

GfK NOP



GfK. Growth from Knowledge

Technical Report Appendices

Millennium Cohort Study



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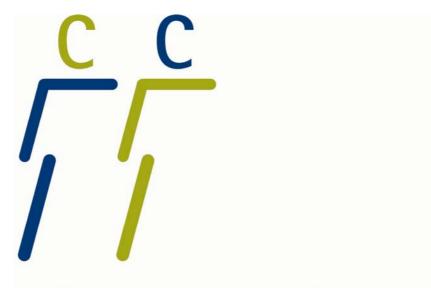
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Briefing slides



Child of the new Century

The Millennium Cohort Study

Following the lives of UK children born in the new century





Day One - What We Will Cover Today

- 1. Background information about the Child of the New Century survey
- 2. An Overview of the interviewers' task
- **3.** Training and practice in carrying out cognitive assessments
- 4. Consent forms



- 5. Training and practice in carrying out height and weight measurement
- 6. Saliva collection what the mother does, what you do
- 7. Any questions





What the MCS is & the first survey

- The Millennium Cohort is following the lives of nearly 19000 babies born in 400 areas of the UK between 2000 and 2002
- The babies in England and Wales were born between: 1/09/2000 and 31/08/2001

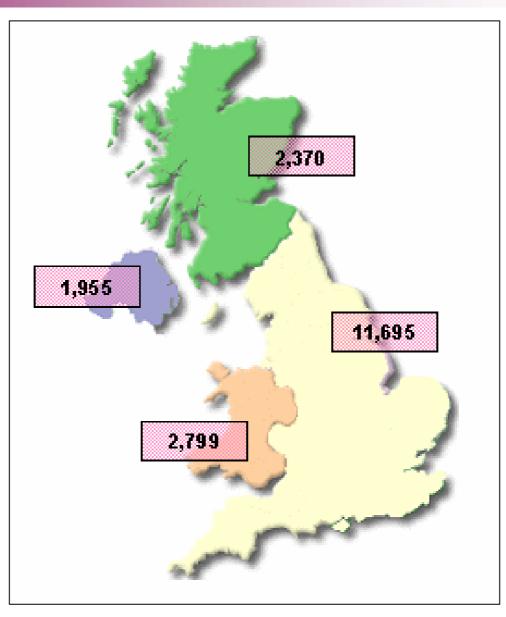


- Babies in Scotland and Northern Ireland were born between: 1/12/2000 and 10/1/2002
- The areas chosen over sampled places with higher child poverty and higher minority ethnic populations
- Interviews for the first survey took place with Mums & Dads when the babies were around 9 months of age
- 18553 families with 18819 babies (including twins & triplets) gave information for the first survey





First survey -Number of CNC babies in each country







Millennium Cohort Study

Sponsor

ESRC Government Departments

Objective

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

Investigator

Centre for Longitudinal Studies Institute of Education

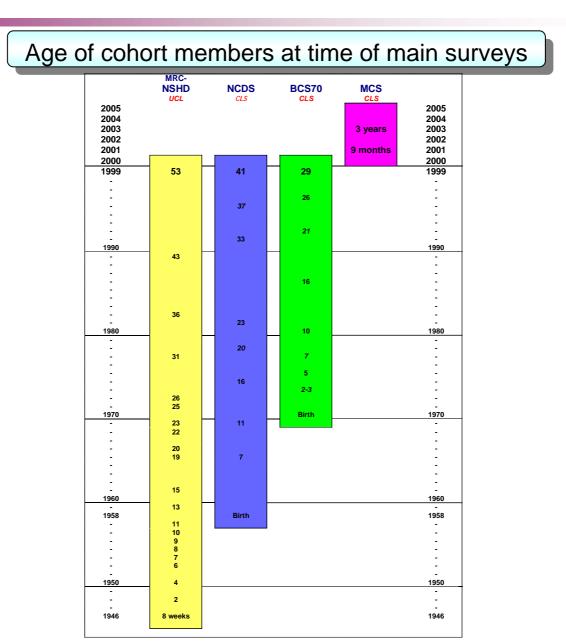
Sub-Contractor



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



UK Birth Cohort Studies







The Second Survey

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







The Interviewer's Task (1)

The Sample

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





The Interviewer's Task (2)

How To Approach Them

- Send out advance letters and Survey Inforr
- Then visit in person



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





The Interviewer's Task (3)

The Parts of the Interview

Child of the new Century

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



Older Siblings

And in households where 3 year old has older siblings:

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





Cognitive Assessments

BAS - British Ability Scales Second Edition (BAS II)

Bracken - Bracken Basic Concept Scale - Revised (BBCS-R)

Call them assessments or games - never tests!





