what method of completion was used (paper, audio or read out), how much help had to be given by the interviewer and how long it took for the child to complete.

In summary, the process of implementation for this element is as follows:

- Gain consent from the parent and then from the child for completion of the child self-completion. You will need to use the Child elements consent form with parents and the Consent From Child form with children, as discussed in Section 4.5 on consent. You are not prompted by CAPI about obtaining consent for this element, but you will need to record it in Other Elements.
- Stick the barcode on to the questionnaire **before** giving it to the child. **This is essential:** it cannot be attached afterwards because the questionnaire will be in a sealed envelope. The barcode goes on the bottom right hand corner on the front page of the questionnaire booklet.
- Do **NOT** stick the barcode on the envelope – it will be discarded during the scanning process and we will not be able to link the paper questionnaire to the reference number.
- Clarify which mode of completion is required for the child (discussed further in section 5.6).
- You will then explain the task to the child and make sure that you have read out (or the child has read through) the instructions on pages 2 and 3 of the booklet. You must be satisfied that the child has understood the instruction correctly. You should always be on hand to answer any subsequent questions.
- You will need to record the length of time it takes for the child to complete the questionnaire, so you will need to record the time the child started, and also be sure to ask the child to inform you once he/she has completed the questionnaire and make a note of the length of time taken.
- Finally, once completed, the questionnaire should be sealed in the envelope, ideally by the child, but if not then by you in front of the child. **If the child hands it to you without placing it in the envelope, please seal it into the envelope yourself and show them that you are doing this.** This is important for leaving them with the correct impression of privacy and confidentiality.

More explanation of the process above is provided below.

5.1 Questionnaire content

The question booklet contains questions on a variety of topics, including:

- Family and friends
- School
- Activities they do outside school
- Area they live in
- How they feel and what they think about things
- Growing up

Most questions will be relevant to the majority of 10 and 11 year olds but not all of them will be. There is just one “filtered” section, relating to alcohol that some children will be routed out of if they have never had an alcoholic drink (these are the questions on the white pages).

Additionally, some questions are more sensitive in nature, particularly those on anti-social behaviour (this section is called *‘Things you may have done’* (p11-12)), bullying (*‘About other children’* p19-20) and *‘Things some children try’* which is about smoking and drinking alcohol (pg 21-23).

At the start of the sections containing sensitive questions the questionnaire text reiterates that we realise the questions will not apply to all children and that we want honest answers.

5.2 Engaging parents

Some parents may have concerns about the sensitivity of some topics in the questionnaire and/or the idea that they will not get to see their child’s answers.

To help reassure/persuade parents it may help to do one or more of the following:

- Show parents a blank copy of the questionnaire first to reassure them about the content (but do not allow anyone (including the parent) to see the questionnaire once the child has completed it, even if they ask). Please ensure this is clear to the parent beforehand
- Acknowledge that we know that some questions are about personal things, and also some are about things that not all 11 year olds will have done. Explain that it is important that all children answer the questions so that we know how many 11 year olds experience or do these things
- Explain it is important to measure/understand these things to inform policies to help promote children’s welfare
- Explain why a self-completion approach and a guarantee that answers would be confidential from parents was important (i.e. **ensuring honest answers from children**)
- Explain it will be made clear to the child that they can miss out anything they don’t want to complete

- Show them the leaflet you will be leaving with the child which contains helpline numbers if they need to talk to someone (the child “further information leaflet”).

5.3 Explaining to children and encouraging cooperation

Again, drawing on experience from previous waves and piloting, the factors that appealed to children about this element of the study, and which are worth highlighting, include:

- Explaining the booklet is about them and their lives.
- Explaining that their views are important.
- The topics are interesting and relevant

This booklet can be seen as a central element from the child’s point of view and it is the only part of the study where the children are telling us about themselves, and this makes them feel important.

Key points to bear in mind when engaging children on this element include:

- Most children are keen to complete the questionnaire in principle and like the idea of filling in information about themselves.
- The idea that their parents will not see their answers has a novel appeal for some and makes them feel grown up.
- Some might be put off by the length. However, reassure them that they can take as long as they need, have breaks if they want and stop at any time.
- Some questions may be sensitive and it is important that they are forewarned about this. However, you can reassure children that they can skip any questions that they do not like.
- Some children might associate this with schoolwork on which they will be judged. You can reassure them that it is not a ‘test’, there are no ‘right’ and ‘wrong’ answers and that they can take as long as they like.

Some children may be put off by the thought that other people see answers to some of the more sensitive questions. We want them to answer carefully and truthfully, so please reassure them that answers will be confidential (for example, show them how it will be put in an envelope).

We want them to answer on their own without checking answers with their parents and/or siblings, however they can ask you for help if needed. It is fine for the child to interrupt you while you are doing the main/partner interview if they have any questions.

Please bear in mind that some children might be extremely shy/isolated. It is very important that you spot this early on and tailor your approach to that child.

5.4 Timing of completion

The question booklet MUST be completed while you are in the household. You must not leave it with the household to complete later, because this increases the risk of non-response or errors in completion if you are not there to advise where necessary.

The questionnaire looks fairly long (28 pages). However, most children will take no more than 30 minutes to complete it. This will obviously vary considerably depending on the child's ability or how they go about filling it in, so please bear this in mind. For example, some may like to take their time and/or stop for breaks.

While you will need to be flexible and tailor your approach to what works best in each household, it could be useful to encourage the child to complete their self-completion questionnaire when you are administering the main/partner interview, including the self-completion section. This will:

- limit the time you spend in the household
- mean you can collect it from the child upon completion
- mean you're available to answer any questions

If the child completes it while you are doing the CAPI with the parent you will need to have explained the instructions to the child fully before you start the parent interview.

5.5 Location of completion

If necessary, be directive with the family about where and how the questionnaire needs to be completed.

Ideally, it should be somewhere with a table and somewhere private and away from distractions – so be alert to who else is in the household and what else is going on. For example, it would not be helpful if the child took the questionnaire up to a bedroom they shared with a sibling who could interfere or distract them.

In addition, you should be accessible to them so that the child can ask for advice when they need to (they may be less likely to check things if you are not nearby); but the child should not be over looked by you (the interviewer) or their parent(s) or any other household members.

If you are carrying out the CAPI interview at the same time, you do not want the child in a place where they can easily overhear their parent's responses.

The best location will vary by household. However, piloting highlighted that an optimum place was in a neighbouring room, or even in the same room but at a different end (e.g. especially in houses with lounge-diners).

Given the potential importance of location in determining the quality of data collected, you will be asked to record in the CAPI "Other Elements" section whether the child was in the same room as you at the time of completion. (It is not required for the child to be in the same room, but is important to record this specific information for analysis purposes).

5.6 Different methods of administering the questionnaire

Most children will be able to complete the question booklet themselves, and you will have no difficulty explaining it to them and then letting them get on with completing it.

However, some may have literacy or other problems which make it difficult for them to complete it without additional support. To support these children we are also offering use of an audio version or interviewer administration.

5.6.1 Cohort sample children who took part in CNC3 and/or CNC4

The **Sample Information Sheet** section “**Study Child Information**” will provide **an indication** of which method will be best for the child. This has been determined based on what we know about the child’s literacy levels and disabilities from previous waves of the study.

- **Paper self-completion:** this will be indicated for the majority of children (over 86%).
- **Audio:** this will be indicated for all children with dyslexia, those in the bottom 10% of reading scores, or those with a special educational need (excluding gifted and talented, autism/aspergers, sight or hearing) indicated at the time of CNC4. For those not interviewed at CNC4, this might also be indicated if they needed help or support at school due to health/disability at CNC3. This method is indicated for 13% of children.
- **Interviewer administration:** for children who have been offered registration for poor vision. This is indicated for fewer than 0.5% of cases.

Where “paper self-completion” is indicated, this is likely to be the appropriate approach in the majority of cases.

However, some children will have additional support needs we are not aware of and it will be important that you carry out some additional checks.

Where “audio” or “interviewer administration” are indicated, **please proceed with this method**. You should only depart from the approach indicated in a situation where the child strongly feels that they do not want to proceed on this basis, or if you feel the household context (interference from siblings, too much complexity/burden on the child, etc) makes it inappropriate. In such cases, please identify which approach the child is willing to proceed with.

5.6.2 Cohort sample children who did not take part in Age 5 or Age 7 surveys

Around 6% of the issued sample did not take part in CNC3 or CNC4. These children have been marked for paper self-completion as the default, but we do not have information about their literacy skills. Therefore, you will need to check on the Sample information Sheet to identify whether or not the child has taken part in either CNC3 or CNC4 (see Figure 39).

Sections from the Household information from the Sample Information Sheet

Sweep family last participated | CNC2

Household level outcome from CNC4	Refusal to interviewer
Household level outcome from CNC3	Unable to locate
Household level outcome from CNC2	Productive
Household level outcome from CNC1	Productive

For these children, last sweep will be before CNC3

For a child that did not take part at CNC4 or CNC3 these sections will have an unproductive code

Figure 39: Identifying children who did not participate at CNC3 or CNC4

If they have not taken part in either CNC3 or CNC4, you will need to follow the additional guidelines below to check whether paper is sufficient or if they need more support:

- First, check with the parent if they think the child will be able to complete the booklet on his/her own.
- If the parent says the child will not manage the booklet on his/her own, explore this in more detail with them and then come to a joint decision with the parent about which approach seems most appropriate. To help the parent judge the best method, show them the paper questionnaire and ensure they realise it is child-friendly. Also probe to clarify the nature/level of the child's difficulties, because low levels of difficulties may not prohibit their ability to complete the booklet.
 - A good time to do this check with the parent will be during the process of gaining parent consent to the child elements. If you don't do it then, you will ideally need to do so prior to asking for the child's own consent to complete the booklet.
- After pinning down the best approach with the parent, you will then need to introduce the survey to the child as being delivered in the mode agreed with the parent but please check that the child is happy with the approach, and adjust if necessary following discussions with the child, as follows:
 - If paper is indicated via discussion with the parent but the child feels it will be too hard, or struggles when they start the paper, ask them to try the audio

- If audio is indicated via discussion with the parent but the child feels a different approach is better (paper or interviewer administered), ask them to try out the audio practice before making a final decision
- Interviewer administered is unlikely to be appropriate unless the child has sight problems or for other reasons the audio version is not sufficient to resolve reading / literacy problems. If this is nevertheless suggested by the parent but the child is very much against it, you could ask them to try out the audio mode, and then review if appropriate.

5.6.3 Spotting other possible unidentified support needs

Even among children who did take part in CNC3 or CNC4, there may be some who have support needs that we do not yet know about. The information used to confirm suitability is based on previous waves of the survey when the child was younger and their literacy difficulties or other problems may not have been apparent at this time.

As such, we would like you to additionally encourage use of the audio approach among children indicated for paper self-completion, in the following situations:

Prior to starting the booklet:

- If the parent raises concerns about the child's ability to complete the paper form, and on exploring the reasons with them you are satisfied that they would have difficulties.
- If the child raises concerns about their ability/comfort to complete the paper form.

During administration:

- If the child seems to be struggling with reading the booklet (e.g. if they come to you with 3 or more words they cannot read).

In addition to the above, offering the audio approach can potentially help children's concentration/accuracy in noisy/chaotic household's. In general, we want you to use the default mode where possible; and we want to limit use of the audio to just children where it is essential (this is because it takes longer to explain and complete), so please only use this where it is essential to allow sufficient concentration/focus to participate. However, if there are any instances where the household is so chaotic or noisy that they could not take part without the support of the audio, you may adopt this approach.

Ultimately we want you to come to the best "guess" about what will be best for the child. If it proves wrong in practice, this will soon become apparent when you are going through the process of explaining how to complete the questionnaire, so you can always switch at that point. In practice the paper approach will be good for the vast majority of children. We are just asking for vigilance in identifying additional needs to maximise children's ability to take part. Also, please be reassured that these "checks" tend to happen quite naturally – i.e. parents and children are likely to proactively flag additional needs in many cases where they exist.

There is some additional guidance in the 'Additional instructions for using the Audio version' below, section 5.10.

In the CAPI "Other Elements" section, you will be prompted to record the approach taken and, if different from the approach indicated by the Sample Information Sheet, the reasons for this.

5.7 Explaining the questionnaire to the child

Remember that you must attach the bar code label to the questionnaire before you start the process of administering it to the child.

When you are ready to proceed, pages 2 and 3 of the child questionnaire contain an introduction to, and instructions for, completion of the questionnaire for children. **For all children, please take the child through the details of what is involved and ensure that you are personally happy that the child knows what to do.** You may be flexible in terms of who actually reads the instructions, you or the child. Where possible we would like to encourage the child to be involved in reading the instructions but this must be done whilst sitting with you as you will need to check that they have read it fully (some may be keen to skip straight to the questions) and that they have fully understood what to do. Please do this for all children even those you feel they are “high ability” and capable of understanding the instructions themselves.

Page 2 includes a general explanation of what is involved, some of which repeats key points of the consent wording. If there is a time gap between gaining consent and administering the booklet, this will be an important reminder of the key points (please ensure that the child still remembers/understands/is happy to proceed).

The key points to get across when explaining the questionnaire to the child:

- Explain that the booklet is all about them and different aspects of their life
- Make it very clear that their views are extremely important and that we would like them to fill in their questionnaire as truthfully as possible (to really understand what someone of their age thinks, we really need them to be honest and record what they really think and what they really do)
- Ensure that they understand that the questions should be answered carefully
- Explain that it is not a test and there are no right and wrong answers
- Ensure that they fill out the questionnaire on their own without the help of adults or siblings
- They should not seek any advice from their parent(s), even if it is about “correct” answers. (Please note: the parent should also be discouraged from giving advice if they are asked by their child). In the pilot we found that children often wanted to double check their answers with their parents for reassurance, however, please stop the child from doing this, and emphasise that it is important for us to have their views on these things. If the child needs help / clarification to complete the questionnaire they should come to you, not a parent or sibling. The CAPI “Other Elements” section will also require you to record how much help you had to give: i.e. for no questions; some questions; or many questions.
- That they can skip any questions they do not want to answer
- That if they have any queries or difficulties they should ask the interviewer
- Explain confidentiality

There are two things we want you to draw to the child's attention, which aren't included in the main instructions (these were purposely left out because they are only relevant to one or two places in the questionnaire and we did not want to over complicate the written instructions for the child with these specific points).

- First, please point out the filtered section that asks about experience of alcohol (pages 22-23). You should explain that only some children need to answer this section, and that they need to follow the instructions about this on page 21. Please stress that we want everyone to answer from page 24 onwards including "More about what you think". This latter section is about views of alcohol. Importantly all children should complete these even if they didn't need to complete the questions on experience of alcohol on pages 22-23. We found that some children skipped page 24 onwards in the pilot, presumably because they didn't think they were relevant to them.
- Second, please point out at that although most questions require them to tick a box, one question on the back page requires them to write down their views in their own words.

5.8 The importance of confidentiality

You must stress that all information provided by the child is completely confidential and that no-one will know who has filled in each questionnaire. Children find it hard to believe that parents and teachers will not see their answers, so you may need to work hard to communicate this as it could prevent them from answering honestly.

From piloting work we found that an effective way to convince them of this is to describe the practical steps being taken to ensure confidentiality and that parents and teachers (and the interviewer) will not see what they have written.

- The booklet will not contain any identifying information and we do NOT want them to put their full name on their questionnaire booklet.
- You will give them an envelope to put the booklet into after they have completed it, which will be sealed after they have finished. These will then be given to Ipsos MORI. It may be useful to tell the child that the envelope will not be opened until it reaches Ipsos MORI's office.
- In cases where the child does not use the private envelope, put the questionnaire in the envelope and seal it - show this to the child to emphasise confidentiality.
- Stress that the barcodes are anonymous. Some children may spot the barcode and observe that this means they can be identified. However, you can reassure them that barcodes are anonymous too. When the findings get looked at, their names are not attached to their answers, just this reference number, and this is just used so we can link their answers to the other information we are collecting about them.

If the child needs further reassurance that answers are confidential or seems worried about anything the questionnaire has raised, refer to their further information leaflet ('How I've helped').

5.9 Explaining the practicalities of completion

Some of page 2 and all of page 3 explains the practicalities involved in completing the questionnaire.

Page 3 shows examples of how different types of questions should be completed, and also how children should scrub out incorrect answers.

It gives examples of a “tick box” question (they should use ticks not crosses) and a numeric question where the child must write a number into the box provided.

Please stress the importance of children putting their ticks clearly in the relevant box, and of fully scrubbing out incorrect answers (rather than putting neat crosses, for example), as this will be important for the effective scanning of questionnaire responses at the data processing stage.

5.10 Additional instructions for using the audio version

5.10.1 Engaging children in the audio version

For children who have been identified as requiring audio on the sample information sheet, you will firstly need to gain their agreement to proceed on this basis.

We are keen for children who would benefit from using audio to use it to maximise accuracy of the data. However, there may be some cases where you need to work hard to encourage them to use this approach. Encouraging use:

- The questionnaire introduction indicates that this is an option for children who may find it difficult to read and complete questions on their own. You will therefore need to approach communication of this sensitively, to avoid feelings of stigma.
- Other studies have found that some children are not keen on the idea of using audio – even if it gives them beneficial assistance – because it is more “hassle” than simply completing a paper version. You may therefore need to give children positive encouragement to use it.
- Children who use the audio will be allowed to keep the headphones (see below), which may help provide a small incentive for this method of participation.

5.10.2 Being vigilant to where audio may not be helpful

There is a chance that some children’s needs may not be significant enough in practice for the audio version to be beneficial. (As indicated above, decisions about which children will benefit from audio have been made on the basis of data collected at age 7 or age 5). You will need to be vigilant to this, and revert to paper only for children where audio really isn’t helpful. Note that if a child sits through the audio version when they do not need it, there is a danger that they could find being restrained by the speed of the audio (which will be slower than their own reading) frustrating and disengage from the process.

Other situations which may make the audio impractical are if siblings are interfering with the equipment and/or if the child finds the equipment too difficult to use, and it adds burden rather than makes things easier for them.

If a child raises doubts about whether they need the audio support or not, please encourage them to try it for the practice questions and then review with them afterwards if it is helpful or not.

5.10.3 Using the audio

5.10.3.1 Equipment

In your packs you have:

- **MP4 player**, with the English script already loaded (in Wales, machines have both English and Welsh files)
- **Plug adaptor and lead** (for charging the MP4 player)
- **MP4 player user guide** – a quick reference guide on how to use the equipment
- **Headphones** – one set for each child

For hygiene reasons, a different set of headphones should be used for each child. The children can also keep the headphones afterwards and this may help to provide an additional incentive to using the audio for those who need it.

Note that while many children may have their own headphones, **we would like them to use the headphones that we are providing so that we have a control on the quality.** However, if a child is particularly keen to use their own and this seems important in helping them feel comfortable with the audio approach, then this is acceptable. But first, please check that they work effectively when plugged into the CNC study MP4 player (not just their own MP3/4 player, for example).

Please ensure that your audio equipment is always in a use-ready state for every household visit.

- **Always take it with you:** Remember, there will be some children who require audio support where this is not known in advance so it is important you are prepared to use the audio for all household visits that might involve completion of the child self-completion element.
- **Ensure it is fully charged:** Your MP4 player will have been fully charged prior to you receiving it. However, please charge the MP4 player after every use and before the next household visit. In order to charge it, use the plug adaptor and lead provided in the MP4 box. One end should be inserted into the MP4 player (there will be just one hole into which it fits); the other end should be inserted into your plug, and the **MP4 player should be switched on.**
- **Checking the volume is OK:** Before attending the household visit, please ensure that you are happy with the volume on the machine (this will reduce the extent to which the volume needs changing during the volume test with the child). Instructions for amending the volume are provided on the laminated instruction card (and also below).

5.10.3.2 Carrying out audio assisted administration – five easy steps

During the household visit, once the child has agreed to use the audio, or at least to try it out, you will need to do the following:

Step 1: Prepare the audio machine for use

Step 2: Explain to the child how to use the equipment

Step 3: Check that the volume is at a level that is right for the child (using Track 1)

Step 4: Support them in carrying out some practice questions and resolve any questions they have about using it (using Tracks 002- 005).

Step 5: Set the child off with the main questionnaire (From track 006 through to the end).

Step 1: Prepare the machine to be ready for use:

The numbers referenced below relate to Figure 40 to the right of the page.

- **Turn on the machine:** Set the on/off switch (8) to the on/off position. The machine will open straight into the menu and show on screen (9).
- **Put the machine in the required video mode:** From the main menu select Video by using the next track button (2) and previous track button (7), then press the menu button (1) to select it.
- **Plug the headphones into the mp4 player:** Plug the headphone jack into the 3.5mm socket indicated on the diagram by number 4).

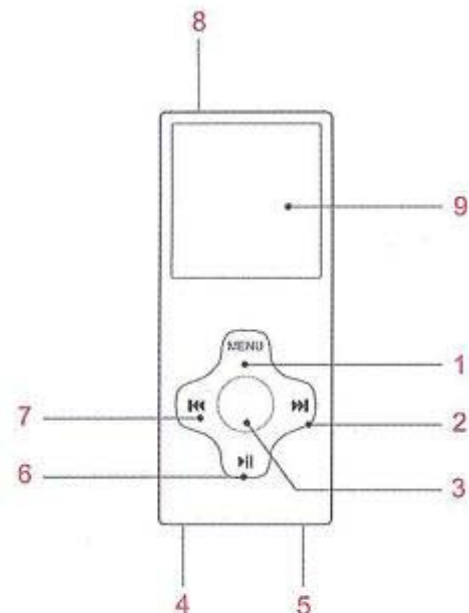


Figure 40: MP4 Player

Step 2: Explain to the child how to use the equipment:

You will need to explain the following:

- **In general, how to play the questionnaire:**
 - After they press play, the audio machine will take them through the whole questionnaire, leaving pauses for them to fill in their answers.
- **Key functions they will need to complete it:**
 - **How to play, and to pause/resume** (e.g. if they need longer to answer a question): press the play/pause button (6).
 - **How to skip to the next track** (e.g. if they finish a question and are ready for the next one, but the player has not moved on): Press the next track button (2).

- **How to restart/repeat a track** (e.g. to hear a wording repeated) first press the previous track button (7), which skips to the *previous* track. Then press the next track button (2) to skip back to the original track that they wish to hear repeated.

The following “script” may help you to explain to the child how to use the equipment.

- *Here’s the machine.*
- *Let me show you how to use it. It’s quite simple to use.*
- *Each question is a different track, so after you’ve pressed play to start, it will play through each one for you right through to the end of the questionnaire. There is a pause after each question so that you have time to answer before the next question starts.*
- *You press this “play/pause” button to start. If you want to pause it to think about your answer, press the same “play/pause” button again. Once you are ready for the next question press it again to restart.*
- *If you finish answering a question before the player takes you on to the next question, you can press the “next track” button to move straight onto the next question.*
- *If you would like to hear a question repeated before you answer it, press the “previous track” button. This actually takes you to the start of the previous track, so you may need to go back and then forward to get to the start of the track you want to hear repeated.*

Step 3: Setting the volume at the level that is right for the child.

- Explain to the child that you want to check the volume by getting them to listen to a track on the machine.
- Ask the child to put the headphones on and then play track 001_Volume.amv by pressing the play button (6). (You may wish to press play for them).
- Ask the child if the volume is either “Too loud, too quiet or about right”.
- If the volume is too loud or too quiet change the volume accordingly by:
 - Once the track finishes playing, press the volume button (3).
 - Use the next and previous track buttons to either increase or decrease the volume (2 & 7).
 - Press the volume button (3) to set the volume and return to the Video screen.
- Once the volume has been changed, re-play track 001_Volume.amv to test whether the new volume selected is at the correct level for the child.
- If necessary, repeat the process above.

Step 4: Administering the practice questions

Explain to the child that we’d like them to do three practice questions on the practice sheet (document ref: F37) to check they are comfortable using the audio.

Ask the child to:

- Try out each question one at a time.
- Ask for help if they have any problems or queries.
- Check with the interviewer each one has been completed correctly before proceeding to the next one.

Note that the audio file repeats these instructions to the child, but please explain this to them first to help ensure the child understands what to do.

To administer the practice questions skip to the practice section track (002_Practice_Section.amv) using the next and previous track buttons (2 & 7) and give the machine to the child to start (you may wish to press play for them).

By the end of the practice questions please make a judgement about whether the child has a sufficient grasp of the equipment to enable them to proceed. If not, go through the practice questions again and/or make a judgement that it is too hard for them, and switch to an interviewer administered approach (see section 5.11).

Step 5: Proceeding with the main questionnaire

Once the practice questions have been completed by the child and you are happy they understand how to both use the MP4 player and answer the questions, skip to track 006_Introduction.amv using the next track button (2). This is the first track of the main questionnaire. You may wish to press play for them, when they are ready to start.

From this point onwards the child should be answering the questionnaire and working the equipment themselves. However, please check with the child that they have everything working OK early on, and be on hand to answer questions where needed.

5.11 Additional instructions for interviewer administration

If the Sample Information Sheet indicates, or for any other reason it is clear that the child cannot complete either the paper or audio version unassisted, we would like you to administer the questionnaire with the child (i.e. read out and record the answers for them).

The child must still be able to respond in the required manner to participate. Therefore, you should not proceed if they can't take part without support from the parent. For example, if they have learning difficulties and they wouldn't be able to understand the questions without the parent re-wording them for the child, the questionnaire should not proceed because findings will not be comparable to other children.

A key risk with this approach is that the child does not feel comfortable about answering some questions honestly.

For this reason, please ask if the child and parent are willing for you to carry out the interview in private, so that other household members cannot hear the child's answers (however, for safety reasons, always ensure that the door to the room is left open and an adult is nearby).

Also, we would like you to miss out some questions that are particularly sensitive. **For all cases where you administer the questionnaire in person, please miss out the following sections:**

'Things you may have done' (pages 11 to 12)

'About other children' (pages 19 to 20)

'Things some children try' and 'drinking alcohol' (pages 21 to 23)

Please read out each question, followed by every answer category shown on the questionnaire word for word to ensure that the child hears exactly the same words as if they were reading the document themselves. (Prior to starting work, please refer to the audio recording, if helpful, for giving you a sense of how this sounds).

If a non-response category such as "don't know" is included for any question please ensure that you read it out, but do not add it if it is not there (answer categories need replicating precisely to ensure consistency and comparability).

5.12 Administration

5.12.1 Envelopes

Remember that you should always put the barcode on the question booklet **before** you give it to the child to complete. **It is really important that every question booklet has the correct barcode on as this is the only way we have of matching the data to the right record.** Always check that the serial number on the barcode is the correct code for the family. With twins and triplets also make sure that you are using the correct barcode for that child (100 200 or 300). Each twin (or triplet) has and retains their own number and they are not interchangeable.

Once the child has completed the questionnaire he/she should return the questionnaire to you in a sealed envelope. If they have not sealed the envelope you should do this on their behalf and in front of the child to emphasis confidentiality.

You must take great care not to lose the envelope with the completed questionnaires as neither the envelope or the questionnaire have any contact information on them. If they are lost there is no way they can be returned to Ipsos MORI for processing.

One way to keep track of which envelope belongs to which household is to write the serial number on the envelope after you have left the household. **Please take great care not to write anything on the envelope before giving it to the child and under no circumstances should the child's name be written on the envelope (before or after completion).**

5.12.2 CAPI Other Elements

As mentioned earlier, you will also be prompted to record a number of details about the child self-completion questionnaire process in the CAPI "Other Elements" section:

- Confirming consents obtained
- Method of completion used (paper, audio or read out)
- Reason, if not using the indicated method
- How much help required by interviewer
- Whether the interviewer was in the room

- How long it took for the child to complete it

You may wish to note these things down at the time of questionnaire completion to aid recall when completing “Other Elements” later.

5.12.3 Recording outcomes

You are also required to log outcomes in iProgress and the Contact Sheets. We are aware that once the questionnaire has been returned to you in a sealed envelope there is no way of knowing whether or not it has been fully completed. We have taken this into account when designing the answer codes for the ‘Other Elements’ script as well as the outcome codes in the ‘contact sheet’.

For the contact sheet and iProgress, if you briefed the child on how to complete it, they took it away to work on it, and the child then returned a questionnaire to you in a sealed envelope, please code ‘productive’ in section D1.

6 CAPI ELEMENTS

6.1 Overview of CAPI (Computer Assisted Personal Interviewing) elements

As there are multiple data collection instruments which need to be completed with multiple people in each household, there are many different CAPI elements and several different CAPI scripts.

You will complete the following CAPI elements in the home with the family:

- Household questionnaire
- Main respondent interview
- Partner respondent interview (if required)
- Proxy partner interview (if required)
- Child cognitive assessments
- Child physical measurements

You will complete the following CAPI elements yourself:

- Cognitive observations (if assessments are done)
- Other Elements

For all the CAPI elements there are six linked scripts

- 1 for the Household questionnaire (must complete first): MCNCHOLD
- 3 for the main and partner: MCNC PARA; MCNC PARB; MCNC PARC
- 1 for the proxy (rarely used): MCNC PROX
- 1 for the cognitive assessments, cognitive observations, physical measurements and Other Elements: MCNC CHIL

For all scripts, except for MCNCHOLD, the CAPI will remember the last serial number that you have used. CAPI will prompt you to confirm the serial number between each script but you do not need to re-enter it, just confirm it. In addition to the serial number, the child's first name, gender and date of birth will be displayed. **You must NEVER interview a family using another family's serial number and you must take great care to avoid doing this accidentally when switching between scripts.** Extra care is needed if you are interviewing more than one family on the same day or carrying out different elements of the survey for the same family on different occasions. This is especially important on CNC as the scripts use feed forward data about each family (see below).

The script names are intended to be informative: M for mainstage, CNC for Child of the New Century and HOLD for household, PARA for parent (main/partner) part A, PARB for parent (main/partner) part B, PARC for parent (main/partner) part C, PROX for proxy interview, and CHIL for child elements, that is, cognitive assessments, cognitive observations, physical

measurements plus Other Elements (where you complete various information about the survey that cannot be recorded elsewhere).

Note that the main and partner interviews are on the same three scripts – the partner interview just has different routing. **You must complete all 3 scripts for a complete Main interview, and all 3 scripts (with different routing) for a Partner interview.** They must be completed in order i.e. MCNCPARA, MCNCPARB and MCNCPARB. CAPI will not allow you to complete them in an incorrect order.

If CAPI tells you to do a proxy partner interview, you will do it in script 'MCNCPROX' straight **after** completing a main interview (which must be done first) and instead of a Partner interview. This interview is very short. Note that the proxy is not a substitute for a partner interview unless the partner is away for the entire fieldwork period or is incapable of completing the partner interview. Only in such circumstances will you be routed to it and able to complete it. All other resident partners will be eligible for a partner interview.

Because this is a longitudinal survey, we can use data that was collected from prior sweeps, called Feed Forward data. We use this data in the CAPI to route past questions we don't need to ask again, and to bring up questions where you need to double-check the information from the previous sweep is still correct or collect missing information. So you may notice some questions are skipped for some families and that routing may be different for different respondents.

The questionnaire contains some topics which respondents may find sensitive. If possible, try to conduct parent interviews in private. The most sensitive topics such as mental health, and relationship quality are in the self-completion/CASI (Computer Assisted Self Interviewing) section which the respondent answers on their own. However there are other potentially sensitive topics such as changes in relationship history and non-resident parents which are asked in the interview. For some of these topics, there is an introductory screen alerting you that the next set of questions may be sensitive. Note also that any topic could be sensitive to someone, depending on what is going on in their lives. There are some questions about the child for which the parent may not wish to give their answer out loud if the child or another household member is present in the room. For these questions, the answer options have been put on showcards so you should encourage parents to read the number from the card.

There is only an English version of the questionnaire. If respondents require another language, this will be undertaken by Welsh speaking interviewers (for Welsh) and by bilingual interviewers or household interpreters for other languages. Language needs should be established at the time of making the appointment. Household interpreters should be another household member or other person nominated by the family (e.g. friend/relative/neighbour, who is fluent in both English and the other language. They must be aged 16 or over. You will need to arrange household visits to reflect their availability. If there is no one available, code "language needed" on the contact sheet (outcome code D3); and we will try to identify a bi-lingual interviewer to conduct this. Respondents may feel uncomfortable about giving answers to some questions to household interpreters, particularly those which are sensitive (largely in the CASI section). You should be sensitive to this.

If the respondent has spoken English, but no written English or low literacy, you should read out showcards and administer the self-completion/CASI verbally (sensitive questions will be skipped automatically).

The rest of this section talks you through the content of the household questionnaire (MCNCHOLD), the main and partner questionnaire (MCNCPARA, MCNCPARB and MCNCPARC), the proxy partner questionnaire (MCNCPROX) and Other Elements (MCNCCHIL). It also gives some more detailed information about the content of the different

modules within the main and partner questionnaires, and highlights key points. The other CAPI elements i.e. child physical measurements, child cognitive assessments and cognitive observations are covered in the 'Child Physical Measurement and Cognitive Assessment Instructions'.

6.2 Household questionnaire

This is the first part of the CAPI questionnaire and **MUST** be done before all Other Elements. It is completed by one person per household and should usually be completed by one of the named parents on the Sample Information Sheet (who will usually be the main and partner respondents from the last sweep the family was interviewed). If neither is now living with the child, you should complete this questionnaire with any resident parent or guardian. It collects information about the current composition of the household and establishes who the main and partner respondents will be and whether a proxy partner interview is needed. It makes extensive use of feed forward data from the last sweep the family are interviewed. The details of all household members at the time of the last interview are fed into the questionnaire as well as contact information i.e. full names, addresses and phone numbers.

The selection of main and partner respondents is based exclusively on relationships between household members. Parents (including step, foster and adoptive) of the child and any partners (including same-sex partners) of parents will be selected for interview. In general, the CAPI will select the mother for the main interview and the father or father-figure for the partner interview. The main exception is when the father is the natural parent of the child and the mother is not – the CAPI will then select the father for the main interview. If there are no parents living with the child, the CAPI will select the main carer and his/her partner for interview.

You are able to overwrite the initial CAPI selection and complete the main interview with the person CAPI selected for the partner interview and vice-versa. You will be asked in the household questionnaire if you wish to do this. The CAPI will then 'swap' the selected respondents and display this revised selection. You may wish to do this if, for example, the father is the main carer of the child or if the mother does not wish to take part. You should **not** swap the main and partner respondents just because it is easier to get an interview with one respondent or the other.

You **must** only conduct the main and partner interviews with the people **identified by CAPI** as main and partner respondents at the end of the household questionnaire. For example, in a house where the child's mother is living with the child's grandparents, even if the grandmother is regarded as the main carer, neither she nor the grandfather will be selected for the main and partner interviews. The mother will need to do the main interview and no one would be eligible for the partner interview. You will not be able to swap one respondent for another in this situation.

There are also questions to establish whether the selected respondents are away for the entire fieldwork period or incapable of carrying out an interview themselves. If so, a proxy partner interview is generated.

After the respondents are selected, you will then be given information about which consents are needed and from whom to carry out the other parts of the survey.

You will also be asked to update the address for the family, the full names for the selected respondents and the child, as well as the home phone number for the family.

6.2.1 Length

The household questionnaire will take about 5 minutes.

6.2.2 Script

The household questionnaire is in script 'MCNCHOLD'.

6.2.3 Content

The topics included (when routed to) are as follows:

- Change of address since last interview – these questions establish whether the child/family has moved since the last interview (and when) and are used to route families into the housing history questions (at the end of the main interview).
- Household composition – everyone living with the child at the last interview will be fed forward to check whether they are still living in the household and to confirm their details. If they are no longer living in the household, reason and month/year left will be collected. Details of any new household members are collected/confirmed (if the person is a re-entrant to the household) and month/year joined the household is asked (except for children born since the last interview).
- Relationships – relationships between household members are checked or collected. Note that these questions can be sensitive in certain family situations.
- Full-time/Part-time residence – these questions establish whether each person lives in the household all of the time or whether they sometimes live somewhere else. They are designed to capture part-time resident parents and children e.g. in cases of shared care.
- Employment status – this asks whether all adults of working age in the household are in paid work or not. This will give an overall measure of worklessness for each household.
- Selection of main and partner respondents (and whether a proxy interview is needed) – the relationships given are used by CAPI to derive who should be the main and partner respondent. There are also some questions to establish whether a proxy partner interview is needed. Selection of respondents for each interview is confirmed.
- Summary of consents – after the respondents have been confirmed, the consents that are required for each part of the survey is displayed (with a reminder of the materials needed).
- Collection of contact information - the full name of the cohort child(ren), main and partner respondents and the current address and home phone number of the family are collected. Where known, this is fed into the interview and can be confirmed or corrected. If only partial details are given, they should be completed. Additional contact information for main and partner respondents is collected at the end of their interview. It is critical that this information is entered accurately. For productive families, this information (rather than any information entered in iProgress or on the contact sheet) will be used for the thank-you mailing and passed to CLS for use in Keeping in Touch mailings and for future surveys.

The table below provides guidance on particular questions.

Question name	Notes on question
ADSA/ADSM	<p>Change of address</p> <p>The address at last interview is displayed at this question and interviewers are asked to code whether the child is still living at the same address. The address at last interview may be different to the issued address e.g. if the family are already known to have moved. Additionally, the family may have been traced to a new address during fieldwork. If the family have moved since the last interview, there is a question to confirm whether or not the parents moved as well as the child. .</p>
MOYR/MOYM	<p>Change of address</p> <p>These questions collect the month and year the child moved from the previous address. Season may be given if month is not known.</p>
BCHK/PCHK	<p>Household composition</p> <p>These questions ask whether each person resident at the previous sweep when the family were interviewed still live in the household.</p> <p>In some families there may be more than one person with the same first name. Sex and date of birth are also displayed at this question to help ensure that the respondent is answering about the correct person. Note that for some household members name (and sex or date of birth) may be missing. If name is missing, please use the sex and date of birth to try to establish who is being asked about. If you can identify which person is being referred to, the respondent should answer as appropriate and missing details will be collected at the next question. If you cannot identify which person is being referred to, code 'no' i.e. they no longer live here.</p> <p>The definition of who is counted as resident in the household is different to many surveys. Anyone who lives in the household some of the time, even if it is only one or two days a week should be counted as resident. The definitions of who to include/exclude is given below (and is also on the CAPI screen).</p> <p>INCLUDE IN THE HOUSEHOLD:</p> <ul style="list-style-type: none"> - CHILD AT BOARDING SCHOOL OR ADULT STUDYING AWAY FROM HOME FOR LESS THAN 6 MONTHS - PERSON WORKING AWAY FROM HOME FOR LESS THAN 6 MONTHS - CHILD LIVING IN HOUSEHOLD SOME OF THE TIME E.G. SHARED CUSTODY/RESIDENCE - PERSON E.G. PARTNER OF PARENT WHO STAYS OVERNIGHT FOR ONE OR TWO DAYS A WEEK <p>DO NOT INCLUDE IN HOUSEHOLD:</p>

	<ul style="list-style-type: none"> - PERSON WORKING AWAY FROM HOME FOR 6 MONTHS OR MORE - ADULT STUDYING AWAY FROM HOME FOR 6 MONTHS OR MORE - PERSON LIVING AWAY FROM HOME E.G. ON HOLIDAY OR IN HOSPITAL FOR 6 MONTHS OR MORE
BWHP	<p>Household composition</p> <p>For anyone who is no longer in the household, the reason for this is recorded. In the unlikely event that the respondent disputes that the person ever lived in the household – or if there is a problem with the feed forward data e.g. duplicate person or not a person – this can be coded here. For those who have left the household – or if the respondent has moved so the person never moved to this address), the month/year they left is collected. For those who have died, the month/year of death is also asked. Season can be given if month is not known.</p> <p>You must not proceed with the interview if the cohort child - or all of the cohort children (for multi-cohort child families) - are no longer living there. This will usually have been established before beginning the household questionnaire. In the unlikely event that twins/triplets are no longer living together (or if one has died), this can be recorded here (and you can proceed to conduct the interview about the twin/triplet who is still living there).</p>
BCOR/BHCH/BNAM/BSCH/BSEX/BDCH/BDOBD/BDOB/BM/BDODY/DAGE	<p>Household composition – person details</p> <p>First name, sex and date of birth are checked for all fed forward household members. They can be corrected if necessary. It should not be necessary to correct these details for cohort children (and it is not possible to change their date of birth). If any details are missing, they will be checked separately. These details are collected for all new household members. If the respondent is unable to give full date of birth for any household members, age last birthday is asked instead.</p>
PBEF	<p>Household composition – re-entrants</p> <p>If there is anyone new in the household, a list of previous household members (who were not present at the last interview but were present on previous occasions) will be presented in case this person is a re-entrant to the household. If they are, their personal details (and relationships) will be brought forward. This list will not include any previous household members known to have died.</p>

PRBC/PREB/PRRC	<p>Household relationships</p> <p>Relationships of all household members to the cohort child and between all household members are checked (or collected).</p> <p>Take care to ensure that the relationships are the correct way round e.g. Marge is Bart's natural mother, Bart is Marge's natural son. The relationships are arranged under sub-headings on the showcard to make it easier for respondents to pick the correct one. Note that partners of parents should be coded as step-parents and children of partners should be coded as step-children. Biological relationships take priority over fostering e.g. if a grandparent is fostering the child, they should be coded as a grandparent (rather than foster parent). These relationships can be sensitive in some family situations e.g. if children do not know that a parent is an adoptive/step parent.</p> <p>There are lots of checks in CAPI to try to ensure that the relationships are entered correctly which use ages of the household members e.g. it is not possible to code someone as the parent of someone they are younger than. There are also checks if the relationships that are fed forward are changed, especially where the change should not be possible e.g. biological relationships should not change.</p>
ZCMN/ZP1N/ZP2N	<p>Contact information</p> <p>For cohort child, main respondent and partner, these questions display the full name (title, first name, middle name(s) and surname) if known from fed forward information. It is important that these are checked carefully with the respondent as they may have changed e.g. if there is a new partner/separation and any missing information e.g. middle names are entered and any corrections e.g. mis-spellings are made. If they are not known, e.g. new partner, these details will be collected. Each part of the name must be entered separately. First name should be their proper first name (rather than any known-as names or nicknames). More than one middle name can be entered in the same middle name field but only one first name and surname should be entered. Double-barrelled first names and/or surnames are entered in the same field. Title is not collected for children.</p>
ZCMNC/ZP1NC/ZP2NC	<p>Contact information</p> <p>Any names that are entered are displayed back for checking purposes. If don't know, refusal or null has been entered for any of the questions, this will display 'DK', 'REF' or 'NULL'. It is important that these are checked carefully before being confirmed as correct. If there are any typographical errors or mis-spellings, these must be corrected.</p>
ZCMNK/ZCMNC ZP1NK/ZP1NC ZP2NK/ZP2NC	<p>Contact information – known as names</p> <p>As well as full proper names, known-as names are also collected. Most commonly these may be nicknames or abbreviations of their first name e.g. Marge for Marjorie. They may also be middle names, as some people are known by their middle name.</p>
ZCUR	Contact information – addresses

	<p>The issued address will be displayed in full at this question. If the family is still living at this address, the respondent should be read the full address and asked to check this carefully, including the full postcode. If any corrections are needed e.g. mis-spellings, mis-typed numbers or postcode, these must be entered. If the family is not still living at the issued address, the current address at the time of the interview should be entered.</p> <p>There is the usual postcode checker software integrated into the CAPI program which should be used. If this is not working, enter the address manually. The different parts of the address must be entered in separate fields. There are separate questions for up to five lines of the address and a separate question which asks for postcode. The first line will typically be the house/flat number and street name and the second line the town. The postcode <u>must</u> be entered in full at the specific question which asks for postcode. It should not be entered at other address lines.</p>
ZPHZ/ZPHM/ZPHY/ZPHYC K	<p>Contact information – home phone numbers</p> <p>These questions check or collect the home phone number for the current address. Only home landline numbers should be entered here. If the family do not have a home landline number, this should be left blank as other contact numbers will be collected at the end of the main and partner interviews. It is important to ensure that these numbers are entered accurately including the full exchange (area) code. Almost all telephone numbers should have 11 digits. If a number is entered that does not have 11 digits, there will be a check in CAPI - the number entered should be checked carefully.</p>

6.3 Main respondent interview

One parent or carer (usually the mother) of the child(ren) will be asked a general CAPI and CASI questionnaire that will include questions about their child.