Bracken Basic Concept Scale -Revised (BBCS-R)

Assessments of basic concept development (11 subscales)

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

Do not use with non-English speakers

MSC will use only subscales 1-6:

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





British Ability Scales Second Edition (BAS II)

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







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

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





IMPORTANT TO REMEMBER

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











Bracken (Cont'd)

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





Bracken (Cont'd)

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











BAS (British Ability Scales)

Naming Vocabulary - Knowledge of names

Administration:

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

Teaching:

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

Scoring:

- Correct Responses: Any appropriate name
- Incorrect Responses: way off the mark eg "banana"
- Partially Correct Responses: Description of function

Child of the new Century

Name of material/parts of the item Overly general name

4 4

BAS (British Ability Scales) (Cont'd)

Questioning Responses *Child's response* No response

Function of item

Question with What is this called? Tell me what this thing is

Yes, but what is it called? Tell me its name

A general response

Name of related object

Yes; what kind of ...?

What else could you call it?

Problem images/pages in easel











REMEMBER

Written permission

Standardised testing

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





REMEMBER

Get the best out of the child

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





Home Observation Questionnaire

Interviewer self-completion, on CAPI

Requires observation and judgement



- Complete as soon as possible AFTER leaving respondents' home
- Must be completed after the visit in which cognitive assessments are completed





Obtaining Parental Consent

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





Consent Forms

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





Consent forms (2)

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





Weight and Height Measurement (1)

- Parental help needed
- Only attempt if parent signs consent form
- Can be done at any convenient time



- Separate questionnaires on CAPI for height and weight
- Record on CAPI if child agrees or refuses
- Detailed protocol to follow read interviewer instructions to remind yourself before starting





Weight and Height Measurement (2)

- Consult parent on best timing for measurement
- Child should be barefoot and in light clothing
- "High" hairdos let down if possible
- Find a clear wall area for stadiometer



Find firm floor surface for scales - uncarpeted if possible





Weight and Height Measurement (3)

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







Weight (1)

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







Weight (2)

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











Height (1)

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







Height (2)

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



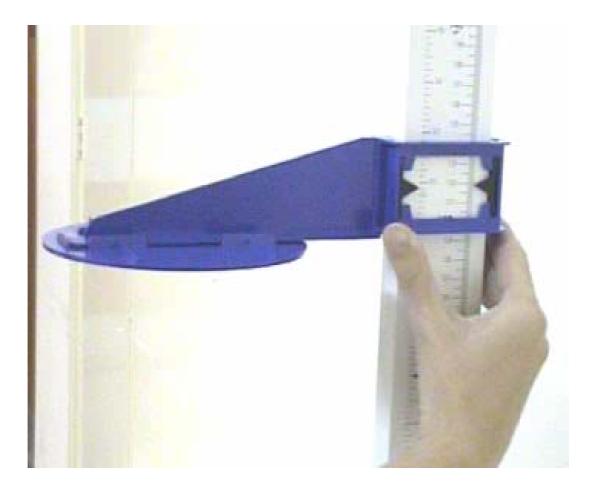


Height (3)

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











Saliva Testing (1)

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













Saliva Testing (2)

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





Child of the new Century

Saliva Testing (3)

- Plastic container goes in reply-paid envelope
- Just one tube per envelope
- Post to lab same day if possible
- You post it, if sample taken during your visit
- Otherwise mother posts it back later

Does not matter if tube is left at room temperature





Practice Day

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

Child of the new Century

- Signed consent forms
- NOT Height and Weight equipment



Day Two - What we will cover today

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





Interviewer's Task - Recap (1)

The Sample

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





Interviewer's Task - Recap (2)

How To Approach Them

- Send out advance letters and survey information sheets
- Then visit in person



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





Interviewer's Task - Recap (3)

The Parts of the Interview

Child of the new Century

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

Package up swab for posting to laboratory



Interviewer's Task - Recap (4)

Older Siblings

Child of the new Century

And in households where 3 year old has older siblings:

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

Collect completed paper questionnaires to post back to
 Coffice

Interviewer's Task - Recap (5)

Obtaining Parental Consent

Child of the new Century

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



Organising the sample and sending letters

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

Child of the new Century



Contact Procedure

Visit the address

- Make contact at the address
- Is the cohort household still there?



- If yes, establish main respondent for sweep 2:
 - Same as at sweep 1 if that person is still in household
 - If main respondent from sweep 1 has gone, choose new main respondent
 - Biological relationships take priority





Call pattern

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





Tracing Movers

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



Child of the new Century



Tracing a cohort child

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





Child of the new Century CHILD OF THE NEW CENTURY NOP 450	United Business Media
A Issued Address Serial No: B44502T Address 1 89 Goppa Road Address 2 Address 2 Pontarddulais O Address 3 O D Address 4 Swansea O County F O Postcode SA4 8JW Software PHONE NUMBER: O O COHORT CHILD NAME: M M COHORT CHILD SEX: M M Sweep 1 MAIN RESPONDENT NAME: MRS ANGELA HURLOW	Postcode Telephone STDNo.
COMPLET	THESE ONCE TO THESE ONCE TO THESE ONCE THESE ONCE TO THE T

Cail No.	Day	Date	Time in 24hr	Use this column to specify the outcome of calls and appointments made. Full reasons for whole houlsehold refusals/non-contacts should be given on page 3.
I	10.3	DD/MM/YY		ALL VISITS & PHONE CALLS TO BE LISTED HERE
2				TOGETHER WITH OUTCOME OF EACH
3				
4				
5				
6				
7				
8.				
al No. of	calis at Issued	address	Total No.	of calls at new address Office Use Only Batch Code: 54-55 56-59
	NOP Re	search, Cax	ton Hou	ise, 91 Victoria Road, Chelmsford, Essex, CM1 1JW
		- COMPLI	ETE TI COME	HES E ONCE YOU HAVE THE FINAL FOR THE PIECE OF SAMPLE AND BOXES AS WELL AS LEFTHAND BOXES IF MOVED FROM ISSUED

RESPONDENT SELECTION Follow the instructions below, but don't circle the codes - there may be another address Does the Cohort Child live at issued address? Is Cohort Child still living with (some of) the same people as on 5. Sweep 1? Yes 1 GO TO 2 Yes 1 GO TO 6 **2 SEND FORM TO CHELMSFORD** No 2. Does the Sweep1 Main Respondent live at issued address? 6. A New address found? THIS IS WHERE YOU HAVE Yes 1 GO TO A TO BOTHE PERMITTED "TRACING" 1 GO TO 7 DON'T FORGET TO RECORD IT Yes 2 SEND FORM TO CHELMSFORD No 3. Do either of Cohort Child's biological parents live at issued address? 7. New address local? Yes..... 1 GO TO B Yes 1 FOLLOW TO NEW ADDRESS No......2 SEND FORM TO CHELMSFORD AFTER HAVING SENT OUT Cohort Child has 4. APPROPRIATE LETTER Moved 1 ASK 5 Conduct main interview with Sweep 1 Main Respondent A Died 2 CLOSE (if not known code as moved) Conduct main Interview with biological parent B Conduct main interview with main carer С

UNTRACED MOVERS

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

. . .

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

1.	Did you conduct any interviews (incl proxy) at household?		 Please give details of attemption 	pts to comple	te main and partne
	Yes1 GO TO 4		interviews.		
	No		Early instanciant in summer	Main	Partner
			Full interview in person		
	Why no interviews?		Partial interview in person		
	Code one only		Full interview by proxy		
			Partial interview by proxy		4
	No trace of address		Refusal	14	-
	Address occupied no contact 1				
			No contact		
	Office Refusal		Ill/away/unable		
	Refusal to interviewer	E	Language problems	······································	
		AILS			
	Ill at home during survey period		No partner		
	Away during survey period		2 Gast VCC 30 (7 1987) (7		
	Physically or mentally unable	1.5	Please give details of attempt		
	Thysically of medically that is a				Child
	Child moved out of UK			1	2 3
	Child deceased 9		Bracken - complete		
	Child ucceased		Bracken - refused by parent		
p	ITE IN FULL DETAILS OF REASONS FOR REFUSAL O	D I	Bracken - refused by child .		
	HER NON-INTERVIEW	R. I	Bracken - language problem		
			Bracken - other non-comple		
			BAS - complete		1
			BAS - refused by parent		
			BAS – refused by child BAS – language problem		
		1	BAS - other non-complete		
			Ht - complete		
			Ht - refused by parent		
t a	REFUSAL TO INTERVIEWER		Ht - refused by child		
1	If you/another interviewer visited this address in 2-3 weeks	time	Wt - complete		
	likely do you think it is that you/they would get an interview	2	Wt - refused by parent	2	
	Very likely		Wt - refused by child		
	Fairly likely	1	Saliva - complete.		
	Fairly unlikely		Saliva - left with parent		
	Very unlikely		Saliva - refused by parent		
	ALWAYS COMPL EVENIF NO OLDER SIBS IN HH	TEV	 Saliva – refused by child 		
	COMPL	EICAO	Older sibling selfcomp:		
	AUS COM		Not needed		
	ALWAENO	51	Completed		2
	NEN IC SCIN	11	Refused by parent		
	EV SER SIBS	V	Refused by child		
	OLDERHH		Language problem		
	ни				
_		-			
		ICE USE		100 Bolt	