6.3.1 Topics covered

- Family Context
- Education, Schooling & Childcare
- Child & Family Activities
- Parenting Activities
- Child Health
- Parent's Health
- Employment, Income & Education
- Housing and Local Area

- Other Matters
- Self-completion (CASI)
- Contact information

6.3.2 Length

We anticipate that the main respondent questionnaire will take approximately one hour.

6.3.3 Script

The main respondent questionnaire is in scripts 'MCNCPARA' (Family Context through to Parent's Health), 'MCNCPARB' (Employment, Income and Education only), and 'MCNCPARC' (Housing and Local Area through to Contact Information).

6.4 Partner interview

This is a shorter CAPI and CASI questionnaire to be completed by the child's other resident parent, usually their father or father-figure.

6.4.1 Topics covered

- Family context
- Education and schooling
- Parenting Activities
- Parent's Health
- Employment, Income & Education
- Other Matters
- Self-completion (CASI)
- Contact information

6.4.2 Length

We anticipate that the partner questionnaire will take approximately 25 minutes.

6.4.3 Script

The partner respondent questionnaire is in scripts 'MCNCPARA' (Family Context through to Parent's Health), 'MCNCPARB' (Employment, Income and Education only) and 'MCNCPARC' (Other Matters through to Contact Information).

6.5 Proxy partner interview

This interview is rarely needed. It is a very short interview to be completed about the partner by the main respondent if the partner is **away for the entire fieldwork period** or **incapable of completing an interview** themselves.

There are questions in the household questionnaire which determine whether or not a proxy partner interview should be done. If you are instructed to complete a proxy partner interview, the questions will be asked at the end of the main interview.

YOU MUST NOT COMPLETE A PROXY PARTNER INTERVIEW UNLESS ASKED TO DO SO IN THE CAPI.

6.5.1 Topics covered

- Family context
- Parent's health
- Employment, Income and Education

6.5.2 Length

We anticipate that the proxy partner questionnaire will take approximately 6 minutes.

6.5.3 Script

The proxy partner script follows the main partner interview and is in 'MCNCPROX'.

6.6 The calendar

During the course of the interview, the main and partner respondents will be asked to recall the dates for events relating to relationships and jobs. You will find that you are asked to record details of the current, or most recent event and subsequently **work backwards** to record those for earlier events in sequence. CAPI will work back until the date of the last interview - this may be longer than four years ago, e.g. if the person has not been interviewed since CNC3 (2006).

For respondents, recalling events (backwards or forwards) may not always be straightforward. To assist you we have provided a calendar that may be used to help recall dates and the sequence of events. Many recent surveys have demonstrated that showing a calendar to respondents can help them map out their time more quickly and accurately, before you actually enter the information into the CAPI program.

You and/or the respondent can use the calendar as you wish. Feel free to note down events such as birthdays, marriages, names, addresses, jobs etc. if they are helpful. Please do **NOT** write on the calendar.

NB please take time and care to ensure you get the dates right, as CAPI will loop to close the gaps in dates, and will continue to loop the questions until the date sequences are complete. This occurs in the Family Context section (for relationship histories) and the Employment, Income & Education section (for economic activity histories). Note also that in order to close the gaps, it is necessary for the month and year to be exactly the same e.g. if one situation ended in January 2012 and another started in February 2012 CAPI will ask what happened in between. If there was no gap, **both situations need to start/end in the same month and year.**

6.7 Detailed information on content of main, partner and proxy partner interviews

6.7.1 Family context

This module covers a variety of contextual information about the child's family. The questions asked will be different in different family situations and will also differ depending on whether the information is already known e.g. from feed forward data or from the household questionnaire. It is asked to both main and partner respondents, though partners are asked fewer questions.

The topics included (and when they are asked) are as follows:

- Legal marital status – will always be asked to all main and partner respondents.
- Languages spoken at home – these questions are only asked if a language other than English was spoken at the previous interview or the main and/or partner respondents have changed since the previous interview. The questions are slightly different in Wales.
- Ethnic group of main respondent and partner – these questions are only asked if the ethnic group is not known from the previous interview (including for new main/partner respondents). Main respondents are asked to give the ethnic group of their partner (in case the partner interview is not completed). Child's ethnic group is not asked as this is known for almost all children.
- Twins/triplets – these questions are asked, to main respondents only, of every same-sex twin and triplet pair, in order to establish whether or not they are identical twins/triplets. They will not be asked if this is already known from a previous interview.
- Reason for relationship breakdown – this question is asked, to main respondents only, where their spouse/partner has left the household (and not died) since the last interview. **This question may be sensitive, especially if the cohort child or new partner is in the room.**
- Non-resident parents – these questions are asked, to main respondents only, about any non-resident parents. They may be asked more than once about different non-resident parents. They are asked to any lone natural parents and any natural parents living with someone other than the child's other natural parent. They may also be asked about step-parents who have left the household since the last interview. Foster parents are also asked these questions about the child's non-resident natural parents. **Be aware that these questions may be sensitive, particularly if the child is in the room.**
- Foster parents - these questions are asked to main respondents who are foster parents (and the child has been fostered since the last interview) and ask why the child has been fostered and how long the child has been/is expected to be living with foster parents.
- Own parents – these questions are asked, to both main and partner respondents, about their own natural or adoptive parents (if they are not living in the household and if it is not known from previous data that their parent has died).
- Childhood circumstances – new main and partner respondents will be asked about their family circumstances during their own childhood e.g. whether their parents divorced or separated.

- Country of birth and migration to UK – new main and partner respondents will be asked about their country of birth and, if not born in the UK, when they first came to the UK to live.
- Residence/relationship history – the aim of these questions is to collect a record of which parents the child has been living with since the last interview, and the dates of any transitions, and are asked to main respondents only. The calendar may be helpful for these questions particularly if there have been multiple changes of family circumstances. **This question may be sensitive, especially if the cohort child or new partner is in the room.**

The table below provides guidance on particular questions.

Question name	Notes on question
FCIN	Legal marital status This may be different to 'de-facto' living arrangements and/or relationships reported in the household grid e.g. lone parents or respondents with cohabiting partners, may be married to someone living outside the household. There are separate codes for Civil Partnerships between same-sex couples.
ETHE/ETHW/ETHS/ETHN PTHE/PTHW/PTHS/PTHN	Ethnic group The questions use the most up-to-date version of the standard ethnic group question i.e. those used at the most recent (2011) Census. There are different questions in each country.
COPA/SEOF/STAY	Non-resident parents The questions are about whether the non-resident parent has any contact with the child (this can include infrequent and remote contact e.g. by phone or email), how often they see the child and how often the child stays overnight with them. These questions should not be asked if it is known, either from a previous interview or in the household questionnaire, that the non-resident parent has died. In the unlikely event that this does happen, you can code that this person has died (at COPA). The details of the non-resident parent (sex, dob and relationship to parent/child) that is being referred to are also given on screen at COPA.
COMA/PAYK	Non-resident parents The questions are about financial support from non-resident parents: maintenance payments received and ad-hoc payments for particular things or any payments in kind. These are not asked to foster parents.
NRQR	Non-resident parents The questions are the child's relationship with their non-resident parent. This is the main respondent's perception of their relationship. This is not asked to foster parents.
MUAL/MUAG/MUOL DAAL/DAAG/DAOL	Own parents For any parents (of the main/partner respondent) who are alive, current age will be asked (if not known from a previous interview). For any parents who are not alive, age at death will be asked. There may be some cases where it is known from a previous interview that parent has died but age at death is not known. Age at death will be asked. If respondent disputes that their parent has died, enter age at death as 120 to indicate this.

RCPL/RSIN	Relationship history If the child is living with the same two parents, or same lone parent, as at the last interview these questions will check whether they have been in this situation continuously since the last interview. Temporary separations/changes of residence e.g. parent working away from home, periods when parent/child are in hospital should be ignored.
RELY/RELM REPY/REPM	Relationship history If the situation at current and previous interviews are the same but the child has not been in this situation continuously, these questions will ask when the situation at the current interview started (year/month) and when the situation at the last interview ended (year/month).
RESY/RESM REEY/REEM	Relationship history If the situation at current and previous interviews is different (as reported in household grid), these questions will ask when the situation at the current interview started (year/month) and when the situation at the last interview ended (year/month).
RHIS	Relationship history If there is a gap in the dates reported in the previous questions i.e. between changes in family circumstances, this question will summarise the changes that have been reported so far i.e. situation at the last interview and when it ended and current situation and when it started and give dates of this gap. Further questions will be asked to establish the child's living situation during this gap.
RFAM/RPRY/RPRM	Relationship history These questions ask about the living situation prior to the current situation i.e. whether child was living in a lone parent or two parent family, when that situation started (month/year) and who those parents were (parents living in household will be listed). They will be repeated until any gap is closed. Note that in order to close a gap, the month and year must exactly match i.e. if enter one situation starting in one month e.g. Jan and another situation starting the next month e.g. Feb, CAPI will treat this as the gap not being closed so will ask what happened in between. Note also that if respondents can't recall the exact month, you can enter the season (as stated on the CAPI help screen). If the child was living with a parent who is not listed i.e. not in the household, you can code that they were living with someone not in the household. If the child has spent time in care and respondent does not know their living arrangements, you should code that they were living in a lone-parent household with someone not in the household.

6.7.2 Education, schooling and childcare

This module covers the child's current school and education and also the move to secondary school next academic year and some questions on childcare. The current school details include checking what school year they are in, whether they are at the same school as the last interview and if not, reasons for changing school and the details of the new primary (or junior) school including: name and full address, LEA & date started; whether fees have to be

paid and whether it is a single-sex or faith school. In Wales, Scotland and Northern Ireland the language and proportion of time the child is taught in that language is asked.

For the current school, information is collected on how the child feels about school and their teacher; school exclusions and occurrence and reasons for absences from school. Whether the child has Special Educational Needs (SEN) and what the conditions are and any help or support at school.

Parents are asked what they would like their children to do after age 16 and how likely it is they will attend university. They are also asked about attending parents evening. Questions on homework include hours, help and rules. Extra lessons for entrance to secondary school and also specific subjects are covered and whether they are paid for. Travel to school covers how the journey to and from school is made, time taken one way and who the child travels with.

The next section covers childcare. Firstly breakfast and after school clubs are asked about, whether attends and number of days. Next other non-school related childcare is asked about, weekdays - who provides care and hours for each person; weekends – who provides care only.

The final section covers the move to secondary school: whether the child will be moving to secondary school and if not, why not; If school known: the details of the school (name, address & LEA); type of school: whether fee paying, single sex or mixed, faith; whether school was first choice or whether requested a particular school (in Scotland). If school is not known yet: details of school (name, address & LEA) are collected. Reasons for choosing a secondary school (or requesting one in Scotland) are asked and whether any steps taken to improve the chances of getting into a particular school. The total number and types of schools applied to are also covered. The section ends by asking how much the child is looking forward to going to secondary school and how easy or difficult they will find the move.

This module is repeated for each cohort child if there are twins or triplets.

Most questions are asked of the main respondents only. The partner is also asked the questions about post 16 and university.

The table below provides guidance on particular questions.

Question name	Notes on question
GENERAL	Some questions ask about 'this school year'. This refers to the academic year 2011/2012 (or 2012/13 for interviews taking place in Autumn 2012 in Scotland and Northern Ireland). If you are interviewing children who were in Year 6/Primary 7 in 2011/12 after the end of the school year i.e. in Summer 2012, these questions refer to the previous school year.
SAMS	<p>Most children will be in their last year of primary or junior school – this is Year 6 in England and Wales or Primary 7 in Scotland and Northern Ireland.</p> <p>Since the last interview, children may have moved from infants to junior school or from first to middle school. In the latter case they will not be moving to secondary school until they are age 13/14. If the child attends a fee paying school they may be in their last year of junior schooling but if at a 'prep' school they may not be moving to senior school until age 13/14.</p> <p>If the child has already moved to secondary or senior school, SAMS should be coded 6 and the details of the secondary or senior school are collected later.</p>
SCNM-INCON	<p>The name and address of the primary or junior school given at a previous interview are fed forward and if the cohort child is NOT going to the same school as at the last interview OR the school details are incorrect or have changed, CAPI asks you to collect the name and address of the primary or junior school currently attended. There is a school-name look-up table provided in CAPI to ensure accurate collection of school name and address, particularly where the respondent only knows partial details. You are asked to enter the following details of the school (if known):</p> <ul style="list-style-type: none"> • Name • Town • Postcode • Local Education Authority or Education Board (Northern Ireland) <p>CAPI will search for the school and it will display a list of possible matches for you to choose from. If you can't find the correct school, select 'none of these'. You are then prompted to ask for and write in the full name and address of the school.</p> <p>An accurate name and address is needed for the Teacher Survey (taking place in England and Wales), and it is crucial in providing good quality data on schools which is a key part of the requirements for CNC5.</p>
ASMI	<p>In England the participation in education age is changing to 18 by 2015. This does not mean that children have to stay in school but they can choose one of the following options:</p> <p>Full-time education at school, college or home Work based learning, e.g. an Apprenticeship Part-time education or training with a job.</p> <p>This change is not happening in Wales, Scotland or Northern Ireland.</p>
TSUS-NEXC	These questions on suspensions and exclusions from school refer to EVER, not just the current school or school year.

CSEN-SENX	<p>In England, Wales and Northern Ireland children may have certain conditions referred to as Special Educational Needs (SEN). In Scotland these are referred to as Additional Support Needs. The list of conditions is different in Scotland to the other three countries.</p> <p>Children with SEN in England, Wales and Northern Ireland may have a statement of SEN which is a formal document detailing a child's learning difficulties and the help that will be given. In Scotland this is called a Coordinated Support Plan.</p>
HLPC	<p>This question asks how often anyone at home helps the child with homework. If a child does not get any help with homework because this is not needed, you should code 4 – Never or almost never</p>
ENEX	<p>Entrance exams for secondary school include taking the 11+ exam to enter grammar schools and any entrance exams sat for selective state or fee paying secondary schools.</p> <p>They are usually sat in the Autumn term.</p> <p>They do not include SATS tests.</p>
EVBC-EVAS	<p>Out of school, breakfast and homework clubs (held before or after school) these can be attended for childcare or for any other reason such as for an activity or club.</p>
CCSW-CCWE	<p>These questions only ask about childcare given by the people on the list.</p> <p>They include overnight care.</p>
MVCK onwards	<p>This section asks about moving to secondary school, which most children will be doing in August/September 2012 (or August/September 2013). If the school is known details are collected about that school. If the school moving to is not known yet, then details are collected about the first choice school.</p> <p>As with primary schools CAPI asks you to collect the name and address of the secondary school. There is a school-name look-up table provided in CAPI to ensure accurate collection of details. You are asked to enter the following details of the school (if known):</p> <ul style="list-style-type: none"> • Name • Town • Postcode • Local Education Authority or Education Board (Northern Ireland) <p>CAPI will search for the school and it will display a list of possible matches for you to choose from. If you can't find the correct school, select 'none of these'. You are then prompted to ask for and write in the full name and address of the school.</p> <p>Most parents will make an application to secondary school in the Autumn of their children's final year at primary school and will find out which school they will be going to in March of the following year.</p>

FCHO-REPQ	In England, Wales and Northern Ireland, parents can choose more than one secondary school to apply to. In Scotland, children are allocated a secondary school based on locality, but parents can request a place at a particular school.
TYSC/TYSO	There are different secondary school lists for England and Wales, Scotland and Northern Ireland. At the start of the 2011/2012 academic year a number of state schools in England became Academies: independently managed schools receiving funding directly from central, government rather than the local authority; or Free schools: non-profit making, independently managed state new schools.

6.7.3 Child and family activities and child's behaviour

This module covers activities that the child does. It is repeated for each cohort child if there are twins or triplets. It is asked of the main respondent only.

The topics covered include:

- Activities in last 12 months - holidays, libraries, religious services or classes
- Playing musical instruments and paid lessons
- Out-of-school lesson clubs, classes and activities involving physical activity
- Cycling, use and formal training
- Independent travel round the local area by foot, bike and public transport
- Unsupervised time with friends on school days and at the weekends. If not done, reasons why not
- TV, computer, internet: use, ownership, rules about times allowed, content and access
- Mobile phone ownership and internet capability
- Bedtimes - regularity and time
- Chores - frequency
- Caring - whether the child cares for elderly sick or disabled relatives
- Grandparents - frequency sees.

NOTE: Activities that are asked about over the past 12 months – these may be seasonal and we recognise that their frequency may depend on the time of year the interview is being conducted.

6.7.4 Parenting activities

This short module covers some activities that parents may do with their children. It is asked to both main and partner respondents and is repeated for each cohort child if there are twins or triplets.

The topics covered are:

- How often they do physical activities and indoor games with the child.
- How often they talk to the child about things that are important to them.
- Partners only are asked how often they look after the child on their own.

6.7.5 Child health

This section covers various aspects of the child's health. It is asked of the main respondent only. It is repeated for each cohort child if there are twins or triplets.

Some conditions are asked about 'ever', some in the past 12 months and others are only asked if they have not been reported at a previous interview.

Topics include:

- *General health*
- *Long standing conditions* including type; whether reduces ability to carry out day-to-day activities and length of limiting condition.
- *Eyesight problems* – type; one or both eyes; age first suspected; whether still has it; treatment and whether registered as poor vision.
- *Hearing problems* – type; one or both ears; age first suspected; whether still has it and treatment;
- *Teeth and speech* – whether been to a dentist in the past 12 months; frequency brushes teeth; pain or discomfort in the past 12 months and whether has problems with speech.
- *Dryness at night*
- *Wheezing* - whether ever had; in past 12 months: occurrences; frequency sleep disturbed; whether speech limited; wheezing during or after exercise.
- *Asthma* – whether ever had; whether had dry coughs in the past 12 months at night.
- *Eczema and hayfever* – ever had.
- Conditions asked if not reported at a previous interview: Measles, Chickenpox, Tuberculosis, Whooping cough, ADHD (Attention Deficit Hyperactivity Disorder), Autism. Note that for ADHD and Autism, the questions ask about doctor diagnosis.
- *Accidents* – number since previous interview. Details of the one or most severe accident - type and whether went to hospital;
- Number of other hospital admissions since last interview.

- *Medicines* – Name of up to 6 medicines the child takes regularly – prescribed by a doctor or hospital and taken every day for two weeks or more.
- *Food and drink* – days child eats breakfast per week; whether child has lunch at school; whether it is paid for or provided free and whether child is eligible for free school meals (note these questions are here rather than in the module on schooling) Frequency child has sweetened and artificially sweetened drinks. Number of portions of fruit child has per day. Variety of foods child eats and their appetite.

6.7.6 Parent's health

This module asks both main and partner respondents about their health.

It covers:

- General health and long standing illnesses and conditions including type; whether it reduces their ability to carry out day-to-day activities and length of limiting condition.
- Height is asked if it is not known from a previous interview.
- Weight is asked if the respondent is not pregnant (as it would include the baby's weight too).
- Current smoking behaviour is covered and previous regular smoking is asked if the respondent does not smoke now and has never reported regularly smoking at a previous interview.
- Respondents are asked how often they do any sport or physical activity.

6.7.7 Employment, income & education

This module is asked to both main and partner respondents and is comprised of six key parts.

The first part of the module is primarily focused on the respondent's current economic activity status. If the respondent is working (either in as an employee or self-employed) then full details about their job will be collected including the type of occupation and working hours. If the respondent is not working then information will be collected about why they are not working and whether they are looking for a job. If the respondent is not doing the same job (or other activity) as they were doing when previously interviewed they will be asked when they stopped doing their previous job (or other activity) and when they started doing their current job (or other activity). This is asked to both main and partner respondents.

The second part of the module collects information about earnings from employment (from main job, second jobs and any casual employment). The third part of the module collects information about all other sources of income (benefits, maintenance payments, rent from boarders etc). At the end of this part of the module respondents are asked to provide a banded total of all income that they (and their partner) receive.

The main respondent is asked about the earnings of the partner (so we have some information on this if he/she is not interviewed). For benefits, the main respondent is asked which benefits both respondent and partner are in receipt of – and then asked amounts for any benefits received solely in their name or jointly with their partner. The partner is only asked about benefits received solely in their name (or jointly with someone other than their partner which will be rare). If the respondent is unsure of amounts, CAPI provides the amount and typical period for most benefits. For instance, for jobseeker's allowance, it will show that the amount is £68 (£106 per couple) and is typically paid fortnightly. The banded

total income is asked to both main respondent and partner (as we know that partners are often able to report this more accurately but we need to ask it to the main in case the partner is not interviewed).

The fourth part of the module asks about savings and investments, debts and financial hardship. This is asked to main respondents only.

The fifth part of the module asks about education and qualifications. This is asked to both main and partner respondents.

The final part of the module asks those with a gap between starting their current job (or other activity) and finishing the job (or other activity) what they were doing at the time of their previous interview for a full economic activity history. This is asked to both main and partner respondents.

Please remember that the definitions used for this study may be different from those you use on other studies. Please read this section thoroughly and always check these instructions if unsure.

Be aware that financial questions can be sensitive and can cause friction e.g. if one partner is reluctant for the other to divulge financial information. **Note that it is okay for respondents to help each other to answer these questions e.g. if the partner knows more about family finances than the main respondent.**

In the table below you will find guidance which will help you if you are unsure how particular questions should be answered.

Question name	Notes on question
WKWK – LWKM	The first set of questions seek to establish whether the respondent currently has any kind of job.
JBAW	<p>This question asks those who have not done any paid work in the last seven days whether they have a job that they were away from last week.</p> <p>A job is defined as follows:</p> <p>‘A period of paid work with an employer or period of continuous self-employment’.</p> <p>It also includes:</p> <p>Periods of time employed by one or more agencies to work temporarily for other organisations (i.e. as an agency temp), irrespective of how many of these organisations are worked for.</p> <p>For those on breaks, on contract, in seasonal work etc you should only code ‘Yes’ if there is a definite job for the respondent to go back to.</p> <p>If they are waiting to start a job code ‘No’.</p>
CHJB-STJM	These questions are asked of those who are currently working and were also working at the time of the last interview. The questions seek to establish whether the respondent is still doing the same job and if not when they stopped doing their previous job.

CHJB	<p>The CAPI will feed-forward the respondent's job title from the last interview and you will ask the respondent whether they are still doing the same job.</p> <p>Please note that respondents may have changed their job title but still be defined as doing the same job.</p> <p>Respondents should be recorded as doing the same job if:</p> <ul style="list-style-type: none"> • They are still working for the same employer - irrespective of how much the job changed EXCEPT in some circumstances for civil servants, teachers and NHS employees (see below) • They are still self-employed, free-lancing or doing consultancy work, irrespective of changes in the nature of work done or how many contracts worked on. (E.g. if a self-employed plumber is now a self-employed carpenter this should not be recorded as a change of job). The change in the nature of the work done will be collected later. • They are still agency temping irrespective of how many individual placements this covered, or how many agencies worked for.
	<p>The following circumstances should be recorded as a change of job:</p> <ul style="list-style-type: none"> • Any change of employer other than the take-over of a firm. • Becoming self-employed, if currently an employee. • Becoming an employee, if currently self-employed. • Changes of government departments for civil servants. • Changes of school for teachers. • Changes of hospital for NHS or NHS trust employees.
ESMI	<p>This question is asked of those cases who were working at the time of their last interview but where it was not established whether they were working for an employer or were self-employed.</p> <p>A self-employed person is someone working on his or her own account who does not receive a wage or salary from an employer. The sole or part owner of a business, or someone in private practice by himself or in partnership, is self-employed. But the working directors of private or public companies who draw salaries from these companies are classified as employees, even though they have a shareholding in the company.</p> <p>If in doubt about whether someone is self-employed, obtain information on tax and National Insurance status. People not on PAYE/Schedule E and paying their own National Insurance stamps should be counted as self-employed, even if they work for a company e.g. a self-employed taxi driver.</p> <p>Temps working for an agency are employees.</p>

CHEM / CONJ	<p>These questions establish whether the respondent is still working for the same employer as they were previously, or still self-employed if they were previously, and whether this has been continuously the case since they were last interviewed.</p> <p>See notes at CHJB re: changes of employer.</p>
STJY / STJM	<p>These questions collect the year and month in which respondents stopped doing the job they were doing when previously interviewed.</p> <p>The date of the end of a job is the date last worked, even if the individual continued to get pay such as severance or holiday pay.</p>
JBCK / JBTI	<p>If the respondent reports that they are still doing the same job as they were previously then their previous job title is fed forward and you simply need to check whether this is still correct. Otherwise you will collect job titles afresh.</p> <p>It is very important that you obtain as much information as possible here as it is used to code SOC and SIC.</p>
	<p>Try to record specific job titles, and avoid vague, generic descriptions such as:</p> <ul style="list-style-type: none"> • 'clerk' – could be filing clerk, bank clerk, etc. • 'teacher' – enter whether primary or secondary, and any additional information such as a special needs teacher. • 'civil servant' – can include any one in a central government post from a cleaner or filing clerk to an Assistant Secretary or Department Head. • 'engineer' many different types of skill and levels of responsibility (from repairmen with minimal training to highly qualified professionals). We need to know the kind of engineer - electrical, civil, heating etc. <p>For the police, merchant navy, armed services etc, rank is always required. For civil servants, class and grade are always required (eg clerical officer, higher executive officer, principal research officer).</p>

JBDO	<p>This question gives us additional material which is especially helpful where the job title alone is not sufficient to code the Cohort Member's occupation. Probe for full description of job responsibilities, necessary qualifications, and special machinery or equipment used.</p> <p>Always get a clear description of what the person concerned actually does in his or her job, however precise the job title you obtain.</p> <p>To be able to classify manufacturing and construction jobs we need to know what materials are used. For example, to classify a boat-builder we need to know whether the boats are constructed from wood, metal or fibre glass. For these types of occupation <u>always probe</u> with:</p> <p style="text-align: center;"><i>What materials do you make things with?</i></p> <p>Machinery or special materials must be of a specialised nature, not just everyday office equipment, for example:</p> <p><i>Include</i> telephone switchboards, printing machinery, office computer networks, data bases and other computer skills; <i>Exclude</i> telephones, ordinary office photocopiers.</p> <p>If in doubt, record qualifications which would be needed by somebody starting the job now, even if the respondent does not have those qualifications. Obtain details of the necessary qualifications as precisely as possible, eg public service vehicle driving licence (PSV), Higher National Certificate (HNC) in mechanical engineering, completed trade apprenticeship etc. Experience can count as a qualification, but probe for length of experience.</p>
SUPV	<p>This means responsibility for decisions that determine the work of other employees in some way or other.</p> <p>The question on responsibility for supervising the work of others should always be asked, even if the answer seems likely to be "no".</p>
EMPT	<p>'Private firm/company/PLC' means an organisation in private ownership, either incorporated under the Company's Act (eg: XYZ Ltd or ABC Plc), or otherwise privately owned, such as a solicitors' partnership or a family business, such as a farm or shop. Include private companies supplying services to public organisations, such as cleaning and catering for local councils or NHS hospitals. Private schools or hospitals should be included (but not NHS Trusts).</p> <p>Examples of public corporations or nationalised industries include the BBC, the Royal Mail and Network Rail.</p> <p>Companies Limited by guarantee should be coded as 'Companies' and not Charities/Trusts.</p>

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EMPN	<p>This question asks about the number of employees at the place the respondent works. This means the establishment the respondent works in - either a building, or a site at the same address. A department is not an establishment unless it is a separate branch that has an address of its own, for example a bank or Post Office branch, a shop, a school, an area office, etc.</p>
WKHR	<p>DO NOT INCLUDE MEAL BREAKS</p> <p><i>If the work pattern is not based on a week,</i> get an average over the last four weeks.</p> <p><i>If the respondent has been off sick for a long period,</i> take the usual hours worked before going sick.</p> <p><i>If a person has recently started a new job,</i> record the hours the respondent expects to be working in the future.</p> <p><i>Apprentices, trainees and other people in vocational training:</i> exclude any time spent in college or other special training centres outside their workplace.</p> <p><i>Respondents working on-call:</i> If someone states at the hours questions that they usually work 24 hours a day because they are 'on-call', the average number of hours actually worked should be probed for. Identify how many hours were actually worked in the last four weeks and average these out to give a weekly total for usual hours. For example, if a respondent was on-call all night, but was only called out to work for two hours, the actual working hours for this night would be two hours.</p>
	<p><i>Self-employed people</i> often find it difficult to give precise figures. If necessary, encourage them to work things through on a daily basis and get as accurate a figure as possible. It is important that we have information about their hours worked to compare these with the hours worked by employees.</p>
NUMU	<p>Unpaid overtime</p> <p><i>Include</i> unpaid overtime hours only: unpaid hours worked at home (e.g. teachers preparing lessons) as well as unpaid hours worked at the workplace.</p>
NUMP	<p>Paid Overtime</p> <p>When an employee works on some kind of flexitime system, paid overtime should be registered only if no compensatory time off is taken.</p> <p>When overtime is worked on a seasonal or irregular basis and the respondent has difficulty in providing a 'usual' figure, take the average over the last four weeks.</p>

	Include hours worked at home if paid.
EVEW-NGTW	These questions are about regularity of working in the evening and at night. You should record how regularly the respondent does any work during these times – so e.g. if the respondent's usual working day is 9 a.m. till 6:30 p.m. you should record that they work between 6 pm and 10 pm every day.
TRAV	Please record average journey time if the respondent's journey time varies.
SRTY / SRTM	These questions are asked of those who are currently in paid work but were not working at the time of last interview. You need to record the date that the activity they were doing at the time of the last interview ceased to be their 'main activity'.
NWRK	<p>This question collects the current economic activity status of those not currently working.</p> <p>Looking after the family should be coded if this is the person's <u>exclusive</u> activity. More than one person in a household can be looking after the family. This code applies if this is a person's usual main status, even if they are currently sick, on holiday, etc.</p> <p>Out of work and looking for a job should be coded if a person is out of work but <u>actively seeking work</u> – e.g. registered at a government Employment Office, Jobcentre or Careers Office, or at a private Employment Agency (but not working), answering advertisements, advertising for jobs, etc.</p> <p>Treat someone as unemployed rather than 'looking after the family' provided they satisfy the conditions above.</p> <p>Anyone who is unemployed but does not want to work should not be treated as unemployed: try to fit their status to the list, but otherwise code as 'Not in paid work for other reason'.</p>
NSTY / NSTM	<p>Record the date when current non-working activity became the respondent's 'main activity'.</p> <p>The start date of a period of unemployment is the date when the individual stopped doing anything else and became ready and available to take up work if offered. This may be before they formally registered as being unemployed.</p>
NOTW / NOTM	Record the date when the non-working activity that the respondent was doing at the time of the last interview ceased to be their 'main activity'.
ESMG	See guidance at ESMI above.
LJBY / LJBM	<p>Record the date when the respondent either stopped working for their previous employer or stopped being self-employed.</p> <p>For employees include:</p> <ul style="list-style-type: none"> • Any change of employer (excluding takeovers). • Becoming self-employed. • Changes of government departments for civil servants. • Changes of school for teachers. • Changes of hospital for NHS or NHS trust employees.

PAYS	The respondent will be asked about their gross and net pay. If possible you should encourage them to refer to a payslip.
GROA / GROB / GAWB – GAOB	<p>Gross pay is collected over two questions which cover the amount received and then the period covered by that amount.</p> <p>If the respondent is unable or unwilling to report the amount they are paid at GROB you should attempt to collect the period over which they could provide their best estimate. They will then be routed into a set of ‘unfolding brackets’ which will ask the respondent whether they are paid more than or less than particular amounts in the period recorded at GROB. If no period is recorded at GROB respondents will be asked whether they receive more than or less than particular amounts each month.</p>
NETA – SJOB	Net pay, usual net pay and income from second jobs are collected in the same way as gross pay.
BENT	<p>Make sure respondents read out the full name of the payment from the showcards to avoid the possibility of recording the answers incorrectly.</p> <p>If there is a partner in the household then the ‘main’ respondent should report all benefits received either by themselves or by their partners (either in their own name or jointly with someone else).</p> <p>When conducting a partner interview the respondent should only report benefits that they themselves receive (either in their own name or jointly with someone else).</p> <p>If the respondent reports that they receive some ‘other’ benefit a second question will be triggered which will include a help-screen which provides a list of all benefits and how they should be classified.</p> <p>It is very unlikely that respondents will be receiving any benefits which are not listed on the help screen.</p>
SIBE PEBE TCBE FABE HOBE	Make sure the respondent reads out the full name of the payment from the showcard to avoid the possibility of answers being recorded incorrectly.
PAWH	<p>If the respondent receives a benefit jointly with someone other than their partner code ‘Respondent only’.</p> <p>If in a main interview the respondent’s partner receives a benefit jointly with someone other than the respondent code ‘Partner only’.</p>
BENA – BENP	<p>As with earnings from employment, income from benefits is collected via two questions, the first recording the amount of the last payment received and the second recording the period covered by that payment.</p> <p>Main respondents will be asked about benefits received either independently or jointly with their partner.</p> <p>If a main respondent receives a benefit jointly with their partner you</p>

	<p>should record the total amount received by both of them.</p> <p>If a respondent and their partner both independently receive a benefit you should only record the amount that they personally receive.</p> <p>Partner respondents will only be asked about benefits that they receive independently.</p> <p>For the most commonly received benefits there are help screens which provide advice about the typical value of payments and how regularly they are paid.</p> <p>If a respondent cannot report how much they receive in one particular benefit because they receive it with another benefit then you can enter the total amount received.</p> <p>When recording the amount received in that other benefit enter 0 to avoid double-counting.</p>
NTCO / NTLP	<p>These questions ask main respondents to report their overall total household income. There are two versions of the question – one for those with a partner and one for lone parents.</p> <p>The amount reported should include ALL take-home pay from employment, all benefits and all other sources of income. Respondents should include council tax benefit and housing benefit – even if these are paid directly to their landlord.</p>
SAVI / INVT	<p>If the respondent only has a bank account and their account is overdrawn code '0'. When totalling amounts held in different accounts/investments treat negative amounts as '0' – e.g. if a respondent has a savings account with £1,000 but their current account is overdrawn by £1,000 then their total savings should be recorded as £1,000.</p>

JHIS	<p>The economic activity history will be triggered if there was any gap between the date which the respondent stopped doing the activity they were doing at the time of the last interview and the date which they started doing the activity they are currently doing.</p> <p>The respondent is reminded what they were doing at time of the last interview, and the year/month when this ceased being their 'main activity'. Respondents are then asked about each subsequent change in activity until the gap between stopping the activity from last interview and starting current activity has been closed.</p> <p>All job changes (see guidance at CHJB) and all changes between non-working activities should be recorded.</p> <p>For guidance on whether to code 'working for a different employer' or 'working for myself (self-employed)' see notes at ESMI.</p> <p>For guidance on non-working statuses see notes at NWRK.</p> <p>Please note that you need to enter ensure that there are no 'gaps'. If one job was finished at the end of January 2011 and the next job started at the beginning of February 2011 then CAPI will consider this to be a gap and will ask about the period between January and February. If the respondent moved straight from the 1st job to the 2nd job then to close this gap would need to amend your coding and record that the second job began in January 2011 (i.e. the same month that the previous job ended). However, if the respondent did not move straight from the 1st job to the 2nd job you should collect details about what they were doing in between.</p>
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6.7.8 Housing and local area

This module is asked to main respondents only and collects information about moving home, the child's current housing situation, housing expenditure and equity and views about the local area.

Although unusual, it is possible that the cohort child will have a different housing history from their parents. For example, if they spent some time in foster care or if one parent left the child's household for a period of time. At the start the household questionnaire, you are asked to code whether or not you are interviewing at the same address as last time (the address at last interview is provided on screen and on the Sample Information Sheet). If the child is living at a different address, you are prompted to ask in the household questionnaire whether or not the parents and child moved together. These questions are used in the routing of the housing history questions in this section. If the parent did not move with the child, fewer questions are asked about housing history for the main respondent.

Guidance about particular questions is provided below:

Question name	Notes on question
ROOW	Shared equity is when a person pays both a mortgage and rent on their property. The property is usually provided by a council or Housing Association (HA), and is owned jointly by the equity sharer and the council or Housing Association. Equity sharers take out a

	mortgage or loan in order to buy their share (usually 25%, 50%, or 75%) of the property. They continue to pay rent to the council or HA for the share of the property which the council or HA still owns. After a period of time, equity sharers have the option of buying a greater share of the property. If they buy 100%, the equity sharer becomes an owner-occupier in the normal way and no longer pays any rent.
RENT	<p>This question is asked of all renters. Those paying part-rent / part-mortgage should only report the rent component of their housing costs here.</p> <p>If water charges or any other services are paid with the respondent's rent they should be included here.</p> <p>Rent rebates should be deducted.</p> <p>'Unfolding brackets' are triggered for those who are unable or unwilling to report their rent. If a respondent cannot provide an amount you should attempt to collect the period over which they typically pay their rent so that they are routed into the appropriate set of unfolding brackets.</p>
HVAL	Record the respondent's estimate of the value of their home – you do not need to take into account how much equity they have in the property at this question. The amount of mortgage outstanding is recorded at MOPA.
MMOP	<p>If the respondent has multiple mortgages or loans on this property then record the total monthly payment on all mortgages.</p> <p>Include life insurance payments if these are paid with the mortgage.</p> <p>If an endowment mortgage include both premiums and interest.</p>
PETH	Allow the respondent to decide whether they consider any animals that they own to be pets.

6.7.9 Other matters

This module is asked to both main and partner respondents.

- Voting and Olympics Main and partner respondents are asked whether they managed to vote in the 2010 general election. It then asks main respondents whether the London 2012 Olympics and Paralympics have encouraged the child to take part in more sport.
- Religion - If not reported at a previous interview, both respondents are asked their religion or denomination. There are separate questions for all 4 countries of the UK. In Northern Ireland there is an additional question on religion brought up in.
- Reading - both respondents are asked whether they read in their spare time. Main respondents are asked how many books are in the home.
- Time with cohort child - the module ends by asking both main and partners about the time they have with the cohort child and reasons if they feel it is not enough.

6.7.10 Self-completion

This module is completed by the main and partner respondents themselves. Questions about the child are repeated for each child in the case of twins and triplets.

The self-completion can be completed by the interviewer if there are problems with sight, reading or other health problems or disabilities. It can also be translated by the interviewer or someone else due to language problems. In these cases some (particularly sensitive questions about the respondent) will be skipped. If you are reading out the questions, please ensure the respondent has some privacy – ask others to leave the room. This is also important in order that questions about other household members are not overheard. Although the CAPI will skip the most sensitive questions about the respondent themselves, questions about the cohort child and other household members will still be asked, including some sensitive questions e.g. puberty. If it is not possible to conduct the interview in private, there are some questions that should not be read out if the cohort child or their siblings are present – CAPI instructions will tell you. You might feel uncomfortable asking some of these questions, such as the ones on puberty, but just ask them matter of factly as most parents will be happy to answer.

Respondents will use the F2 key to go through the questionnaire. We have given red dot stickers to you so that you can place these on the F2 key to highlight it. To ensure respondents are comfortable with the CAPI machine, you may want to show them the screen asking how the module is being completed and ask the respondent to fill it in. This way you can check they are comfortable with the size of the text, entering codes, and pressing F2.

It's important to code correctly at the beginning as the most sensitive questions will be skipped if it is interviewer administered or translated.

If a respondent needs help after beginning the module, ensure you code at the end of the module that you helped the respondent.

The topics covered include:

- Child behaviour - the main respondent is asked about the child's behaviour over the past 6 months: the Strengths and Difficulties Questionnaire (SDQ).
- Discipline - the main respondent is then asked how often different methods of discipline are used.

NOTE: DIBN-DIRE these questions are not asked if the self-completion is interviewer administered or translated

- Relationship with child – both main and partner respondents are asked how close they are to the child and about battles of will.

NOTE: SCHC-CHWL these questions are not asked if the self-completion is interviewer administered or translated

- Attitudes to education – both the main and partner respondents are asked about attitudes to education.
- Puberty – the main respondent is asked about the body changes and pubertal development of the child. There are different puberty questions for boys and girls.

NOTE: PUIN-AGMN these questions will be asked if the self-completion is interviewer administered or translate. However, if cohort child or siblings are in the room they should not be asked. There will be an interviewer instruction on screen saying this.

- Discrimination – main respondents are asked whether their family have been treated unfairly due to race, ethnicity or religion in the past 12 months.
- Attitudes to anti-social behaviour – both main and partners are asked how wrong they think various anti-social activities are for a child of the cohort child's age.
- Materialism – main and partners are asked their attitude towards buying and owning things.
- Psychological health and depression - both respondents are asked about their mental health over the past 30 days. If respondents have not reported they have experienced depression at a previous interview, they are asked whether a doctor has ever suffered from depression or serious anxiety. If they have (currently or at a previous interview) current treatment is asked.

NOTE: PHDE-PHNE (psychological health) these questions are not asked if the self-completion is interviewer administered or translated

- Alcohol – main and partners are asked frequency of alcoholic drinks; number; over drinking, consequences and concerns.
- Relationship – main and partner respondents in a relationship are asked the quality of their relationship and use of force. Main respondents not in a residential relationship are asked whether they are in a relationship with someone outside household.

NOTE: these questions are not asked if the self-completion is interviewer administered or translated

- Life satisfaction – both main and partners are asked to rate their life satisfaction.

6.7.11 Contact information

This module is asked at the end of the interview for both main and partner respondents. It mainly collects/updates contact information. For productive families, contact information will be taken from the CAPI (rather than contact sheet/ipprogress) so it is vital that it is entered accurately and carefully.

It covers the following topics:

- Consent to data linkage – there is a reminder to collect consent for data linkage for both main and partner respondents. Whether or not consent is given is recorded in the 'Other Elements' section of CAPI.
- Mobile telephone numbers and email address
- Stable contact details
- Whether moving/planning to move in the near future and reminder to give the change of address card (main respondents only)

The table below gives guidance on particular questions.

Question name	Notes on question
ZPHN1/ZPHC1/ZPHA1	<p>Contact information – mobile number</p> <p>If a mobile phone number for the respondent is available in the feed forward data this will be presented and should be checked carefully with the respondent. If a mobile phone number is not available, it should be requested. Mobile phone numbers should usually begin with 07 and have 11 digits.</p>
ZPHN1/ZPHC2/ZPHA2	<p>Contact information – work number</p> <p>If the respondent is in work and a work phone number for the respondent is available in the feed forward data this will be presented and should be checked carefully with the respondent. If the respondent is in work and a work phone number is not available, it should be requested. Bear in mind that if the respondent may have changed jobs since the last interview, it is likely that their work number may have changed. Work numbers can be work mobile numbers as well as landline numbers. It is not possible to enter extension numbers which cannot be dialled directly. All telephone numbers should have 11 digits.</p>
ZEMM/ZEMM1/ZEMA1 ZEMAA1/ZEMA2/AEMA2O ZEMA4	<p>Contact information – email address</p> <p>If an email address is available in the feed forward data this will be presented and should be checked carefully with the respondent. If an email address is not available, it should be requested.</p> <p>For email addresses, it will first be necessary to code whether the email address is a personal, work or other email address. For all email addresses, the first part of the address (before @ sign) must be typed in first. It is important to check this carefully with the respondent, particularly which letters are upper or lower case. Do not enter the @ sign. The second part of the email address (after the @ sign) will then be collected. For personal or other email addresses, a list of common email addresses will be given. If the second part of the email address is not listed, 'other' can be coded and it will be written in. For work email addresses, the second part of the address is always written in. Again, carefully – particularly to ensure any full stops (.) are in the correct place.</p> <p>Bear in mind that if the respondent may have changed jobs since the last interview, it is likely that their work email address may have changed.</p> <p>The full email address will then be presented back on the CAPI screen. Please check this with the respondent. If it is incorrect, please go back and correct this.</p>
ZSTMC/ZSTCM etc	<p>Contact information – stable contacts</p> <p>Stable contacts are individuals who are likely to know where the respondent is if they move address and who the respondent is happy for us to contact to find out where they are if they move. We would like to collect/confirm a stable</p>

	<p>contact for both main and partner respondents. They should give different stable contacts – who live at different addresses - from each other. Stable contacts will usually be a close friend or family member. They are often the grandparents – or aunts/uncles – of the cohort child. One of the questions asks interviewers to prompt/remind the respondent to tell/remind the person that they have given us their contact details so they are not surprised if we get in touch. Some respondents may wish to give a contact at work and their work address as a stable contact. This is fine.</p> <p>For each stable contact, the following details are collected;</p> <ul style="list-style-type: none"> • Name • Address • Relationship to cohort child • Up to two phone numbers • Email address <p>The CAPI goes through each of these details in turn. Any information available from feed forward data will be presented for confirmation. If no feed forward information is available, it should be requested. We'd like as complete information as possible for stable contacts, so if possible collect any missing information e.g. additional phone numbers/email address.</p> <p>Respondents may often with the give the names of two people living at the same address as their stable contact e.g. the name of both of their own parents (child's grandparents). There is only space in CAPI to enter one person's name, so they should be encouraged to just give one name. If they insist on giving two names, they can be entered together in the name fields.</p> <p>As with the cohort family's details, this information needs to be checked and entered as carefully and accurately as possible. In particular, bear in mind that full names should be entered in the separate fields for title, first name, middle name(s) and surnames, relationship entered should be the relationship to the cohort child (not the respondent), full address should be collected, with different address lines entered separately and the postcode only at the question which asks for it (postcode checking software is used for stable addresses), phone numbers must be 11 digits and email addresses should be entered carefully.</p> <p>It is possible that some stable contacts may be non-UK addresses/phone numbers. Please make sure that the address is entered carefully, including country as well as town/city in the address lines and equivalent of postcode e.g. zip/area codes should be entered in postcode field. For telephone numbers, CAPI will ask whether the number is a non-UK (foreign) number. Please enter country codes as well as area/exchange codes for non-UK numbers (including non-UK mobile numbers). Take care when entering non-UK email addresses as the second part of the address may include a</p>
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	shortcode for the country.
MOVH/MOVC etc	<p>Contact information – future addresses</p> <p>Main respondents are asked whether the family is planning to move from the address in the next 12 months, and if so, what address they are moving to (if known). Any future addresses should be entered carefully, with postcode entered in the postcode field (postcode checking software will be used). If the family is moving abroad, their non-UK address should be entered (if known). They are also asked whether they will have a new home phone number (and if so, what this is). If it is a non-UK number, country code should be included. They are also asked when (month/year) they are planning to move to this address. This is used for address updating purposes only (the actual date they move will be asked at the next interview). If the respondent is unsure of their exact moving date, it is helpful to have an estimate of the month/year they currently expect to be moving. There is also an open question at which any other information about the move can be entered. Please record anything which may be useful for future tracing e.g. the area they are moving to (especially if the address is not yet known).</p> <p>Finally, all respondents – regardless of whether they are planning to move – should be given a change of address card. This can be sent back to CLS with their new address if they move.</p>

6.7.12 Proxy

This is a short module which asks the main respondent some key questions about their partner. The module will be completed in cases where the respondent's partner is away for the entire fieldwork period or incapable of completing an interview themselves.

On completion of the household questionnaire you will be informed whether you will need to conduct a proxy partner interview.

If you are instructed to complete a proxy partner interview, the questions will be asked at the end of the main interview. **YOU MUST NOT COMPLETE A PROXY PARTNER INTERVIEW UNLESS ASKED TO DO SO IN THE CAPI.**

The proxy partner interview is comprised of a sub-set of questions from the main interview.

You'll first be asked why you are conducting a proxy partner interview and then a series of questions on the following topics:

- Family context
- Parent's health
- Employment, education and income

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In the table below you will find guidance which will help you if you are unsure how particular questions should be answered. The guidance duplicates advice given regarding the corresponding questions from the main and partner interviews.

Question name	Notes on question
PXWL – PXWM	The first set of questions seek to establish whether the partner respondent currently has any kind of job.
PXWA	<p>This question asks those who have not done any paid work in the last seven days whether they have a job that they were away from last week.</p> <p>A job is defined as follows: ‘A period of paid work with an employer or period of continuous self-employment’.</p> <p>Also include: Periods of time employed by one or more agencies to work temporarily for other organisations (i.e. as an agency temp), irrespective of how many of these organisations are worked for.</p> <p>For those on breaks, on contract, in seasonal work etc you should only code ‘Yes’ if there is a definite job for the respondent to go back to.</p> <p>If they are waiting to start a job code ‘No’.</p>
PXLS - PXLM	These questions are asked of those who are currently working and were also working at the time of the last interview. The questions seek to establish whether the respondent is still doing the same job and if not when they stopped doing their previous job.
PXLS	<p>The CAPI will feed-forward the respondent’s job title from the last interview and you will ask the respondent whether they are still doing the same job.</p> <p>Please note that respondents may have changed their job title but still be defined as doing the same job.</p> <p>Respondents should be recorded as doing the same job if:</p> <ul style="list-style-type: none"> • They are still working for the same employer - irrespective of how much the job changed EXCEPT in some circumstances for civil servants, teachers and NHS employees (see below) • They are still self-employed, free-lancing or doing consultancy work, irrespective of changes in the nature of work done or how many contracts worked on. (E.g. if a self-employed plumber is now a self-employed carpenter this should not be recorded as a change of job). The change in the nature of the work done will be collected later. • They are still agency temping irrespective of how many individual placements this covered, or how many agencies worked for. <p>The following circumstances should be recorded as a change of job:</p> <ul style="list-style-type: none"> • Any change of employer other than the take-over of a firm. • Becoming self-employed, if currently an employee. • Becoming an employee, if currently self-employed. • Changes of government departments for civil servants. • Changes of school for teachers. • Changes of hospital for NHS or NHS trust employees

PXLE	<p>This question is asked of those cases who were working at the time of their last interview but where it was not established whether they were working for an employer or were self-employed.</p> <p>A self-employed person is someone working on his or her own account who does not receive a wage or salary from an employer. The sole or part owner of a business, or someone in private practice by himself or in partnership, is self-employed. But the working directors of private or public companies who draw salaries from these companies are classified as employees, even though they have a shareholding in the company.</p> <p>If in doubt about whether someone is self-employed, obtain information on tax and National Insurance status. People not on PAYE/Schedule E and paying their own National Insurance stamps should be counted as self-employed, even if they work for a company e.g. a self-employed taxi driver.</p> <p>Temps working for an agency are employees.</p>
PXLC / PXCJ	<p>These questions establish whether the respondent is still working for the same employer as they were previously or still self-employed if they were previously and whether this has been continuously the case since they were last interviewed.</p> <p>See notes at PXLS re: changes of employer.</p>
PXLY / PXLM	<p>These questions collect the year and month in which respondents stopped doing the job they were doing when previously interviewed.</p> <p>The date of the end of a job is the date last worked, even if the individual continued to get pay such as severance or holiday pay.</p>
PXJD / PXJT	<p>If the respondent reports that they are still doing the same job as they were previously then their previous job title is fed forward and you simply need to check whether this is still correct. Otherwise you will collect job titles afresh.</p> <p>It is very important that you obtain as much information as possible here as it is used to code SOC and SIC.</p> <p>Try to record specific job titles, and avoid vague, generic descriptions such as:</p> <ul style="list-style-type: none"> • 'clerk' – could be filing clerk, bank clerk, etc • 'teacher' – enter whether primary or secondary, and any additional information such as a special needs teacher. • 'civil servant' – can include any one in a central government post from a cleaner or filing clerk to an Assistant Secretary or Department Head • 'engineer' many different types of skill and levels of responsibility (from repairmen with minimal training to highly qualified professionals). We need to know the kind of engineer - electrical, civil, heating etc.
	<p>For the police, merchant navy, armed services etc, rank is always required. For civil servants, class and grade are always required (eg</p>

	clerical officer, higher executive officer, principal research officer).
PXJD	<p>This question gives us additional material which is especially helpful where the job title alone is not sufficient to code the Cohort Member's occupation. Probe for full description of job responsibilities, necessary qualifications, and special machinery or equipment used.</p> <p>Always get a clear description of what the person concerned actually does in his or her job, however precise the job title you obtain.</p> <p>To be able to classify manufacturing and construction jobs we need to know what materials are used. For example, to classify a boat-builder we need to know whether the boats are constructed from wood, metal or fibre glass. For these types of occupation <u>always probe</u> with:</p> <p style="text-align: center;"><i>What materials do you make things with?</i></p> <p>Machinery or special materials must be of a specialised nature, not just everyday office equipment, for example:</p> <p><i>Include</i> telephone switchboards, printing machinery, office computer networks, data bases and other computer skills;</p> <p><i>Exclude</i> telephones, ordinary office photocopiers.</p> <p>If in doubt, record qualifications which would be needed by somebody starting the job now, even if the respondent does not have those qualifications. Obtain details of the necessary qualifications as precisely as possible, eg public service vehicle driving licence (PSV), Higher National Certificate (HNC) in mechanical engineering, completed trade apprenticeship etc. Experience can count as a qualification, but probe for length of experience.</p>
PXJV	<p>This means responsibility for decisions that determine the work of other employees in some way or other.</p> <p>The question on responsibility for supervising the work of others should always be asked, even if the answer seems likely to be "no".</p>
PXJC	<p>'Private firm/company/PLC' means an organisation in private ownership, either incorporated under the Company's Act (eg: XYZ Ltd or ABC Plc), or otherwise privately owned, such as a solicitors' partnership or a family business, such as a farm or shop. Include private companies supplying services to public organisations, such as cleaning and catering for local councils or NHS hospitals. Private schools or hospitals should be included (but not NHS Trusts).</p> <p>Examples of public corporations or nationalised industries include the BBC, the Royal Mail and Network Rail.</p> <p>Companies Limited by guarantee should be coded as 'Companies' and not Charities/Trusts.</p>

PXJH	This question asks about the number of employees at the place the respondent works. This means the establishment the respondent works in - either a building, or a site at the same address. A department is not an establishment unless it is a separate branch that has an address of its own, for example a bank or Post Office branch, a shop, a school, an area office, etc.
PXHR	<p>DO NOT INCLUDE MEAL BREAKS</p> <p><i>If the work pattern is not based on a week</i>, get an average over the last four weeks.</p> <p><i>If the respondent has been off sick for a long period</i>, take the usual hours worked before going sick.</p> <p><i>If a person has recently started a new job</i>, record the hours the respondent expects to be working in the future.</p> <p><i>Apprentices, trainees and other people in vocational training:</i> exclude any time spent in college or other special training centres outside their workplace.</p> <p><i>Respondents working on-call:</i> If someone states at the hours questions that they usually work 24 hours a day because they are 'on-call', the average number of hours actually worked should be probed for. Identify how many hours were actually worked in the last four weeks and average these out to give a weekly total for usual hours. For example, if a respondent was on-call all night, but was only called out to work for two hours, the actual working hours for this night would be two hours.</p> <p><i>Self-employed people</i> often find it difficult to give precise figures. If necessary, encourage them to work things through on a daily basis and get as accurate a figure as possible. It is important that we have information about their hours worked to compare these with the hours worked by employees.</p>
PXHU	<p>Unpaid overtime</p> <p><i>Include</i> unpaid overtime hours only: unpaid hours worked at home (e.g. teachers preparing lessons) as well as unpaid hours worked at the workplace.</p>
PXHP	<p>Paid Overtime</p> <p>When an employee works on some kind of flexitime system, paid overtime should be registered only if no compensatory time off is taken.</p> <p>When overtime is worked on a seasonal or irregular basis and the respondent has difficulty in providing a 'usual' figure, take the average over the last four weeks.</p> <p>Include hours worked at home if paid</p>
PXCK	<p>This question collects the current economic activity status of those not currently working.</p> <p>Looking after the family should be coded if this is the person's <u>exclusive</u> activity. More than one person in a household can be looking after the family. This code applies if this is a person's usual</p>

	<p>main status, even if they are currently sick, on holiday, etc.</p> <p>Out of work and looking for a job should be coded if a person is out of work but actively seeking work – e.g. registered at a government Employment Office, Jobcentre or Careers Office, or at a private Employment Agency (but not working), answering advertisements, advertising for jobs, etc.</p> <p>Treat someone as unemployed rather than ‘looking after the family’ provided they satisfy the conditions above.</p> <p>Anyone who is unemployed but does not want to work should not be treated as unemployed: try to fit their status to the list, but otherwise code as ‘Not in paid work for other reason’.</p>
PXNY / PXNM	<p>Record the date when current non-working activity became the respondent’s ‘main activity’.</p> <p>The start date of a period of unemployment is the date when the individual stopped doing anything else and became ready and available to take up work if offered. This may be before they formally registered as being unemployed.</p>
PXNW / PXNE	Record the date when the non-working activity that the respondent was doing at the time of the last interview ceased to be their ‘main activity’.
PXMG	See guidance at PXLE above.
PXBY / PXBM	<p>Record the date when the respondent either stopped working for their previous employer or stopped being self-employed.</p> <p>For employees include:</p> <ul style="list-style-type: none"> • Any change of employer (excluding takeovers) • Becoming self-employed • Changes of government departments for civil servants. • Changes of school for teachers. • Changes of hospital for NHS or NHS trust employees
PXNS	The respondent will be asked about their gross and net pay. If possible you should encourage them to refer to a payslip.
PXGA / PXGP / PXGR – PXGO	<p>Gross pay is collected over two questions which cover the amount received and then the period covered by that amount.</p> <p>If the respondent is unable or unwilling to report the amount they are paid at GROP you should attempt to collect the period over which they could provide their best estimate. They will then be routed into a set of ‘unfolding brackets’ which will ask the respondent whether they are paid more than or less than particular amounts in the period recorded at GROP. If no period is recorded at GROP respondents will be asked whether they receive more than or less than particular amounts each month.</p>
PXNA – PXUO	Net pay and usual net pay are collected in the same way as gross pay.

6.8 Other Elements

“Other Elements” is a short module in CAPI that you i.e. the interviewer will need to fill once for all productive families. It is in script MCNCCHIL.

It provides vital information which is not collected elsewhere so it is critical that it is completed accurately and in a timely manner. You **must** complete this section **last** once you have completed all visits and interviews (either successfully or with refusals) and should be done as soon as possible after you’ve made your final visit to the family. Each successful household is **NOT** complete until you have done this section.

Please ensure you are familiar with this section and what data is required. You may need to take notes during the interview to help you complete this accurately, such as where the child completed their questionnaire, how long the child took to fill in the questionnaire and whether any translated materials were used or interviews done in translation. You must also ensure you complete this section **before** you post back your paperwork as you will need to enter information from the consent forms into CAPI.

The topics covered (and when they are asked) are as follows:

- **Child self-completion questionnaire**

Whether or not consent was given for this element from parents and children.

Whether or not the child questionnaire was completed. If so, there are questions on which mode was used, whether help was given by interviewer, whether it was completed in the same or different room to the interviewer and how long it took the child to do it. If the mode of completion was different to the recommended mode on the Sample Information Sheet, there are some questions on the reasons for this.

- **Interviewer observation/perception of child’s weight.** This question asks interviewers to say whether the child is a little or a lot underweight, neither underweight nor overweight and or a little or a lot overweight. It will be used as an additional check on the data e.g. if interviewer records child as being underweight and weight measurement is very high, this may indicate a problem with the data.
- **Teacher survey (England and Wales only).** Whether or not consent was given for this element from parents and children and the full name of the child’s teacher. This information is **vitaly important** for the teacher survey which will be carried out a few weeks after the interviews with the cohort family. We need to know whether consent was given in order to know whether to include the child in the sample for the teacher survey and we also need the name of the child’s teacher in order to write to them to invite them to take part. We are taking the teacher’s name directly from these questions (rather than what you’ve written on the consent form) so it’s vital that you enter this information accurately and completely. The title, first name and surname are **must** be entered separately when prompted by CAPI. If one of more of these elements of the name is not known, you should code ‘NULL’.
- **Data linkage consents.** Whether or not consent was given for this element from main respondents and partners.
- **Translations and translated materials used**

Whether either of the parent interviews were translated and if so, which language and who translated. This includes any interviews in Welsh.

Whether any translated materials were used by the main and partner respondents and if so, which language. This does **not** include Welsh materials as these are sent as standard.

In Wales, whether the child cognitive assessments or child questionnaire were done in Welsh.

- **Admin**

Length of household visit(s). **Note this is the total time spent in the household for all survey elements.**

Accompanied by supervisor

Comments on data for the field office or validation team

7 DATA-LINKAGE

We are asking permission to link the main data from the study for each household to their DWP records, that is, to records about parents' benefit receipt and participation in employment programmes, since the DWP holds records of benefit claims and any periods people spend on employment programs. This provides valuable information for understanding family welfare. For example, it helps us to understand how time spent unemployed or long-term sick affects children's current and future well-being and influences family dynamics. It will only be used by professional academic and social policy researchers for research purposes only.

We are seeking consent from both main parent and partners (if applicable).

7.1 Administering consent

Your role is to gain the consent. Only CLS will be involved in and responsible for the subsequent linkage.

If you manage to successfully make an appointment you will need to send the appointment mailing which contains the data linkage leaflet "Is there any other information we would like?" (See Section 2.4.5). However, as noted, if you are concerned that sending the leaflet in advance may prejudice your appointment you may wish to introduce it at the time of the appointment itself. If you take this approach, you should allow time for the respondent to read and consider the information in the leaflet. The leaflet answers the following questions:

- "What am I being asked to give permission for?"
- "What will happen if I give permission?"
- "What will the research be used for and who will use it?"
- "What if I do not want to give permission?"
- "What if I change my mind?"
- "Who do I contact?"

The wording in the leaflet has received ethical approval and has been designed to ensure that respondents are clear about what they are consenting to.

Since it may be sensitive for respondents, consent to data linkage should not normally be asked until after the applicable main/partner interview. This is to ensure that sufficient rapport has been built up to maximise consent to the data linking, and also to ensure that the sensitivity of this element does not affect responses to the main interview. CAPI will therefore prompt you to gain consent at the end of the main guardian/partner interview. You will need to use the Main Parent Consent form for the main parent and the Partner Consent form for the partner.

The respondent will already have completed one section of the form dealing with consent to their interview. But if the parent / partner has not given consent for the interview, you should still try to get their consent for the data linkage, but you will then not be prompted by CAPI to do this. It is worth noting that the consent form, as well as the information leaflet provides details as to who to a respondent should contact should they wish to withdraw their permission.

Remember to record whether consent for Data linkage was obtained for both main and partner (if applicable) in Other Elements.

7.2 Gaining co-operation

Benefits data is potentially sensitive, since it is indicative of families financial situation and some may feel it can be used to 'check up on them'. However, in general participants in the survey have been happy to give consent to data linkage. For example, at CNC4 80% of main and 77% of partner respondents were happy to give consent to economic linkage. (Note that 'economic' consent at CNC4 covered both benefit (DWP) and tax (HMRC) records. This time we are only asking about benefit records: this time we are providing more information about how the linkage takes place and who gets to use the data.) But we don't want to put off those who are inclined to refuse. Gaining co-operation involves two key elements:

- Convincing families that there can be no negative consequences of this for them and their family (Giving specific info on processes, data usage and security will be key to this)
- Highlighting the socially beneficial research uses

We treat these points in turn.

7.3 No negative consequences

First it is important to consider the process. If the main / partner gives their permission for linkage the process is that personal details (i.e. name and address (and NINO – National Insurance Number - if available), but NOT any other information collected in the survey) will be passed temporarily to DWP to extract the respondent's data.

The DWP will:

- Use these contact details to identify the correct records
- Send their DWP records to CLS
- Delete the contact details once the match is made, and will not use them for any other purposes

CLS will add the DWP records to study responses (using a discrete set of identifiers to link to the main data).

The linked data will be supplied under restricted access arrangements to those who particularly want to use these record to answer the sorts of questions outlined below and for which only these records will provide the answers

All this means it is NOT possible for data to be used to understand the financial situation of any named individual NOR identify named individuals receiving benefits who should not be receiving them. It can't affect current/future claims for benefits.

7.4 Socially beneficial research uses of linked data

Administrative data on unemployment and sickness spells and participation in employment programmes provides a much more detailed picture of patterns of non-employment in

families with children, and its consequences. It tells us a lot about which families are more likely to be affected.

There is a lot of research that indicates that unemployment affects not only incomes of families but also their well being (because employment has positive consequences beyond the income, even if earnings are the main part, such as social networks, access to role models for children) and children's expectations. Those living in families where someone is on benefits for long-term ill-health are also likely to have different experiences. It matters how long the period of unemployment lasts and whether there are repeat spells of unemployment: some people are in more insecure situations.

But we know little about how this matters for current generation of children. And how growing up at a time of recession is going to shape their later life opportunities.

The benefits system itself is undergoing change. Benefits for unemployment have been shown to be important in protecting families against some of the negative consequences of unemployment. But criticisms have been made that the system is unduly complicated and makes it hard to get off benefits. What difference will the changes in the benefits system make to that? – is a question that we don't yet know the answer to.

Some research has indicated that there are potential long term influences for children when they grow up (for example does the experience of unemployment as a child affect their political views, their own approach to family life, their later life opportunities), but, again, there is a lot to be learnt about whether this applies to this generation of children and how unemployment matters.

We are all aware that now is a time of recession and the children will be being surveyed in the middle of that. We can expect this to affect a large number of families, and it is therefore an important time to be collecting this information.

Detail on unemployment is hard to capture in interviews that only take place every few years. Unemployment spells are typically of relatively short durations: but we want to know about these as well as longer spells. Taking employment histories is demanding and time consuming. Potentially reduces respondent burden if we don't need to ask them about their employment histories in so much detail. Funders, researchers and ethics committees are keen to reduce burden on respondents wherever possible. We know they already give up a lot of time for the study.

7.5 Providing reassurance

It is important to provide reassurance, particularly for those who are in two minds.

Key things to reassure on are:

- Personal information (e.g. name and address) will be removed before any research is done
- The linked data will be matched to the rest of the data collected, will be kept securely and will not contain identifiers (e.g. name). This is exactly the same as for the rest of the CNC data.
- The data cannot be used to identify financial circumstances of any named individuals or anyone claiming benefits who is not entitled
- The data will not affect any current or future claims for benefits

- The additional information would be used by professional academic and social policy researchers for non-commercial research and statistics.
- Permission can be withdrawn at any time for the linkage.
- Refusing permission at the time of the survey or subsequently will not affect involvement in the study.

If respondents refuse permission for the linkage at the time of the survey or any time later – this does not affect their participation in the study. We still want them to stay involved as much as ever and regardless of their decision.

For some respondents consent will not be a big issue. Ensuring that they are clear what is in the leaflet should be enough for this group. Your approach should be:

- Matter of fact - As with all elements, keep your approach matter of fact and relatively light.
- Use reassurance for 'waverers'
- Focus on child rather than parent - Remember that our main interest is in the children – we want to know about the parents so that we can understand the circumstances of children and what affects their lives now and as they grow up.

However there will be a small group for whom this sort of data linkage will always be treated with suspicion. Again keep the approach light, and if they are adamant in the face of your explanation and reassurance, move on.

Ensure that you maintain rapport throughout, whatever respondents' reactions to this element.

8 TEACHER SURVEY IN ENGLAND AND WALES

8.1 The purpose and method of the teacher survey

In the main respondent questionnaire and the child self-completion questionnaire there are many questions about the child's experiences at school and their education. To supplement this information we would like to find out more about the child's education and behaviour at school by asking their class teacher to complete a questionnaire. Teacher surveys were also carried out at Age 5 and 7. Previous studies have shown that teacher reports have been very useful in explaining children's achievements later on in life. We want to know about the teacher and the class so that we can look at how they matter for the child's educational progress. The teacher survey will take place in England and Wales only, as there is no funding for this element in Scotland and Northern Ireland.

The questionnaires for the teacher survey will be posted from Ipsos MORI approximately a month after the family is interviewed. The class teacher and head teacher will receive a covering letter, a leaflet providing information about the teachers' survey and a leaflet on findings from the previous teacher survey at Age 7. If teachers do not return a completed postal questionnaire after two mailings, we will be asking them to do a telephone interview instead.

There is no requirement for the parent or child to tell the teacher about this in advance but we would like them to pass on a letter about the survey. The questionnaire will ask about:

- The child's abilities;
- The child's attitude and behaviour at school and any additional support or learning needs they may have;
- Class groupings (whether there is streaming or setting);
- The child's class (e.g. number of children on the class register, number of hours spent teaching different subjects per week etc);
- The teacher (e.g. how many years spent teaching, qualifications etc).

8.2 The interviewer's role in the teacher's survey

Head Office will be administering the teacher survey, so your role will be limited to:

- **Gaining consent from the main respondent or partner and the study child** for us to contact their teacher;
- **Collecting accurate details of the name of the class teacher and the child's school;** and
- **Leaving behind the letter and envelope** for the parent or child to give to the study child's class teacher (if consent is received).

8.3 Getting consent from parents and children

Information about the teacher survey is provided in the leaflet for parents called '*What is the Child of the New Century Age 11 Survey?*' Please make sure the parent has read this before giving their permission. They need to read and initial the section on the teacher survey in the Child Elements consent form. On getting consent you need to fill in the teacher details on the consent form. The parent will have to sign the consent form if they are giving consent to this or any other element. The most obvious time to get consent is when getting it for the other child elements, but you don't have to do it at this point. You will not be prompted at any point in CAPI to get consent, however there is a reminder on the Contact Sheet. You will be asked to record whether consent was gained from parents and children in the Other Elements section of CAPI.

Information about the teacher survey is provided for the children in the information leaflet for children called '*How can I help with Child of the New Century?*' You will need to use the consent form '*Consent from child*' and read out the statement and question to the child in section 5 '*Approaching the child's teacher*'. Record their answer on the form and in the CAPI script. They do not need to sign anything.

It is incredibly important that we gain consent for the teacher survey from as many families as possible. At the previous Age 7 Survey, 98% of families gave consent for their child's teacher to be invited to participate and **we need to do everything we can to at least match this consent rate**. Therefore, please try to do all you possibly can to encourage and persuade families to co-operate with the teacher survey. It is the last chance we have to hear from primary school teachers, as the children will have moved to secondary school by the time the next survey takes place. It could be helpful to emphasise this point to families to show how important this teacher survey is at this stage.

Some parents and children may feel hesitant to give consent if there have been any issues with the child or their teacher at school. Please reassure parents and children that it is important for the study to obtain this information from teachers even if there have been 'issues', that the answers given by parents and children will **not** be passed to teachers or vice versa, and that the teachers' responses about the child will be understood as perceptions not facts.

Parents and children may be concerned about placing any additional burden on the teacher, so it is worth reassuring them that it is of course up to the teacher whether or not to take part and stressing that in previous teacher surveys, a very high proportion of teachers have been happy to take part in this important study. It may also be worth stressing that the questionnaire that the teacher will be asked to complete is quite short. It will take them around 20 minutes to complete.

8.4 Name of teacher

The name of the study child's class teacher should be written on the child elements consent form and entered into the 'Other Elements' section of CAPI later. This is the person to whom the teacher survey questionnaire, letter and leaflets will be sent. If possible, try to collect the full name (title, first name and surname) of the teacher. The CAPI fields for the teacher's title, first name and surname are all separate. The title field is displayed first and will contain a drop-down list of titles (e.g. Mr, Mrs, Miss) to choose from. The field for the teacher's first name is next, followed by the field for surname. Some parents and children may know the teacher by their surname or first name only. If a teacher's first name or surname is not known, please enter 'null' in this CAPI field, so that all responses are consistent (this will help executives with preparing for the teacher survey).

You can only record the name of one teacher. In general, we want you to collect the name of the teacher who spent the most time teaching the child during the current or most recent school term. If parents or children are not sure which teacher name to give, please ask for details of the teacher who has taught the child the longest over the current or most recent school term and/or who knows the child best. Some children may be being taught by a supply teacher or may have more than one teacher. Examples of queries regarding which teacher name to give that were raised during the dress rehearsal included: child has two 'equal' form tutors (either teacher would be fine); child has supply teacher (would be fine to give this name); parent wanted to give the name of another teacher who they felt knew their child better (in this case, suggest that the class teacher is still the best person as the questionnaire includes questions on the child's class as well as the child, which the other teacher may not be well placed to answer).

The parent may not always know who the best person to answer the questionnaire is. If they really cannot say you ask them to name any teacher if they can. The letter sent to the teacher and head teacher will have additional guidance (and the envelope they are sent in will also have instructions in case the named person has, for example, left the school by the time the questionnaire is sent).

8.5 Name of school

You will collect the details of the child's school as part of the main respondent interview. This is collected for all families, regardless of whether or not they have consented to the teacher survey. You will be able to find school details in a look-up table, or write in the details if it is not listed.

It is very important that these details are accurate so **please raise the teacher survey when making appointments with families** so the family can find out the name of the class teacher and school details if necessary. Please suggest to households that it might be helpful if they have a letter to hand for the interview which is from the school and specifies the school's full address. The parent having accurate school details will mean that the data recorded in CAPI will be more accurate and will mean that less work is required to prepare the sample for the teacher survey.

8.6 Letter for the class teacher

Finally you will need to leave a letter and blank envelope with the main respondent or partner to be given to the study child's class teacher which provides advance notice about the teacher survey, where consent is obtained. These will be in your packs.

Please don't forget to give this letter to the parent – we have had feedback that indicates that the letter does help encourage some teachers to take part in the survey. Parents give this letter to the teacher by hand – perhaps by asking the child to take it into school.

The parent will need to write in the name of their child and the name of the teacher on the letter and then sign and date it before giving it to the teacher. Please see Figure 41 of the letter below which shows where information needs to be completed.

It is important that the family has responsibility for giving this letter to the teacher. However, please ensure that the family writes the name of the teacher on the envelope before you leave to make sure that it is the same name as recorded on the paper consent form.



Ipsos MORI

Name of child's class teacher to
be written here

Letter for Class Teacher

Dear

My child

Name of child to be written here

is taking part in the Age 11 Survey of the Child of the New Century study.

This important national study is exploring what it is like to grow up in the 21st Century by following over 19,000 children born in the UK in 2000/2001 throughout their lives. Previous surveys have taken place when the children were 9 months old, and at ages 3, 5 and 7. An important part of the study involves collecting information on various aspects of the child's education at school from their class teacher.

The Age 11 Survey is taking place during 2012, when the children are 11 years of age and in their last year of primary school. My child and I have already taken part in this survey.

I am writing to let you know that I have given my written permission and my child has agreed for you to be invited to take part in this survey too. As part of this I have provided your name and the school name and address. If you do participate in this survey, please be assured that your responses will **not** be shared with me or my child.

Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies at the Institute of Education. Ipsos MORI is an independent research organisation. All information you provide will be treated in the strictest confidence in accordance with the Data Protection Act and will be used for research purposes only.

You do not have to do anything for now. Ipsos MORI will send you a questionnaire through the post and more information about the study in the near future. If you have any questions, please contact James Bill at Ipsos MORI on 0800 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can visit the study website: www.childnc.net

With kind regards,

Parent's name to be written here

Name

Signed Date

Parent to sign here

Insert date here



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10-000000/CLS/PT

Figure 41: Letter from parent for class teacher (Lt5PT)

9 THE CONTACT SHEET

The Contact Sheet is where you will record details of all attempted contact with the cohort family. This includes how, when and through whom you attempted to make contact, what they said, if you made contact with them, and if you completed an interview with the family, what was completed. 'Attempted contact' is taken in the broadest sense; we want to know about attempting contact with the cohort family, but also with any stable contacts, schools, neighbours and others that you may have tried contacting when trying to get an interview with the family. Additionally, this isn't just about face-to-face visits, but also telephone calls and post.

It is very important that you record all attempted contact. One of the main reasons for this is, if you cannot locate the family because they have moved, the CLS tracing team will use your record of attempted contact as the starting point for their own efforts in finding the family. If you do not record every contact attempt, they may waste time going over the same ground.

If a family agrees to an interview, we want you to record the outcome not just for the family as a whole, but individual outcomes as well (such as the main interview, child questionnaire etc.). Because this is a longitudinal study and CLS will be going back to the family in later sweeps, we will ask for more information about unproductive cases such as who refused. We also want you to update contact details, where possible, for unproductive cases.

Once you have entered the information onto the Contact Sheet, you will then use it as a tool to enter it into iProgress.

There are two versions of the Contact Sheet: one for single cohort child households (yellow) and one for multi-cohort child households (green). You will find contact details for each family on the front of each contact sheet, but also on the Sample Information Sheet (see Section 3), stapled to the back of the Contact Sheet.

Record as much relevant detail as possible, but do not include personal information about the cohort member or their family that could contravene data protection guidelines. For example, you could record that the cohort member's mother was too ill to be interviewed, but not that she had cancer; or you could note that the interview was difficult and you had to abandon it because of the cohort member's mother's attitude, but not that the mother was an unpleasant individual.

You should have the Contact Sheet with you when you attempt contact, as you will need to record the outcome of your contact and any interviewing completed.

9.1 The contact sheet address information and respondent names

The Contact Sheet has blocks of information about the cohort family on the first page:

The diagram illustrates the layout of the 'Child of the New Century Age 11 Survey SINGLE COHORT CHILD CONTACT SHEET' form. It includes the Ipsos MORI logo, a barcode, and various fields for respondent information, contact details, and interview outcomes. Annotations provide context for several key fields.

Form Fields and Annotations:

- IM serial number:** Points to the top left and top right of the form.
- Point number:** Points to the 'POINT NO.' field (1001).
- Write final outcome here:** Points to the 'Final HH outcome' column in the interview table.
- Parent 1 name:** Points to 'Parent1: 1 Mrs Marjorie Simpson (F)'. Annotation: "Parent 1 name. This is usually the main respondent from the previous sweep, but in some cases it will be the name of the partner respondent from the previous sweep (usually because we have been asked to address correspondence to the partner)."

Issue No	Int'vr No.	Interviewer Name	Final HH outcome
1			
2			
3			
- Parent 2 name:** Points to 'Parent 2: 2 Mr Homer Jay Simpson (M)'. Annotation: "Parent 2 name. This is usually the partner respondent from the previous sweep, but in some cases will be the main respondent from the previous sweep."
- Name of cohort child(ren):** Points to 'Child: 100 Bart JoJo Simpson (M)'. Annotation: "Name of cohort child(ren): in multi-cohort child households more than one name will appear here."
- Target case:** Points to the 'Target case' field. Annotation: "Target case: target cases should be contacted as early as possible when you start work. These are families we are especially keen to interview. This row will be blank if the family is not a target case."
- Type of first contact:** Points to 'First contact method: Face-to-face'. Annotation: "Type of first contact: specifies telephone or face-to-face for initial contact."

Contact Details: 742 Evergreen Terrace, London, HA0 1TH. Home telephone: 0208-1234567.

Figure 42: Contact Sheet address information and respondent names

The top half of this page contains information that will be familiar from the Sample Information Sheet: serial and point number, address (as known to CLS), home telephone number (note only if known), Parent names and sex (though you may discover these have changed) and child name and sex. To stress, this is the information as currently known. You may find out the information needs to be updated. If you find the home telephone needs to be updated, you can note this on the contact sheet or SIS, and then update it in iProgress and, if you achieve an interview, in the interview.

This section of the Contact Sheet will also contain information about the first contact method (face-to-face or telephone) and whether it is a target case (will be blank if not a target case). A target case is a family we are asking you to try extra hard to get an interview with.

Just above this information is a small area for you to write any notes or updates to the names and details given.

On the top right is an area for you to enter your interviewer number, name and the final household outcome.

9.2 Contact Record

The Contact Record section of the Contact Sheet is for you to record any contact you have attempted with the **cohort family and, where contact has been attempted, with stable contacts, neighbours or schools**. There is space to record five contacts on the front page, and space for another 15 contact attempts on page 2 of the Contact Sheet. If you have more contact attempts than this, you can ask Head Office for a continuation sheet.

- The first columns in the Contact Record ask you to record the date, month, day, and time you called or tried to make contact. Please see the key underneath the Contact Record for the numeric code to use for each day of the week (Monday=1 ... Sunday=7).
- The 'contact type' column is used to record how you attempted contact: through a personal visit, telephone call or post.
- The 'who contacted' column asks who specifically you attempted to contact: the cohort family, a parent, a stable contact, etc.
- The 'contact outcome' column records the outcome of your attempted contact.
- This section also allows you to tick that you have updated iProgress for each attempted contact.

Each of these is discussed in more detail in the sections below.

Remember that ALL ATTEMPTED CONTACT – whether you successfully spoke to anyone or not – needs to be recorded on your Contact Sheet no matter how insignificant it may seem to you.

At the bottom of the first page of the contact sheet is a space to record if you think an address should not be re-issued. If you tick this box, please enter the reason at B6.

7									
5									

* Days of week: Monday=1, Tuesday=2, Wednesday=3 Thursday=4 Friday=5

Contact type		Who contacted		
Personal visit	PV	Cohort family	CF	Cont
Telephone call		Parent 1	P1	
Home	HO	Parent 2	P2	
Mobile	MO	Stable contact for P1	SC1	
Work	WO	Stable contact for P2	SC2	
Other	OT	Neighbour	NE	Cont
Post	PO	School	SC	
Incoming contact (e.g. office, respondent)	IN	Other	OT	

Contact outcome (post)	
Advance letter	717
Appointment card	720
Occupier letter	719
Stable contact tracing letter	713
Standard tracing letter	714
Schools tracing letter	715

Contact type	
Personal visit	PV
Telephone call	
Home	HO
Mobile	MO
Work	WO
Other	OT
Post	PO
Incoming contact (e.g. office, respondent)	IN

To fill in 'Contact type', you will use the letter codes from the 'Contact type' code box on the left-hand side of your contact sheet, as shown in Figure 43. You have four overall types: Personal visit, telephone, post, and incoming contact. If you have made a telephone call, you will need to code which number you phoned – home landline, mobile, work, other. 'Other' is for a number not on your SIS, such as a school number. Stable contact numbers will not say whether it is a mobile or landline number. As a rule of thumb, numbers beginning with '07' are mobile numbers and assume any number not beginning with '07' is a home number. For cohort family, this will be clear from the sample information sheet. For stable contacts, you may have to use your judgment based on the number.

Who contacted	
Cohort family	CF
Parent 1	P1
Parent 2	P2
Stable contact for P1	SC1
Stable contact for P2	SC2
Neighbour	NE
School	SC
Other	OT

Contact type	
Personal visit	PV
Telephone call	
Home	HO
Mobile	MO
Work	WO
Other	OT
Post	PO
Incoming contact (e.g. office, respondent)	IN

Contact outcome (post)	
Advance letter	717
Appointment card	720
Occupier letter	719
Stable contact tracing letter	713
Standard tracing letter	714
Schools tracing letter	715

For who you attempted to contact, you will use the letter codes contained in the 'Who contacted' box in the middle of the contact sheet, as shown in Figure 44.

You are coding who you **expected** to contact. If you ring Parent 2's mobile and Parent 1 answers, you still code that you rang Parent 2's mobile, because that is who you thought you were ringing.

Incoming calls from the office should be coded as 'Other'.

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9.2.3 Contact Record – Contact outcome

To code the outcome of the attempted contact, you have two boxes: one for contact outcome (post), and one for contact outcome (visits and phone).

9.2.3.1 Post

Because you don't really know the result of posting a letter when you post it, we are asking that you code the letter (or appointment card) you sent as the outcome code. See Figure 45. Note the outcome code matches the interim outcome codes you have in iProgress.

You should only use the outcome codes if you send these letters by post. If you leave any of these letters during a personal visit **or hand deliver them**, you should use the appropriate contact outcome for visits and phone calls.

Contact outcome (post)	
Advance letter	717
Appointment card	720
Occupier letter	719
Stable contact tracing letter	713
Standard tracing letter	714
Schools tracing letter	715

Who contacted	
Cohort family	CF
Parent 1	P1
Parent 2	P2
Stable contact for P1	SC1
Stable contact for P2	SC2
Neighbour	NE
School	SC
Other	OT

Contact outcome (visits & phone)	
Contact made with family	
Some interviewing	718
Appointment made	701
Broken appointment	721
Other	707
Contact made with other/unknown person	
Family address confirmed	704
New address/ phone no. for family obtained	702
Other new info about family obtained	703
Agreed to pass on tracing letter	705
Other	706
Contact not made	
Left message/ calling card	708
Left occupier letter	709
Telephone no. disconnected/ unobtainable	711
Address not accessible/not located	712
Other	710

Contact outcome (post)	
Advance letter	717
Appointment card	720
Occupier letter	719
Stable contact tracing letter	713
Standard tracing letter	714
Schools tracing letter	715

Figure 45 Contact Record – Contact Outcome - Post

9.2.3.2 Visits and phone

The second set of outcome codes are for face-to-face visits and phone, on the right-hand side of your contact sheet Figure 45.

These outcome codes are split into three categories: contact made with family, contact made with other/unknown person, and contact not made (with anyone). So if you have made contact, you will use the outcome codes based on who you contacted (either the cohort family or someone else). If you did not make contact, use any of the codes under 'contact not made'.

Taking the codes for 'Contact made with the family'. If you do any interviewing, you code 718, 'Some interviewing'. 'Appointment made' and 'Broken appointment' are as they sound. 'Other' you would use for things like a refusal, or another unproductive outcome (unless it is a final outcome for that household). Or it might simply be for when the family tells you to call back later.

'Contact made with other/unknown person' are for anyone who is not the cohort family. You may confirm the family address (704), or receive a new address or phone no for the family (702). 'Other new info about the family obtained' (703), may include things like finding out they've moved but not being told the address and not agreeing to pass on a tracing letter or being told the family doesn't want to take part. 'Other' (706) may include being told by the nanny or a builder to come back to speak to the family.

Finally, 'Contact not made' - most of these are straightforward. Use 'Other' (710) for when you called or visited, didn't receive an answer and didn't leave a message/calling card/occupier letter.