110.000 514					
Re-i	ssue	qu	ery	ar	ea

Re-issue/a	IUCTY.	interv	iewer	no.
and blockson a	free 2	1111-04.9		

Re-issue mover to interviewer 4 To re-issue/ Re-issue noncon to interviewer 5 query

IF HOUSEHOLD HAS MOVED FROM ISSUED ADDRESS AND YOU MAKE SOME CALLS AT A NEW ADDRESS, PLEASE STRIKE THROUGH COLUMNS RELATING NEIGHBOURHOODASSESSMENT TO VISITS TO

USE EXTENSION SHEET IF NECESSARYI

USSUED ADDRESS

_	Day of Week	(Monday = 1, Tues = 2, Weds=3, Thurs-4.		1. 1. and 1.				
	Day of Freek	Fri=5, Sat=6, Sun=7						
	Time of Day	Morning = 1, Afternoon = 2, Evening =3	-			-	-	
_	Time of Day		1	1	1	1	1	
1.	How would you rate the general condition of	Well kept, good repair & exterior surfaces Fair condition	2	2	2	2	2	
	most of the residences or other buildings in		3	3	3	3	3	
	the street?	Poor condition, peeling paint, broken windows	3	3	3	3	3	
		Badly deteriorated	4	4	4	4	4	
_	Do any of the fronts of residential or	None	1	1	1	1	1	-
		Some	2	2	2	2	2	
	commercial units have metal security blinds, gates, or iron bars & grilles?	Most	3	3	3	3	3	
-		Yes	1	1	1	1	1	-
	Are there any traffic celming measures in place on the street?	No	2	2	2	2	2	
-		No traffic permitted	1	1	1	1	1	-
	How would you rate the volume of traffic on the street?	Light	2	2	2	2	2	
	the suborr	Moderate	3	3	3	3	3	
			22		- C2 - 1	4	4	
_		Heavy Yes	4	4	4	4	4	-
	Are there any abandoned or burnt-out cars on the street?							
_		No None or almost none	2	2	2	2	2	-
	Is there any of the following: rubbish, litter, broken glass, drug related items, beer cans		2	2	2	2	2	
	etc, cigarette ends or discarded packs - in the	Yes, some	1.5	1000		12212-	102	
	street or on the pavement?	Yes, just about everywhere you look	3	3	3	3	3	
7. Is there de	is there dog mess on the pavement?	None	1	1	1	1	1	
	District Concelling and the second second second	Some	2	2	2	2	2	
		A iot	3	3	3	3	3	
-	Is there any graffiti on walls or on public spaces like bus shelters, telephone boxes or notice boards?	No	1	1	-1	1	1	
		A little	2	2	2	2	2	
_	holde odarda :	A lot	3	3	3	3	3	
	Is there any evidence of vandalism such as	No	1	1	1	1	1	
broken glass from car windows, bus shelters, telephone boxes?		Yes	2	2	2	2	2	
2.	Are there any adults or teenagers in the street or on the payements arguing, fighting, drinking, or behaving in any kind of hostile or	No-one seen in the street or pavement	1	1	1	1	1	-
÷.,		None observed behaving in hostile ways	2	2	2	2	2	
		Yes, one or two arguing etc.	3	3	3	3	3	
	threatening way?	Yes, at least one group of three or more	4	4	4	4	4	
1	How did you feel parking, walking, waiting at	Very comfortable, can imagine living/	-				-	-
	the door in the street?	shopping here	1	1	1	1	1	
		Comfortable - a safe and friendly place	2	2	2	2	2	
		Fairly safe and comfortable	3	3	3	3	3	
		I would be uncomfortable living/	1	1000	1		1	18
		working/shopping here	4	4	4	4	4	4
		I felt like an outsider, looked on						
		suspiciously	5	5	5	5	5	1
		I felt afraid for my personal safety	6	6	6	6	6	1
2.	Did you notice an thing also positive or	a rait an and for my personal safety	u	Ŷ	<u>v</u> .	0	0	1
et :	Did you notice anything else - positive or negative - about the street? WRITE IN							