If you know the call is your final outcome, you will enter the final outcome from Section B (discussed below, Section 9.4) in this column. If you are not sure it is your final outcome, however, you will enter one of the interim outcomes from the 'Contact outcome' section.

Contact outcome (visits & phone)	
<i>Contact made with family</i>	
Some interviewing	718
Appointment made	701
Broken appointment	721
Other	707
<i>Contact made with other/unknown person</i>	
Family address confirmed	704
New address/ phone no. for family obtained	702
Other new info about family obtained	703
Agreed to pass on tracing letter	705
Other	706
<i>Contact not made</i>	
Left message/ calling card	708
Left occupier letter	709
Telephone no. disconnected/ unobtainable	711
Address not accessible/not located	712
Other	710

Who contacted	
Cohort family	CF
Parent 1	P1
Parent 2	P2
Stable contact for P1	SC1
Stable contact for P2	SC2
Neighbour	NE
School	SC
Other	OT

Contact outcome (post)	
Advance letter	717
Appointment card	720
Occupier letter	719
Stable contact tracing letter	713
Standard tracing letter	714
Schools tracing letter	715

Contact outcome (visits & phone)	
<i>Contact made with family</i>	
Some interviewing	718
Appointment made	701
Broken appointment	721
Other	707
<i>Contact made with other/unknown person</i>	
Family address confirmed	704
New address/ phone no. for family obtained	702
Other new info about family obtained	703
Agreed to pass on tracing letter	705
Other	706
<i>Contact not made</i>	
Left message/ calling card	708
Left occupier letter	709
Telephone no. disconnected/ unobtainable	711
Address not accessible/not located	712
Other	710

Figure 46 Contact Record – Contact Outcome – Visits and Phone

9.3 Section A – Contact at issued address and tracing

Section A records what you found out about the cohort child and the address. So, the child may be living at the issued address, may have died or may have refused to the office **before** you established whether they were at the address (if it comes after, you should code 1 here and code 9 at A3). These all direct you to section B, where you will code a household outcome.

If you find out the child has moved or you don't know whether they are at the address because you can't locate the address, or make contact at the address i.e. the last two codes, this means you will need to trace the child. The next two questions in A provide on a guide on how to trace and ask you to record the outcome of your tracing attempts. The remainder of this section is covered in more detail in Section 11 on tracing.

9.4 Section B – Final household outcomes

In Section B you will record the outcome for the household: either unproductive because you couldn't locate the child, unproductive because the child is no longer eligible, unproductive for another reason even though you know the child is still eligible, and finally, productive outcome. Considering each of these in detail; firstly, unproductive outcome because you are unable to locate the child – either because the address doesn't exist (code 607), you are unable to find it (608), or the child has moved but you don't know where (code 602). The last code is where you have located the child to another address but it is outside your area (601). You **ONLY** code these **AFTER** you have conducted tracing.

The second section is for where the child is no longer eligible, which is only because they have either died or moved abroad.

Notice for all outcome codes the code you will need for iProgress is on the right-hand side.

The third section relates to addresses that you have located but have not achieved an interview, for example, because the household refused or because you have not been able to make contact after 8 personal visits. So the family may have refused to the office (code 308), or you did not make contact with anyone after 8 personal visits (code 505), or you make contact but you are not given any information (306). Remember that you must make 8 personal visits (even if you tried telephoning first) before you can code non-contact. Code 504 'No further information' is for when you make contact with the family and are not given a refusal, but for whatever reason you do not make contact with them again. The next two codes are when the family refuses or someone else refuses on behalf of them (though you would try to contact the family anyway – so this is only after you have tried to contact the family and have not been able to – in general, don't accept refusals from anyone who is not the cohort family).

If you are not able to interview the family because of language difficulties (so you need an interpreter and there is no household interpreter), code 402 (and write in the language needed).

Any other reason for unproductive falls into 'Other', code 405.

9.4.1 Fully or partially productive?

The last section is for productive households. If you interview anyone in the household, you will need to make a decision whether the household was fully productive or partially productive. Essentially, if all elements a household was eligible for are at least started (even if not finished), the household is fully productive. **If any of the elements the household is**

eligible for are not started at all, the household is partially productive. You'll therefore need to know the individual outcome codes before you can code the household outcome.

This may mean that an individual element is partially completed, but because it was started and all Other Elements were completed, the family could be fully productive. For instance, the child may agree to do only 2 of the three cognitive assessments, but this does not stop the family from being fully productive because the cognitive assessments were started.

Note that for the cognitive assessments "starting" means doing at least one out of the three. Similarly for the measurements "starting" means doing at least one out of the three measures. If someone starts an assessment and doesn't get to the end of even one, then the outcome for the assessments would be unproductive and the outcome cannot be fully productive for that family.

A few examples are provided below:

- A) A family is eligible for main and partner interviews and all child elements. The main respondent completes her interview. The partner completes his interview. The child completes the physical measurements, the child questionnaire and ONE of the three cognitive assessments. Because the child started the cognitive assessments, you would code that the household is 'fully productive'.
- B) A family is eligible for a main interview and partner interview and all child elements. The main completes her interview and the partner completes his. The child only agrees to complete the child questionnaire. As the child didn't start the physical measurements at all, you would code that this household is 'partially productive'.
- C) A family is eligible for main and partner interviews and all child elements. The main completes her interview but the partner refuses. The child completes all of their elements. You would code that the household as 'partially productive' as the partner was eligible but didn't start the partner interview.
- D) A family is eligible for main and all child elements. There is no partner in the household. The main respondent and child complete their elements. You would code that the household is 'fully productive'.

9.4.2 Further information on unproductive cases

The next item on the Contact Sheet is B2, which asks you to code the reasons the household refused, and can be multicoded. You will enter the full reason for refusal at B6.

B3 asks whether the family indicated that they wanted to permanently withdraw from the study – this is very important information for CLS, obviously, as permanently withdrawing has a serious impact on the viability of the longitudinal study. Please code it carefully.

B4 asks whether the family indicated they are happy to take part next time. If they did not indicate either way, code 'no'.

Please do not ask families these questions outright; it is only if they volunteer this information.

All the information about refusals and whether the family is happy to take part will be reviewed carefully by CLS. They will use this information to decide whether the family should be issued at the next wave. Additionally, the information you provide will go on the next wave's Sample Information Sheet – so it will help future interviewers. In summary, please provide as much detail as you can – it will be used!

B5 asks who told you that the child has died, emigrated or that the family refused.

Finally, B6 asks you for notes on unproductive interviews and/or why you think it should not be reissued. As mentioned earlier, this is vitally important for CLS and will help future interviewers. Please put as much detail as possible.

A list of outcome codes is provided in Appendix 5 .

9.5 Section C – Notes

Section C is for any notes you may want to make, though, in particular, if you have any notes relating to tracing a cohort family.

9.6 Section D – Final individual outcomes for Productive Households only

If you complete any interviewing, you will need to note what happened for each individual element. Section D is where you code outcomes for individual elements.

D1 is where you enter the outcomes for the child elements. You will need to code an outcome for each element: questionnaire, cognitive assessments and physical measurements. The code you will need for iProgress is in this right-hand column.

Beginning at the top, there are codes for no contact or no further contact, refusal by either parent or child, broken appointment, and refusals because ill, in hospital, or physically/mentally unable. There is a code for language difficulties, though you shouldn't need to use this for the child element outcomes. Any other reason for an unproductive outcome is coded in 'Other'.

Finally, we have fully and partially productive outcomes. For the child questionnaire, you can only code that it is fully productive. Because the child puts the questionnaire into the sealed envelope and then returns it to you, in practice you will not know if it is fully or partially productive. For cognitive assessments and physical measurements, it is only fully productive if all elements are completed. So for cognitive assessments, all three assessments must be completed to code fully productive. For physical measurements, you must have completed height, weight and body fat to code fully productive. If at least one but not all of the assessments is done, the outcome for the assessments would be partially productive and if at least one but not all of the measurements is done, the outcome for the measurements would be partially productive.

D2 is where you code the outcomes for the Main and Partner interviews. Note that even if a partner is not eligible, you will need to code 210 'No one eligible for partner interview'. By and large, these codes are identical to the child outcome codes. The differences come with the partner interview – no one eligible and a partner interview done by proxy. Additionally, in contrast to the child outcome codes, there is not a refusal from parent. Otherwise, codes are similar to the child outcome codes.

A fully productive interview is one that is fully completed – including the CASI section. If the respondent stops before the interview is finished, it is partially productive.

As with the household outcomes, the outcome code will route you to the next section of the Contact Sheet you need to fill in.

If you were not able to complete an interview because of language difficulties (code 402), you would code the language needed in D3. In D4 you would record why you achieve a partial interview or received a refusal – so any reasons given.

A list of outcome codes is provided in Appendix 6

9.7 Section E (for single cohort child households) and Section F (for multi-cohort child households) – Household summary for productive households (optional)

Finally, Section E is to help you record what has occurred in the household. You can tick whether the Partner or cognitive observations applies to the household in the 'not required to complete' column. The not completed column is where you could note that you did not start this element and won't be able to (so it's unproductive). The 'Complete' column is only for when the element is finished. Finally, there's a column to note if you updated the individual outcomes in iProgress.

The bottom two rows of this record are for CAPI elements you will complete: Cognitive observations (after you have completed a cognitive assessment) and Other Elements (once you are finished with the household).

The bottom of this section contains reminders about various items: data linkage, child gift and further information leaflet, change of address card and teacher survey. You will be prompted to ask consent for data linkage at the end of the main and partner interviews, and then record in Other Elements whether consent was given. It is likely you will have left the child gift and further information leaflet when you finished the child elements, but this is just a reminder. You will be prompted to leave the change of address card at the end of the main interview, but this is just a further reminder. Finally, it is most likely that you will have left the letter for the teacher survey when you gained consent, but we remind you about this here too.

If you have a family with twins or triplets that are cohort children, you will receive a green contact sheet. Some of the sections will look different.

One key difference is that in Section D you will fill in outcome codes for multiple children. It also contains Section E – Split household section. This section should only be used if not all of the cohort children are resident at the same address, for example, if one of the children has died or one has moved away. If you need to use this section, you should contact Darren Fisher at Head Office on 0207 347 3268 as soon as possible.

10 IProgress

The following section discusses iProgress requirements that are specific to CNC5. For generic instructions on iProgress, please see the iProgress instruction manual.

iProgress reporting is **VITAL** to the success of this project. Not only is it used by Ipsos MORI to monitor fieldwork, it provides CLS with any updated contact details not obtained through interviewing. Additionally, call records for families you could not locate are invaluable for CLS's tracing team: if they don't know about all of the contact that you've had with people whilst you've been trying to trace them, they will waste time using the same methods that you may have used already and have found to be unproductive.

You must therefore record ALL attempted contact you make in relation to a sample address after every day that you work. This could be contact with the cohort family, but also with stable contacts, neighbours and schools. Additionally, you may attempt contact with a face-to-face visit, but it could also be by telephone or a letter, and all of these types of contact also need to be recorded in iProgress. The Contact Sheet, in the Contact Record section, provides a guide for recording these attempts, and you can use this to update iProgress.

The very first screen that you will see in iProgress is a list of all your addresses across all of your sample points. Each address has the serial number, point, issue, address and outcomes, both for the household and for individual elements, and the status of the address. The final column contains 'contacts' – all the contact details associated with the family (for instance, mobile numbers, stable contacts) and space to add in new details (for instance, neighbours). This is discussed in more detail below.

Once you have selected a serial number to update, you will enter a screen with the household address. This is where you will record details of any attempted contact that you have when trying to make contact with the cohort family. You will also update outcomes for individual elements of the survey if you complete any: main, partner, child questionnaire, cognitive assessments and physical measurements. An example of this screen is shown below.

011760063: 5 Lacey Grove, Preston, PR1 6EE

Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're	C1 Cognitive	C1 Physical	Comments
1	12 Dec 2011 Mon	1100		Post	Cohort family Addr...	717						
2	15 Dec 2011 Thu	1300		Telephone	Cohort family Telep...	708						
3	18 Dec 2011 Sun	1405	w	Telephone	Cohort family Telep...	708						
4	22 Dec 2011 Thu	1915	e	Telephone	Parent 1 Mobile	708						
5	27 Dec 2011 Tue	1400		F2F		706						Spoketo builder...
6	27 Dec 2011 Tue	1801	e	Telephone	Stable Contact 1 tel...	703						She said they ha...
7	27 Dec 2011 Tue	1941	e	Telephone	Parent 1 Mobile	701						
8	28 Dec 2011 Wed	1100		F2F		110	111	111	111	111	111	
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												

Notes

Main: 111 - Full interview;
 Partner: 111 - Full interview;
 C1 Questn're: 111 - Full interview;
 C1 Cognitive: 111 - Full interview;
 C1 Physical: 111 - Full interview;
 Household: 110 - Fully productive;

Calls Completed/Required

3/1 Evening (from 6pm)
 1/1 Weekend
 4/3 Evening or Weekend

Status

Completed

Buttons:

Figure 47: IProgress form

This screen serves two functions. Firstly, it allows you to enter your contact with the household or others (such as neighbours, stable contacts, school). You will need to record the day, date and time of your contact, how you contacted them and who you contacted. Please note that if you make contact at the weekend, or in the evening, the iProgress system will automatically place a label in to state this under the heading e/w (either e for evening, or w for weekend). Secondly, this screen is where you will enter interim and final outcomes for the household and final outcomes for the individual elements, which include the main respondent interview, the child elements (questionnaire, cognitive assessments and physical measurements) and the partner interview (if applicable).

10.1 Coding Type

After entering the date and time of your contact, you will need to enter the method you used to contact in the 'Type' column. You have five options in the drop-down menu: 'F2F', 'Other F2F', 'Telephone', 'Post' and 'Incoming'.

Call	Date	24hr Time	e/w	Type	
1	12 Dec 2011 Mon	1100		Post	Coh
2	15 Dec 2011 Thu	1300		Telephone	Coh
3	18 Dec 2011 Sun	1405	w	Telephone	Coh
4	22 Dec 2011 Thu	1915	e	Telephone	Par
5	23 Dec 2011 Fri	1530		F2F	
6	27 Dec 2011 Tue	1800	e	Telephone	
7				F2F	
8				Other F2F	
9				Telephone	
10				Post	
11				Incoming	

Figure 48: Coding 'Type'

'F2F' is used for all personal visits to the cohort family address, and corresponds to 'Personal visit (PV)' to the 'Cohort Family (CF)' on your contact sheet.

'Other F2F' is for personal visits to any other contact, such as a stable contact, school or neighbour.

'Telephone' corresponds to any telephone contact and 'Post' with any post you send out (including advance letters).

Finally, 'Incoming' relates to any incoming calls you may receive, for example, from the cohort's family or the Office.

10.2 Coding Contact

Once you have chosen the type of contact, you will need to choose who you contacted - unless you have coded type as 'F2F'. **If you have coded 'F2F', you do not need to select anything under 'Contact'**; indeed, iProgress will not allow you to, as it will know that it's a visit to the cohort family address. However, for all other types, you will need to code who you contacted. This is done in the next column entitled 'Contact' (shown in Figure 49 below).

Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're	C1 Co
1	12 Dec 2011 Mon	1100		Post	Cohort family Addr...	717				
2	15 Dec 2011 Thu	1300		Telephone	Cohort family Telep...	708				
3	18 Dec 2011 Sun	1405	w	Telephone	Cohort family Telep...	708				
4	22 Dec 2011 Thu	1915	e	Telephone	Parent 1 Mobile	708				
5	23 Dec 2011 Fri	1530		F2F		706				
6	27 Dec 2011 Tue	1800	e	Telephone	-- Please select --					
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										

Figure 49: Coding 'Contact'

As with Type, you will choose who you contacted from a drop-down menu. However, the contacts that appear are dependent on the 'Type'; for instance, if you choose 'Telephone' in 'Type', the list of contacts that appear will be restricted to telephone contacts. The chart below shows which items may be selected in 'Contact' after 'Type' is chosen.

Contacts per type				
F2F	F2F Other	Telephone	Post	Incoming
Household address	Stable contact 1 address	Parent 1 mobile	Stable contact 1 address	Parent 1 mobile
	Stable contact 2 address	Parent 1 work	Stable contact 2 address	Parent 1 work
	School	Parent 2 mobile	School	Parent 2 mobile
	Neighbour	Parent 2 work	Neighbour	Parent 2 work
	Other	Stable contact 1 phone	Other	Stable contact 1 phone
		Stable contact 1 mobile	Cohort family address	Stable contact 1 mobile
		Stable contact 2 phone		Stable contact 2 phone
		Stable contact 2 mobile		Stable contact 2 mobile
		School		Other
		Cohort family phone		School
				Cohort family phone

Figure 50: Type and Contact

10.3 Coding outcomes

Finally, you need to code an outcome for each contact, which is done in the 'Household' column. For most contact, the outcome code will match the outcome code you have selected for the contact on your contact sheet. For example, if you have made a telephone call to Parent 1's mobile and left a message, you would code the outcome code as 708 'Left a message/calling card'. These outcomes, or outcomes that begin with 7, are interim outcomes. Only when you have coded a final outcome on your contact sheet in section B will you fill in a final outcome code in iProgress. All final outcomes are contained within the 'F2F' type. When you have your final outcome you will need to code 'F2F' in 'Type' and then the final outcome in the 'Household' column. The only exception to this is if you receive a refusal from the Office. In this case, you will code 'Incoming' in 'Type' and 'Other – Office' in 'Contact'. You are then able to code 308, Refusal to Office, in the 'Household' column. For a full list of final outcomes, please see Appendix 5.

Type	Contact	Household	Main	Partner	C1 Questn're	C1 Cognitive	C1 Physical
	Cohort family Addr...	717					
phone	Cohort family Telep...	708					
phone	Cohort family Telep...	708					
phone	Parent 1 Mobile	708					
		706					
phone	Stable Contact 1 tel...	703					
phone	Parent 1 Mobile	<input type="text" value=""/>					

Code	Outcome
-- Please select --	
701	Appointment made
702	New address/phone number for Cohort family obtained
703	Other new information about Cohort family obtained
704	Family address confirmed
705	Agreed to pass on tracing letter
706	Contact with other/unknown person – other
707	Contact with Cohort family: Other

Figure 51: Coding outcome

If you complete some interviewing (code 718) or the family's final outcome is partially or fully productive (outcome codes 110 or 130), you will need to code outcomes for each individual element – including an outcome for a partner even if there is no partner (simply code 210 'No one eligible for partner interview'). The outcomes in iProgress match the outcomes in Section C of your contact sheet. For a full list of individual element outcomes, please see Appendix 6.

Remember, you do not need to wait till you code a final outcome to code outcomes for an individual element. If you code that you have completed some interviewing but intend to return to complete further elements (code 718), you can enter final outcomes for the individual elements you completed that day. For example, if you complete interviewing with the main respondent and all child elements but intend to return to conduct the partner interview, you would code the household outcome as 718 'Some interviewing', and then code the outcomes for the main respondent and child elements.

Please note that where a family refuses to participate when you contact them over the phone, you will need to code an interim outcome of '707 – other' and comment in the notes that the family refused. However, you cannot accept a refusal over the 'phone, so you will need to attempt to visit them. If you're not able to make f2f contact with them after 8 visits, you will need to code a final outcome of '311- Refusal by cohort family'.

In rare cases, you may have to code a F2F visit when you do not make one. For instance, you may code an interim broken appointment (code 721) because you intend to go back to the household for the interview. However, it turns out that the broken appointment is the final outcome because you never manage to have contact with the family again. When you decide this is the final outcome, you will need to code a F2F visit and code final outcome as 'Broken Appointment'.

Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're	C1 Cognitive	C1 Physical	Comments
1	12 Dec 2011 Mon	1100		Post	Cohort family Addr...	717						
2	15 Dec 2011 Thu	1300		Telephone	Cohort family Telep...	708						
3	18 Dec 2011 Sun	1405	w	Telephone	Cohort family Telep...	708						
4	22 Dec 2011 Thu	1915	e	Telephone	Parent 1 Mobile	708						
5	27 Dec 2011 Tue	1400		F2F		706						Spoke to build
6	27 Dec 2011 Tue	1801	e	Telephone	Stable Contact 1 tel...	703						She said they h
7	27 Dec 2011 Tue	1941	e	Telephone	Parent 1 Mobile	701						
8	28 Dec 2011 Wed	1100		F2F		110	111	111	111	111	111	
9							Code	Outcome				
10							111	Full interview				
11							120	Full partner interview by proxy				
12							121	Partial partner interview by proxy				
13							131	Partial Interview]				
14							210	No one eligible for partner interview				
15							304	Refusal				
16							309	Broken appointment – no recontact				
17							401	Refusal because physically or mentally unable/incompetent				
18												

Figure 52: Coding individual element outcomes

10.4 Adding additional child elements (for multi-cohort child households)

iProgress will automatically have the following individual elements on screen: Main, Partner, C1 Questionnaire, C1 Cognitive and C1 Physical. To add elements for families with multiple cohort children (so twins or triplets, or another multiple birth in the sampling year), go to 'Elements' at the top of the screen and click on the extra child elements you need. You will need to add each element individually (i.e. C2 Questn're, C2 Cognitive, C2 Physical).

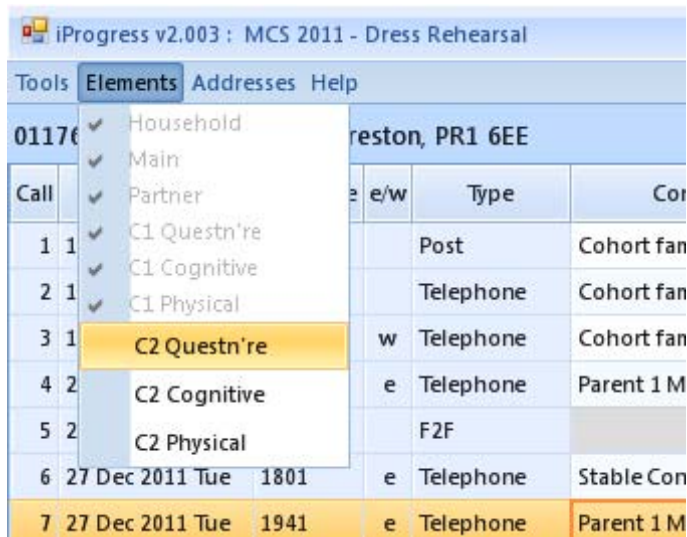


Figure 53: Adding child elements

10.5 Contact details

For each serial number, the address is displayed across the top of the screen. For other contact details, such as all known contact details for a cohort family, including stable contact details, you will need to click the 'Contacts' button, which can be found in two places: at the bottom of the individual address screen (see Figure 54 below) and at the side of each address in the main screen.

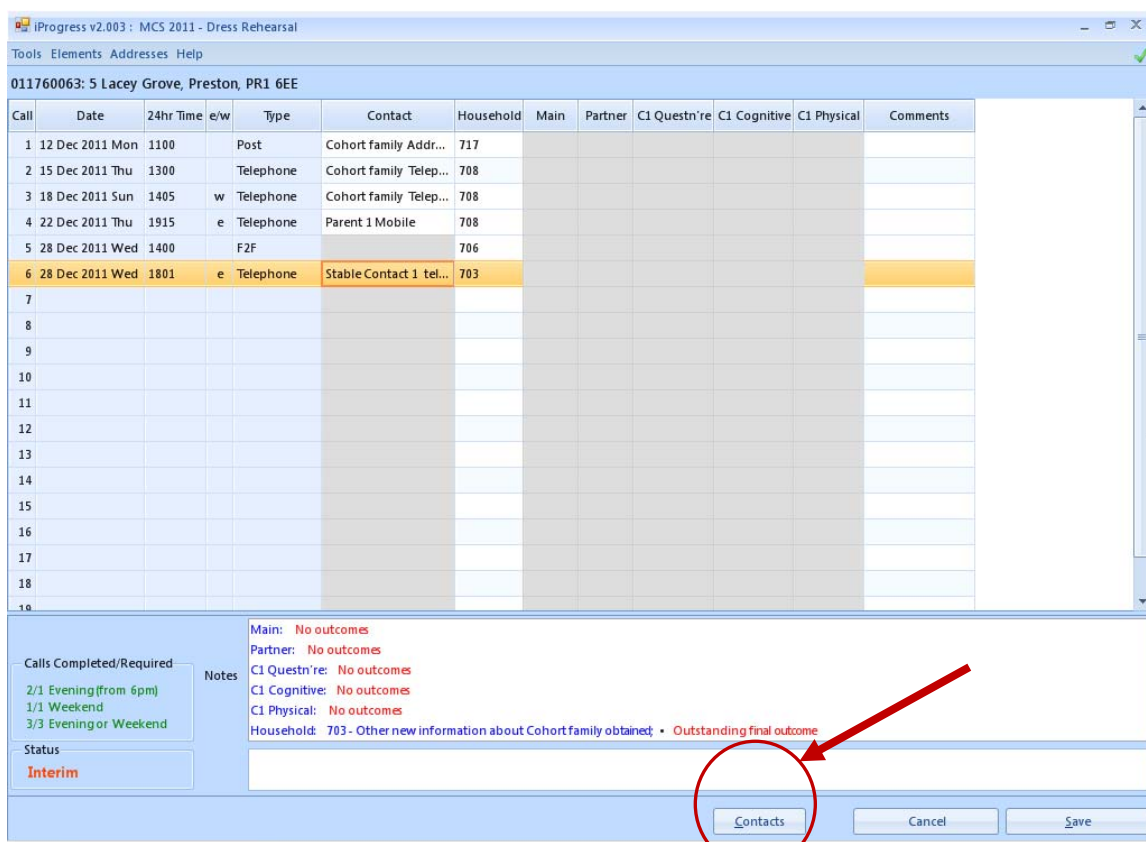


Figure 54: Finding contact details

When you click on this button a dialogue box will appear showing all known contact details for a cohort family. These may include mobile numbers for parents, a home telephone number for the cohort family address, details of stable contacts and the child's known school address. **You can edit all details** if you find you need to update contacts or details. To do so, simply click into the box you want to update under the 'Value' column and enter your update. Click 'Ok' once you are finished to save your changes. You will also need to add contacts, for instance, a neighbour you spoke to. You won't be able to enter details of an attempted contact with someone until you have added them to your contacts list. You can do this in the same way you update a contact.

Label	Value	Comments
Parent 1	Miss Sarah Smith	
Work phone	02073953000	
Mobile	0772449858	
Email	smith@gmail.com	
Parent 2	Mr Gary Smith	
Work phone	01245655555	
Mobile	07789546152	
Email	gsmith@work.com	
Stable Contact 1	Mrs Newton	
Address	25 The Beeches	
Telephone	01254658989	
Mobile	07789567920	
Email		
Stable Contact 2	Mr Tom Smith	
Address	7 Laurel Lane	
Telephone		
Mobile	07895465213	
Email		

☐ Show only items with values

Ok Cancel

Figure 55: Contact details

10.6 Adding a movers/address update

If you find that the cohort family has moved and you know the new address, you need to enter this in iProgress. You will also need to enter any new addresses you receive from Head Office about your sample. To do this, enter the main household screen with the serial number and address displayed across the top. In the top left-hand corner, click the 'Addresses' button and then click 'Add [Serial Number]-M1 (Mover)'. A dialogue box will open with the current address; you will then enter the new address directly into the dialogue box, deleting the current address. To do this, first enter the post code and click 'Check'. This will run the post code checker system on your machine. If the system cannot find the correct address, you will need to enter it manually into the provided fields. To note, it will not find house numbers, so you will need to enter the house number on the first line. Once you are happy the new address is entered correctly, click 'Save'.

Call	Date	Contact
1	19 Dec 2011	
2	21 Dec 2011 Wed	1000 F2F
3	23 Dec 2011 Fri	1930 e F2F
4	28 Dec 2011 Wed	1425 F2F
5	29 Dec 2011 Thu	1800 e F2F

Figure 56: Adding a mover

When you go into iProgress again and the list of all your sample addresses is displayed, the address number you have updated with a new address will be shown with an 'M1' at the end of it. For instance, if you have updated serial number 12345678, it will show as '12345678-M1'. You should use this serial number to update further contact with this cohort family. You can enter new addresses as many times as you need to. Each time you do, the serial number will be updated with an 'M1' or 'M2', etc, at the end; depending on the number of address updates you have already entered.

In addition to adding the new address here, you will also need to update it in the Contact Details box (discussed above), as it won't update automatically.

10.7 Change to address details

If a cohort family has not moved, but you discover that their address is partially incorrect or incomplete, you should update the address. This is done in much the same way as updating the address of the cohort family that has moved. You will click on 'Addresses', and then click on 'Correct Current Address'. Then you will be able to correct or complete the address information, but iProgress will not create a new address with an 'M1' at the end of the address number (because they have not moved). **Again, you will also need to correct it in the Contact Details box, discussed above.**

Call	Date	Contact
1	19 Dec 2011	
2	21 Dec 2011 Wed	1000 F2F
3	23 Dec 2011 Fri	1930 e F2F
4	28 Dec 2011 Wed	1425 F2F
5	29 Dec 2011 Thu	1800 e F2F

Figure 57: Amending an address

If you have further questions about how to use iProgress, please see the instruction manual or contact your Region Manager.

11 TRACING COHORT MEMBERS

11.1 Overview of tracing requirements

It is very important that we re-contact and interview as many families as possible. This has an impact on the study continuing to survive into the future. If a cohort member and their family are found to have moved from the issued address you need to attempt to find their new address.

You are expected to make reasonable attempts to contact the cohort member's family; this may require multiple visits and phone calls.

If you find that a family's new address is within a reasonable distance of the original address, you should attempt the interview at this new address (and be prepared to follow up further moves). In general, this applies if the new address is within 15 miles of the issued address, or if it is closer than that address to your own home. However, you should speak to your RM if you are unsure as this will vary from region to region.

If you find that the cohort member and their family have moved to a different area they will be re-allocated to a different interviewer. You should record the details of the new address in iProgress and on your contact sheet and send it back to Head Office for re-allocation. As long as the child is in the UK we will try and interview them, regardless of where they have moved to. If the family has moved abroad, we won't try to interview them this time but we do still want to know as much as possible about where they are living, so try to get as much information as you can.

On CNC4, 14% of the sample were movers and of these movers, the previous survey company (NatCen) and CLS managed to trace 69% of families. The majority of these traced families had moved to new addresses within the local area (i.e. they had not moved far away from the issued address).

You will need to trace cohort families if:

- They are no longer living at the address printed on your contact sheet
- You are unsure after multiple contact whether they are living at the printed address
- The address is inaccessible or you can't find it

For some families, you will know when you get the contact sheet that they are not at the address, as the Contact Sheet and the SIS says that they are Status: No Longer Resident, but for others, you will only establish this when you try to make contact. For some of these families, you will find out that they've moved straight away when you try to contact them, and can find their new address easily, but for others you will have to do additional work to try to trace them. For other families you may be unsure after multiple contact attempts whether they are living at the issued address and for others you may not be able to contact the address e.g. if it is inaccessible or you can't find it.

Individual tracing actions involve:

- Multiple phone calls to the cohort family – you **must** try all telephone numbers provided on the Sample Information Sheet for the cohort family and Parent 1 and Parent 2. You must make a minimum of five phone calls to each of the telephone numbers.

- Multiple visits to the cohort family's last known address. You must make a minimum of eight face-to-face visits.
- Contacting current occupiers of last known address
- Contacting neighbours
- Contacting nominated stable contacts
- Contacting the school that the child was attending when last interviewed (if provided)
- Contacting the address at which is the cohort family was last interviewed (in certain circumstances)

The end of this section provides a summary chart.

Please note that when tracing, you should not mention the cohort child's name or the study name when speaking to neighbours or current occupiers; that is, you should say that you are looking for the parent(s) and, if necessary, that they are members of an important research study. You can mention the study name and/or cohort child's name when speaking to stable contacts and schools.

We anticipate that in most cases that require tracing you will be able to find the cohort child's family with little difficulty. However, if you are unable to discover the cohort child's new address after making reasonable efforts to do so, the Contact Sheet will instruct you to return the case to Head Office; CLS will then carry out further tracing.

We want to follow the cohort child and whoever they are living with now, even if they are no longer living with their parents. If a cohort child has been taken into care and is living in a private residence, then you can proceed with interviewing their new carers as normal, whether they be grandparents, foster parents, adoptive parents or others. However, if you are told that a child has been taken into care and is now living in residential care or some other institution, try to find out as much information as possible (including the name and address of the institution, the type of institution, when they went into care etc) and contact your RM for advice before proceeding. There are a small number of cases where we have been told previously that the child had been taken into care but we have not been able to find them. You will know this from the 'Further Information' notes on your SIS. For these cases, please follow the standard contacting and tracing procedures, including sending your advance mailing as normal. There is a good chance that the child may have been taken into care temporarily and now be back with their family.

Some of the cases in your assignment may already be known to no longer be living at the issued address (because recent mailings from CLS have been 'returned to sender' or because they were untraced at CNC4). On the Sample Information Sheet these cases will have their Status of Address set to 'No Longer Resident' so you will know immediately that these cases will almost certainly require tracing.

Another set of cases which may well require tracing are those with their Status of Address set to 'Unconfirmed'. These are addresses which the CLS cohort maintenance team have acquired from databases or directories and have a family of the same name living there but CLS have been unable to confirm that is it the cohort family. It is likely that most of these addresses will contain the cohort family. However, it is possible that it a different family and the cohort family has never lived at this addresses. If they are not at this address, you should return to the address at last interview if it's local to you.

For both these types of addresses, you should still send advance mailings and do follow up visits to them.

11.2 Key tracing processes

11.2.1 Contacting current occupiers of issued address, neighbours and stable contacts

In order to find a new address, ask the current residents of the issued address or neighbours. They may know whether the family has moved and even if they do not know themselves they may be able to direct you to friends or relatives nearby who will know how to contact the cohort child and their family. If you are unable to make contact with the current occupiers, you can leave them an occupier letter (see Figure 63 below).

We recommend that you attempt to make contact with neighbours up to eight times, at the times when you are calling at the cohort address.

If you are unable to establish the whereabouts of the cohort child's family in this way, then you should attempt to contact a stable contact. Contact details for the stable contacts are provided on the Sample Information Sheet. There will be up to two stable contacts (one for each parent) and the amount of contact information may vary e.g. for some you may only have partial details such as address but no telephone numbers. These are individuals who the cohort child's parents have passed on to CLS in order that they can be contacted if the cohort family cannot be found. When you attempt contact with stable contact you should bear in mind that, although requested to do so, the cohort family may not have informed them that they have provided their contact details to CLS. Some stable contacts may also not be aware that the cohort child and their family are participating in the Child of the New Century, though most are likely to.

You should attempt contact with a stable contact either by telephone or face-to-face (if the stable contact address is in your area). If you have a phone number, please call them (up to five times). You should not email stable contacts (even if you have an email address for them). If you are not able to make contact by phone or personal visit, you should send a stable contact letter (see Figure 62 below).

In some situations it may also be worth attempting to contact the current residents and neighbours of the address in which the cohort family was last interviewed (which is included on the Sample Information Sheet), if this is different from the issued address. The cohort family may have only lived at the issued address for a short period and so may not have established strong links with their local area but may have lived at the address at which the last interview was conducted for longer and may have kept in touch with previous neighbours. (You can get a sense of how long cohort families have lived at the issued address from the dates the issued address was first and last confirmed on the Sample Information Sheet).

If you establish that a family with an 'Unconfirmed' issued address (as described above) has never lived at that address then you should attempt contact with the current occupiers and neighbours of the address at last interview (if local to you).

11.2.2 Using the tracing letter

If someone is unwilling to give you information about where the family live now but you they know where the cohort family lives please ask them to pass on a tracing letter. You have been provided with a tracing letter (printed with the CNC and Ipsos MORI logos - TrLtr2TL) and two types of envelope: again, one addressed to Ipsos MORI (DL with freepost address) and a blank C5 envelope which you will need to affix a first class stamp to.

You should ask the person who knows the cohort family's whereabouts if they would be willing to pass a letter on. If so, fill in the date, cohort member's parents' names and the name of the person you spoke to and the serial number on the tracing letter. The serial number should be written in the space at the top of the tear off slip. (See Figure 61 below).

Put the letter and the Ipsos MORI envelope into the blank envelope, seal it, affix a stamp and write the cohort member's parents' names on the outside. Ask for this to be posted or passed on to the cohort member's family, so they can get in touch with Ipsos MORI.

This letter mentions the study name as it is intended for the cohort family. It is important that you seal the envelope before giving it to the person in order that they do not read the letter as this will reveal that the family are in CNC.

11.2.3 Using the stable contact letter

If you are unable to make contact by telephone or face-to-face then you should send a stable contact letter. You have been provided with a stable contact letter (printed with the CNC and Ipsos MORI logos - TrLtr3SC) and two types of envelope: one addressed to Ipsos MORI (DL with freepost address) and a blank C5 envelope which you will need to affix a first class stamp to (unless you are delivering this by hand) (see Figure 68: Envelopes).

To use the stable contact letter, fill in the date, stable contact name(s), child name and serial number. The serial number should be written in the space at the top of the tear off slip) (see Figure 62). Put the letter and the envelope addressed to Ipsos MORI into the blank envelope, seal it, affix a stamp, write the stable contact name and address on the front and post.

This letter mentions the study name as it is intended for the stable contact who will usually know the family are in CNC.

11.2.4 Using the occupier letter

If you have not been able to make contact with anyone at the last known address of the cohort family, and have not been able to establish their whereabouts from neighbours or the stable contact, then you should leave an Occupier letter (TrLtr1Oc) at the last known address of the cohort family.

These are printed with the Institute of Education (IoE) and Ipsos MORI logos. You have also been provided with a post-paid DL envelope addressed to Ipsos MORI, and a blank envelope.

To use the occupier letter, fill in the date, cohort member's parents' names and serial number. The serial number should be written in the space at the top of the tear off slip. (See Figure 63). Put the letter and the envelope addressed to Ipsos MORI into the blank C5 envelope, seal it, write 'To the occupier' on the outside and leave it at the household. (If you wish you may alternatively put occupier letters in the post – follow the procedure above but write the full address on the blank C5 envelope as well as 'To the occupier').

This letter does not mention the study name or cohort child's name as it is intended for the current occupiers who may not know that the family are in the study. The email address in the letter and the address on the Freepost return envelope (used for all tracing letters) are also anonymous.

11.2.5 Contacting schools

If the cohort child and their family participated at either Age 5 or Age 7 the Sample Information Sheet will include the name and address of the school they were attending (if this was provided at the interview). If the school is local you can visit and enquire as to whether the child is still attending the school. The school will not be able to provide you with the child's address but they can be asked to forward a 'schools tracing letter for parents' to the family which like the standard tracing letter, will invite the family to contact Ipsos MORI to provide new contact details.

If making a visit to the school is not practical, you will also be provided with a 'schools tracing letter' that you can send to the head teacher explaining that a child who previously attended their school is a member of the study and that we are attempting to contact their family. A 'schools tracing letter for parents' will be enclosed and the head teacher will be asked to forward this on to the child's family.

To fill in the '**schools tracing letter for parents**' (TrLtr5SchP) fill in the date, parent name and serial number. The serial number should be written in the space at the top of the tear off slip. (See Figure 65). Insert the 'schools tracing letter for parents' and the envelope addressed to Ipsos MORI (DL with freepost address) into the blank C5 envelope provided. Affix a stamp and write the parents name on the front. The school will then need to write the address on. You should not seal the envelope in order that the school can review the information being sent on to parents if they wish to. If you are visiting the school you can pass this directly to the head teacher or if posting to the school place the envelope into the envelope containing the schools tracing letter.

To complete the '**schools tracing letter**' (TrLtr4Sch) fill in the date, serial number, child name and child date of birth. The serial number should be written in the space at the top of the tear off slip. (See Figure 64). Insert the schools tracing letter and the 'schools tracing letter for parents' in its envelope into a blank oversized C5 envelope, seal it, affix a stamp if posting and write 'head teacher' and the school address on the front. Post the letter to the school (if not delivering by hand).

These letters mentions the child's name and the study name. We need to reveal the child's name to the school in order that they can help with tracing and the study name is also revealed to schools as we trust them with this information. Schools may also already be aware that the child is in the study from teacher surveys at previous sweeps.

11.3 Record all details on your Contact Sheet and iProgress.

As you are tracing, you should record all contacting and tracing attempts and the outcomes of these on the contact record of the Contact Sheet, which you will need to use to update iProgress (see the instructions on iProgress, Section 10). Any other information can be written in notes section (section C) of the contact sheet. The information you enter here will be used by both CLS (in situations where you are unsuccessful in tracing the cohort family) and by other interviewers (in cases where the family has to be re-issued to another interviewer working in a different fieldwork area). Recording **full details** of your tracing activities is vital in both of these instances.

You will also need to use section A of the Contact Sheet to record whether or not you were able to make contact at the issued address and the overall result of your tracing.

First of all, at A1, you will need to code whether the cohort child is living at the issued address. For movers you should code either 4 (child has moved) or 5 (don't whether child at issued address). Note that this question refers to the issued address i.e. the address printed

on your contact sheet. You should code 'No' here to indicate that the family has moved from the issued address, even if you have been provided with a new address from the office. If you receive an office refusal before you have been able to establish whether or not the cohort family are at the issued address, you should code 2 here.

A. Contact at issued address and tracing			
A1	Is the cohort child living at the issued address, i.e. the address PRINTED on the front of the Contact Sheet?		
	Yes	<input type="checkbox"/>	1 Go to Section B
	Not established because office refusal	<input type="checkbox"/>	2 Go to Section B and code 308
	No, cohort child has died	<input type="checkbox"/>	3 Go to Section B and code 211
	No, cohort child has moved	<input type="checkbox"/>	4 Go to A2
	Don't know (e.g. can't locate address, no contact at address)	<input type="checkbox"/>	5

Figure 58: Question A1 from Contact Sheet

A2 on the contact sheet lists all of the tracing steps. It is meant as a checklist to guide your tracing attempts. You must carry out all of these steps before returning the case as untraced. If you find a new address without needing to do some (or all) of these steps, you should code 'no' to indicate that they weren't required.

A2	You need to trace the cohort child. Use the checklist below as a guide for your tracing attempts, and see your project instructions for further information on tracing. You MUST record all your tracing attempts in the Contact Record and on iProgress. If you obtained a new address without needing to trace, code 'No' at each question.		
	INTERVIEWER: Did you...		
		Tick one box in EACH row	
		Yes	No
	...make multiple attempts to contact the respondent by phone (using all numbers)?	<input type="checkbox"/>	<input type="checkbox"/>
	...make multiple attempts to make contact with the current occupants (and leave occupier letter if no contact)?	<input type="checkbox"/>	<input type="checkbox"/>
	... make multiple attempts to contact the neighbours?	<input type="checkbox"/>	<input type="checkbox"/>
	...leave a tracing letter with the current occupants or neighbour(s)?	<input type="checkbox"/>	<input type="checkbox"/>
	...make multiple attempts to telephone/ visit stable contact(s)?	<input type="checkbox"/>	<input type="checkbox"/>
	...post stable contact letter(s) (if unable to contact by phone/visit)?	<input type="checkbox"/>	<input type="checkbox"/>
	...contact the cohort child's school?	<input type="checkbox"/>	<input type="checkbox"/>
	GO TO A3		

Figure 59: Question A2 from Contact Sheet

When you have finished tracing and attempted contact at any new addresses found, you should choose the appropriate code at A3. You will then be directed to record the appropriate final outcome for the family in section B. Note that this is the final result of all tracing you have done for the family i.e. you may have been to more than one new address for the family.