Completing the Cover Sheet

Complete the cover sheet fully

Every contact and every attempt must be recorded on the sheet

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

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

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

Fill in the Neighbourhood assessment form on EVERY VISIT

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





Translated interviews (1)

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





Translated Interviews (2)

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





Collecting Stable Addresses

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





Procedure in Cases of Suspected Child Abuse (1)

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





Procedure in Cases of Suspected Child Abuse (2)

- Before you ring anybody in an official position, write down what you observed in as much detail as possible
- Then call your AM and discuss it with her
- Tell her what you observed



- She will contact the exec team in the office to discuss further action
- If necessary, the exec team will refer the matter to local health care professionals





Your contacts in Field

- Head Office Staff
 - First Contact
- Rowan Haylett Project Manager
- <u>R.Haylett@nopworld.com</u> / 020 7890 9431

Second Contact

- Yvonne Genchi Client Services Director
- Y.Genchi@nopworld.com / 020 7890 9483





Timetabling Work by Wave

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





Progress chasing form

CHILD OF THE NEW CENTURY PROGRESS CHASING FORM

Interviewer Number: _____

Wave:

Country:

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





Household Check List

Interviewer Name:											Wa	ave:	1					
Serial number / address	DAS	Brac	kon	Haia	sht.	Wei	ght	Salv	Con: form	Mair		Part	ner	No. Elde Sib Corr	Self	Cov She		Date Posted / Comments
																	Com	





General points

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





Return of work

Child of the new Century

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



General points (2)

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





Household Section

Dummy interview - enter serial no A99999N





Partner Interview

Content:

Parental situation

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

Parental Health

General health, weight, smoking, alcohol

Grandparents and friends

Partner's own parents and upbringing





Partner Interview (Cont'd)

Parent's involvement with child

Activities/time with cohort child

Employment and Education

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





Partner Interview (Cont'd)

Employment history

Continuity of employment (1 question)

Interests and time with child

Mostly for new respondents

Self-completion





The Self-Completion Questionnaire for Older Siblings (1)

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

Child of the new Century



The Self-Completion Questionnaire for Older Siblings (2)

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





The Self-Completion Questionnaire for Older Siblings (3)

- The envelope can be given directly to the OS (preferable)
- Or to the parent, if the OS is unavailable at the time
- Arrange to call back to collect the completed questionnaire
- Post the completed questionnaires back to Chelmsford

 Record on CAPI/cover sheet whether self-completion questionnaire accepted/refused by OS





GfK. Growth from Knowledge



Main questionnaire

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

Q.No.		Code	Route
	ASK ALL MAIN RESPONDENTS		
HHQ1	First I'd like to ask a few questions about yourself and the people who live here. Please remember that all the answers you give me will be completely confidential. Including yourself, how many people live here regularly as members of this household?		
			HHQ.3.
	HH3A ENTER:		1110.5.
	THERE IS NO Q.2.		
HHQ3	INTERVIEWER ENTER RESPONDENT'S FIRST NAME – ASK IF NECESSARY		
	ENTER:		HHQ.4.
HHQ4	Is (NAME ENTERED AT Q3) the same respondent as the previous main respondent (FFMNAME)?	()	
	Yes	01	HHQ.D.
	No	02	HHQ.5a
	ASK IF HHQ4 = CODE 2 OR HHQ4 = CODE 1 AND FFMSIGHT = CODE 3		
HHQD	Can I just check whether you will have any problems reading these cards because you are unable to see properly, even with glasses on?		
	Yes - has sight problem	01	
	Yes - blind	02	
	No - no sight problems (include problems corrected by glasses/contact lenses)	03	
HHQ5a	INTERVIEWER RECORD (PROBE IF NECESSARY): Main respondent is no longer in the household because		
	Deceased	1	HHQ.5b
	Separated/divorced	2	HHQ.5b
	Long term absence eg hospital	3	HHQ.6
	Other reason (SPECIFY)	4	HHQ.6
HHQ5b	Would you mind telling me, when did (FFNAME) die/leave the household?		
	HH44//		HHQ.6
	ASK ALL	0	
	INTERVIEWER CODE RESPONDENT'S SEX:		
HHQ6	Male	1	
	Female	2	HHQ.7.
HHQ7	And now yourself. What is your date of birth?		
	ENTER: HH4 DAY:		
	HH5 MONTH:		
	OR CODE: Don't know	01	HHQ.8.