A3	What happened as a result of your tracing and attempts to contact any new addresses found? CODE ONE ONLY			
	Cohort child is at an address in my area and have made contact	<input type="checkbox"/>	1	Go to Section B
	Cohort child is at an address in my area but not able to make contact	<input type="checkbox"/>	2	Go to Section B
	New address is in the UK but is outside my area	<input type="checkbox"/>	3	Go to Section B and code 601
	New address is outside the UK	<input type="checkbox"/>	4	Go to Section B and code 212
	No new address, but told the cohort child has moved outside the UK	<input type="checkbox"/>	5	Go to Section B and code 602
	Child is not resident at printed address and no new address found	<input type="checkbox"/>	6	Go to Section B
	Unsure if child is resident at printed address and no new address found	<input type="checkbox"/>	7	Go to Section B
	Informed cohort child has died	<input type="checkbox"/>	8	Go to Section B and code 211
	Informed of office refusal	<input type="checkbox"/>	9	Go to Section B and code 308

Figure 60: Question A3 from Contact Sheet

11.4 Incomplete addresses and Non-contacts

If any of the addresses provided are incomplete, or are complete but cannot be found, you should check with local residents, maps, directories, the police, etc. in an attempt to find the correct address. If you cannot find the address you should attempt to trace the family in the usual way before coding outcomes 607 (address inaccessible) and 608 (unable to locate address/insufficient address) and returning contact sheet to the office.

If you are unable to make contact with anyone at the address, or you've not been able to make contact with the "right" person i.e. you have not been able to establish whether the cohort member is living there you should also attempt to trace the family using the steps outlined above before coding outcomes 505 (no contact after 8 calls) or 306 (contact made at the address but information refused).

In all these situations you will need to record your tracing activities in the Contact Sheet and iProgress as you would for the other 'tracing' outcome codes.

11.5 What if the cohort family has emigrated?

If you find out that the cohort family has moved outside the UK you should attempt to establish their full address as CLS will continue to maintain contact with emigrant families in case they return to the UK in the future (and will therefore be eligible to participate in the study once more). You should also attempt to record (in Section B of the contact sheet) as many other details about the emigration as possible – who provided you the information, when they emigrated, whether and when they are expected to return to the UK etc. You should also attempt to find out how long they will be away for – if they are due back in the UK before fieldwork ends, we want to try to interview them.

11.6 Successful tracing – what do you do next?

If you manage to trace a family, and have confirmed their new address you will need to do one of two things.

If the family is a local mover (that is, within the area that you are working in), then you should use the spare materials in your pack to make up a pack of advance materials. You will need

to write the new name and address on the advance letter. You should then send the advance mailing and attempt to contact the family as normal.

If the family has moved outside your area, you need to record this on your Contact Sheet and iProgress and send your Contact Sheet back to Head Office so that they can reallocate the case to an interviewer in that area. In this instance, you should NOT send advance materials to the new address, as this will be dealt with by Head Office.

11.7 Unsuccessful tracing – transferring cases to CLS for further tracing

Where you have been unable to trace the family to a new address they will be passed to the CLS Cohort Maintenance Team for further tracing. CLS will use email addresses, text messaging, additional stable contacts (if held), specialist tracing software and administrative data sources to attempt to find new addresses for cohort families.

You should not stop tracing and pass a family to CLS until you have used all the information on the Sample Information Sheet and exhausted all the tracing procedures above.

You should also not stop tracing on the basis of the fact that you have received some partial information regarding the whereabouts of the cohort member and their family. For example, if a neighbour informs you that the cohort family has moved to Edinburgh but cannot provide you with their new address you should record this on your contact sheet and in iProgress but should continue to attempt to trace the cohort family (e.g. by contacting the stable contacts) as you may be able to find the full address from another source.

The CLS Team will be particularly interested in what happened when you tried to contact follow-up addresses (and what those addresses were), the stable address(es) and each telephone number (as these are the tracing activities they could most easily duplicate).

You **MUST** record ALL contacting and tracing attempts and any new information you find in your Contact Sheet and iProgress (see the instructions on iProgress, section 10). **It is essential that you update iProgress with any new contact information you find as a result of tracing.**

All of this information will be passed to the CLS cohort maintenance team. CLS will NOT be sent a copy of the Contact Sheet or Sample Information Sheet, and so will not see any of the notes you have written on them. Instead, you should note your comments in the comments boxes provided in iProgress, including any further information which you think may help CLS trace the cohort's family.

11.8 Fulfilment of tracing letters

11.8.1 How to complete the tracing letter (Document reference: TrLtr2TL)

Child of the new Century

Ipsos MORI

I

Date:

Dear

Your child is one of 19,000 special children born in the UK in 2000/2001 whose lives are being followed by the Child of the New Century study. We have visited the children when they were 9 months old, and at ages 3, 5 and 7. Now that your child is in the last year of primary school, we would very much like to visit you again to find out how your family is getting on. **Your continued participation in the study is very important to us.**

An interviewer from our partner organisation, Ipsos MORI, has recently been trying to contact you at the last known address we have for you to invite you to take part in the Age 11 Survey but has been unable to do so. The interviewer spoke to:

.....

who did not wish to give your address without your permission, but did agree to send this letter to you. I would be most grateful if you would let Ipsos MORI know your present address, wherever you are living now. You can call Ipsos MORI on **Freephone 0800 238 5446** (costs from mobile phones may vary, please check with your provider), email at childnc@ipsos.com or return the form below in the enclosed Freepost envelope – you won't need a stamp if you post it in the UK.

By giving us your name and address you are not committing yourself to be interviewed for the Age 11 Survey. You can decide that when the interviewer contacts you. If you do take part, your answers will be treated in strict confidence in accordance with the Data Protection Act.

If you have any questions about the study, or would prefer not to be contacted again, please let us know.

Thank you very much for your help.

Yours sincerely,

Lucinda Platt

Professor Lucinda Platt, Study Director

Please complete this form using BLOCK CAPITALS Serial number:

Title First name Surname

Address

Postcode

Telephone number

Email address

Please turn over

Write names of child's parent(s) here

Write in name of person you spoke to here

Document reference

Write date here

Write serial number here

Figure 61: How to complete the tracing letter

11.8.2 How to complete the stable contact letter (Document reference: TrLtr3SC)

10-00088/TrLtr3SC

Ipsos MORI

Date:

Dear

A child that you know is one of 19,000 special children born in the UK in 2000/2001 whose lives are being followed by the Child of the New Century study. We have visited the children when they were 9 months old, and at ages 3, 5 and 7. Now that the child is in the last year of primary school, we would very much like to visit their family again to find out how they are getting on. **Their continued participation in the study is very important to us.**

We have recently been trying to get in touch with the family of the child named below so that we can invite them to take part in the Age 11 Survey.

Name:

Unfortunately we have been unable to do so as they are no longer living at the address that we have on record for them. A member of this family gave us your name and address and their permission to contact you if they moved address, in order to try to find out where they have moved to.

If you know where they are living, please let Ipsos MORI, our partner organisation who are conducting the interviews, know their address. You can do so by calling them on **Freephone 0800 238 5446** (costs from mobile phones may vary, please check with your provider), emailing at childnc@ipsos.com or returning the enclosed form in the Freepost envelope provided - you won't need a stamp if you post it in the UK.

By telling us their address, you are not committing them to taking part again. They will be able to decide this for themselves when we get in touch with them.

If you know their address but would prefer to pass this letter on to this family and ask them to return it to us themselves, please do so. If the family has any questions about the study, or would prefer not to be contacted again, please ask them to let us know.

Thank you very much for your help.

Yours sincerely,

Lucinda Platt

Professor Lucinda Platt, Study Director

Please complete this form using BLOCK CAPITALS Serial number:

Title: First name: Surname:

Address:

Postcode:

Telephone number:

Email address:

Please turn over

Figure 62: How to complete the stable contact letter

How to complete the occupier letter (Document reference: TrLtr1Oc)

Document reference

Write date here

Write names of child's parent(s) here

Write serial number here

TrLtr1Oc

Ipsos MORI

Date:

Dear Sir/Madam,

We are trying to make contact with the person named below who is part of a very important research programme. According to our records, they are living at this address. An interviewer from our partner organisation, Ipsos MORI, has visited the address several times but has been unable to find anyone at home.

If you are the person, please let us know that you are still living here and we will ask the interviewer to try to make contact with you again. If this letter has been forwarded to you from a different address, please let us have the full details of your current address.

If you are not the person who took part in the study, can you help by forwarding this letter to them; or by giving us details of their new address, or the name and address of someone who can?

If you do not know of any way of getting in touch with this person, please let us know so that we can avoid bothering you again.

Please complete the form below and return it to Ipsos MORI in the enclosed Freepost envelope - you won't need a stamp if you post it in the UK. If you prefer, you can telephone Ipsos MORI on Freephone 0800 238 5446 (costs from mobile phones may vary, please check with your provider); or email cohort@ipsos.com.

Thank you for your help.

Yours sincerely,

Lucinda Platt

Professor Lucinda Platt
Study Director

We are trying to contact: Serial number:

Please tick the appropriate box below, and give details requested.

A. I am the person named above ☐ Please give details overleaf

B. I am not the person named above, but I know a forwarding address for them ☐

C. I am not the person named above but I know someone who may be able to help ☐

D. I do not know the whereabouts of the person named above ☐

THE INFORMATION YOU GIVE WILL BE TREATED IN STRICTEST CONFIDENCE.

Please turn over

Figure 63: How to complete the occupier letter

How to complete the schools tracing letter for head teacher (Document reference: TrLtr4Sch)

IOE Leading education and social research
Institute of Education
University of London

Ipsos MORI

Date:

Serial number:

Dear Head Teacher,

Child of the New Century – Age 11 Survey

We are writing to seek your help to contact the parent(s) of:

Name Date of Birth

The child named above has previously participated in the Child of the New Century Study, a UK wide multidisciplinary longitudinal birth cohort following the lives of over 19,000 children born in the UK in 2000/2001. Information has been collected from families when the children were aged 9 months, 3 years, 5 years and 7 years. The Age 11 Survey is currently taking place.

This major study seeks to improve our understanding of how events and circumstances in early life, including schooling and educational development, impact on outcomes and achievements later on.

The study is run by the Centre for Longitudinal Studies (CLS), which is part of the Institute of Education (IOE) at the University of London. The study is funded by ESRC (the national Economic and Social Research Council) and several government departments, including those with responsibility for education, in all countries of the UK.

The child's family most recently participated in the study when the child was aged either 5 or 7 (or on both occasions) when they told us that the child was attending your school. We have recently tried to contact the family at the last known address we have for them but have been unable to locate them and believe they may have moved to a different address. We would like to contact the family to invite them to take part in the Age 11 Survey. If you know the child's current address, we would be grateful if you could forward the enclosed pack to their parents.

If you would like further information about the study, please contact Ipsos MORI, our partner organisation who are conducting the interviews, on Freephone 0800 238 5446 or childnc@ipsos.com. You can also visit the website for parents (www.childnc.net) or the CLS website (www.cls.ioe.ac.uk).

Thank you in anticipation of your help.

Yours sincerely

Lucinda Platt

Professor Lucinda Platt
Study Director

10-020355/TrLtr4Sch

Write the date here

Write serial number here

Write in name of the child here

Write in the child's date of birth here

Document reference

Figure 64: How to complete the schools tracing letter for head teacher

How to complete the schools tracing letter for parents (Document reference: TrLtr5SchP)

Child of the new Century

Ipsos MORI

Date:

Dear

Your child is one of 19,000 special children born in the UK in 2000/2001 whose lives are being followed by the Child of the New Century study. We have visited the children when they were 9 months old, and at ages 3, 5 and 7. Now that your child is in the last year of primary school, we would very much like to visit you again to find out how your family is getting on. **Your continued participation in the study is very important to us.**

An interviewer from our partner organisation, Ipsos MORI, has recently been trying to contact you at the last known address we have for you to invite you to take part in the Age 11 Survey but has unfortunately been unable to do so. In order to try to contact you, we wrote to the Head Teacher of the school your child was attending when we last spoke to you and they kindly agreed to send this letter to you.

I would be most grateful if you would let Ipsos MORI know your present address, wherever you are living now. You can call them on **Freephone 0800 238 5446** (costs from mobile phones may vary, please check with your provider), email at childnc@ipsos.com or return the form below in the enclosed Freepost envelope – you won't need a stamp if you post it in the UK.

By giving us your name and address you are not committing yourself to be interviewed for the Age 11 Survey. You can decide that when the interviewer contacts you. If you do take part, your answers will be treated in strict confidence in accordance with the Data Protection Act.

If you have any questions about the study, or would prefer not to be contacted again, please let us know.

Thank you very much for your help

Yours sincerely,

Lucinda Platt

Professor Lucinda Platt
Study Director

Please complete this form using BLOCK CAPITALS Serial number:

Title..... First name..... Surname.....

Address.....

Postcode.....

Telephone number.....

Email address.....

Please turn over

Document reference

Write date here

Write names of child's parent(s) here

Write serial number here

Figure 65: How to complete the schools tracing letter for parents

Summary of tracing procedures

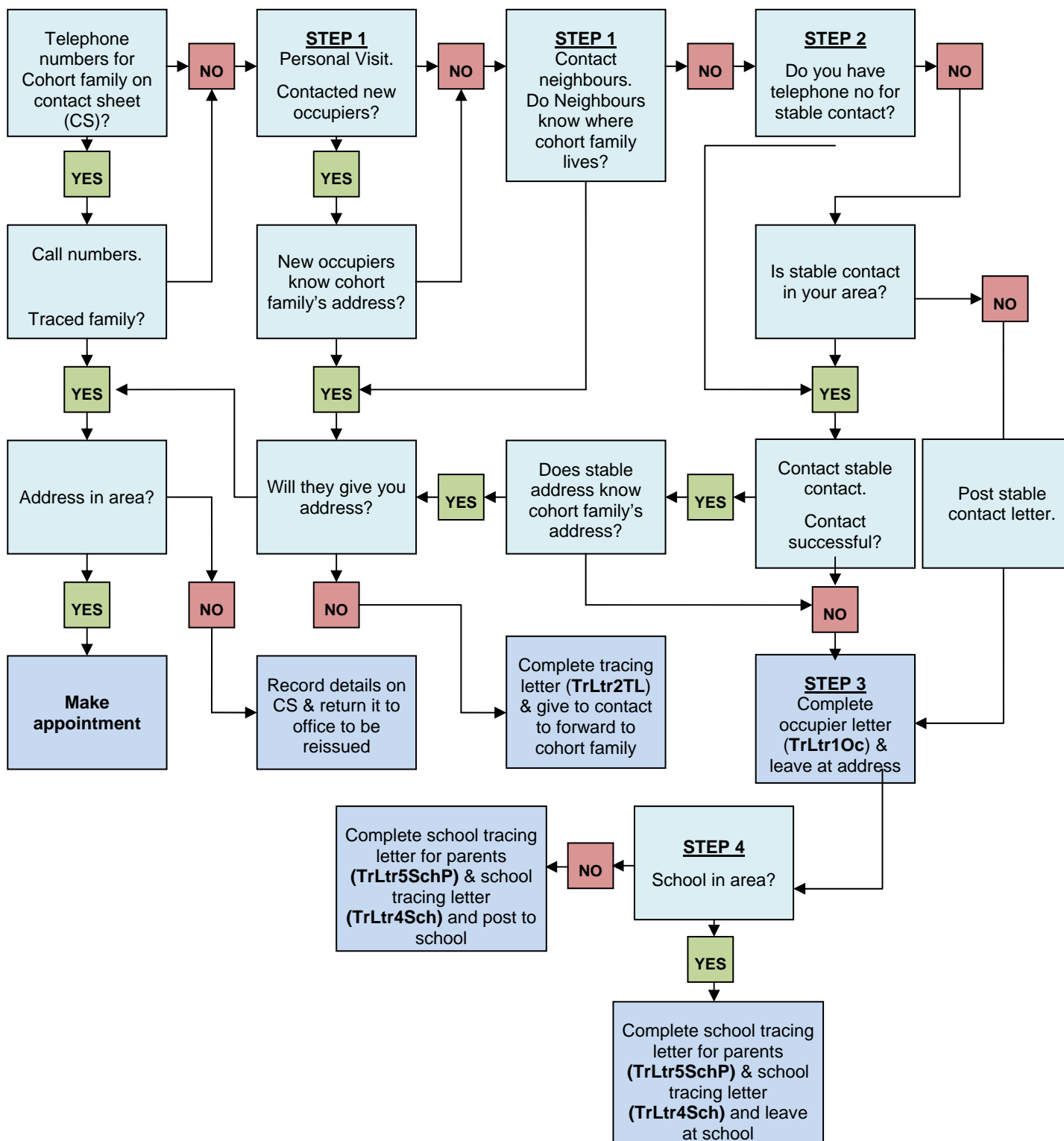


Figure 66: Summary of tracing procedures

Tracing letter fulfilment

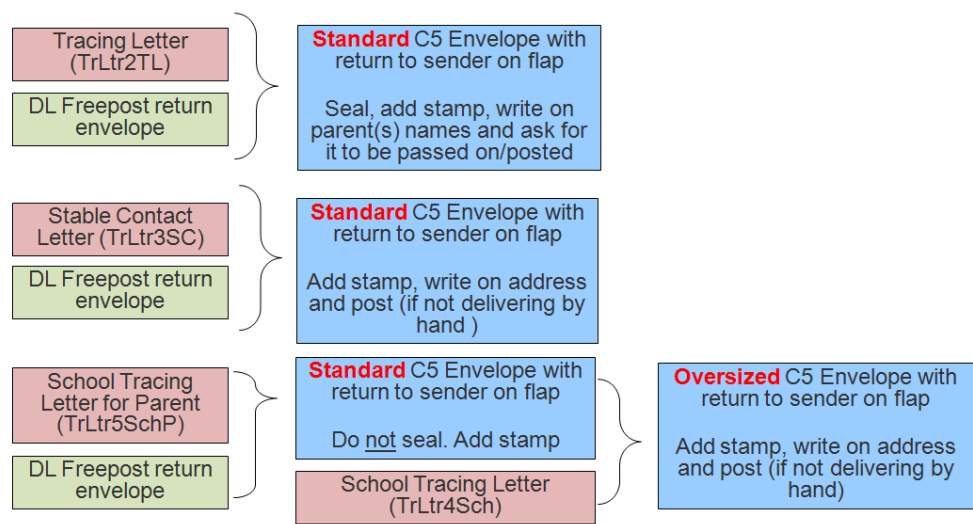
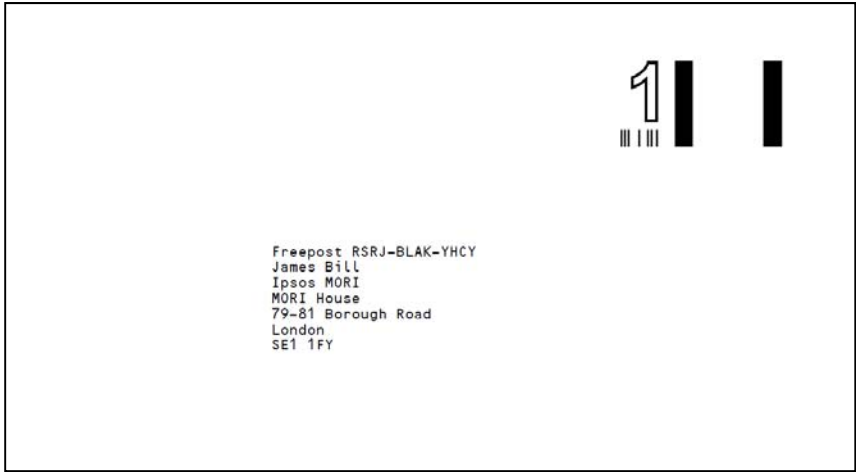


Figure 67: Tracing letter fulfilment

The occupier letter (TrLtr1Oc) is not shown here as it is left in a blank envelope at the address. You will be provided with stamps to use for the tracing letters and appointment mailing only. Any unused stamps must be returned to Head Office at the end of fieldwork.

Tracing envelopes

DL freepost return envelope (front)



Standard and Oversized C5 envelopes (back)

Oversized C5 is slightly bigger

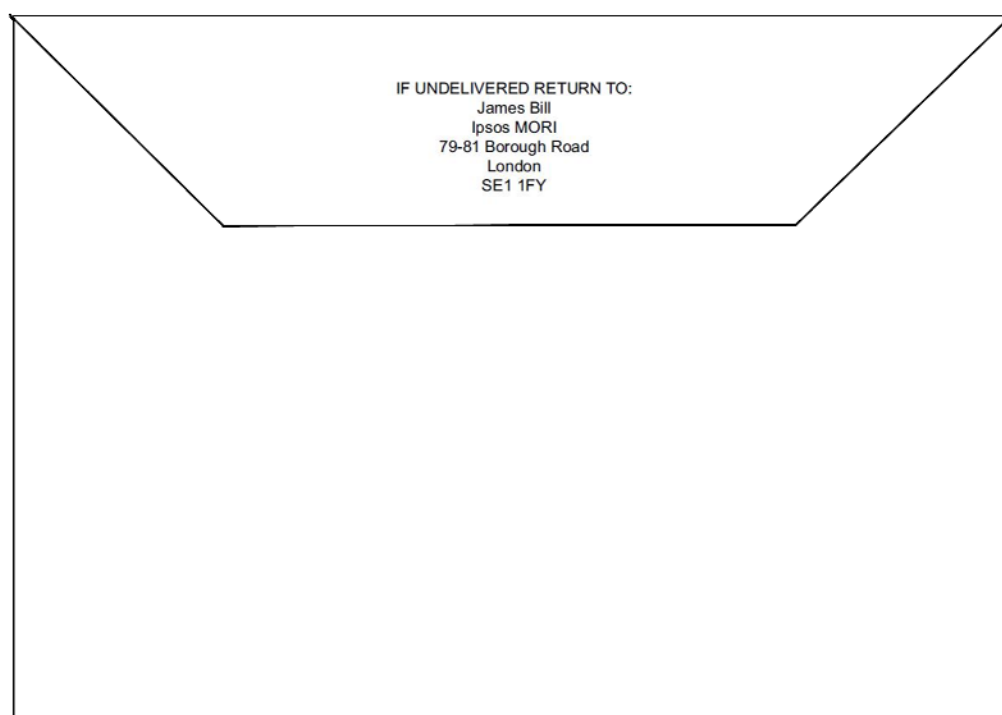


Figure 68: Envelopes

11.9 Future addresses and change of address card

In an effort to help us keep track of movers in the future, at the end of every household visit you are required to record whether the family is planning to move (and their address if they know where they are moving to) and to leave the cohort family with a change of address card. CAPI will prompt you to ask the main respondent whether the family are planning to move and remind you to leave a change of address card at the end of the main interview. The change of address card can be used by cohort families to inform CLS if they change their address in the future. These cards are pre-printed with the CNC freepost address so respondents will not be required to use a stamp in order to send these back. Note that families can also tell CLS if they move in the future using the CLS CNC freephone number, email address and study website (details are given on the survey materials). In the unlikely event that you do not conduct a main interview with a particular family, the change of address card should still be left where possible.

A diagram of the change of address card is shown below (Figure 69). To complete the change of address card, the respondent will need to fill in their own details and their child's details and also enter the address they are moving to, including full postcode and any new home telephone number and the date of the move. Once completed, the respondent will need to moisten the strip on the edge of the card and fold it on the dotted line. Once sealed, the change of address card can be posted directly to CLS – no stamp will be required (if they post in the UK). **We would like you to write the family's serial number on the card before giving it to the family.**

Pre-sealed (Inner)

Write the serial number here

Once sealed (Outer)

Front – Freepost address

Back-Blank

Figure 69: Change of address card

12 BARCODE LABELS

The barcode labels given to you in your work packs (one per household) are an important aspect of the survey as they contain the serial numbers (address number and check digit, as well as the child number where relevant) that will be used to identify the respondent.

You will have a strip of barcode labels for each family. Every strip will have:

- Up to 3 barcode labels for the child self-completion questionnaires (1 per cohort child)
- Up to 3 barcode labels for the Child Consent Forms (1 per cohort child)
- Up to 3 barcode labels for the child elements consent forms (1 per cohort child)
- 1 barcode label for the Main Parent Consent Form
- 1 barcode label for the Partner Consent Form

Every strip of labels has the sample point at the top.

Every barcode label has the family serial number under the barcode (in the example, 1111111111). It is critical that you use the right barcodes for that family, so please check the serial number matches the serial number for the family on your contact sheet / SIS.

The Cohort Child specific labels have:

- The Child number in **bold** under the barcode (**100**)
- Blue, green or red lines above and below to help differentiate between them

Please note that there are three colours used to indicate whether there are multiple births. These are:

- Child 100 = **Blue**
- Child 200 = **Green**
- Child 300 = **Orange**

If you have twins you will need to use barcode labels for child 1 and child 2. And if you have triplets you will also use the orange label. For families with twins or triplets the child numbers relate to a particular child and **are not interchangeable**. Therefore you should make sure that you are using the correct label for that child. This is the case regardless of whether you survey both/all children.

In all households where there is only one child you will only use the blue barcode label.

You will need to place labels on each of the following:

Child self-completion questionnaire - you will need to place the appropriate barcode for the child.

The questionnaire booklet will not contain any identifying information and we do NOT want them to put their full name on their booklet. You **MUST** label the booklet with the barcode prior to giving it to the child (it cannot be added afterwards, because the completed questionnaire will be sealed into an envelope by the child to support privacy). The barcode is the only information we have to match the child question booklet to the child's record, so please be **especially careful** to make sure that you are using the barcode with the correct serial number for that family; and if a twin that you are using the correct colour for that twin.

Sample Point: 1001

Child Questionnaire



Child Consent



Child Elements Consent



Main Parent Consent



Partner Consent



Ipsos MORI/10-030358/F2

Consent from child form – you will need to place the appropriate barcode for the child.

Main and partner (if applicable) and child elements consent forms - you will need to place the appropriate barcodes for the main respondent and partner (if applicable) only. You will only need to place a barcode label on the top copy of each of the forms as these will be returned to head office. The respondent will keep the other copy.

It is essential that you attach barcode labels to all consent forms before they are returned to the office.

13 FIELD ADMIN

13.1 Contact information if you have any further queries

Please keep your Region Co-ordinator informed of your progress. It is vital that you contact them if you are having difficulties with the addresses you have been allocated in your area.

If you have any queries please contact your RC in the first instance. In circumstances where you can't get hold of your RC please get in touch with Mette Turay or Darren Fisher in the first instance, using the contact details below:

- Mette Turay 0207 347 3272 mette.turay@ipsos.com
- Darren Fisher 0207 347 3268 darren.fisher@ipsos.com

13.2 Key dates

Please check with your RC to confirm the specific dates for your batches.

13.3 Equipment

Please make sure you take very good care of the equipment, especially the software key as it is very expensive (each worth £246).

All the equipment have serial numbers and are linked to the allocated interviewer, so under no circumstances should you move or swap equipment in the field without prior authorisation from Head office.

If you have any problems with the stadiometer or scales please contact your RC.

For any queries about touch screen or MP4 players please contact the CAPI helpline.

You will be sent a pre-paid label to return the equipment at the end of fieldwork.

13.4 Return of work and iProgress updates

Please return all paperwork regularly throughout the fieldwork period in the return envelopes provided. Make sure the contact sheets, sample information sheet, consent forms and the child self-completion questionnaires (in sealed envelopes) are returned together in the envelopes provided.

You **must** check your contact sheets are filled in accurately before returning them to head office, and incomplete contacts sheets will be returned to the interviewer. It is extremely important that you do not hold onto all the paperwork and return it in one batch after you have completed your allocation. Please return the contact sheets for an address with a final outcome as soon as you have finished work with this. This is especially important in the case of movers and/or refusals/non contacts which may need to be reissued.

Please also ensure that you complete iProgress at the end of each working day for each of your allocated addresses. For each address, you will need to complete the update every single day that you try to make contact with it, up until the point where a final outcome code has been recorded at that address. As you know iProgress is vital for monitoring fieldwork. The client team has live access to our progress update system and so it is important that this shows an accurate record of the status of all addresses. This will be monitored and there will be a fine if not completed, details of this can be found on the 'payment memo'. Remember to

iProgress all types and instances of attempted contact, including that you have posted your advance letters, posted/delivered the appointment mailing, and unsuccessful as well as successful attempts to reach people by telephone, for example.

13.5 Tracing

All tracing steps must be iProgressed fully before the movers deadline (Sundays 26th February 2012 for batch 1a). This information will be checked and is crucial. If you have any questions about tracing procedures, please contact your RC.

If a family has been traced to a location outside of you area, please contact your RC. The RC will verify and check the distance between traced families and allocated interviewers, to determine if they should be re-allocated. If the decision is to re-allocate to a different interviewer, please return the mover contact sheet ASAP so they can be re-allocated.

13.6 'Average' assignment details

The following figures are all averages, the batch sizes will vary:

- 14 addresses have been issued per interviewer
- We expect there to be around 2 mover families per point that will require some level of tracing, however this may vary depending on which area/city you are working in.

13.7 Fieldwork

Make sure you let your RC/RM know of the dates that you will be working. Please see your payment memo for fieldwork deadlines. We have to supervise absolutely everyone working on this survey as early as possible ideally on your first interview, even if you've recently been supervised on another survey. Please tell your RC/RM immediately you have booked your first appointment(s), so that a supervision can be arranged.

For addresses for which initial contact is flagged as 'telephone' on the sample information sheets, you must make a minimum of 5 telephone calls to each telephone number provided for the family to make first contact, before switching to face-to-face visits.

You must make a minimum of 8 face-to-face visits before recording 'no contact'. Face-to-face visits refer to actual journeys as on any other pre-selected survey. Sending out an advance letter does not count as an attempted visit.

If you need to make more than 8 journeys on a sample point to complete all study elements at each address, please contact your RC for authorisation for additional journeys.

Finally, ensure that you download 2 dummy interviews before you start working, please refer to the instructions that were handed out on day 3 of the briefings of exactly how we want you to do these dummy interviews. Please complete the dummy interview on the BRIEFING script, and as a real interview (not as PRACTISE). We need these to be downloaded in order for the payment to be processed on FMS.

Thank you, and good luck!

14 APPENDIX 1: SECURING HOUSEHOLD PARTICIPATION

14.1 Considering co-operation rates among the cohort sample

High response rates are vital and possible on this study (a household response rate of 82% was achieved at MCS4). We need to work hard to maintain this response rate so it is an essential part of the survey that you maximise co-operation and minimise refusals.

The cohort member's families who participated in recent waves are likely to remember the study. They will be aware of the importance of the study and the unique role that they play in it and they should be interested in being involved again. Over half responded to a mailing to confirm/update their contact details for CLS last year in preparation for this wave of the study.

It may seem to you that we are asking a lot of them, but please be reassured that a large proportion really are already very engaged and keen to take part. Many of the interviewers in the pilots were anxious about the challenges about gaining co-operation. However, they found that in practice people really are keen to take part, they feel the study is worthwhile and that they get something out of it.

However, as well as those who consistently participated or who participated at the last sweep and who are fully engaged, a proportion of the issued sample (10%) comprised cases that refused last time. (See further Section 3). In cases where respondents refused at CNC4, the reason given for refusal is provided in your SIS sheet. This may be useful to inform your approach.

INFORMATION FROM PREVIOUS SURVEYS : Household information

Address at last interview	742 Evergreen Terrace London HA0 1TH	If refused at last sweep issued, reason for refusal:
Sweep family last participated in	CNC3	Too busy
Day, date and time of last interview	Monday 27/03/2006	Looking after children
Number of younger siblings in household at last interview	1	
Responded to 2011 cohort maintenance mailing?	No	
Household level outcome from CNC4	Refusal to interviewer	
Household level outcome from CNC3	Productive	
Household level outcome from CNC2	Productive	
Household level outcome from CNC1	Productive	

At the bottom of the same page, the "further information" box may also include additional feedback recorded by interviewers at the time of last contact, which may shed further light and be helpful to you.

14.2 Key points to communicate during initial introductions

14.2.1 Who you are and who the survey is for

"I work for Ipsos MORI and am carrying out the Child of the New Century Study on behalf of the Centre for Longitudinal Studies at the Institute of Education in London."

In particular, stress you are calling about Child of the New Century, because many will already have buy-in to the study itself. Interviewers who have worked on previous waves of the study also say that some families also know it as the Millennium Cohort Study, the Millennium Study or the Millennium Children's study (the name of the study in academic circles is the Millennium Cohort Study).

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

14.2.2 Refer people to the advance mailing

If they do not recall it, you will need to be extra careful to ensure you communicate fully on all key points.

14.2.3 The purpose of the survey

Utilise the wording of the letter and say something like:

“Child of the New Century is a major national study, following the lives of 19,000 specially chosen children born in 2000/2001. You have helped us before, when your child was a baby or when they were around 3 years, 5 years or 7 years old.

“Now that your child is 11 and in their last year of primary school, we would like to see what has happened since the last time we contacted you. This information is used to understand and improve the lives of children in the UK.”

14.2.4 What the survey will involve for them and their family and the cohort child

Explain the full range of study elements we wish to conduct with parents and children (refer to the advance leaflet), including CAPI interviews with parents, child cognitive assessments and physical measurements and the child self-completion questionnaire. However, highlight that they and their child can choose which elements they participate in on the day of the appointment when everything will be explained in full detail, and they can stop at any time and skip any bits they don't want to complete.

If it seems too much to engage them in all elements on first contact, try to make an initial appointment and then take things forward from there.

14.2.5 The importance of the child's willingness to participate

Stress that the child can choose for themselves what elements to participate in (if any) on the day. Furthermore, even if parents are willing for their child to take part, participation on the day should be left to the child's decision and must be fully voluntary on their part.

14.2.6 Other information

Note that [section 2.4](#) Making appointments also highlights other key information you will need to give to respondents once an appointment has been made, in order for the household to be fully prepared for the visit.

If the child needs convincing, you should pitch it as a rare opportunity for children to continue to be part of something special, rewarding, novel and fun – all for free!

We need all our special families to take part (even if nothing has changed much since last time) – to ensure a balanced picture; and if some people don't respond there is a danger we get a skewed picture of what lives for 11 year olds are like across the UK and across different types of family and in different circumstances.

14.3 Answering respondent queries

14.3.1 What is the purpose of the survey?”

It may be helpful to explain:

“The survey aims to explore what it is like to grow up in the UK in the 21st century and is used to plan health-care, education and childcare services to bring real benefits to children and their parents”.

14.3.2 “How long will the survey take?”

Household questionnaire (CAPI)	5 minutes
Main respondent interview (CAPI & CASI)	60 minutes
Partner interview (CAPI & CASI)	25 minutes
Child cognitive assessments	25 minutes
Physical Measurements	10 minutes
Child self-completion (paper/audio)	30 minutes

These are averages only, and you should try to build in some extra time in case the interview takes longer than expected. The average interview may take two to two-and-a-half hours in total, depending on the number of resident parents, but it is possible that the average will be longer. The amount of time taken will vary according to respondents' answers as well as according to the child's skills and overall behaviour. The interview will become quicker to administer as you become more familiar with the questions, physical measurements and cognitive assessments, but it is important that respondents are not rushed.

14.3.3 “Who is paying for the survey?”

This project is funded by:

- the Economic and Social Research Council (ESRC); and,
- Government departments from all the countries of the UK.

14.3.4 “Will these funders see my replies?”

“No, they will not know who said what. The names and addresses of cohort members interviewed in this survey are known only to Ipsos MORI and researchers at the Centre for Longitudinal Studies. Your name and address will be kept quite separate from the questionnaire, and will never be revealed without your permission. No one's replies can be personally identified without these”.

14.3.5 “How can I be sure you are a genuine interviewer?”

“I have shown you my identity card. Also I have here copies of the letter sent to you by CLS informing you that fieldwork for the study was about to take place, and a copy of the letter sent to you in the last few days informing you that an interviewer from Ipsos MORI would be contacting you shortly. If you would like to verify my identity please call the Ipsos MORI Freephone number (0808 238 5446)”.

14.3.6 “Why do you want to know where the cohort child’s parents have moved to?”

You will be asking neighbours or family to help you locate cohort families who have moved or to let you know if they still live at the address you are trying to contact. You could be asked why they should give you this information. You should, of course, explain the importance of the survey to the person you are speaking to and say how important it is that you get in touch with everyone in it so that they can decide for themselves whether to take part again or not. However you should **not** mention the cohort child by name or say that the person you are looking for is part of the Child of the New Century Study.

14.3.7 “Didn’t a different company (Natcen) do the interviews last time?”

Some families may notice this. You can explain that for each wave of study, the CNC team join with the research organisation who is best well placed to run the study to the highest quality and that Ipsos MORI have specialist expertise in research with children and families. It may help to reassure about the continuity of the study as run by CLS, stress that Ipsos MORI also brings continuity in terms of quality, professionalism, integrity, and guarantee of data security.

In circumstances where a family was not happy with the previous interviewer, it may be an advantage to you to be a new face, and you present yourself as bringing a new approach.

14.4 Dealing with refusals

A typical conversion interaction process is probably as follows....

- 1) You explain the study to the respondent
- 2) They decline and give a brief reason
- 3) You come up with a way to counter their concerns and try to persuade them to take part - they review their decision

On the face of it, it’s a fairly basic interchange, but in practice, converting refusals is one of the most challenging parts of an interviewer’s job. The trick is to understand and harness the potential of this interaction between you and the respondent to best effect in the short time you have with them.

The first obvious issue is that this person is unknown to you – on first contact you know little about their (current) circumstances/motives/concerns. People often give a quick/bland response (e.g. too busy/not interested) that doesn’t give you much to go on. So the first thing to do if you are faced with a situation where a family refuse participation is to allow time and space to fully ascertain what the problem is. For example, try to open up a dialogue with them and use open questioning rather than diving in with a response. (E.g. *Can you tell me a bit more about what your concern is around that?*).

Try to narrow down and pin point the exact problem so that you will be able to come up with the right solution/response to counter their specific concern. (E.g. *can you tell me what the limits are on your time (we are keen to interview your family and I can be very flexible about when we come)?*; or, *What was it about the study that you didn’t enjoy before?*).

Actively show empathy before you try to counter it - people respond best if they feel their concerns are understood/recognised/cared about. (E.g. *I can understand why you might feel that, I know that is the case with some studies*; or *Yes I can see you have guests at the moment, I can understand that now might not be a good time*).

A key thing to bear in mind is that the initial reason given for refusing may not be the only or main reason for refusal and you may need to work through countering a number of reasons before you solve the problem(s).

14.5 Converting refusals

Refusal conversion requires drawing on a range of skills. Different ones will be needed in difficult circumstances, but you will also have your own styles/ways to approach things.

It could be helpful to reflect on which skills you feel most confident with – and play to your strengths, but also consider if you can focus particular attention on the aspects you might find harder.

Below is some guidance on approaches that can be taken when trying to convert refusals, paying particular attention to dealing with the most common reasons for refusal. Note that these are suggestions only and may not be suitable in all circumstances; they are designed to provide some ideas that you can draw on if helpful.

“Child does not want to take part”

- Try to establish what specific aspect of the survey the child is not keen on and address any concerns about that. Explain that some of the elements that may have been less appealing to some children at age 7 are not involved this time (e.g. the maths assessment and waist measurements).
- Highlight Other Elements that they may enjoy. Something new this time is the fun touch-screen activities. This time there is also a fuller questionnaire where we are asking children directly to tell us more about themselves and what they think.
- But stress that children can choose which of the elements they take part in themselves and stop at any point if they don't like it.
- Highlight that most children do enjoy taking part. The study is a unique opportunity for children to do something different, novel, fun and interesting.
- All for free!.
- It is also a special study, and children feel special for taking part and for being able to make a contribution to society.
- It would be a shame if their child had to miss out on all of this.
- Note that parents may also be making an *assumption* that the child won't want to do it, when they might do in practice. Sensitively check this, and explain that the study has been designed especially so children enjoy it. You could ask whether, if the parent is happy with the study from their own point of view, it might be possible for you to speak to the child directly to find out if there is any part of it they might like to take part in (as it would be a shame for them to miss out on anything).

“Too Busy” or “The study sounds worthwhile, but it involves too much”

- Try to establish limits on time and any other reasons why the study is too much for them at that time.
- Flexibility – offer to call back at any suitable time (including weekends).
- Fragment – offer to break up the interview and come back over more than 1 visit
- Offer to make a start (at least).

- Reiterate the importance/benefits of the survey to improving things for children.
- Stress how this is a really positive opportunity for their child to be and feel part of something interesting and special. It would be a shame for them to miss out, and is there any way you could help fit around things to enable their child to have this opportunity.
- Agree alternative time (which they suggest).
- Try to establish if they genuinely don't have time or if it is a top of mind reaction. If it appears to be a top of mind reaction, try to get to the source of the real barrier.

“Not interested/Don't see the benefit of taking part”

- Stress the value of participation as a positive opportunity for their child (see above).
- They may see the study as a positive thing in general, but not feel it is worth the time commitment. Help them to see that we can minimise the inconvenience (see above responses to “too busy”) so that they gain the benefits with minimal inconvenience.
- Also stress the value of the information obtained for this and future generations. Highlight that this stage in the child's life (age 10-11) is a particularly important time. Findings help to understand children's lives and how they can be improved for the future. This is also important at the moment in this time of economic uncertainty. Findings have helped parents, professionals and the Government to help understand health, education and social issues. Use examples provided on the “Additional CNC Information Sheet”
- Reiterate that studies like this can help develop services to help meet the needs of families.
- Check whether they have read the leaflets provided and, if not, offer to revisit after they have had time to read the information further.

“Nothing has changed since the last time I took part”

- We need to get a full picture of children’s lives and families as they grow up, and this includes understanding the things that have stayed the same, as well as the things that have changed. If we only heard from people where things had changed, we would get a misleading picture.

“Previous bad experience of taking part”

- Try to establish what it was about the study last time that they didn’t like and reassure on those points as far as possible.
- Explain that some of the elements that may have been less appealing to some children at age 7 are not involved this time (e.g. the maths assessment and waist measurements).
- Highlight new aspects that they, and especially their children, might enjoy. Highlight the new activities that have been developed for MCS5 (see “child does not want to take part” above).
- Ask if they might be willing to at least give it another go – highlighting that if they start any aspect and find it is not for them, they can stop.
- Highlight that you are a different interviewer from a different company this time (Natcen conducted the fieldwork for CNC3 and CNC4). The study has developed since then.

“A difficult time” (personal reasons)

- Ask if it would be ok to make contact in a few weeks to see how they are getting on.
- Take contact number.
- Ensure that you are empathetic to situation.
- Leave enough time between visits.
- Find out whether the situation affects both the parent and the children – you could offer to do the interview and child elements separately or break up the visit at a time that may be suitable.

The respondent is very shy and wary, and reluctant to speak to you, and the household/area seems disadvantaged.

- Very briefly highlight the best couple of “hooks” you can about the survey (e.g. it is a great opportunity for their child to do something enjoyable and positive for free) and ask if you might have a few minutes of their time just to explain a bit more about it. There is no obligation to take part, but could you just have a few minutes of their time, as it would be a shame for their children to miss out.
- You are not from the government or social services etc, this is part of a big project that is all about finding out about children’s lives in general and how things can be made better.