Q.No.		Code	Route
HHQ8	SHOW CARD H1 What is your relationship to Cohort child? INTERVIEWER		
	PROMPT OR CHECK IF NECESSARY: So, you are Cohort child's? NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOSTERING.		
		()	
	Parent - Natural parent	07	
	Adoptive parent	08	
	Foster parent	09	
	Step-parent/partner of parent	10	
	Brother - Sister - Natural brother/natural sister	11	
	Half brother/half sister	12	
	Step-brother/step-sister	13	
	Adopted brother/adopted sister	14	
	Foster brother/foster sister	15	
	Other relative - Maternal grandparent	17	
	Paternal grandparent	18	
	Other relative	19	
	Nanny/au pair	20	
	Other non-relative	21	HHQ.9.
	HH9, HH10, HH11, HH12, HH13, HH14		
HHQ9	Can I just check, are you currently in paid work or not? NOTE: IF ON LEAVE, CODE YES	0	
	Yes	01	
	No	02	HHQ.10.
	ASK Q.10 - Q.17 FOR EACH OTHER PERSON IN HOUSEHOLD		
HHQ10	And what is the first name of the next person in your household?		
	ENTER:		HHQ.11.
HHQ11	INTERVIEWER CODE SEX:	()	
	Male	01	
	Female	02	HHQ.12.
	NB. IF THIS LOOP IS ASKED OF PART-TIME PARTNERS (HHQ19 CODE 1) THEN	02	
	ALL VARIABLES ARE SUFFIXED BY - PTP)		
HHQ12	And what is (NAME OF PERSON FROM Q10)'s date of birth?		
	ENTER: HH4 DAY:		
	НН5 МОЛТН:		HHQ13
			пціз
	OR CODE: Don't know	01	HHQ.12 - AGE
HHQ12	Do you know (name of person from HHQ10)'s age last birthday?		
- AGE	НН6а		
		01	HHQ13

Q.No.			Code	Route
HHQ13	SHOW CARD H1 AGAIN What is (NAME OF PERSON FRO			
	relationship to Cohort child? INTERVIEWER PROMPT OR CHEC So, (NAME OF PERSON FROM Q10) is Cohort child's?	K IF NECESSARY:		
	NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOSTI	ERING.	()	
	Parent -	Natural parent	07	
		Adoptive parent	08	
		Foster parent	09	
	Step-pa	rent/partner of parent	10	
		brother/natural sister	11	
	H	lalf brother/half sister	12	
	Ste	ep-brother/step-sister	13	
	Adopted b	orother/adopted sister	14	
	Foste	r brother/foster sister	15	
	Other relative - N	laternal grandparent	17	
		Paternal grandparent	18	
		Other relative	19	
	HH9, HH10, HH11, HH12, HH13, HH14, HH15	Nanny/au pair	20	
	HH16, HH17, HH18, HH19, HH42	Other non-relative	21	HHQ.14.
HHQ.1	SHOW CARD H2 And what is (NAME OF PERSON FROM C	(10)'s relationship to		
4	you?			
	INTERVIEWER PROMPT OR CHECK IF NECESSARY: So, PERSON FROM Q10) is your?	(NAME OF		
HHQ14	NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOST		()	
	Partner -	Husband/wife	01	
		Partner/cohabitee	02	
	Child -	Natural son/daughter	02	
		dopted son/daughter	04	
		Foster son/daughter	05	
	Stepson/stepdaughter/child of currer	Ũ	06	
	Parent -	Natural parent	07	
		Adoptive parent	08	
		Foster parent	09	
	Step-pa	arent/partner's parent	10	
	Brother – Sister - Natural	brother/natural sister	11	
	F	lalf brother/half sister	12	
	Ste	ep-brother/step-sister	13	
		orother/adopted sister	14	
		r brother/foster sister	15	
	Other relative -	Grandchild	16	
		Maternal grandparent	17	
		Paternal grandparent	18	
	HH21, HH22, HH23, HH24, HH25, HH26, HH27	Other relative	19	
	HH28, HH29, HH33, HH34, HH35, HH36, HH37	Nanny/au pair	20	
		Other non-relative	21	HHQ.15a
	REPEAT HHQ.14 TO ASK ABOUT <u>EACH</u> PREVIOUS PERSON RECORDED ON HOUSEHOLD GRID.	IN HOUSEHOLD		

Q.No.		Code	Route
HHQ.16	ASK FOR EACH PERSON AGED 16+ IN HOUSEHOLD (NAMED AT Q10, AGE BASED ON DOB AT Q12)		
TINQ. TO	Can I check, is (NAME OF PERSON) currently in paid work or not? NOTE: IF ON LEAVE, CODE YES.	()	
	Yes	01	
	No	02	
HHQ.18a	READ OUT: You said the only people living in this household are (LIST ALL HOUSEHOLD MEMBERS ENTERED AT Q10 + RESPONDENT NAME FROM Q3 + COHORT CHILD). Is this correct or have we forgotten someone?		
	Correct - GO TO INSTRUCTION ABOVE Q.15a.		
	Incorrect - REPEAT Q10-15 UNTIL RESPONSE AT Q18A= "CORRECT"		
	ASK IF HUSBAND/WIFE/PARTNER/COHABITEE OF MAIN RESPONDENT CODED AT Q.14 (01 or 02) & HAD PARTNER AT MCS1 (FFPARTST~= 1/2). OTHERS GO TO INSTRUCTION BEFORE Q.15b.		
HHQ.15a	INTERVIEWER: Is respondent's partner (NAME AT Q10) the same as partner at last interview (FFPARTNM)?	()	
	Yes	01	HHQ.17.
	No	02	HHQ.15b
HHQ.15b	ASK IF NO AT Q.15a (Code 02) IF NO PARTNER OF MAIN RESPONDENT RECORDED AT Q.14 BUT PRESENT AT MCS1(Q14 not 1/2 and FFPARTST=3/5). OTHERS GO TO INSTRUCTION ABOVE Q19 READ OUT: The last time we spoke to you (Partner name) was living here. Please	0	
	can you tell me, is he/she no longer in the household because	()	
	Deceased	01	HHQ15c
	Separated/divorced	02	Instruc above HHQ19
	Long term absence (e.g. hospital)	03	Instruc above HHQ19
	Main respondent was previous partner	04	HHQ23
	Other (specify)	05	Instruc above HHQ19
	IF MAIN RESPONDENT'S PARTNER AT MCS1 HAS DIED SINCE MCS1 (Q.15b Code 1)		
HHQ.15c	Would you mind telling me when (FFPARTNM - NAME OF PARTNER FROM MCS1) died?		
	/ Don't know	01	HHQ.23.
	HH6B		IF NEW PARTNER GO TO HHQ17)

Q.No.		Code	Route
	IF THERE IS ONLY ONE NATURAL PARENT IN HOUSEHOLD AND THIS PERSON DOES NOT HAVE A PARTNER IN THE HOUSEHOLD AND PARTNER PRESENT FULL TIME AT MCS1 & STILL ALIVE NOW		
	Q8 = 7 AND Q.14 NOT1/2 AND FFPARTST=3/5 AND Q15b NOT 1)		
	OTHERS GO TO INSTRUC ABOVE Q20		
HHQ.19	We would like to interview Cohort Child's father if he ever lives here, so can I just check, does he live here at all, even if it's only for one or two days a week?	()	
	Yes	1	Instruc above HHQ21
	No	2	HHQ21
	IF NO PARTNER IN THE HOUSEHOLD NOW AND IF PARTNER PART TIME AT		
	MCS1 & DID INTERVIEW AT MCS1.		
	(Q.14 NOT 1/2 AND FFPARTST = 4)		
Q.20.	The last time we came to speak to you (FFPTPNM, NAME OF PT PARTNER) was living here only one or two days a week. We would like to interview Cohort child's father if he ever lives here, so can I just check, does he live here at all NOW, even if it's only for one or two days a week?	0	
	Yes	1	HHQ.12 –
			РТР
	No - has died	2	HHQ20b
	No	3	HHQ21
	Main respondent was previous partner	4	HHQ23
	IF NO PARTNER NOW & MAIN RESPONDENT'S PART TIME PARTNER AT MCS1 HAS DIED SINCE MCS1 (Q.20 Code 02)		
Q.20b	Would you mind telling me when (FFPTPNM, NAME OF PT PARTNER FROM MCS1) died?		
	/		HHQ.23.
	ASK IF CODE 02 AT Q.19, OR CODE 03 AT Q.20, OR CODE 5 AT Q.15b. OTHERS GO TO INSTRUCTION ABOVE Q.22a AND IF ONLY ONE NATURAL PARENT		
Q.21.	I'd like to ask you a few more questions about your relationship with Cohort Child's father. Which of these best describes your relationship?	()	
	Married	1	
	Separated	2	
	Divorced	3	
	Closely involved	4	055
	Just friends	5	SEE BELOW
	Or, not in any relationship?	6	
	IF PARTNER HAS BECOME PT SINCE MCS1 (Q.19 Code 01) OR IF LEFT THE HOUSEHOLD COMPLETELY SINCE MCS1 (Q.20 = 3) OR CODE 02 OR CODE 05 AT Q.15b. AND IF NO NEW PARTNER AT MCS2. OTHERS GO TO Q.23		
Q.22a	Can I just check when did (FFPARTNM, partner's name) stop living with you full- time/part time?		
	Month: Year:		
			HHQ.22b.