- Be aware that the number of study elements involved and the detail in the materials may be off putting to some people. In these cases, it may help to introduce things gradually – for example, start by explaining in very simple terms that we'd like to do a survey with them, and a few activities with their children.
- Reassure that everything is straight forward, no one needs to prepare, and that you will handle all of the administration. The parent and child would just need to be available at home at an agreed time, and you as the interviewer would give them activities and questions one at a time, and they can chose which to answer and which to do. There are no right or wrong answers and no one is being assessed individually in any way.
- Be alert to literacy issues and refusal due to concerns about this. In this context, stress that there is very little reading and writing involved, and you can help them with this too.

They've not take part in the most recent waves, and are not interested now

- Find out more about reasons for non-participation previously and engage with them to address the issues as far as possible.
- Reassure that it doesn't matter that they have missed one or two waves, they can still take part.
- Stress that in fact we are especially keen for them to take part now if they have not taken part in recent waves. We need as complete a picture as possible about all people surveyed in the very original wave, otherwise we have a misleading picture of what children's lives are like and what is important for making them better.
- It is really important for us to know about children and families from different backgrounds and in different situations, and it would really help us if they could take part this time.
- Taking part in this wave doesn't commit them to future waves. We just take one wave at a time.

14.6 Engaging respondents from different backgrounds and in different situations- cultural sensitivity

14.6.1 Interviewing in different ethnic and faith communities

The sample design for CNC involved over-sampling in areas of high ethnic minority populations, which means we will definitely be speaking to people of many different ethnic backgrounds.

Interviewing people from a different ethnic background to yourself should be no different to interviewing anyone else. As an interviewer, you should be a neutral channel for recording the respondent's views. However, you must be sensitive to cultural differences. The following information is provided to help you – please read it carefully.

- **Never make assumptions.** Be careful not to assume anything about a respondent's ethnicity, background or beliefs. You may think that someone is from a particular ethnic background, but they may not describe themselves as such. Equally you may think that someone is of a white background, but they may describe themselves as being an ethnic minority.

- It is especially important in this survey that we **do not make assumptions about people's opinions, beliefs, or way of living**. Even if a response is not what you expected, please do not show surprise or query the respondent's response - that is not your job. In certain communities it is not uncommon for guests to be asked to remove their shoes upon entering the house. People will usually clarify their expectations, they will not normally expect you to know what their ways of living are, but that you will respond appropriately when they advise you.
- **Be sensitive to, and respect, different customs and the behaviour** expected of you in households that you visit. Interviewing takes you to the homes of people of many different faiths and ethnicities. Being sensitive to these differences is not only necessary, but obviously it could help you achieve interviews.
 - For example, for Muslims, Friday afternoons between 12 – 2pm is the time people prepare to visit the mosque for communal prayers. If you are working in an area with a large Muslim community, it may be better to avoid calling during these times.

Additionally, you should check when significant religious holidays or festivals are occurring so you are aware of these. If you have access to the internet, you may wish to have a look at <http://www.bbc.co.uk/religion/>, where there is lots of information about religious customs, holidays and beliefs.
- **Pay attention to how you use certain words and phrases.** Please note the following:
 - It is generally acceptable to refer to people of non-white descent as 'ethnic minorities'.
 - It is generally acceptable to refer to people from Black African and Caribbean backgrounds as 'Black', and people from Indian, Pakistani, Bangladeshi and Sri Lankan backgrounds as 'Asian'.
 - People from Chinese and Vietnamese background are generally referred to by their nationality i.e. Chinese and Vietnamese.
 - **These are the only terms you should use – no others**
 - Terms such as 'coloured' and 'ethnics' are not acceptable and are considered offensive.

Remember, never make assumptions about someone's ethnicity.

14.6.2 Other things to note

- **A few things to bear in mind when speaking with Asian respondents:**
 - Female respondents may not make eye contact with you. This should not be seen as a lack of interest on the part of the respondent; you need to understand that eye contact with people outside of the immediate family may be considered a 'disrespectful' act.
 - It may not be advisable for interviewers to shake the hand of a respondent of the opposite gender as a gesture of thanks or greeting, as it may be seen as culturally inappropriate. Please use your experience to assess the situation and act accordingly.
 - A female respondent may insist that a member of the family, e.g. a child is present. Cultural rules may require that the respondent cannot be alone when being interviewed by a member of the opposite sex. Please note that

towards the end of the survey there are a few questions that may be sensitive – so please be aware of this.

- There is no offence in politely refusing hospitality, e.g. tea, food.
- There is no cultural requirement for the interviewer to remove shoes, unless the room is used for prayer purposes, in which case the respondent will indicate. This will be on very rare occasions. However, it may be polite to ask, especially if it is muddy or wet outside (and this applies to all respondents).
- An interview with a respondent with difficulty understanding English (whose first language is not English) may be longer than a conventional interview. Please allow the respondent time to think, and be prepared to repeat the question if you need to. Time should be allowed for reiterating questions and answers. Do not use your own words to explain meanings.
- **And when speaking to African and Caribbean respondents:**
 - It is important to recognise that African and Caribbean communities are not a homogeneous, unified group. There are many different cultures and attitudes. Do not assume that the communities are all the same.

14.6.3 Naming systems

- Naming systems, usage and traditions differ between and within cultures and religions.
- While most respondents will be aware of naming traditions used in the UK, it can still be a bit confusing for interviewers, particularly in large families.
- Remember to take your time and clarify any relationships you are not clear on. Some interviewers take a spare piece of paper with them and ask someone in the household to write down everyone's names. This is usually quicker.
- Never ask respondents for their "Christian name" – ask for a "first" name and then for "other" names.

To avoid offending anyone please ask the respondent how they want to be addressed, e.g. Mr, Ms, first name etc.

14.7 Administering the survey in other languages

14.7.1 Welsh households

At the appointment making stage, ask if the family would like parent and child elements to be administered in English or Welsh:

- If the family would like the consents and or parent interview to be conducted in Welsh, you should contact head office to arrange for a Welsh speaking interviewer.
- If just the child elements are required in Welsh, an English speaking interviewer can still administer them, so no reallocation is necessary.

14.7.2 Addressing other language support needs

Identifying other language support needs:

- For cases where your SIS indicates that parent(s) required language interpretation at previous waves check with the family if this is necessary again.

- You may also come across other households who have language needs we are not aware of from previous waves. If this is the case, try and find out the language requirement
 - Use the LANGUAGE CARD to help you

If spoken English is unsufficient for participation in English, **try to arrange for a “household interpreter” or other informal interpreter** to be used.

- This should be another household member, or neighbour/friend/family member who the family feel comfortable with being present, and who is fluent in both English and the other language
- They must be 16+

You will need to arrange household visits to fit around their availability.

If there is no one available, code “language needed” on contact sheet (outcome code D3). We will try to identify a bi-lingual interviewer to conduct this interview. If this is not possible, the sample lead is then complete.

Before you start you will need to brief the interpreter carefully. Explain that the survey needs to capture the respondent’s views and knowledge, so we need them to translate without inputting:

- They must translate word for word and not rephrase
- They must not input into the answers/elaborate from their own knowledge of the household.

If you suspect the interpreter is inputting, stop them! Gently remind them we need the respondent’s views/knowledge and that we would be grateful if they could just translate word for word.

14.7.3 Supporting parents who have verbal English, but not written English skills

Some respondents for whom English is not their first language may understand spoken English well enough to take part in the survey, but have limited English reading skills.

A small proportion of parents may have also literacy difficulties. Some may mention this, but others may be embarrassed so you may need to be alert to pick up on this.

For both these groups of parents you should support them in the following ways:

- Read them the content of letters, leaflets and consent forms
- Help them to sign the consent forms (ie show them where to sign)
- Administer CAPI by reading out the SHOWCARDS
- Administer the CASI section as an interview (the most sensitive questions will be skipped automatically).

14.7.4 Recording the nature of support provided

You will be prompted to record the nature of any language support given to respondents in the Other Elements CAPI section. You will be asked to record:

- Whether either of the parent interviews were translated and if so, which language and who translated. This includes any interviews in Welsh.
- Whether any translated materials were used by the main and partner respondents and if so, which language. This does not include Welsh materials as these are sent as standard. The list of languages for which translated materials have been produced is found in Section 2.7.

- In Wales, whether the child cognitive assessments or child questionnaire were done in Welsh.

15 APPENDIX 2: ENCOURAGING CO-OPERATION IN INDIVIDUAL STUDY ELEMENTS

Previous waves of the study and piloting have highlighted some key points to bear in mind when encouraging children and parents to take part and gaining informed consent for individual study elements. Please ensure that you are familiar with these as it is likely to be very useful when seeking consent to each of the study elements. These are outlined below:

15.1 Main parent agreement to CAPI and CASI

This tends to be assured within overall consent to participation in the study as a whole, but be prepared to respond to specific queries.

15.2 Partner agreement to CAPI and CASI

From previous waves and piloting, we know that many partners are interested and engaged with the study. However, one issue can be a perception that their participation is less important given that the main carer is already answering questions about the family.

Please stress that their participation as the partner is equally important. They are important to the child's wellbeing and development and, as such, speaking to them is very important for the study in ensuring we have a full picture of family life and how this relates to the child.

If they are not at home when you make the main appointment, please leave a copy of the Partner letter with the main parent/carers and ask them to give it to the partner. This helps to highlight the importance of their participation.

Please also consider the partner's availability when setting up appointments for the visits, and ensure that the time(s) identified are optimum for securing the participation of all relevant household members. Many partners are likely to be working and on different schedules to the main carer (and child).

15.3 Main parent and partner consent to data linking

When gaining consent to data linkage, parents and partners are most likely to be concerned about confidentiality of their personal data and the uses of the linked data. (See the main section on data linkage for the socially beneficial research uses of linked data.)

Key things to reassure on are therefore that personal information (e.g. name and address) will be removed before any research is done; that just like all CNC data, the linked data matched into CNC responses will be kept securely and will not contain identifiers (e.g. name); that the data cannot be used to identify financial circumstances of any named individuals or anyone claiming benefits who is not entitled; and that the data will not affect any current or future claims for benefits.

The additional, linked information would be used by professional academic and social policy researchers for non-commercial research and statistics. Since the linked data are regarded as 'sensitive' the data are made available to researchers under more restricted conditions than the main data that is released. This means that researchers have to specify why they want the linked data and how they will use it. They can only use it for those reasons. However, the same principles apply as for access to all the CNC data collected: researchers sign up to a range of commitments including NEVER attempting to identify individuals or looking at individual circumstances.

It may also be worth reminding them that permission can be withdrawn at any time for the linkage. Moreover, refusing permission at the time of the survey or subsequently will not affect involvement in the study. If respondents refuse permission for the linkage at the time of the survey or any time later – this does not affect their participation in the study. CLS want them to stay involved as much as ever and regardless of their decision.

If respondents query why we are asking for the consent this time, when we asked for consent to economic records at the Age 7 survey, you can explain that: last time we were asking for linkage to both Department for Work and Pensions (DWP) and HMRC records. This time we are only asking for consent to link to DWP records. The reason we are asking again for consent to DWP records, is that, since the last sweep, DWP has revised their recommended consent procedures to make sure that when respondents give consent they are clear they are consenting to CLS temporarily passing their details (though no other data) to DWP for the purpose of making the link.

15.4 Child elements

When gaining consent to the child elements, it will be important that parents and children are alerted to potential sensitive elements. For example, weighing children could be sensitive for some. Furthermore there are some potentially sensitive topics in the child self-completion questionnaire (see [section 5.1](#)).

15.4.1 Parent agreement to child elements

15.4.1.1 Assessments and measurements

Based on experience, parents are unlikely to have many concerns about their child's participation in the assessments and measurements.

However, a few things you may need to address include:

- Resistance from parents due to concern that the assessments may be too burdensome (especially if the child has had lots of school tests recently). Stress that the assessments are NOT like school tests or Special Educational Needs (SEN) assessments. And unlike at the Age 7 survey, there is no maths assessment. The child can also take breaks between each of the three tasks if necessary, or do them on different days.
- Parental concern that the child may be too shy to be weighed (especially if they are large). Stress that the child doesn't have to if they don't want. It may also help to mention that we are not measuring waist circumference like we did at age 7.

15.4.1.2 Child self-completion questionnaire

Parents are more likely to have concerns about the sensitivity of some topics in the questionnaire and the idea that they will not get to see their child's answers.

For example, via some qualitative scoping work, we identified that some parents were concerned that questions about alcohol consumption might encourage children to drink and that questions about bullying might upset them.

To help reassure/persuade parents it may help to do one or more of the following:

- Acknowledge that we know some that questions are about personal things, and also some are about things that not all 11 year olds will have done. Explain that it is

important that all children answer the questions so that we know how many 11 year olds experience or do these things

- Explain it is important to measure/understand these things to inform policies to protect children
- Explain why a self-completion approach and a guarantee that answers would be confidential from parents was important (i.e. **ensuring honest answers from children**)
- **Show parents a blank copy of the questionnaire first** to reassure them about the content (but do not allow anyone (including the parent) to see the questionnaire once the child has completed it, even if they ask). Please ensure this is clear to the parent beforehand (i.e. when gaining parental consent)
- Explain that children would be made to understand that they could miss out anything they didn't want to complete
- Show them the leaflet you will be leaving with the child which contains helpline numbers if they need to talk to someone (the child "further information leaflet").

15.4.1.3 Teacher survey

Most parents are also likely to be happy to agree to the teacher survey. However, some may be reluctant either because they do not want the teacher to be troubled with this extra work, or because they have 'issues' with the teacher.

- To ease parents' concerns about burden on teachers and encourage parent co-operation in the Teacher survey, reassure them that teachers will not have to respond if they do not want to or if they do not have time, and highlight that many have wanted to take part in the past, despite the work involved.
- Stress how important it is for the study to seek information from teachers even if there have been 'issues,' reiterate about confidentiality in this context (the teacher will not see the family's study responses, or vice versa) and explain that teacher's responses will be understood as perceptions not facts.

15.4.2 Child engagement

15.4.2.1 General

Again, drawing on experience from previous waves and piloting the factors that appealed to children about the study and which are worth highlighting include:

- The study is appealing in that it is novel – both in purpose and content
- Children like the interest shown in them as cohort study children, and taking part can make children feel good about themselves for helping and/or being important, grown up, and respected as a "real person."
- The child will be receiving a personalised Certificate of participation in recognition for their help. This will be posted to them afterwards.
- The activities themselves are interesting/fun/novel

From experience, the purpose and value of the study is of less importance in children's decision making about whether or not to take part. However, children were able to comprehend that the study aimed to understand what it is like to be an 11 year old today, and perhaps how this varies compared with other generation, and also that the findings will be used to improve things for children in the future.

The **key things that concern children** and that you may need to address are:

- Children can be anxious about the activities until they understand exactly what they will involve and what the experience will be like for them. Communicating fully and clearly about the practicalities involved and what it will "be like" will help reassure them and encourage participation.
- In this context children are reassured by the idea that they will be asked about participating in each element, one at a time, and can say yes or no to each, and stop or skip if there is anything they do not like.

Aspects that children may find it harder to grasp than adults, and which you will have to spend time communicating when gaining informed consent, include the following:

- **Participation is voluntary;** children can say "no" to anything they do not like (even if their parent has said they will do it). They can change their mind at any point, or stop or skip anything they do not like. (See section 4.5 for further discussion of the unequal power relationship between children and parents).
- **Confidentiality:** some children find it hard to believe that what they say will be confidential (their life experience to date tends to indicate that key adults in their life, such as parents, know what they do and say as a matter of course). This point is particularly salient to the child self-completion questionnaire and discussed in more detail in section 5.8.

15.4.2.2 Cognitive assessments

Key points to bear in mind when engaging children in this particular element are:

- Given that children may not have participated in anything similar before, reassuring them about what the tasks involve (and that they can miss out bits they do not like) is likely to be key in over-coming any anxiety and reticence to take part.
- Children tend to find these activities interesting and fun, especially the touch screen activities.
- Some children enjoy these activities as a rewarding challenge.
- It is important that children are not put off by worries that they are being tested or judged on how they perform, so please reassure them of this. We are just building up a picture of children of their generation as a whole, not looking at the progress of named individuals.
- The Verbal Similarities task gets harder as it goes on. Ensure you explain this and that we just want to see how far they can get, to ensure that they do not feel they have failed/demoralised/frustrated/upset and become put off from taking part in the subsequent elements.

15.4.2.3 Physical measurements

Key points to bear in mind when engaging children:

- From experience, most children are happy to be weighed and measured. Many are used to this happening at school. Some, for example, were interested to see how much they had grown since last time they were measured.
- However, some children may be sensitive about their looks and body image, especially larger children. As such, the following may be important:
 - communicating the purpose in a non-stigmatising way (that we are wanting to understand how all children grow and develop – i.e. rather than looking specifically at problems among children)
 - reassuring children that no one except the research team will see the measurements
 - explaining that the measurements can be written on a card for them to have if they want, but they do not have to have it
 - ensuring that the measurements take place in a relatively private place where other household members will not be able to observe (e.g. siblings)
- Feedback from interviewers suggests that keeping things matter of fact and light hearted is the best approach to put children at their ease – i.e. if interviewers did not make too much of the task, this helps to limit the perceived sensitivity of the process.

15.4.2.4 Child self-completion questionnaire

Key points to bear in mind when engaging children on this element include:

- Most children are keen to complete the questionnaire in principle and like the idea of filling in information about themselves. **This booklet can be seen as a central element from the child's point of view and it is the only part of the study where the children are telling us about themselves, and this makes them feel important.**
- The idea that their parents will not see their answers has a novel appeal for some and makes them feel grown up.
- Some might be put off by the length. However, reassure them that they can take as long as they need, have breaks if they want and stop at any time.
- Some questions may be sensitive and it is important that they are forewarned about this. However, you can reassure children that they can skip any questions that they do not like.
- Some children may be put off by the thought that other people see answers to some of the more sensitive questions. Please reassure them that answers will be confidential (for example, show them how they will be put in an envelope – see section 5.11).

16 APPENDIX 3: MANAGING THE HOUSEHOLD

16.1 Managing the household visit

16.1.1 Overall management

Careful planning when managing the interview process will be essential to ensure co-operation with all elements, accurate responses, and efficiency in terms of minimising the time required in each household. Strong skills are required in terms of organisation, multi-tasking, people management and engagement, quick thinking, flexibility, and the ability to respond professionally and calmly whilst under pressure and to deal with the unexpected. We have prepared various tips, but as you know, each household will be different and you'll need to adapt your approach accordingly.

16.1.2 Scheduling appointments

Unlike some other projects that you might have worked on, it's quite unlikely that you will be able to carry out any interviews at the time when you first visit the household (if you are making your first contact face-to-face), as families will need to schedule your visit in due to the length of time that the process takes.

From experience we know that weekends are more ideal than evenings (although you will have to work during the evenings too). This is because it is easier to fit in all elements in a single day at the weekend, than during evenings after work and school (in many households you will find that more than one visit is required if the tasks are conducted during the evening). Children are also more tired and less productive in the evenings.

You will need to make it clear to families that it is not a requirement that both parents (where applicable) are present for the whole interview, nor is it necessary for the child to be present for the entire time. In fact, you will find certain aspects of the survey easier to conduct if you have fewer people to manage. However, you do need to balance this with the need to achieve interviews with all eligible household members – particularly partners. If you do carry out the child and main parent elements when the partner is not there, please do leave the Partner Letter for them, to tell them how keen we are to speak to them.

Where possible, **we recommend that you make your first one or two appointments with families who were fully productive at CNC4**. This is because they will largely be very used to the majority of the survey process, which will make things easier for you.

16.1.3 Encourage your families to read the advance and appointment materials

Interviewers working on the Pilot and Dress Rehearsal found the engagement and consent process a lot easier, and quicker to work through, in households where it was clear that family members had read the materials in advance. Respondents are encouraged to do this in the advance letter, but it is definitely worth you reminding them to do this when you make your appointment. This applies to children as well as adults.

16.1.4 Preparing for your visit in advance

We strongly recommend that you prepare all of the materials that you are going to need for your household visit in advance. Pilot interviewers suggested making up 'packs', containing all of the materials that you will need for each visit. You can use the Materials Checklist to help you to do this. You may also find it helpful to keep some spare copies of certain materials to hand (perhaps in your car, if you are using one) – and always have the laminated copies of the leaflets with you.

16.1.5 Structuring the visit and the ordering of tasks

The ordering of tasks will obviously depend in part on the circumstances in the household, who is available at what times, and so on, but the following tips may be useful:

- **All interviews must start with the household questionnaire**, which collects information about the household composition and determines eligibility for the main and partner interviews.
- You will then be prompted to **gain consent** for the administration of the main interview, partner interview and the child data-collection elements (i.e. physical measurements, cognitive assessments and child self-completion questionnaire). Though you would typically get consent for the data linkage after the main/partner interview.
- It is essential that you gain consent from the parent first before you approach the child for consent. If the parent does not consent to one of the child elements, you should not ask the child's consent for the same element.
- Usually you would complete the main interview first, followed by the child elements, then the partner interview. However, it is possible to change the order of the interview components if required. **The only restriction is that you must gain consent before each element.** For the child elements, you can ask the child for their consent in one go, or before each of the elements, i.e. before the child self-completion questionnaire, before the physical measurements and before the cognitive assessments.
- You may find you can save time by starting the child on their self-completion questionnaire before you begin the main parent CAPI interview (which also allows this to be done without the child observing). If doing this, you must take care to ensure you have first fully explained to the child how to complete the questionnaire and that the child understands what you would like them to do.
- You may also find you can save time by setting up the measuring equipment for the physical measurements with the child whilst the main parent is doing his/her CASI interview.
- Time may also be saved by organising the materials you need to leave with the family (listed in section 14.1.8 below), giving the child their Top Trumps, and packing up the physical measurements equipment while the partner is doing his/her CASI interview.
- Please note, however, that the physical measurements **CANNOT** be done whilst the main parent or partner are completing their CASI interview. To ensure the physical measurements are completed accurately, you need to be able to record the measurements straight into your CAPI machine.

Figure 70 below is an outline of how you may want to order the tasks in the household. During the Pilot and Dress Rehearsal, this was the order interviewers tended to follow in ideal circumstances. It must be stressed, however, that this is just a guide and **you will need to remain flexible to the circumstances you are faced with in each of the households you visit.** It is likely that you will find the most effective way to do it once you have completed your first few interviews.

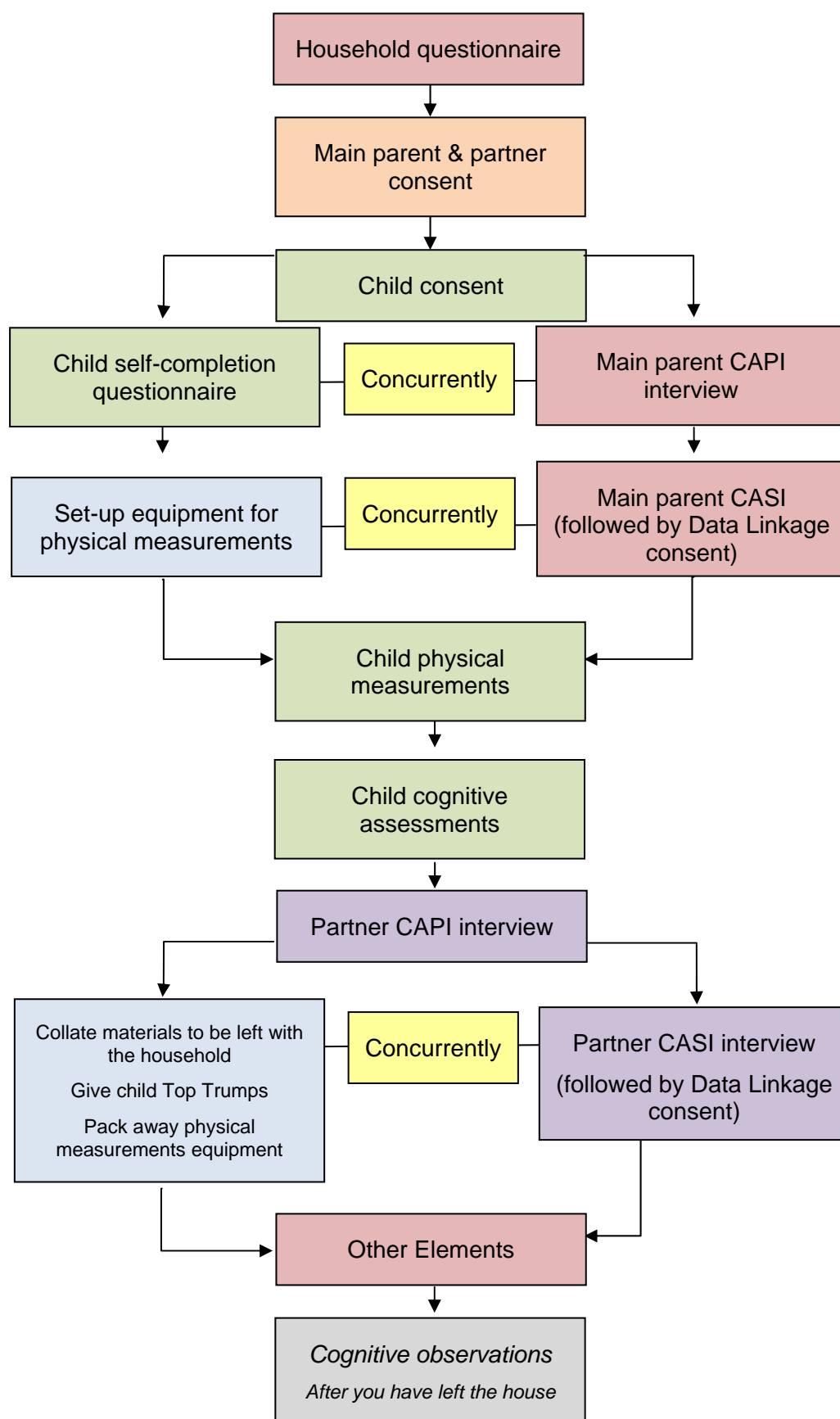


Figure 70: Possible ordering of household tasks:

16.1.6 Dealing with other household members

In some households you will find you have to deal with disruptive household members – most commonly other siblings. In some cases the parent(s) will manage this, but this will not always be the case. Whilst you cannot do much to change the circumstances in the household it will help if you can be alert to potential issues, and take action to minimise them where possible. For example, if the parent(s) suggest that you conduct the survey in the living room, and there are other household members present, where possible it would be sensible to suggest that you go to another, quiet room, or ask if the siblings can go elsewhere. If it is clear when you make an appointment that there are multiple siblings in the household, it might be sensible to make an appointment at a time where both parents are present (where applicable), so that one can entertain the other children while you are working with the cohort child(ren) and other parent.

We strongly recommend that you do not suggest that you measure and weigh any siblings – whilst you may feel it will be a nice way to involve them, ideally you should be trying to limit their involvement if at all possible. Your packs contain stickers that you can give to younger siblings to keep them occupied in cases where you feel that it will help, but please do not give these out to older siblings, or to the cohort members themselves, and only give them out to younger siblings where you feel that it is necessary (you will not have enough sets to give to ALL younger siblings). You may also find that the parent(s) will try to influence the child's answers when they are completing the cognitive assessments. In cases like this, you will need to do your best to manage this, by explaining to the parent that it is important that the child does their best without any help from them. You will find more guidance about this in your Physical Measurements and Cognitive Assessment instructions.

16.1.7 Cohort children being present during the parent interviews

Many children want to be present during the CAPI interviews because they are keen to hear what is being said about them. You will need to be prepared for this, and identify ways of encouraging interviews to be done in private, for example, giving the child their self-completion questionnaire to complete at this time.

16.1.8 Wrapping up the visit

When you have completed all of the individual survey elements there are a few things you must remember to do.

It is **extremely important that you complete the Other Elements module in CAPI**. Your household is not complete until you have done this so please do not forget!

Remember to **give the child their Top Trumps gift** at the end of the interview and thank them for taking part. Top Trumps must **only** be given to the children who are participating in the survey, but they should be given to all cohort children where there was any family participation, even if the child themselves refused their elements.

The following materials need to be left with the family before you leave the household:

- **The Further Information Leaflet** – this is to be left for the child. It includes details about what will happen to the child's data and contains information about what to do if the child has any questions about the survey. This leaflet also contains the number for Childline.
- **The Letter from Parent to Child's Teacher (England and Wales only)** – this is to be left for the parent to give to the child's teacher. The letter is an invitation from the parent to the teacher to take part in the Teacher Survey element of Child of the New

Century. As there is no Teacher Survey in Scotland and Northern Ireland, interviewers in these countries do not have this document.

- **The Change of Address Card** – this is to be left for the parent(s). This card will be used to allow cohort families to inform CLS if they change address for any reason. The cards are pre-printed with the CNC freepost address so respondents will not be required to use a stamp in order to send these back. You will need to fill in the family reference number. CAPI will remind you to provide the respondent with a copy of the change of address card at the end of the main interview.
- **Copies of the Main parent, Child Elements, and Partner (if applicable) consent forms** – these are to be left with the main/partner as applicable so that they have a copy of what they consented to.
- After you have completed the interview, and Head Office have processed it, the parent(s) will be sent a **thank-you letter**, and the child will be sent a **certificate** for taking part. These will be sent by Head Office.
- **If families ask when the next sweep will be**, you can say that the current plan is that they will be visited again when the cohort child is 14, but that this is subject to funding being confirmed. If they want to follow the progress of the survey they can do so on the Childnc website.
- CLS will continue to send annual mailings about the survey to participants.

16.1.9 Twins and triplets

There are a small number of families where there are twins (around 250 families) and triplets (around 10 families), and multiple births in one year (very rare). You will know from the SIS whether there are multiple children in your family.

It is important to note that twins and triplets/other multiple children are never interchangeable: they have their own person number and are individually followed over time. You should therefore make sure that you match the correct information to each child (even if you are only able to survey one).

Each twin/triplet needs to be weighed and measured and undertake the cognitive assessments individually. This clearly means that you need to carry out the child elements consent separately for each child, even though you will only be filling in the main and partner consent form once. You should gain consent for teacher survey (in England and Wales) for each of the twins/triplets even if they are in the same class at school. You also need to complete a consent from child form for each twin/triplet.

The barcodes to use on the child self-completion and on the child elements consent and the consent from child are colour coded to distinguish the different twins. If you have twins/triplets in your sample you will have bar codes for each child with a distinct id (100 200 or 300) on each of the relevant bar codes. See further Section 12, barcodes.

You will need to include outcomes for each element for each of the twins/triplets in i-progress.

Your SIS and your contact sheet relate to the family, so you will only have one of these even if you have twins/triplets.

If you have twins or triplets in your sample, it is possible that they may be living in different households. Since you have only got one contact sheet for each household, if multiple cohort children are living in different households, you will need a new contact sheet(s). If this happens, the first thing you must do is contact the office. You will then be given further instructions on what to do, but in the meantime, please attempt to interview at least one of the children and their main respondent (and partner if applicable).

Other situations

If you encounter any unusual circumstances and don't know what to do, please contact us.

17 APPENDIX 4: MATERIALS IN WORKS PACKS & CODES

Code	Material	Country
Advance mailing materials		
Ltr1/P	Advance letter	E,S,NI
Ltr2/P	Child letter	E,S,NI
Ltr1/E&W/P	Advance letter	W
Ltr2/E&W/P	Child letter	W
Lf1	Advance leaflet	E,W
Lf1V	Advance leaflet	S,NI
Lf1/We	Advance leaflet (Welsh translation)	W
Lf2	Child leaflet	E,W
Lf2V	Child leaflet	S,NI
Lf5/We	Child leaflet (Welsh translation)	W
Ltr1	Advance letter (generic to be used for traced families)	E,S,NI
Ltr2	Child letter (generic to be used for traced families)	E,S,NI
Ltr1/E&W	Advance letter (generic to be used for traced families)	W
Ltr2/E&W	Child letter (generic to be used for traced families)	W
Appointment mailing materials		
Lf3	Child elements leaflet	All
Lf3/We	Child elements leaflet (Welsh translation)	W
Lf4	Data linkage leaflet	All
Lf4/We	Data linkage leaflet (Welsh translation)	W
Ltr3	Appointment card	E,S,NI
Ltr3/E&W	Appointment card	W
Household specific materials		
F18/P	Sample information sheet	All
F7/P	Contact sheet	All
F7V/P	Contact sheet (for multiple children)	All

F2/P	Bar-code labels	All
Physical measurements and cognitive assessments materials		
B3	Cognitive and physical measurement instructions	All
F8	Frankfurt Plane Card (LAMINATED)	All
H4	Summary instructions for physical measurements (LAMINATED)	All
B4	CANTAB admin scripts - Decision-making task script (LAMINATED)	All
B4/We	CANTAB admin scripts - Decision-making task script (LAMINATED) (Welsh translation)	W
B5	CANTAB admin scripts - Memory task script (LAMINATED)	All
B5/We	CANTAB admin scripts - Memory task script (LAMINATED) (Welsh translation)	W
B7/We	Verbal Similarities admin script (Welsh translation)	W
F14	Measurements postcard	E,S,NI
F14/E&W	Measurements postcard	W
Tracing letters		
TrLtr1Oc	Occupier letter	All
TrLtr2TL	Tracing letter	All
TrLtr3SC	Stable contact letter	All
TrLtr4Sch	School Tracing Letter	All
TrLtr5SchP	School Tracing Letter for Parents	All
Child self-completion questionnaire materials		
F6	Child Self-completion Questionnaire	E,S,NI
F6V	Child Self-completion Questionnaire	W
F6V/We	Child Self-completion Questionnaire (Welsh translation)	W
F37	Audio script practice sheet	All
F37/We	Audio script practice sheet (Welsh translation)	W
Consent forms		
CF1	Consent form - Child	E,W

CF1V	Consent form - Child	S,NI
CF1/We	Consent form - Child (Welsh translation)	W
CF2/CF3/CF4	Parent consent form pad (Main parent, Partner, Child Elements)	E,W
CF2/CF3V/CF4	Parent consent form pad (Main parent, Partner, Child Elements)	S,NI
CF2/We/CF3V/We/CF4/We	Parent consent form pad (Main parent, Partner, Child Elements) (Welsh translation)	W
Other household materials		
Ltr4	Partner letter	E,S,NI
Ltr4/We	Partner letter	W
F3	Calendar	All
Ltr5PT	Letter from parent to teacher	E
Ltr5PT/E&W	Letter from parent to teacher	W
Lf5	Child 'further information' leaflet	All
Lf11/We	Child 'further information' leaflet (Welsh translation)	W
F5/COA	Change of address card	All
F4	Calling card	All
F10	Language card	All
F1	Additional information sheet	All
F19	Showcards - main	E
F20	Showcards - partner	E
F19VI	Showcards - main	NI
F20VI	Showcards - partner	NI
F19VS	Showcards - main	S
F20VS	Showcards - partner	S
F19VW	Showcards - main	W
F20VW	Showcards - partner	W
F19VW/We	Showcards - main (Welsh translation)	W
F20VW/We	Showcards - partner (Welsh translation)	W

Laminated leaflets		
Lf1 (LAMINATED)	Advance leaflet (LAMINATED)	E,W
Lf1V (LAMINATED)	Advance leaflet (LAMINATED)	S,NI
Lf2 (LAMINATED)	Child leaflet (LAMINATED)	E,W
Lf2V (LAMINATED)	Child leaflet (LAMINATED)	S,NI
Lf3 (LAMINATED)	Child elements leaflet (LAMINATED)	All
Lf4 (LAMINATED)	Data linkage leaflet (LAMINATED)	All
Minority language translated materials		
Lf1/Ar	Advance leaflet	All
Lf1/Be	Advance leaflet	All
Lf1/Gu	Advance leaflet	All
Lf1/PuG	Advance leaflet	All
Lf1/PuU	Advance leaflet	All
Lf1/So	Advance leaflet	All
Lf1/Ta	Advance leaflet	All
Lf1/Ur	Advance leaflet	All
Lf1V/Ar	Advance leaflet	All
Lf1VBe	Advance leaflet	All
Lf1V/Gu	Advance leaflet	All
Lf1V/PuG	Advance leaflet	All
Lf1V/PuU	Advance leaflet	All
Lf1V/So	Advance leaflet	All
Lf1V/Ta	Advance leaflet	All
Lf1V/Ur	Advance leaflet	All
Lf3/Ar	Child elements leaflet	All
Lf3/Be	Child elements leaflet	All
Lf3/Gu	Child elements leaflet	All
Lf3/PuG	Child elements leaflet	All

Lf3/PuU	Child elements leaflet	All
Lf3/So	Child elements leaflet	All
Lf3/Ta	Child elements leaflet	All
Lf3/Ur	Child elements leaflet	All
Lf4/Ar	Data linkage leaflet	All
Lf4/Be	Data linkage leaflet	All
Lf4/Gu	Data linkage leaflet	All
Lf4/PuG	Data linkage leaflet	All
Lf4/PuU	Data linkage leaflet	All
Lf4/So	Data linkage leaflet	All
Lf4/Ta	Data linkage leaflet	All
Lf4/Ur	Data linkage leaflet	All
Ltr4/Ar	Partner letter	All
Ltr4/Be	Partner letter	All
Ltr4/Gu	Partner letter	All
Ltr4/PuG	Partner letter	All
Ltr4/PuU	Partner letter	All
Ltr4/So	Partner letter	All
Ltr4/Ta	Partner letter	All
Ltr4/Ur	Partner letter	All

18 APPENDIX 5: FINAL OUTCOME FOR HOUSEHOLD

Outcome Code	Description	Notes
Unproductive outcome: unable to locate		
607	Address inaccessible	This will be sent to CLS Tracing Team for further tracing. Ensure you record details of tracing done so far in iProgress.
608	Unable to <u>locate</u> address/ insufficient address	This will be sent to CLS Tracing Team for further tracing. Ensure you record details of tracing done so far in iProgress.
602	Cohort child has moved and unable to find follow up address	This will be sent to CLS Tracing Team for further tracing. Ensure you record details of tracing done so far in iProgress.
601	Cohort child has moved to address outside my area (Office to reallocate)	Please send back to Office for reissue. Further tracing may need to be done, so record details of tracing done so far in iProgress.
Unproductive outcome: cohort child no longer eligible		
211	Cohort child has died	
212	Cohort child has moved abroad	Try to obtain an actual address. Any case without an address will be sent to CLS Tracing Team for them to check whether in fact they have emigrated.
Unproductive outcome: for located addresses		
<i>Non-contact</i>		
505	No contact with anyone at address after 8 personal visits	
306	No contact with responsible adult (i.e. the 'right' person), but made contact with someone else	

Outcome Code	Description	Notes
<i>Contact made, but no further contact</i>		
504	No further contact	Initial contact made (and did not refuse), but no further contact made
<i>Refusal</i>		
308	Refusal to office	
311	Refusal by cohort family	
312	Refusal by other/ unknown person	
309	Broken appointment - no re-contact	
404	Refusal: member of family ill at home during survey period	
403	Refusal: member of family away/ in hospital during fieldwork period	
<i>Unable</i>		
402	Language difficulties	
405	Other reason for being unproductive	
Productive		
110	Fully Productive	Code if all elements a family is eligible for are partially or fully completed.
130	Partially Productive	Code if some but not all elements a family is eligible for have been at least partially completed. For instance, the main and child fully or partially complete their elements but the partner does not agree to an interview.

19 APPENDIX 6: FINAL INDIVIDUAL OUTCOMES FOR PRODUCTIVE HOUSEHOLDS

Outcome Code	Description	Notes
Non contact		
502	No contact	This is no contact with the individual, not the household.
Contact made, but no further contact		
504	No further contact	Initial contact made (and did not refuse), but no further contact made
Refusal		
310	Refusal by parent	This code is only used for the child elements.
302	Refusal by child	This code is only used for child elements.
304	Refusal (general)	This code is only used for the main and partner interviews.
309	Broken appointment, no re-contact	
404	Refusal because ill at home during survey period	
403	Refusal because away/ in hospital during fieldwork period	
Unable		
401	Refusal because physically or mentally unable/incompetent.	
402	Language difficulties	
405	Contact made - other reason for being unproductive	
210	No one eligible for partner interview	
Productive		
111	Fully productive	For assessments and measurements, all three must be done.
131	Partially partially productive.	Code if the element is started but not completed. For assessments and measurement, use this code is at least one but not all three are done.
120	Fully productive partner interview by proxy	
121	Partially productive partner interview by proxy	

20 APPENDIX 7: PRE-NOTIFICATION LETTER

«Barcode» «FamilySerial»
 «AddressName»
 «CurrentAdd1»
 «CurrentAdd2»
 «CurrentAdd3»
 «CurrentTown»
 «CurrentCounty»
 «CurrentPostCode»

«D

Dear «Salutation»

Your child is one of the 19,000 special children born in the UK in 2000/2001 whose lives are being followed by the Child of the New Century study.

Ten years of Child of the New Century

The study has now been going for 10 years! I am pleased to enclose a leaflet summarising what it has covered over the decade from 2001-2011 and how it has helped to influence policy and improve children's lives. I have recently taken over from Professor Heather Joshi as the Director of Child of the New Century and am delighted to be involved with such an important study. It is a privilege to be writing to you, and we have made it possible. I hope you enjoy reading the leaflet. Additional copies can be downloaded from the study website www.childnc.net. You can also download a version of the leaflet in Welsh.

I also include a card for your child. This is to thank them for their contribution to Child of the New Century so far. I would be grateful if you could pass it on to them.

Child of the New Century: Age 11 Survey

The influence of the study will increase as it continues to follow the children's lives as they grow up. The next stage of the study will take place in 2012, when your child is around 11 years old. The interview will be carried out for the first time by Ipsos MORI, an independent research organisation. We are excited to be working with Ipsos MORI on the Age 11 Survey. They have a lot of experience and expertise in surveying families with children.

In a short while, I will write to you again to give you more details about the Age 11 Survey and to invite you to take part. An interviewer from Ipsos MORI will then get in touch with you. We very much hope that your child will feel able to take part again. But it will, of course, be up to you whether or not to have them at the time. The interviewer will be happy to discuss this with you.

If you have any questions or would prefer not to be contacted about the Age 11 Survey, please call us on **Freephone 0800 092 1250** or email **childnc@ioe.ac.uk**. Please also let us know your new address if you move, so that we can reach you to invite you to take part.

Thank you for the help you have given us so far with this important study. I look forward to keeping in touch with you as it goes forward.

With kind regards,



Professor Lucinda Platt, Study Director

21 APPENDIX 8: I-PROGRESS DEMONSTRATION

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INITIAL SETUP

We will use Address No 1111111111 for the demo.

To run iProgress: Go to start menu and click on 'iProgress V3'.

It should open directly to the fake addresses. If it doesn't, click on 'Surveys' in the top, left-hand corner, click on 'Demo', then 'CNC5 - Practice'.

The first screen will look like this:

iProgress v3.001 : CNC5 - Practice

Surveys

Help

Issues

Main

Reissued

Status

Not Started

Interim

Completed

Points

All

10

Addresses

Address No	Point	Issue	Address	Household	Main	Partner	C1 Questn're	C1 Cognitive	C1 Physical	Status	Contacts
1111111111	10	1	742 Evergreen Terrace, London	o/s	o/s	o/s	o/s	o/s	o/s	Not Started	7
2222222221	10	1	The Beckingham, Palace Road	o/s	o/s	o/s	o/s	o/s	o/s	Not Started	5
9999999991	10	1	8 Westbourne Road, Cardiff	o/s	o/s	o/s	o/s	o/s	o/s	Not Started	7

DESCRIBING THE FIRST SCREEN

This is the first screen you enter for iProgress. It will show a list of all your addresses across all sample points.

Each address has the serial number, point, issue, address, and outcomes, both for the household and individual elements, and the status of the address. The final column contains 'contacts'. Clicking on this button brings up all the contact details associated with the family (for instance, mobile numbers, stable contacts), and space to add in new details (for instance, neighbours).

Click into contacts for 1111111111

We will go through contacts during the demonstration.

Let's now go into an address. You do this by clicking on the address, or serial number. We'll use the last serial, but you'll use the first two in your homework.

Click into 1111111111

The screen will look like this:

The screenshot shows the iProgress v3.003: CNC5 - Practice application window. The window has a menu bar with 'Tools', 'Elements', 'Addresses', and 'Help'. Below the menu bar, the address '1111111111: 742 Evergreen Terrace, London, HA0 1TH' is displayed. The main area contains a table with the following columns: Call, Date, 24hr Time, e/w, Type, Contact, Household, Main, Partner, C1 Questn're, C1 Cognitive, C1 Physical, and Comments. The table has 18 rows, with the first row highlighted in orange. The first row contains the following data: Call: 1, Date: 11 Jan 2012 Wed, 24hr Time: (empty), e/w: (empty), Type: (empty), Contact: (empty), Household: (empty), Main: (empty), Partner: (empty), C1 Questn're: (empty), C1 Cognitive: (empty), C1 Physical: (empty), Comments: (empty). Below the table, there is a summary panel with the following sections: 'Calls Completed/Required' (0/1 Evening (from 6pm), 0/1 Weekend, 0/3 Evening or Weekend), 'Status' (Interim), 'Summary' (Household: No outcomes, Main: No outcomes, Partner: No outcomes, C1 Questn're: No outcomes, C1 Cognitive: No outcomes, C1 Physical: No outcomes), and 'Notes' (empty). At the bottom right of the window, there are three buttons: 'Contacts', 'Cancel', and 'Save'.

Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're	C1 Cognitive	C1 Physical	Comments
1	11 Jan 2012 Wed											
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												

Calls Completed/Required
 0/1 Evening (from 6pm)
 0/1 Weekend
 0/3 Evening or Weekend

Status
 Interim

Summary
 Household: No outcomes
 Main: No outcomes
 Partner: No outcomes
 C1 Questn're: No outcomes
 C1 Cognitive: No outcomes
 C1 Physical: No outcomes

Notes

Buttons: Contacts, Cancel, Save

EXPLAINING WHAT EACH COLUMN MEANS

Here is where you enter the information from the Contact Record in your contact sheet.

For each contact record, you have a column for date, the time and whether it was an evening or weekend call (which is filled in automatically).

'Type' is where you enter how you contacted someone, and corresponds to 'Contact type' in your contact sheet.

'Contact' relates to who you contacted.

'Household' is where you will enter interim outcomes (so 'contact outcome' in your contact sheet) and, when you are completely finished with the household, your final outcome.

The next columns are where you enter individual outcomes if you get an interview with the family. Finally, you have a space for comments.

We're now going to go through a demonstration of iProgress. To keep to time, we won't be able to follow a real-life scenario (so for instance, we won't be making 8 personal visits), but instead will highlight how to code different situations.

Additionally, we need to change the dates for this demonstration. When you do iProgress after each day's work, you won't need to change the date. So, first we're going to code a 'post' contact.

CODING A CONTACT VIA 'POST'

Change the date to 12 December 2011 and time to 11:30am.

Note you can just type '1130' instead of using the drop down menu.

Click on 'Type'.

There are five options to choose from under 'Type'.

Firstly, you have 'F2F'. This is for F2F visits to the cohort family. For F2F visits to anyone else (schools, stable contacts, neighbours), you will code 'Other F2F'.

The next option is 'Telephone', for telephone calls you make to anyone.

Next is 'Post', for when you post a letter.

Finally, you have 'Incoming'. This is for any incoming calls you receive from the family, stable contacts, or perhaps the Office.

We're going to code 'Post', to record posting the advance letter.

Under 'Type' select 'Post'.

We now need to code 'Contact'. This is who we posted the letter to. You'll notice that the options under contact relate to the addresses we have in our contacts. If you were posting to an address not listed (so a new stable contact, a neighbour), you would first need to enter that into your contacts. We'll talk about how to do this later. We're posting to the cohort family, so we're going to click 'Cohort family address'.

Under 'Contact' select 'Cohort family address'.

We now need to code our outcome under '**Household**'. You'll notice that we have a very short list of codes – all interim (which we know because they begin with 7). iProgress will restrict the outcome codes to those relevant, based on the type and contact you coded. So here we only have codes that relate to posting to the cohort family.

You also have the option to add comments from your contact sheet, or any other comments you feel are helpful, in the comments box.

To save, we click 'save' and are then able to exit.

Under 'Household' select '717 – posted advance letter'.**CODING A F2F VISIT**

Now we're going to pretend the Sample Information Sheet told use our first call should be a F2F visit.

Change the 'date' to 18th December 2011 and 'time' to 16:00.

We're going to code 'F2F', because we're making a F2F visit to the cohort family. If we were visiting anyone besides the family, we'd code 'Other F2F'.

Under 'Type' select 'F2F'.

Because we clicked 'F2F', we don't need to code a contact. iProgress assumes that if you code 'F2F' you are contacting the family in person at the address at the top of the screen.

When we got to the household it turned out that the family doesn't live there anymore! The new family at the address said they'd prefer to send on the tracing letter instead of giving us the address now. So we need to code '705 – agreed to pass on tracing letter'. You'll notice in the list of outcomes that we have Final as well as Interim outcomes. We'll talk more about the final outcomes later.

Under household select '705 – agreed to pass on tracing letter'.**CODING ANOTHER F2F VISIT****Change the date to 18th December 2011 and time to 16:30.**

On our SIS we notice that Parent 2's stable contact is nearby, so we decide to visit him. Since we are making a F2F visit to someone BESIDES the cohort family, we need to code 'Other F2F'.

Under 'Type' select 'Other F2F'.

Under 'Contact' we need to code 'Stable contact 2 address'

Under 'Contact' select 'Stable contact 2 address'

When we got to the address, Ned, the stable contact, was happy to give us the family's new address, so we're going to code '702 – new address/phone number for Cohort family obtained'.

Under household select '702 – new address/phone number for Cohort family obtained'.

ENTERING A NEW ADDRESS

We now need to enter the new address, making the family a 'mover', because they have moved from the known address. Go to 'Addresses' on the top, left-hand side of the screen, where we have three options. The first is to correct the current address. We've got a completely new address, so that's not what we want. If we were simply changing a spelling mistake in the street name, for instance, then we would choose that option. But we want to code a 'mover'. So instead, we'll Code 'Add 1111111111-m1 (mover)'. We'd use m2 if it was a second address we'd been given whilst tracing this family. We now need to enter the new address. First we'll enter the postcode and try to find it with our postcode checker.

You will have the postcode checker on your machine.

Enter the new postcode first, then find the correct address: 12 Butler Avenue, London, HA1 4EH.

If the postcode checker isn't working, you may need to enter the full address.

iProgress will immediately take you to the 'M1' address – which is a new screen for entering contact information. Also note how the 'Addresses' tab has changed.

Click on the Addresses tab.

We now only have the option of adding an 'M2' or deleting 'M1'. If we click into contacts, note that the Cohort family's address has not changed. We'll need to change that here too, in case we send any post to the family.

Change address in contacts to 12 Butler Avenue, London, HA1 4EH.

Save and come out of address.

Additionally, if we came out of this screen we would now have two lines for the family: their original address (the serial number without m1 at the end) and the new address (with m1 at the end of the serial). We need to ensure that from now on we enter contact into the M1 address.

Enter into M1 address.

ENTERING AN 'INCOMING' CODE

A few days later we received a call from the Office saying the family wants to set up an appointment for 7th January at 12. This is an incoming call, so we code 'Incoming' under 'Type'.

Change the date to 27th December and time to 10:30.

Under 'Type' select 'Incoming'

The call is from the office so we code 'Office Telephone'.

Under 'Contact' select 'Office Telephone.'

We need to confirm the appointment, so it's not been made yet. So we code '703 – Other new info about family obtained'. You may want to note the date and time in your comments.

Under 'Household' select '703 – Other new info about family obtained'.**UPDATING CONTACT DETAILS**

The Office also gave us a work number for the mother to ring back on. You need to enter this. Click on 'Contacts' at the bottom, right-hand side of the screen.

Click into contacts.

Click into the work number of parent 1 and simply add in the new number.

Click into the mobile number of parent 1.**Add in the new number: 02085445611.**

Note that how you enter it is how it will appear: so if you put in spaces or brackets, these will appear when you pick that contact. If we wanted to enter completely new information, such as a parent that wasn't known before, or a neighbour that you spoke to, simply scroll to the appropriate category, and enter the name in the blue box under 'Value' and put in the details below.

Scroll down to show all categories.

There are categories for the Cohort family, Parents 1 and 2, Stable contacts 1 and 2, Neighbours, School, Other and Office. If you need to delete old information to enter updated details, simply click into the relevant box and enter the new information. It is fine to delete the old info. Click 'Ok' when you are finished entering details to save your changes.

Click on Neighbour 1 value to show how to enter neighbour name.

The screen will look like this:

Label	Value	Comments
Mobile		
Email		
Stable Contact 2	Mr Ned Flanders	
Address	740 Evergreen Terrace, London, HA...	
Telephone	0208-3216543	
Mobile		
Email		
Neighbour 1		
Address		
Telephone		
Neighbour 2		
Address		
Telephone		
Neighbour 3		
Address		
Telephone		

☐ Show only items with values

Ok Cancel

CODING A TELEPHONE CALL

We rang back the mother to confirm the appointment.

Change the date to 27th December 2011 and time to 11:30.

Under 'Type' select 'Telephone'

Under 'Contact' we now have the option to code Parent 1's work number. Make sure you enter any new information BEFORE you code against it, otherwise the option won't exist!

Under 'Contact' select 'P1 work phone'

And we've confirmed the appointment, so we need to code 701 – Appointment made.

Under household select '701 – Appointment made'

TO NOTE: If you deliver your appointment mailing instead of mailing it, you will need to code a personal visit to the cohort family, and either code 707 for contact made with cohort family – other, if you make contact with the family. If you do not make contact with the family but simply slip it through the letter box, you will need to code 710, for contact not made – other.

ENTERING INDIVIDUAL OUTCOMES

We go to the household on the 7th January and interview the main respondent (the mum) in full, and complete the child questionnaire and cognitive assessments. The child refuses the physical measurements. However, we are not able to complete the partner interview because he was unexpectedly called away. The mum says to call his office on Monday to arrange an appointment. We need to enter this information into iProgress. For type, we enter F2F.

Change the date to 7th January and time to 12:00

We did some interviewing, but we haven't completed the household – so we don't want to code a final outcome yet. Instead, we code an interim of 718 – Some interviewing.

Under 'Type' select 'F2F' Under 'Household' code 718.

Once we code 718, 110 or 130 (fully and partially productive), the individual elements are available to code, which we can see because they are no longer greyed out. We have all final individual codes available, the same as the contact sheet. So for main respondent code '111 – full interview'. The cohort items are prefaced with 'C1', which stands for 'Cohort child 1'. For C1 questionnaire and C1 Cognitive code '111 – full interview'. For C1 physical code '302 – refusal by child'. We leave the partner blank for now, because we expect to interview him.

Under 'C1 q're' select '111 – full interview'**Under 'C1 cog': select '111 – full interview'****Under 'C1 physical' select '302 – refusal by child'****SETTING UP APPOINTMENT WITH PARTNER**

We rang the partner and he said to come round tomorrow night at 20:00. We'll code 'Telephone' under 'Type', 'Parent 2 work phone' under 'Contact', and '701-Appointment made' under 'Household'.

Change the date to 9th January and time to 10am.**Under 'Type' select 'Telephone'****Under 'Contact' select 'Parent 2 work phone'****Under household select '701 – Appointment made'****INTERVIEWING PARTNER AND CODING FINAL OUTCOME**

We interview the partner the next evening, as arranged. We are now ready to code a final outcome for the household. The main interview was completed, the child

completed two elements but refused one, and the partner completed their element: is the family partially productive.

Change the date to 10th January and time to 20:00

Under 'Type' select 'F2F'

Under household select '130 – Partially productive'

We also need to code the partner outcome – which is fully productive. Remember if there was no partner eligible we would still need to code a final outcome of not eligible, as is done on the contact sheet.

Under Partner select '111 – Fully productive'

All final outcomes are **only** under 'F2F' except one – Office refusal. This code **also** appears if you code that the Office rang you (so 'Incoming'). There you can code Office Refusal. ALL other final outcomes must be coded under 'F2F'. So when you have put the final outcome code in your contact sheet and are ready to send it to the office, fill in your final iProgress outcome.

Please note, where the family refuses to participate over the phone, you will need to code an interim outcome code of '707 – Other' and comment in the notes that the family refused. However, you cannot accept a refusal over the phone, so you attempt to visit the household, but if after 8 visits you cannot get in contact with them, you will need to code a final outcome code of '311 – Refusal by cohort family'.

In rare cases you may have to code a F2F visit when you do not make one. For instance, you may code an interim broken appointment (code 721) because you intend to go back to the household for the interview. However, it turns out the broken appointment is the final outcome because you never got in touch with the family again. When you decide this is the final outcome, you will need to code a F2F visit and code a final outcome as 'Broken Appt'.

SHOWING HOW TO ADD A CHILD ELEMENT

One last thing to show is how to add additional child elements if you have more than one cohort child per family. To add a child element, click on 'Elements' at the top, left-hand side of the screen, then click on each element you need to add.



Add the three elements for the additional child (Questionnaire, Cognitive and Physical).

If you accidentally do this, you can just unclick in Elements to remove it.

22 APPENDIX 9: IPROGRESS HOMEWORK – THE SIMPSONS

Call 1: On Thursday 1st December at 12:30 you post the advance letter to the household – so 'PO' for post, 'CF' for 'Cohort Family' and 717 for 'Posted advance letter'.

In iProgress, we code 'Post' under type, Cohort family address under contact, and 717 under household (as contact sheet).

CONTACT RECORD									
Call no	Date 1-31	Month 1-12	Day 1-7*	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. ▪ Names, addresses, phone numbers for each call ▪ Additional information about what happened at each call	iProgress
1	1	12	4	12:30	PO	CF	717	←	✓
2	5	12	1	16:30	PV	CF	710		✓
3	5	12	1	16:35	PV	SC2	708		✓
4	5	12	1	16:40	PV	NE	703	moved. Not sure where	✓
5	5	12	1	16:45	PV	CF	709		✓


111111111: 742 Evergreen Terrace, London, HA0 1TH

Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're	C1 Cogn
1	01 Dec 2011 Thu	1230		Post	Cohort family Addr...	717	←			
2	05 Dec 2011 Mon	1630		F2F		710				
3	05 Dec 2011 Mon	1635		Other F2F	Stable Contact 2 Ad...	708				
4	05 Dec 2011 Mon	1640		Other F2F	Neighbour 1 Address	703				
5	05 Dec 2011 Mon	1645		F2F		709				

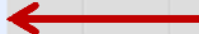
10-030358-01 - MCS5 - Interviewer Instructions

Call 2: On Monday 5th December at 16:30 you call round at the house. No one answers (and did not leave message). So 'PV' for person visit, 'CF' for Cohort Family and 710 for 'Contact not made – other'.

In iProgress, you code 'F2F' in type, nothing contact (because iProgress assumes you are contacting the address at the top of the screen), and 710 for your household outcome.

CONTACT RECORD									
Call no	Date 1-31	Month 1-12	Day 1-7	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. ▪ Names, addresses, phone numbers for each call ▪ Additional information about what happened at each call	iProgress
1	1	12	4	12:30	PO	CF	717		✓
2	5	12	1	16:30	PV	CF	710		✓
3	5	12	1	16:35	PV	SC2	708		✓
4	5	12	1	16:40	PV	NE	703	moved. Not sure where	✓
5	5	12	1	16:45	PV	CF	709		✓

111111111: 742 Evergreen Terrace, London, HA0 1TH

Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're	C1 Cogn
1	01 Dec 2011 Thu	1230		Post	Cohort family Addr...	717				
2	05 Dec 2011 Mon	1630		F2F		710				
3	05 Dec 2011 Mon	1635		Other F2F	Stable Contact 2 Ad...	708				
4	05 Dec 2011 Mon	1640		Other F2F	Neighbour 1 Address	703				
5	05 Dec 2011 Mon	1645		F2F		709				

10-030358-01 - MCS5 - Interviewer Instructions

Call 3: You notice that one of the stable contacts, Ned Flanders, lives nearby, but when you knock on his address no one answers so you leave your calling card. So 'PV' for personal visit, 'SC2' for Stable contact 2, and 708 for 'Contact not made – left message/calling card.' We'd recommend that you leave the stable contact letter and keep your calling cards for the cohort family, but in this instance you left your calling card.

In iProgress you enter 'Other F2f' for type (because you are visiting someone other than the cohort family), Stable contact 2 address for contact, and 708 as your outcome.

CONTACT RECORD									
Call no	Date 1-31	Month 1-12	Day 1-7	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. ▪ Names, addresses, phone numbers for each call ▪ Additional information about what happened at each call	iProgress
1	1	12	4	12:30	PO	CF	717		✓
2	5	12	1	16:30	PV	CF	710		✓
3	5	12	1	16:35	PV	SC2	708		✓
4	5	12	1	16:40	PV	NE	703	moved. Not sure where	✓
5	5	12	1	16:45	PV	CF	709		✓

111111111: 742 Evergreen Terrace, London, HA0 1TH

Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're	C1 Cog
1	01 Dec 2011 Thu	1230		Post	Cohort family Addr...	717				
2	05 Dec 2011 Mon	1630		F2F		710				
3	05 Dec 2011 Mon	1635		Other F2F	Stable Contact 2 Ad...	708				
4	05 Dec 2011 Mon	1640		Other F2F	Neighbour 1 Address	703				
5	05 Dec 2011 Mon	1645		F2F		709				

10-030358-01 - MCS5 - Interviewer Instructions

Call 4: You speak to a neighbour at 738 Evergreen Terrace called Mrs Smith. She says the family hasn't lived at that address for a few years, and she can't remember where they've moved to. So now on the contact 'PV' for personal visit', 'NE' for neighbour and 703 for 'Other new info about family obtained'.

For iProgress, first should have entered Mrs Smith into contacts.

CONTACT RECORD									
Call no	Date 1-31	Month 1-12	Day 1-7*	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. ▪ Names, addresses, phone numbers for each call ▪ Additional information about what happened at each call	iProgress
1	1	12	4	12:30	PO	CF	717		✓
2	5	12	1	16:30	PV	CF	710		✓
3	5	12	1	16:35	PV	SC2	708		✓
4	5	12	1	16:40	PV	NE	703	moved. Not sure where	✓
5	5	12	1	16:45	PV	CF	709		✓

Here in contacts is where you should have entered Mrs Smith into iProgress.

10-030358-01 - MCS5 - Interviewer Instructions

Call 4: You speak to a neighbour at 738 Evergreen Terrace called Mrs Smith. She says the family hasn't lived at that address for a few years, and she can't remember where they've moved to....

Now that we've entered Mrs Smith into our contacts, we can code our contact with her in iProgress. So we code 'Other F2f' in type, 'Neighbour 1 address' in contact, and code 703 (as contact sheet).

CONTACT RECORD									
Call no	Date 1-31	Month 1-12	Day 1-7	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. ▪ Names, addresses, phone numbers for each call ▪ Additional information about what happened at each call	iProgress
1	1	12	4	12:30	PO	CF	717		✓
2	5	12	1	16:30	PV	CF	710		✓
3	5	12	1	16:35	PV	SC2	708		✓
4	5	12	1	16:40	PV	NE	703	moved. Not sure where	✓
5	5	12	1	16:45	PV	CF	709		✓

111111111: 742 Evergreen Terrace, London, HA0 1TH

Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're	C1 Cogn
1	01 Dec 2011 Thu	1230		Post	Cohort family Addr...	717				
2	05 Dec 2011 Mon	1630		F2F		710				
3	05 Dec 2011 Mon	1635		Other F2F	Stable Contact 2 Ad...	708				
4	05 Dec 2011 Mon	1640		Other F2F	Neighbour 1 Address	703				
5	05 Dec 2011 Mon	1645		F2F		709				

10-030358-01 - MCS5 - Interviewer Instructions

Call 5: *You call back at the Simpson's now old address and leave the occupier letter. So 'PV' for personal visit, 'CF' for Cohort family (even though we know it's not their address, for the moment we don't have another one), and 709 for 'Left occupier letter'.*

In iProgress, we enter 'F2F' in type and code outcome 709 in household.

Call 6: *On Tuesday 6th December at 19:30 you try ringing Ned Flanders (the stable contact). He says he is happy to pass on the stable contact letter to the Simpsons, but would prefer not to give you their new address. So on the contact sheet you coded HO for 'Telephone call - Home', SC2 for 'Stable contact 2', and 705, 'Agreed to pass on tracing letter'.*

In iProgress you code 'Telephone' for type, Stable contact 2 Telephone for Contact, and code 705 under household.

Call 7: *On Wednesday 7th December at 10:15 you post the stable contact letter.* So on the contact sheet you coded PO for 'Post', SC2 for 'Stable contact 2' and 713 for 'Stable contact tracing letter'.

In iProgress, you enter 'post' for type, 'stable contact 2 address' for contact, and code 713 under household.

10-030358-01 - MCS5 - Interviewer Instructions

Call 8: On Thursday 15th December at 11:00 the Office rings you. The Simpsons have been in touch with their new address: 6 Churchfield Road, W13 9NG. So on the contact sheet we enter IN for 'Incoming', 'OT' for 'Other', and 702 for 'New address/phone number for family obtained'.

In iProgress, we code 'Incoming' under type, 'Office telephone' under contact, and code 702.

CONTACT RECORD (CONTINUED)									
Call no	Date 1-31	Month 1-12	Day 1-7*	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. ▪ Names, addresses, phone numbers for each call ▪ Additional information about what happened at each call	iProgress
6	6	12	2	19:30	HO	SC2	705	Send out stable contact letter	✓
7	7	12	3	10:15	PD	SC2	713		✓
8	15	12	4	11:00	IN	OT	702	6 Churchfield Rd. W13 9NG	✓

6	06 Dec 2011 Tue	1930	e	Telephone	Stable Contact 2 Tel...	705		
7	07 Dec 2011 Wed	1015		Post	Stable Contact 2 Ad...	713		
8	15 Dec 2011 Thu	1100		Incoming	Office Telephone	702		

We needed to enter the Simpsons as a mover. You did this by going to addresses and click 'Add 1111111111-M1 (mover)'. You then needed to fill in their new address.


Enter Address for 1111111111-M1

Postcode
W13 9NG
Check

Address
6 Churchfield Road
London

Cancel
Save

After iProgress took you to the new screen for the new address, you will also need to add the Simpsons' new address into 'Contacts' in case you post anything to them.

Contacts for 111111111-M1: 6 Churchfield Road, London, W13 9NG			
	Label	Value	Comments
	Cohort family	Simpson Family	
	Address	6 Churchfield Road, London, W13 9NG	
	Telephone	0208-1234567	
	Parent 1	Mrs Marjorie Simpson	
	Work phone		
	Mobile	07787-654321	
	Email	marge@aol.com	
	Parent 2	Mr Homer Simpson	
	Work phone	0207-7654321	
	Mobile	07865-432112	

Call 9 contact sheet: On Saturday 17th December at 14:15 you call at the new address. Marge says she is happy to do an interview, but not until after Christmas. You arrange an appointment on Thursday 29th December for 10:00. So for the contact sheet we need to enter 'PV' for personal visit, 'CF' for cohort family, and 701, for appointment made.

Call 1 in iProgress: in iProgress we are on Call 1 because we have entered a new screen for the new address. All of the calls you made prior to obtaining the new address are in the old address – so serial 1111111111 without the 'M1' at the end.

For this call, we enter F2F for type, nothing for contact (because it is a visit to the cohort family), and code 701.

10-030358-01 - MCS5 - Interviewer Instructions

CONTACT RECORD (CONTINUED)									
Call no	Date 1-31	Month 1-12	Day 1-7*	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. <ul style="list-style-type: none">Names, addresses, phone numbers for each callAdditional information about what happened at each call	iProgress
6	6	12	2	19:30	HO	SC2	705	send out stable contact letter	✓
7	7	12	3	10:15	PO	SC2	713		✓
8	15	12	4	11:00	IN	OT	702	6 Churchfield Rd W13 9NG	✓
9	17	12	6	14:15	PV	CF	701	29/12 @ 10am	✓
10	29	12	4	10:00	PV	CF	721		✓

111111111-M1: 6 Churchfield Road, London, W13 9NG

Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're	C1 Cognitive	C1 Physical	
1	17 Dec 2011 Sat	1415	w	F2F		701						appt 29/12 @
2	29 Dec 2011 Thu	1000		F2F		721						
3	30 Dec 2011 Fri	1400		F2F		701						appt 02/01 @
4	02 Jan 2012 Mon	1330		F2F		130	111	111	302	111	111	

Call 10 contact sheet: You arrive at the Simpson's new address on 29th December at 10:00 but no one answers. So on the contact sheet we enter 'PV' for contact type, 'CF' for who contacted and 721, for Broken Appointment.

Call 2 iProgress: in iProgress we enter F2F in type, nothing in contact, and 721. Note this is the interim Broken appointment – it is not code 309, which is a FINAL outcome code for broken appointment. At this point, you still expect to call on the family again.

Call 11 contact sheet: *You call back the next day, 30th December, at 14:00. Marge apologises, saying they had to go to A&E yesterday because Homer sprained his wrist. You re-arrange for Monday 2nd January at 13:30. So we have made a new appointment. In the contact sheet we code 'PV' for personal visit in type, 'CF' for cohort family in who contacted, and 701 in outcome because we have made a new appointment.*

Call 3 iProgress: in iProgress we code F2F in type and code 701.

10-030358-01 - MCS5 - Interviewer Instructions

Call 12 contact sheet: On Monday 2nd January at 13:30 you are able to complete the household grid and main interview with Marge, the partner interview with Homer, and the cognitive assessments and physical measurements with Bart. He refuses to complete the child questionnaire. In our contact sheet we code 'PV' for a personal visit, 'CF' for cohort family, and code 130, partially productive, (because Bart did not do the child questionnaire), because we know this is our final outcome

Call 4 iProgress: in iProgress we code F2F and 130 for the household outcomes. We needed to code the individual outcomes as well. So for main, partner, c1 cognitive and c1 physical we code 111, fully productive. But for C1 questionnaire we code 302, refusal by child because Bart refused.

After you arrive home, you complete the Cognitive Observations and Other Elements modules. There is nothing to code for this, either in iProgress or the contact sheet.

CONTACT RECORD (CONTINUED)									
Call no	Date 1-31	Month 1-12	Day 1-7	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. ▪ Names, addresses, phone numbers for each call ▪ Additional information about what happened at each call	iProgress
6	6	12	2	19:30	HO	SC2	705	send out stable contact sheet	✓
7	7	12	3	10:15	PO	SC2	713		✓
8	15	12	4	11:00	IN	OT	702	6 Churchfield Rd W13 9NG	✓
9	17	12	6	14:15	PV	CF	701	29/12 @ 10am	✓
10	29	12	4	10:00	PV	CF	721		✓
11	30	12	5	14:00	PV	CF	701	02/01 @ 13:30	✓
12	2	01	1	13:30	PV	CF	130		✓

111111111-M1: 6 Churchfield Road, London, W13 9NG											
Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're	C1 Cognitive	C1 Physical
1	17 Dec 2011 Sat	1415	w	F2F		701					appt 29/12 @
2	29 Dec 2011 Thu	1000		F2F		721					
3	30 Dec 2011 Fri	1400		F2F		701					appt 02/01 @
4	02 Jan 2012 Mon	1330		F2F		130	111	111	302	111	111

23 APPENDIX 10: IPROGRESS HOMEWORK – THE BECKHAMS

Call 1: On Thursday 1st December at 12:30 you post the advance letter to the household. So as before, you code PO for post, CF for cohort family and 717 for posted advance letter.

In iProgress you code Post, Cohort Family address and 717.

CONTACT RECORD									
Call no	Date 1-31	Month 1-12	Day 1-7*	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. ▪ Names, addresses, phone numbers for each call ▪ Additional information about what happened at each call	iProgress
1	1	12	4	12:30	PO	CF	717	←	✓
2	6	12	2	19:15	MO	P1	708		✓
3	6	12	2	19:20	HO	CF	708		✓
4	7	12	3	15:00	IN	P1	701	appt 12/12 @ 16:30	✓
5	12	12	1	16:30	PV	CF	718		✓

222222221: The Beckingham, Palace Road, Buckingham, MK18 7BA

Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're
1	01 Dec 2011 Thu	1230		Post	Cohort family Addr...	717	←		
2	06 Dec 2011 Tue	1915	e	Telephone	Parent 1 Mobile	708			
3	06 Dec 2011 Tue	1920	e	Telephone	Cohort family Telep...	708			
4	07 Dec 2011 Wed	1500		Incoming	Parent 1 Mobile	701			

Call 2: On Tuesday 6th December at 19:15 you phone Victoria's mobile number because the Sample Information Sheet says your first contact method should be by phone. You get her voicemail and leave a message saying you'll ring again. So you code 'MO' for contact type, P1 for who contacted, and code 708 for 'left message/calling card'.

In iProgress you code Telephone for type, P1 mobile for contact and code 708 under household.

Call 3: *Next you try calling the home landline, but get no answer so you leave a message. So for the contact sheet you code HO for Home telephone, CF for cohort family and 708 for left message/calling card. In iProgress, you code Telephone for type, Cohort family telephone for contact, and code 708 under household.*

10-030358-01 - MCS5 - Interviewer Instructions

Call 4: On Wednesday 7th December at 15:00 Victoria rings you to set up an appointment. You make an appointment for Monday 12th December at 16:30. This is an incoming call so on the contact sheet we've coded IN in type, P1 in who contacted, and 701 for appointment made.

For iProgress you will need to code this incoming call against a particular phone number but you cannot be sure whether Victoria rang you on the home telephone number, her mobile or work. In these situations, you'll need to use your judgement but don't worry too much about this as the most important thing is to record that there has been an incoming call and who is was from (we know you won't always know the number for incoming calls). We've coded her mobile because it allows us to say in iProgress that that Parent 1 rang us (as you don't have the option in iProgress of coding that P1 rang from the home number).

For iProgress, we've entered incoming, parent 1 mobile, and code 701.

If someone rings you and you have no telephone number for them, you'll need to enter a dummy number into iProgress contacts for them in order to record that they rang you. Please use 9999999999. If you get a real number for them at a later stage, you can overwrite the dummy number.

CONTACT RECORD									
Call no	Date 1-31	Month 1-12	Day 1-7	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. ▪ Names, addresses, phone numbers for each call ▪ Additional information about what happened at each call	iProgress
1	1	12	4	12:30	PO	CF	717		✓
2	6	12	2	19:15	MO	P1	708		✓
3	6	12	2	19:20	HO	CF	708		✓
4	7	12	3	15:00	IN	P1	701	appt 12/12 @ 16:30	✓
5	12	12	1	16:30	PV	CF	718		✓

2222222221: The Beckingham, Palace Road, Buckingham, MK18 7BA

Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're
1	01 Dec 2011 Thu	1230		Post	Cohort family Addr...	717			
2	06 Dec 2011 Tue	1915	e	Telephone	Parent 1 Mobile	708			
3	06 Dec 2011 Tue	1920	e	Telephone	Cohort family Telep...	708			
4	07 Dec 2011 Wed	1500		Incoming	Parent 1 Mobile	701			

Call 5: You arrive at the house on Monday 12th December at 16:30 as arranged. At the time, you are able to complete the household grid, the main interview with Victoria, the cognitive assessments and physical measurements with Brooklyn, and he completes the child questionnaire. However, David, who is back in the household, is not available. Victoria says it's probably easiest to ring his mobile to arrange an appointment. She gives you his number: 07798765432.

10-030358-01 - MCS5 - Interviewer Instructions

So on the contact sheet we code PV for personal visit, CF for cohort family, and 718 for some interviewing. In iProgress we code F2F and 718. We don't enter 110 (fully productive) or 130 (partially productive) here because we expect to go back to the household to interview David – so we don't have a final outcome yet. We then need to enter the individual outcomes for the main (code 111), C1 questionnaire, C1 cognitive and C1 physical (all code 111).

That evening, you complete the Cognitive Observations module. You don't need to code this in iProgress or the contact sheet.

CONTACT RECORD									
Call no	Date 1-31	Month 1-12	Day 1-7*	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. ▪ Names, addresses, phone numbers for each call ▪ Additional information about what happened at each call	iProgress
1	1	12	4	12:30	PO	CF	717		✓
2	6	12	2	19:15	MO	PI	708		✓
3	6	12	2	19:20	HO	CF	708		✓
4	7	12	3	15:00	IN	PI	701	appt 12/12 @ 16:30	✓
5	12	12	1	16:30	PV	CF	718	←	✓

222222221: The Beckingham, Palace Road, Buckingham, MK18 7BA											
Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're	C1 Cognitive	C1 Physical
1	01 Dec 2011 Thu	1230		Post	Cohort family Addr...	717					
2	06 Dec 2011 Tue	1915	e	Telephone	Parent 1 Mobile	708					
3	06 Dec 2011 Tue	1920	e	Telephone	Cohort family Telep...	708					
4	07 Dec 2011 Wed	1500		Incoming	Parent 1 Mobile	701					
5	12 Dec 2011 Mon	1630		F2F		718	111		111	111	111

You also needed to add David in as a contact for Parent 2 and add his mobile in iProgress.

Label	Value	Comments
Cohort family	Beckham family	
Address	The Beckingham, Palace Road, Buc...	
Telephone	01234-567891	
Parent 1	Ms Victoria Adams	
Work phone		
Mobile	07712-345678	
Email	poshspice@gmail.com	
Parent 2	David	
Work phone		
Mobile	07798765432	
Email		
Stable Contact 1	Ms Emma Bunton	
Address	34 The Spice, London, SW3 1AE	
Telephone	0207-7422478	
Mobile		
Email		
Stable Contact 2		

☐ Show only items with values

Ok Cancel

10-030358-01 - MCS5 - Interviewer Instructions

Call 6: You call David's mobile on Tuesday 13th December at 17:15. He says he's available this Thursday 15th December at 10am. So on the contact sheet we code MO for mobile, P2 for parent 2 and 701 for appointment made.

In iProgress you code telephone, parent 2 mobile, and 701 for appointment made.

CONTACT RECORD (CONTINUED)									
Call no	Date 1-31	Month 1-12	Day 1-7	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. Names, addresses, phone numbers for each call Additional information about what happened at each call	iProgress
6	13	12	2	17:15	MO	P2	701	appt 15/12 @ 10am	✓
7	15	12	4	10:00	PV	CF	110		✓

222222221: The Beckingham, Palace Road, Buckingham, MK18 7BA

C...	Date	24hr TL	e/w	Type	Contact	Household	Main	Partner	C1 Questn're	C
1	01 Dec 2011 Thu	1230		Post	Cohort family Addre...	717				
2	06 Dec 2011 Tue	1915	e	Telephone	Parent 1 Mobile	708				
3	06 Dec 2011 Tue	1920	e	Telephone	Cohort family Telep...	708				
4	07 Dec 2011 Wed	1500		Incoming	Parent 1 Mobile	701				
5	12 Dec 2011 Mon	1630		F2F		718	111		111	1
6	13 Dec 2011 Tue	1715		Telephone	Parent 2 Mobile	701				
7	15 Dec 2011 Thu	1000		F2F		110		111		

Call 7: On Thursday 15th December at 10am you interview David. So for the contact sheet you code PV for personal visit, CF for cohort family - NOT Parent 2 – although you are going to interview him, you are interviewing him at the family home. (NOTE: if interviewing at a place of work, or library, you will still need to code CF. In effect, all interviewing is coded as done at the cohort family home, whether this happened in reality or not.) We code our final outcome of 110, fully productive, since we are now sure this is our final outcome as we have completed all elements.

In iProgress we enter F2F and household outcome of 110. We also enter the partner outcome of 111.

10-030358-01 - MCS5 - Interviewer Instructions

CONTACT RECORD (CONTINUED)									
Call no	Date 1-31	Month 1-12	Day 1-7	Time: 24 hour clock	Contact type	Who contacted	Contact outcome	Notes/Comments e.g. ▪ Names, addresses, phone numbers for each call ▪ Additional information about what happened at each call	iProgress
6	13	12	2	17:15	MO	P2	701	appt 15/12 @ 10am	✓
7	15	12	4	10:00	PV	CF	110	←	✓

2222222221: The Beckingham, Palace Road, Buckingham, MK18 7BA

Call	Date	24hr Time	e/w	Type	Contact	Household	Main	Partner	C1 Questn're
1	01 Dec 2011 Thu	1230		Post	Cohort family Addr...	717			
2	06 Dec 2011 Tue	1915	e	Telephone	Parent 1 Mobile	708			
3	06 Dec 2011 Tue	1920	e	Telephone	Cohort family Telep...	708			
4	07 Dec 2011 Wed	1500		Incoming	Parent 1 Mobile	701			
5	12 Dec 2011 Mon	1630		F2F		718	111		111
6	13 Dec 2011 Tue	1715		Telephone	Parent 1 Mobile	701		←	
7	15 Dec 2011 Thu	1000		F2F		110		111	

Physical Measurements Summary Sheet

HEIGHT MEASUREMENT

Assembling the height measure

1. Ensure the four measuring sections are in the correct order by matching the icons (★ to ★) (● to ●) (■ to ■).
2. Ensure the measuring sections have only one colour on each side.
3. Ensure both stabilisers are on the correct way round – i.e. facing the wall.
4. Ensure one stabiliser is on the first measuring section and the other is on the fourth above the blue measuring arm. Ensure both stabilisers are clear of joins.
5. Ensure the blue measuring arm is on correctly – i.e. right way up and facing the base plate.
6. Ensure the assembled height measure is against a wall or door.

Preparing child

1. Ensure the child's shoes and socks or tights are removed. Ensure they have nothing in their pockets and they are wearing light clothing.
2. Ask child to take off glasses if worn and remove hair accessories and hairstyles that may affect the reading.

Taking the measurement

1. Ensure the blue measuring arm is raised to allow sufficient room for the child to stand beneath it.
2. Ask the child to stand correctly:
 - their feet on the footprints.
 - heels as close together as possible touching the back of the base plate.
 - legs and back should be as straight as possible and against the height measure.
 - facing forward and arms hanging loosely by sides.
3. Slide the blue measuring arm by the handle firmly on to the child's head, ensuring the blade touches the skull.
4. Stand in front of the child and place the palms of your hands on the child's cheeks and your fingers resting on the top of the bony bits just behind the ears.
5. Tilt the child's head forward until it is in the Frankfurt Plane. The child's head should raise the blue measuring arm.
6. Release the child's head and ask them to duck off the base plate ensuring they do not knock the blue measuring arm.

Recording the measurement

1. Read the height measurement in metric units from between the red pointers to the nearest **completed** millimetre.
2. Immediately record the measurement in CAPI (*htcm1*), the number of attempts made (*htat*), time measurement was taken (*htm1* & *htm2*), any special circumstances (*htsl*) and other information (*htel/htex*).

Dismantling and packing away

1. Slot stabilisers into ends of measuring sections.
2. Slot measuring sections correctly into base plate.
3. Slot measuring arm into base plate (turn it upside down to do this).
4. Place height measure into the box and secure with strap.

WEIGHT AND BODY FAT MEASUREMENT

Preparing the equipment and child

1. Place the scales on a firm, level surface.
2. Ensure the child's shoes and socks or tights are removed. Ensure they have removed belts, have nothing in their pockets and are wearing light clothing.
3. IMPORTANT: Make sure child does not have a pacemaker before taking body-fat.

Taking the measurement – weight and body-fat

1. Check scales are set to Kg mode by pressing grey 'kg/lb' button.
2. Switch the scales on by pressing the yellow 'ON/SET' button on the right hand side of the hand-held console. The console will beep and the display screen will flash with the default age (30).
3. Enter the child's age in years. Use the yellow arrow buttons to scroll down to the desired age. Press the 'SET' button to confirm the selection. The console will beep.
4. Select the child's gender using the yellow arrow buttons. Then press the 'SET' button to confirm the selection. The console will beep.
5. Next enter the child's height in whole centimetres from CAPI. The console will display the default height (170). Use the arrow buttons to scroll down to the desired height. Press the 'SET' button to confirm the selection. The console will beep.
6. The console will beep twice and the display will show '0.0'. Ask the child to step onto the scales.
7. The child should stand with both feet flat on the surface of the foot pads. Make sure their feet are positioned touching the front and back foot pads. The child should face forward, stand up straight with their arms by their sides. They should stand still.
8. Once stabilised, the weight measurement will appear in the display and the scales will beep. You should not attempt to note the weight at this point.
9. The child should remain on the scales while their body fat is measured. Five zeros (00000) will appear on the display. After they have all disappeared, the scales will beep twice to indicate that body fat has been measured. Ask the child to step-off the scales.
10. The display will rotate between body fat percentage (%) and the weight (kg) for about 30 seconds. You should note both the weight and body fat percentage at this point.
11. The scales will turn off automatically after about 30 seconds. Press the OFF button to turn the scales off before 30 seconds. In order to take the measurement again, you should turn the scales off and back on again.

Taking the measurement – weight only

1. Check scales are set to Kg mode by pressing grey 'kg/lb' button.
2. To turn the scales on in weight only mode, press the red WEIGHT button.
3. The display will show '8888.8' (and beep) and then display '0.0' (and beep).
4. Ask the child to step onto the scales.
5. The child should stand with both feet flat on the surface of the foot pads. The child should face forward, stand up straight with their arms by their sides. They should stand still.
6. Once stabilised, the weight measurement will appear on the display and the scales will beep and the display will flash.
7. Read the weight from the display with the child on the scales and then ask the child to step off the scales.

Recording the measurement

Read the measurements from the display, immediately record the measurements in CAPI (*wbcm/bfpc*), the number of attempts made (*wfat*), and whether the scales were placed on an uneven floor, a carpet, or neither (*wtsc*). In addition record whether there were any special circumstances that affected the measurement (*wtrl*) and any additional information (*wtel/wtex*).

Practice sessions materials



Ipsos MORI

Will you help us with Child of the New Century?

Dear

I am writing to ask for your help with an important survey called Child of the New Century. The survey involves visiting children and their parents to find out what it is like to be a child of your age growing up today. The findings are used to help improve things for children in the future.

An interviewer will come to your home to practise doing the survey with you. They will ask you to do some activities and they will take some measurements.

There is an information sheet for you to read. It tells you more about what it will be like. Please read this to help you decide whether you want to take part.

If you and your family are OK for you to take part, the interviewer who will arrange to come to see you is a man/woman called

.....

They will come to see you on.....

The interviewer works for a company called Ipsos MORI. This company does lots of surveys with different people. This survey is for a university called the Institute of Education.

I hope you will help us with this important survey.

A handwritten signature in blue ink, appearing to read 'Lucinda Platt'.

Professor Lucinda Platt
Survey Director, Institute of Education

A wnei di ein helpu gyda Plentyn y Ganrif Newydd?

Annwyl

Rwy'n ysgrifennu i ofyn am dy help gydag arolwg pwysig o'r enw Plentyn y Ganrif Newydd. Mae'r arolwg yn golygu ymweld â phlant a'u rhieni i weld sut brofiad ydi hi i fod yn blentyn dy oed di yn tyfu fyny heddiw. Defnyddir y canfyddiadau i helpu i wella pethau i blant yn y dyfodol.

Bydd cyfwelydd yn dod i dy gartref i ymarfer gwneud yr arolwg gyda ti. Bydd yn gofyn i ti wneud rhai gweithgareddau a bydd yn cymryd rhai mesuriadau.

Mae yna daflen wybodaeth i ti ei darllen. Mae'n dweud mwy wrthyti am sut brofiad fydd gwneud yr arolwg. Darllen y daflen i dy helpu i benderfynu a wyt ti eisiau cymryd rhan.

Os wyt ti a dy deulu yn hapus i ti gymryd rhan, y cyfwelydd fydd yn trefnu dod i dy weld yw dyn/dynes o'r enw

Bydd yn dod i dy weld ar

Mae'r cyfwelydd yn gweithio i gwmni o'r enw Ipsos MORI. Mae'r cwmni yn gwneud llawer o arolygon gyda gwahanol bobl. Mae'r arolwg ar gyfer prifysgol o'r enw Institute of Education.

Gobeithio y byddi'n ein helpu gyda'r arolwg pwysig hwn.



Yr Athro Lucinda Platt
Cyfarwyddwr yr Arolwg, Y Sefydliad Addysg



Ipsos MORI

Child of the New Century - Age 11 Survey

Dear

I would like to ask your help with the Child of the New Century Age 11 Survey. Child of the New Century is a major national study, following the lives of 19,000 specially chosen children born in 2000/2001. We have visited the children when they were aged 9 months, 3 years, 5 years and 7 years old. The findings from the study are used by policy makers and researchers to help understand how to improve children's lives. Findings from the study have already made a real difference to services and support for children and families relating to infant health, child care, parenting and child poverty across the countries of the UK.

We are about to visit the children again, when they will be in their last year of primary school. Before starting the survey, we are recruiting a small number of children to practise some parts of the main survey. This is a vital stage in my preparations, so I do hope that you will agree to help. By helping now, your child will not become part of the main study. All the information collected will be completely confidential and used solely to inform the training of the interviewers. The enclosed information sheet tells you more about what I would like your child to do.

Child of the New Century is being carried out by Ipsos MORI, an independent research organisation, on behalf of the Centre for Longitudinal Studies at the Institute of Education.

If you have any questions or would like further information, please call **James Bill at Ipsos MORI on Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday).

I very much hope that you are happy for your child to take part.

With kind regards,

(Interviewer – Ipsos MORI)

Interviewer Name.....

Date of appointment.....

Time of appointment.....

Contact telephone number.....

Plentyn y Ganrif Newydd - Arolwg 11 Oed

Annwyl

Hoffwn ofyn am eich cymorth gydag Arolwg Plentyn y Ganrif Newydd 11 Oed. Mae Plentyn y Ganrif Newydd yn astudiaeth genedlaethol fawr, yn dilyn bywydau 19,000 o blant dethol a aned yn 2000/2001. Rydym wedi ymweld â'r plant yn 9 mis oed, 3 oed, 5 oed a 7 oed. Defnyddir canfyddiadau'r astudiaeth gan lunwyr polisi ac ymchwilwyr i helpu i ddeall sut i wella bywydau plant. Mae canfyddiadau'r astudiaeth eisoes wedi sicrhau gwahaniaeth gwirioneddol i wasanaethau a chefnogaeth i blant a theuluoedd parthed iechyd babanod, gofal plant, magu plant a thlodi plant ledled gwledydd y Deyrnas Unedig.

Rydym ar fin ymweld â'r plant eto, yn eu blwyddyn olaf yn yr ysgol gynradd. Cyn cychwyn yr arolwg, rydym yn recriwtio nifer fechan o blant i ymarfer rhai rhannau o'r prif arolwg. Mae hyn yn gam allweddol yn fy mharatodau, felly rwy'n gobeithio y byddwch yn cytuno i helpu. Trwy helpu nawr, ni fydd eich plentyn yn rhan o'r brif astudiaeth. Bydd yr holl wybodaeth a gesglir yn gwbl gyfrinachol ac yn cael ei ddefnyddio i helpu â hyfforddiant y cyfwelwyr yn unig. Mae'r daflen wybodaeth amgaeedig yn rhoi gwybod mwy i chi am beth hoffwn i'ch plentyn ei wneud.

Mae Plentyn y Ganrif Newydd yn cael ei gynnal gan Ipsos MORI, sefydliad ymchwil annibynnol, ar ran y Centre for Longitudinal Studies yn y Sefydliad Addysg.

Os oes gennych unrhyw gwestiynau neu os hoffech ragor o wybodaeth, cysylltwch â **James Bill yn Ipsos MORI ar Radffôn 0808 238 5446** rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener).

Gobeithiaf yn fawr iawn eich bod yn hapus i'ch plentyn gymryd rhan.

Cofion cynnes,

(Cyfwelydd – Ipsos MORI)

Enw'r Cyfwelydd

Dyddiad apwyntiad

Amser apwyntiad

Rhif ffôn cyswllt.....

Child of the New Century – Age 11 Survey Practice consent form – Consent from child

WRITE IN: NAME OF CHILD (PRINT)

*****YOU MUST COMPLETE: PARENT CONSENT FORM BEFORE COMPLETING THIS FORM*****

This is because PARENTAL CONSENT must be gained prior to asking the child's consent for any aspect.

SECTION 1 (Overall consent to participation): *****YOU MUST ALWAYS COMPLETE SECTION 1 BEFORE SECTIONS 2-3***.**

SECTIONS 2-3 (Child consent to individual child elements): These can be completed in any order, and at different times, but AFTER SECTION 1, and BEFORE you carry out the relevant element.

EACH SECTION OF THE CONSENT FORM: is designed to be administered in conjunction with the relevant section of the child info sheet. (For ease of reference, relevant info sheet sections are indicated in brackets.)

FOR YOUR INFORMATION, BEFORE PROCEEDING WITH THE FIRST STAGE OF CHILD CONSENT, CHECK IF THE CHILD HAS READ THE INFO SHEET ("How can I help with Child of the New Century?") IN ADVANCE.

1. Overall consent to participation

YOU MUST MAKE SURE THAT THE CHILD UNDERSTANDS AND AGREES TO THE FOLLOWING POINTS BEFORE YOU START THE FIRST CHILD ELEMENT:

i) What the survey is for and what it involves as a whole, specifically....

- a) That the survey is to help understand what it is like to be a child of your age growing up, and it will help improve things for children in the future (*INFO SHEET SECTION: "What is it?"*, "What's it for?")

READ OUT:

Before we start, I want to tell you about this survey.

It is an important survey of lots of children of your age. The children have been in the survey since they were babies. We now want to visit all the children again and find out what they do and what their lives are like.

It's to find out what it's like to be growing up in England, Scotland, Wales and Northern Ireland today. Child of the New Century has already told us a lot about how to make children's lives better. Finding out more from the Children of the New Century as they grow up will help to make things better for all children in the future.

- b) That we will be finding out about them by asking them to do some different activities. (*INFO SHEET SECTION: "What will it be like?"*)

READ OUT:

We want to understand what it is like to be you. I will ask you to do some different things. You can decide whether or not to do each one - I will explain everything to you clearly so it is easy for you to understand what you have to do. If you want to ask any questions or if you don't understand anything then you can tell me as we go through.

ii) That participation is voluntary (*INFO SHEET SECTION: "Do I have to do these things?"*)

READ OUT:

If there is an activity that you do not want to do, you can just tell me, and we won't do it. And that's ok. Even though your (mum/dad) said you would be allowed to do the survey, you still do not have to do something if you do not want to.

You can also skip any questions that you don't want to answer or stop at any time. It's ok to change your mind once you have started too, you can just tell me and we will stop.

iii). That data will be kept confidentially (*INFO SHEET SECTION: "What will happen to the information about me?"*)

READ OUT: The activities will be used to help the interviewers practise doing the survey. I will not show or tell your answers or measurements to anyone.

2. Child assessments ("Do some activities to find out how you think")

READ OUT: Now I'm going to ask you to do some activities to find out how you think. You and I will sit down together with my computer. I will ask you to tell me how some words go together. I will also ask you to do two fun activities on the computer. The first computer activity will see how well you can remember things. The second is about how you make up your mind. For these two activities you will need to sit near to the computer and touch the screen – I'll explain everything as we go along.

This will take about 25 minutes.

Are you OK to do these three activities with me?

Verbal
similarities

Memory
task

Decision
making
task

N/A – no parent
consent given

☐
☐
☐
☐

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they've started or skip any bits they don't want to do. Ensure that the child has asked any questions they want to.

3. Child measurements ("Be measured to find out how you are growing")

READ OUT: Now I will measure how tall you are. I will also see how much you weigh and how much of your body is made of fat. To do this I will use special scales. I can give you a copy of your measurements if you want but you don't have to have a copy if you don't want.

This will take about 10 minutes.

Are you OK for me to measure your height and weight and how much of your body is made of fat?

Height

Weight

Body fat

N/A – no parent
consent given

☐
☐
☐
☐

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they've started or skip any bits they don't want to do. Ensure that the child has asked any questions they want to.

Interviewer confirmation

I confirm the child understands what the survey involves; that they have asked all questions they have about the survey and I have answered them to the child's satisfaction; that the child is aware they only have to do activities they want to do; and that the child is aware they can stop taking part and change their mind at any time.

Name of interviewer (print)

Signed by interviewer Date

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Plentyn y Ganrif Newydd – Arolwg 11 Oed Ffurflen caniatâd ymarfer – Caniatâd gan blentyn

YSGRIFENNWCH: ENW'R PLENTYN (PRINTIWCH).....

*****RHAID I CHI GWBLHAU: FFURFLEN GANIATÂD RHIANT CYN CWBLHAU'R FFURFLEN HON*****

Mae hyn am fod rhaid cael CANIATÂD Y RHIANT cyn gofyn am ganiatâd y plentyn ar gyfer unrhyw agwedd.

ADRAN 1 (Caniatâd cyffredinol i gymryd rhan): *****RHAID I CHI GWBLHAU ADRAN 1 CYN ADRANNAU 2-3 BOB AMSER*****

ADRANNAU 2-3 (Caniatâd plentyn i elfennau unigol y plentyn): Gellir cwblhau'r rhain mewn unrhyw drefn, ac ar adegau gwahanol, ond AR ÔL ADRAN 1, a CYN i chi gyflawni'r elfen berthnasol.

MAE POB ADRAN O'R FFURFLEN GANIATÂD: wedi ei chynllunio i'w gweinyddu yn unol ag adran berthnasol taflen wybodaeth y plentyn. (I hwyluso cyfeirio, mae adrannau perthnasol y daflen wybodaeth wedi eu nodi mewn cromfachau.)

ER GWYBODAETH, CYN BWRW YMLAEN Â CHAM CYNTAF CANIATÂD Y PLENTYN, GWNEWCH YN SIŴR BOD Y PLENTYN WEDI DARLLEN Y DAFFLEN WYBODAETH ("Sut ydw i'n gallu helpu gyda Plentyn y Ganrif Newydd?") O FLAEN LLAW.

1. Caniatâd cyffredinol i gymryd rhan

RHAID I CHI SICRHAU BOD Y PLENTYN YN DEALL AC YN CYTUNO I'R PWYNTIAU CANLYNOL CYN I CHI GYCHWYN AR ELFEN GYNTAF Y PLENTYN:

i) Ar gyfer beth mae'r arolwg a beth mae'n ei olygu yn gyffredinol, yn benodol....

- a) Mai pwrpas yr arolwg yw helpu i ddeall sut brofiad yw bod yn blentyn o'ch oed chi yn tyfu fyny, a bydd yn helpu gwella pethau i blant yn y dyfodol (*ADRAN TAFLEN WYBODAETH: "Beth yw'r arolwg?". "Beth yw pwrpas yr arolwg?"*)

DARLLENWCH YN UCHEL:

Cyn i ni gychwyn, mi hoffwn drafod yr arolwg hwn.

Mae'n arolwg pwysig ar lawer o blant o dy oed di. Mae'r plant wedi bod yn yr arolwg hwn ers eu bod yn fabanod. Rydyn ni nawr eisiau ymweld â'r plant i gyd eto a gweld beth maen nhw'n ei wneud a sut fywydau sydd ganddyn nhw.

Pwrpas yr arolwg yw gweld sut brofiad ydi hi i dyfu fyny yng Nghymru, Lloegr, Yr Alban a Gogledd Iwerddon heddiw. Mae Plentyn y Ganrif Newydd eisoes wedi dweud cryn dipyn wrthym ni ynglŷn â sut i wneud bywydau plant yn well. Bydd dysgu mwy gan Blant y Ganrif Newydd wrth iddyn nhw dyfu yn ein helpu i wneud pethau'n well i blant yn y dyfodol.

- b) Y byddwn yn dysgu amdanynt trwy ofyn iddynt wneud gwahanol weithgareddau. (*ADRAN TAFLEN WYBODAETH: "Sut beth fydd yr arolwg?"*)

DARLLENWCH YN UCHEL:

Rydyn ni eisiau deall sut brofiad ydi hi i fod yn ti. Byddaf yn gofyn i ti wneud pethau gwahanol. Galli benderfynu a wyt ti eisiau gwneud pob un – byddaf yn esbonio popeth i ti'n glir fel ei bod yn hawdd i ti ddeall beth sy'n rhaid i ti wneud. Os wyt ti eisiau gofyn unrhyw gwestiynau neu os nad wyt ti'n deall unrhyw beth, galli roi gwybod i mi wrth i ni fynd ymlaen.

ii) Bod cymryd rhan yn wirfoddol (ADRAN TAFLEN WYBODAETH: “Oes rhaid i mi wneud y pethau hyn?”)

DARLLENWCH YN UCHEL:

Os oes gweithgaredd nad wyt ti eisiau ei wneud, galli roi gwybod i mi a fyddwn ni ddim yn ei wneud. Ac mae hynny'n iawn. Er bod dy (fam/dad) wedi dweud y galli wneud yr arolwg, does dim rhaid i ti wneud unrhyw beth os nad wyt ti eisiau.

Galli hefyd basio unrhyw gwestiynau nad wyt ti eisiau eu hateb neu stopio ar unrhyw adeg. Mae'n iawn i ti newid dy feddwl ar ôl dechrau hefyd, dim ond i ti ddweud a byddwn ni'n stopio.

iii). Y bydd data yn cael ei storio yn gyfrinachol (ADRAN TAFLEN WYBODAETH: “Beth fydd yn digwydd i'r wybodaeth amdanaf?”)

DARLLENWCH YN UCHEL: Bydd y gweithgareddau yn cael eu defnyddio i helpu'r cyfswelwyr i ymarfer gwneud yr arolwg. Ni fyddaf yn dangos na dweud dy atebion na dy fesuriadau wrth neb.

2. Asesiadau'r plentyn (“Gwneud gweithgareddau i weld sut wyt ti'n meddwl am bethau”)

DARLLENWCH YN UCHEL: Nawr rydw i am ofyn i ti wneud rhai gweithgareddau i weld sut wyt ti'n meddwl am bethau. Byddwn ni'n eistedd i lawr gyda'n gilydd wrth fy nghyfrifiadur. Byddaf yn gofyn i ti ddweud sut mae rhai geiriau yn mynd gyda'i gilydd. Byddaf hefyd yn gofyn i ti wneud dau weithgaredd difyr ar y cyfrifiadur. Bydd y gweithgaredd cyntaf ar y cyfrifiadur yn dangos pa mor dda wyt ti'n cofio pethau. Mae'r ail ynglŷn â sut wyt ti'n gwneud penderfyniadau. Ar gyfer y gweithgareddau hyn bydd angen i ti eistedd yn agos at y cyfrifiadur a chyffwrdd y sgrin – byddaf yn esbonio popeth wrth i ni fynd ymlaen.

Bydd hyn yn cymryd tua **25 munud**.

Wyt ti'n hapus i wneud y tri gweithgaredd yma gyda mi?

Nodweddion
geiriol tebyg

Tasg Cof

Tasg gwneud
penderfyniadau

Amh – heb gael
caniatâd rhiant

☐
☐
☐
☐

GWIRIAD CYFWELYDD: Sicrhau bod y plentyn yn deall y gall newid ei feddwl ar ôl cychwyn neu basio unrhyw ddarnau nad yw eisiau eu gwneud. Sicrhau bod y plentyn wedi gofyn unrhyw gwestiynau mae eisiau eu gofyn.

3. Mesuriadau'r plentyn (“Cael dy fesur i weld sut wyt ti'n tyfu”)

DARLLENWCH YN UCHEL: Nawr byddaf yn mesur pa mor dal wyt ti. Byddaf hefyd yn edrych ar faint wyt ti'n pwysu a faint o dy gorff sy'n fraster. I wneud hyn byddaf yn defnyddio clorian arbennig. Gallaf roi copi o dy fesuriadau i ti os wyt ti eisiau ond does dim rhaid i ti gael copi os nad wyt ti eisiau.

Bydd hyn yn cymryd tua **10 munud**.

Wyt ti'n hapus i fi fesur dy daldra a dy bwysau a faint o dy gorff sy'n fraster?

Taldra

Pwysau

Braster
corff

Amh – heb gael
caniatâd rhiant

☐
☐
☐
☐

GWIRIAD CYFWELYDD: Sicrhau bod y plentyn yn deall y gall newid ei feddwl ar ôl cychwyn neu basio unrhyw ddarnau nad yw eisiau eu gwneud. Sicrhau bod y plentyn wedi gofyn unrhyw gwestiynau mae eisiau eu gofyn.

Cadarnhad y cyfwelydd

Rwy'n cadarnhau bod y plentyn yn deall beth mae cwblhau'r arolwg yn ei olygu; ei fod wedi gofyn yr holl gwestiynau sydd ganddo ynglŷn â'r arolwg a fy mod wedi ateb y cwestiynau i foddhad y plentyn; bod y plentyn yn ymwybodol mai dim ond y gweithgareddau mae eisiau eu gwneud sy'n rhaid iddo eu cwblhau; a bod y plentyn yn ymwybodol y gall stopio cymryd rhan a newid ei feddwl ar unrhyw adeg.

Enw'r cyfwelydd (printiwch).....

Llofnodwyd gan y cyfwelydd.....Dyddiad.....

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Child of the New Century - Age 11 Survey

Practice Session - Consent Form

Name of child (print)

Name of parent/guardian (print)

Child assessments

I give my consent to the interviewer named below to ask my child if they are willing to participate in

Please initial box

a) Verbal similarities task

b) Memory task

c) Decision making task

Child Measurements

I give my consent to the interviewer named below to ask my child if they are willing to have the following measurements taken

Please initial box

a) Height

b) Weight

c) Body fat percentage

Parental confirmation

I have read or heard the information sheet about my child's participation in the Child of the New Century: Age 11 Survey practice session. I understand what the study involves and have discussed any outstanding questions with the interviewer named below. I am happy for my child named above to participate in the Survey practice session if they want to. I understand that my child or I can stop any part of the survey at any point or decline any part of it. I understand that all information will be treated in the strictest confidence in accordance with the Data Protection Act and will be used for training purposes only.

Signed by parent/guardian Date

Interviewer confirmation

I confirm that I have explained the nature of the Child of the New Century: Age 11 Survey practice session to the person named on this form. I confirm that the person named on this form has read or heard the information leaflet. I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the study and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print)

Signed by interviewer Date

Interviewer use only:

Interviewer number:

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Plentyn y Ganrif Newydd - Arolwg 11 Oed

Sesiwn Ymarfer – Ffurflen Ganiatâd

Enw'r plentyn (printiwch).....

Enw'r rhiant/gwarcheidwad (printiwch).....

Asesiadau'r plentyn

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod ofyn i'm plentyn a yw'n fodlon cymryd rhan mewn

Llofnodwch â
llythrennau cyntaf enw

a) Tasg nodweddion geiriol tebyg

b) Tasg cof

c) Tasg gwneud penderfyniadau

Mesuriadau'r plentyn

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod ofyn i'm plentyn a yw'n fodlon rhoi'r mesuriadau canlynol

Llofnodwch â
llythrennau cyntaf enw

a) Taldra

b) Pwysau

c) Canran braster corff

Cadarnhad rhiant

Rydw i wedi darllen neu glywed y ddalen wybodaeth ynglŷn â chyfranogiad fy mhentyn yn Plentyn y Ganrif Newydd: Sesiwn Ymarfer Arolwg 11 Oed. Rwy'n deall beth fydd yr arolwg yn ei olygu ac wedi trafod unrhyw gwestiynau eraill gyda'r cyfwelydd a enwir isod. Rwy'n hapus i'm plentyn, a enwir uchod, gymryd rhan yn sesiwn ymarfer yr arolwg os yw eisiau. Rwy'n deall y gall fy mhentyn neu minnau atal unrhyw ran o'r astudiaeth ar unrhyw adeg neu wrthod cymryd rhan mewn unrhyw ran ohoni. Rwy'n deall y bydd yr holl wybodaeth yn cael ei thrin yn gwbl gyfrinachol yn unol â'r Ddeddf Diogelu Data ac yn cael ei defnyddio at ddibenion hyfforddiant yn unig.

Llofnodwyd gan y rhiant/gwarcheidwad Dyddiad

Cadarnhad y cyfwelydd

Rwy'n cadarnhau fy mod wedi esbonio natur sesiwn ymarfer Plentyn y Ganrif Newydd: Arolwg 11 Oed i'r sawl a enwir ar y ffurflen hon. Rwy'n cadarnhau bod y sawl a enwir ar y ffurflen hon wedi darllen neu glywed y daflen wybodaeth. Rwy'n cadarnhau fy mod wedi ateb unrhyw gwestiynau oedd ganddynt. Credaf fod ganddynt ddealltwriaeth ddigonol o'r astudiaeth a'u bod wedi rhoi eu caniatâd yn wirfoddol. Rwyf wedi gadael copi o'r ffurflen hon gyda nhw.

Enw'r cyfwelydd (printiwch).....

Llofnodwyd gan y cyfwelydd Dyddiad.....

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How can I help with Child of the New Century?

What is it?

Child of the New Century is an important survey of lots of children your age.

The children have been in the survey since they were babies. We now want to visit all the children again and find out what they do and what their lives are like.

What's it for?

It's to find out what it's like to be growing up in England, Scotland, Wales and Northern Ireland today. Child of the New Century has already told us a lot about how to make children's lives better. Finding out more from the Children of the New Century as they grow up will help to make things better for all children in the future.

What will it be like?

We hope you will find it interesting! Children usually enjoy doing the survey. The interviewer will explain everything to you clearly so it is easy for you to understand what you have to do. You don't need to do anything beforehand. The interviewer will ask you to:

Do three activities to find out how I think (around 25 minutes)

The interviewer will ask you to tell them how some words go together. They will also ask you to do two fun activities on a computer. The first computer activity will see how well you can remember things. The second is about how you make up your mind.

Be measured to find out how I am growing (around 10 minutes)

The interviewer will measure how tall you are. They will also see how much you weigh and how much of your body is made of fat. To do this they will use special scales. The interviewer will give you a copy of your measurements if you want. They will not tell anyone else your measurements.

What if I have questions?

The interviewer will tell you more about these activities when they come to see you. They will ask you if you have any questions. They will also make sure you understand what you have to do before you start.

Do I have to do these things?

You don't have to help us by doing these things if you don't want to. The interviewer will ask you about them one at a time and you can say yes or no to each. You can stop at any time.

Will I get anything for doing it?

The interviewer will give you a small thank you present.

What will happen to the information about me?

It will be used to help the interviewers practise doing the survey. The interviewer will not show or tell your answers or measurements to anyone.

What if I want to know more?

If you have any other questions about the survey, you can contact James at Ipsos MORI: at childnc@ipsos.com, or on Freephone 0808 238 5446 (calls from mobile phones may not be free).

If you want to know more about Child of the New Century as a whole, you can look at the website: www.childnc.net, phone 0800 092 1250 or email childnc@ioe.ac.uk.

Thank you for helping us!

Sut ydw i'n gallu helpu gyda Plentyn y Ganrif Newydd?

Beth yw'r arolwg?

Mae Plentyn y Ganrif Newydd yn arolwg pwysig ar lawer o blant o dy oed di.

Mae'r plant wedi bod yn yr arolwg hwn ers eu bod yn fabanod. Rydym nawr eisiau ymweld â'r plant i gyd eto a gweld beth maent yn ei wneud a sut fywydau sydd ganddynt.

Beth yw pwrpas yr arolwg?

Pwrpas yr arolwg yw gweld sut brofiad ydi hi i dyfu fyny yng Nghymru, Lloegr, Yr Alban a Gogledd Iwerddon heddiw. Mae Plentyn y Ganrif Newydd eisoes wedi dweud cryn dipyn wrthym ni ynglŷn â sut i wneud bywydau plant yn well. Bydd dysgu mwy gan Blant y Ganrif Newydd wrth iddynt dyfu yn ein helpu i wneud pethau'n well i blant yn y dyfodol.

Sut beth fydd yr arolwg?

Gobeithio y byddi di'n meddwl ei fod yn ddiddorol! Mae plant fel arfer yn mwynhau gwneud yr arolwg. Bydd y cyfwelydd yn esbonio popeth i ti'n glir fel ei bod yn hawdd i ti ddeall beth sy'n rhaid i ti ei wneud. Does dim rhaid i ti wneud dim byd o flaen llaw, Bydd y cyfwelydd yn gofyn i ti:

Gwneud tri gweithgaredd i weld sut ydw i'n meddwl am bethau (tua 25 munud)

Bydd y cyfwelydd yn gofyn i ti ddweud sut mae rhai geiriau yn mynd gyda'i gilydd. Bydd hefyd yn gofyn i ti wneud dau weithgaredd difyr ar gyfrifiadur. Bydd y gweithgaredd cyntaf ar y cyfrifiadur yn dangos pa mor dda wyt ti'n cofio pethau. Mae'r ail ynglŷn â sut wyt ti'n gwneud penderfyniadau.

Cael fy mesur i weld sut ydw i'n tyfu (tua 10 munud)

Bydd y cyfwelydd yn mesur pa mor dal wyt ti. Bydd hefyd yn edrych ar faint wyt ti'n pwyso a faint o dy gorff sy'n fraster. I wneud hyn bydd yn defnyddio clorian arbennig. Bydd y cyfwelydd yn rhoi copi o dy fesuriadau i ti os wyt ti eisiau. Ni fydd yn dweud wrth neb beth yw dy fesuriadau.

Beth os bydd gennyf gwestiynau?

Bydd y cyfwelydd yn siarad mwy am y gweithgareddau hyn pan fydd yn dod i dy weld. Bydd yn gofyn a oes gen ti unrhyw gwestiynau. Bydd hefyd yn gwneud yn siŵr dy fod yn deall beth sy'n rhaid i ti ei wneud cyn cychwyn.

Oes rhaid i mi wneud y pethau hyn?

Does dim rhaid i ti'n helpu trwy wneud y pethau hyn os nad wyt ti eisiau. Bydd y cyfwelydd yn gofyn i ti amdanynt un ar y tro a galli ddweud ie neu na i bob un. Galli stopio ar unrhyw adeg.

Fydda i'n cael unrhyw beth am ei wneud?

Bydd y cyfwelydd yn rhoi anrheg fach i ddiolch i ti.

Beth fydd yn digwydd i'r wybodaeth amdanaf?

Bydd yn cael ei defnyddio i helpu'r cyfwelwyr i ymarfer gwneud yr arolwg. Fydd y cyfwelydd ddim yn dangos na dweud dy atebion na dy fesuriadau wrth neb.

Beth os ydw i eisiau gwybod mwy?

Os oes gen ti unrhyw gwestiynau eraill ynglŷn â'r arolwg, galli gysylltu â James yn Ipsos MORI: yn childnc@ipsos.com, neu ar rif Rhadffôn 0808 238 5446 (efallai na fydd galwadau o ffonau symudol am ddim).

Os wyt ti eisiau rhagor o wybodaeth ynglŷn â Plentyn y Ganrif Newydd yn gyffredinol, galli edrych ar y wefan: www.childnc.net, ffonio 0800 092 1250 neu e-bostio childnc@ioe.ac.uk.

Diolch i ti am ein helpu!

Child of the New Century - Age 11 Survey

What is Child of the New Century?

Child of the New Century is a major national study that follows the lives of thousands of children born at the beginning of the century. We have visited them when they were babies, and when they were around 3 years, 5 years and 7 years old.

The study has already shown a lot about how today's children grow and develop, about their health, their schooling and their activities. Scientists have used the information to find out how to give children the best start in life. Policy makers trust the study to guide them in trying to ensure children's future health and happiness.

The study has made a real difference in helping to improve services and support for children and families relating to infant health, child care, parenting and child poverty across the countries of the UK.

We now want to revisit the children in their last year of primary school to find out how they are getting on, what is the same for them and what has changed.

Would you like to help in our Practice Session?

We would like your help in allowing our interviewers to practise some parts of the survey. This is extremely important and it would be really helpful if your family would be part of it. By taking part in the practice session your child will not be joining the main study.

This leaflet explains more about the assessments and measurements the interviewer will be carrying out in this practice session, and you can also ask the interviewer for further information.

What would we like your child to do?

We would like your child to:

1. Complete three assessments of learning
2. Be weighed and measured

The interviewer will ask for your written permission to ask your child to do these things and will ask your child if they agree to do them

What assessments do we do?

We would like to measure different aspects of your child's progress using three assessments. These are not like school tests. They help us understand how children of this age think and learn. Our interviewers are specially trained in carrying out these assessments in a standard way.

One of the assessments is taken from the British Ability Scales, which are widely used by educational psychologists. The other two assessments are done on a computer and are developed by Cambridge Cognition who are experts in this area. The three assessments take around 25 minutes.

First assessment (Verbal similarities)

This measures children's verbal ability. Your child will be read three words and be asked to state how the three things are similar or go together. The assessment is expected to get harder as it goes along. We just want to see how far they can get.

Second assessment (Memory)

This measures your child's memory and their ability to work out ways to solve a problem. It involves moving coloured tokens on the computer screen.

Third assessment (Decision-making)

This measures your child's ability to make decisions. They will need to decide how many points they are prepared to risk on finding a token in a red or a blue box on the computer screen.

You are welcome to be present during these assessments. However, we would ask you to avoid interrupting the assessment or prompting your child so that the results we record are truly their own. Our interviewers cannot give specific feedback about how your child is performing. This is because rather than measuring the ability of each individual child, these assessments are designed to measure the range of skills that all children of this age have.

Ideally, the assessments should be carried out in a quiet, well-lit room. If possible the assessments should be carried out at a table. For the second and third tasks, your child will need to touch the screen of the interviewer's laptop computer and they will need to reach the screen easily.

How do we measure your child?

We would like to measure your child's height, weight and body fat percentage. This provides valuable information about the growth of children of this age. Our interviewers are specially trained in doing this in a standard way. The measurements take around 10 minutes.

We would like you to be present while taking the measurements.

The height measurement will be taken using a device called a stadiometer. The interviewer will need to hold your child's head in a particular position in order to make sure that your child's full height is measured. For the weight and body fat measurements the interviewer will ask your child to stand on a special set of scales. The scales measure body fat by sending a weak electrical current around the body from one foot to the other. The electrical current is safe and painless. It cannot be felt at all.

Your child will be offered a record of their measurements to keep if they would like it.

For the height and weight measurements, shoes and socks must be taken off, and for the weight measurement your child should remove any heavy clothing or items in their pockets.

What will happen to the information collected?

Your child's answers and measures will be treated in strict confidence in accordance with the Data Protection Act. The information provided will be used solely to inform the training of our interviewers.

Who is carrying out the study?

Child of the New Century is run by the Centre for Longitudinal Studies, a research centre in the Institute of Education at the University of London. It has been carrying out the study since the beginning, and also runs other similar studies of children born in the last century. The UK is a world leader of studies of this kind.

The Age 11 Survey is being carried out by Ipsos MORI, an independent research organisation that is experienced in carrying out research with families.

Child of the New Century is paid for by the Economic and Social Research Council (ESRC) and government departments in all countries of the UK.

How can I find out more?....

If you would like more information about the Age 11 Survey please contact Ipsos MORI below:

James Bill

Ipsos MORI

79-81 Borough Road

London

SE1 1FY

Freephone 0808 238 5446 (costs from mobile phones may vary, please check with your provider)

Email: childnc@ipsos.com

...about Child of the New Century?

For further information about the study in general, you can phone 0800 092 1250, or email childnc@ioe.ac.uk or visit the study website: www.childnc.net

Thank you for your help.

Plentyn y Ganrif Newydd - Arolwg 11 Oed

Beth yw Plentyn y Ganrif Newydd?

Mae Plentyn y Ganrif Newydd yn astudiaeth genedlaethol fawr sy'n dilyn bywydau miloedd o blant a aned ar ddechrau'r ganrif. Rydym wedi ymweld â nhw pan oeddynt yn fabanod, a phan oeddynt tua 3 oed, 5 oed a 7 oed.

Mae'r astudiaeth eisoes wedi dangos cryn dipyn am sut mae plant heddiw yn tyfu a datblygu, ac am eu hiechyd, eu haddysg a'u gweithgareddau. Mae gwyddonwyr wedi defnyddio'r wybodaeth i weld sut i roi'r dechrau gorau mewn bywyd i blant. Mae gan lunwyr polisi ffydd yn yr astudiaeth i'w tywys wrth geisio sicrhau iechyd a hapusrwydd plant yn y dyfodol.

Mae'r astudiaeth wedi sicrhau gwahaniaeth gwirioneddol o ran helpu i wella gwasanaethau a chefnogaeth i blant a theuluoedd parthed iechyd babanod, gofal plant, magu plant a thlodi plant ledled gwledydd y Deyrnas Unedig.

Rydym nawr eisiau ailymweld â'r plant yn eu blwyddyn olaf yn yr ysgol gynradd i weld sut maent yn dod yn eu blaen, beth sydd yn dal yr un peth iddynt a beth sydd wedi newid.

A hoffech chi helpu yn ein Sesiwn Ymarfer?

Fe hoffem eich cymorth i ganiatáu i'n cyfwelwyr ymarfer rhai rhannau o'r arolwg. Mae hyn yn hynod bwysig a byddai'n ddefnyddiol iawn pe gallech chi a'ch teulu gymryd rhan. Trwy gymryd rhan yn y sesiwn ymarfer, ni fydd eich plentyn yn ymuno â'r brif astudiaeth.

Mae'r daflen hon yn esbonio ychydig mwy am yr asesiadau a'r mesuriadau fydd y cyfwelydd yn eu cyflawni yn y sesiwn ymarfer hon, a gallwch hefyd ofyn i'r cyfwelydd am ragor o wybodaeth.

Beth rydym am i'ch plentyn ei wneud?

Hoffem i'ch plentyn:

1. Cyflawni tri asesiad dysgu
2. Gael ei fesur a'i bwyso

Bydd y cyfwelydd yn gofyn i chi am ganiatâd ysgrifenedig i ofyn i'ch plentyn wneud y pethau hyn a bydd yn gofyn i'ch plentyn os yw'n cytuno i'w gwneud.

Pa asesiadau rydyn ni'n eu gwneud?

Hoffem fesur gwahanol agweddau ar gynnydd eich plentyn gan ddefnyddio tri asesiad. Nid yw'r rhain fel profion ysgol. Maent yn ein helpu i ddeall sut mae plant o'r oed hwn yn meddwl ac yn dysgu. Mae ein cyfwelwyr wedi eu hyfforddi yn arbennig i gyflawni'r asesiadau hyn mewn modd safonol.

Cymerir un asesiad o Glorian Gallu Prydain, sy'n cael ei ddefnyddio'n helaeth ymysg seicolegwyr addysg. Mae'r ddau asesiad arall yn cael eu cwblhau ar gyfrifiadur ac wedi eu datblygu gan Cambridge Cognition, sy'n arbenigwyr yn y maes hwn. Mae'r tri asesiad yn cymryd tua 25 munud.

Asesiad cyntaf (Nodweddion geiriol tebyg)

Mae hyn yn mesur gallu geiriol plant. Darllenir tri gair allan i'ch plentyn a gofynnir iddynt ddatgan sut mae'r tri yn debyg neu'n cyd-fynd. Disgwylir i'r asesiad fynd yn anoddach wrth fynd ymlaen. Dim ond eisiau gweld pa mor bell maent yn cyrraedd ydyn ni.

Ail asesiad (Cof)

Mae hyn yn mesur cof eich plentyn a'i allu i feddwl sut i ddatrys problem. Mae'n galw am symud tocynnau lliw ar sgrin y cyfrifiadur.

Trydydd asesiad (Gwneud penderfyniadau)

Mae hyn yn mesur gallu eich plentyn i wneud penderfyniadau. Bydd angen iddo benderfynu faint o bwyntiau mae'n fodlon risgio ar ddod o hyd i docyn mewn blwch coch neu flwch glas ar sgrin y cyfrifiadur.

Mae croeso i chi fod yn bresennol yn ystod yr asesiadau hyn. Fodd bynnag, hoffem ofyn i chi osgoi ymyrryd yn yr asesiad neu ysgogi eich plentyn, fel bod y canlyniadau a gofnodir yn rhai gwir y plentyn. Ni all ein cyfwelwyr roi adborth penodol am berfformiad eich plentyn, am fod yr asesiadau hyn wedi eu cynllunio i fesur yr ystod o sgiliau sydd gan bob plentyn o'r oed hwn, yn hytrach na mesur gallu unigol pob plentyn.

Yn ddelfrydol, dylid cyflawni'r asesiadau mewn ystafell dawel, olau. Os yn bosibl dylid cyflawni'r asesiadau ger bwrdd. Ar gyfer yr ail dasg, a'r trydydd, bydd angen i'ch plentyn gyffwrdd sgrin gliniadur y cyfwelydd a bydd angen iddo allu cyrraedd y sgrin yn hwylus.

Sut byddwn ni'n mesur eich plentyn?

Hoffem fesur taldra, pwysau a chanran braster corff eich plentyn. Mae hyn yn darparu gwybodaeth werthfawr ynglŷn â thwf plant o'r oed hwn. Mae ein cyfwelwyr wedi eu hyfforddi yn arbennig i wneud hyn mewn modd safonol. Mae'r mesuriadau yn cymryd tua 10 munud.

Fe hoffem petaech yn bresennol wrth i ni gymryd y mesuriadau.

Cymerir y mesur taldra drwy ddefnyddio dyfais a elwir yn stadiometer. Bydd y cyfwelydd angen dal pen eich plentyn mewn safle penodol er mwyn sicrhau y mesurir taldra llawn eich plentyn. Ar gyfer y mesuriadau pwysau a braster y corff, bydd y cyfwelydd yn gofyn i'ch plentyn sefyll ar glorian arbennig. Mae'r glorian yn mesur braster y corff trwy anfon cerrynt trydanol gwan o amgylch y corff o un droed i'r llall. Mae'r cerrynt trydanol yn ddiogel a di-boen. Ni ellir ei deimlo o gwbl.

Fe gynigir cofnod o'r mesuriadau i'ch plentyn os yw am eu cadw.

Ar gyfer y mesuriadau taldra a phwysau, rhaid tynnu esgidiau a sanau, ac ar gyfer y mesuriad pwysau, dylai'ch plentyn dynnu unrhyw ddillad trwm neu eitemau yn ei bocedi.

Beth fydd yn digwydd i'r wybodaeth a gesglir?

Cedwir atebion a mesuriadau eich plentyn yn gwbl gyfrinachol yn unol â'r Ddeddf Diogelu Data. Bydd yr wybodaeth a ddarperir yn cael ei defnyddio i helpu â hyfforddiant ein cyfwelwyr yn unig.

Pwy sy'n cynnal yr astudiaeth?

Mae Plentyn y Ganrif Newydd yn cael ei gynnal gan y Centre for Longitudinal Studies, canolfan ymchwil sy'n rhan o'r Sefydliad Addysg ym Mhrifysgol Llundain. Mae wedi bod yn cynnal yr astudiaeth ers y cychwyn, ac mae hefyd yn cynnal astudiaethau eraill tebyg o blant a aned yn y ganrif ddiwethaf. Mae'r Deyrnas Unedig yn arweinydd byd mewn astudiaethau o'r fath.

Mae'r Arolwg 11 Oed yn cael ei gynnal gan Ipsos MORI, sefydliad ymchwil annibynnol sydd â phrofiad o gyflawni gwaith ymchwil gyda theuluoedd.

Y Cyngor Ymchwil Economaidd a Chymdeithasol (ESRC) ac adrannau llywodraeth ym mhob un o wledydd y Deyrnas Unedig sy'n talu am Plentyn y Ganrif Newydd.

Sut ydw i'n cael rhagor o wybodaeth?....

Os hoffech ragor o wybodaeth ynglŷn â'r Arolwg 11 Oed, cysylltwch ag Ipsos MORI isod:

James Bill

Ipsos MORI

79-81 Borough Road

Llundain

SE1 1FY

Rhadffôn 0808 238 5446 (gall costau o ffonau symudol amrywio, gwiriwch gyda'ch darparwr)

E-bost: childnc@ipsos.com

...ynglŷn â Plentyn y Ganrif Newydd?

Am ragor o wybodaeth ynglŷn â'r astudiaeth yn gyffredinol, gallwch ffonio 0800 092 1250, neu anfon e-bost i childnc@ioe.ac.uk neu fynd i wefan yr astudiaeth: www.childnc.net

Diolch i chi am eich cymorth.

Child of the New Century – Age 11 Survey

Instructions for practice sessions

Between the second and third day of the briefing we would like you to practise administering the cognitive assessments, and the height, weight and body fat measurements with two children who are in their last year of primary school, and who are therefore aged either 10 or 11. Please recruit children of this age so that the practice is a true reflection of what you are likely to encounter in field. It is not acceptable for you to practice on family members or close friends of the family. However, if you have a friend who has a child or grandchild who is this age, you can carry out the practice session with them as long as you don't know them personally.

Your pack contains the following materials to aid recruitment:

- Practice quota sheet
- Practice advance letter for parent
- Practice advance letter for child
- Information sheet for parent
- Information sheet for child
- Consent forms (parent and consent from child)

In advance of the briefing you will also be sent the following materials and equipment that you will need to use for your practice sessions:

- A stadiometer for the height measurement
- Scales for the weight and body fat measurements
- Gift for child (top trumps)
- Measurements postcards
- Physical measurements summary sheet

You will receive the full physical measurement/cognitive assessment instructions in your briefing pack.

Please ensure that you have recruited these children before the briefing starts. If you have any problems with this, please contact your Region Coordinator or Region Manager as soon as possible.

Please record the details of the children you have recruited on the enclosed 'Practice Quota Sheet' and bring it with you on the first day of the briefing.

In these sessions, you will only practice administering the child assessments, measuring the child and recording the child's measurements on the CAPI – there will be no interview with the child's parent and no child self-completion.

You should give an advance letter and information sheet to parents/carers when recruiting. Please give the child the child letter and child information sheet too. For these sessions, please leave a gift for each child you have measured and assessed (Top Trumps).

Please note that this practice is an essential part of the briefing. We will be discussing your experience and providing feedback on Day 3 of the briefing.

Kind regards,
Child of the New Century Research Team