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

Q.No.		Code	Route
HHQ.24.	IF LANGUAGE USUALLY SPOKEN AT HOME IS ANOTHER LANGUAGE OR		
	ENGLISH AND OTHER LANGUAGE (Q23=2/3)		
	Which other languages are spoken at home?	0	
	Welsh	1	
	Gaelic	2	
	Urdu	3	
	Punjabi	4	
	Gujarati	5	
	Hindi	6	
	Bengali	7	
	Sylheti	8	
	Cantonese	9	
	Somali	10	
	Tamil	11	
	Turkish	12	
	Kurdish	13	
	Arabic Other (specify)	14 15	HHQ.25.
		15	ппц.25.
HHQ.25.	Who speaks other languages?	0	
		0	
	Mother/mother figure	1	
	Father/father figure	2	
	Cohort Child Other household members	3	SEE
		4	BELOW
	IF OTHER LANGUAGE ONLY OR ENGLISH & OTHER LANGUAGES SPOKEN BY COHORT CHILD (Q.25 Code 3)		
HHQ.26.	Does Cohort Child read/understand a story (read in) English?	()	
	Yes	1	SEE
	No	2	BELOW
	ASK ALL MAIN RESPONDENTS		
HHQ.27	Can I just check, who has the main responsibility for caring for Cohort child?	()	
	(LIST OF ALL OTHER HOUSEHOLD MEMBERS FROM Q10 + MAIN RESPONDENT	V	
	NAME FROM Q3)		

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

MODULE A: PARENTAL SITUATION

MAIN RESPONDENTS

No		Code	Route
	ASK A0 TO ALL MAIN RESPONDENTS		
	I'd now like to ask you some questions about your family situation.		
)	Can I just check what is your current legal marital status?		
	INTERVIEWER – RUNNING PROMPT		
	Legally separated	1	
	Married, 1 st and only marriage	2	
	Remarried, 2 nd or later marriage	3	
	Single never married	4	
	Divorced	5	SEE
	Widowed	6	BELOW
	A1-A5		
	ASK A0a TO ALL NEW MAIN RESPONDENTS IN ENGLAND (Country = 1 and HHQ4 = Code 2)		
a	CARD A1 Which of the groups on this card do you regard yourself as belonging to?		
-	White - British	1	
	White - Irish	2	
	Any other White background – specify	3	
		4	
	Mixed – White and Black Caribbean	4	
	Mixed – White and Black African	5	
	Mixed – White and Asian Any other mixed background – specify	6 7	
	Asian/Asian British – Indian	8	
	Asian/Asian British – Pakistani	9	
	Asian/Asian British – Bangladeshi	10	
	Any other Asian background – specify	11	
	Black/Black British – Caribbean	12	
	Black/Black British – African	13	
	Any other Black background – specify	14	
	Chinese	15	
	Any other background – specify	16	

Q.No		Code	Route
	ASK A0b TO ALL NEW MAIN RESPONDENTS IN WALES (Country 2 = and HHQ4 = Code 2)		
)b	CARD A2 Which of the groups on this card do you regard yourself as belonging to?		
	White - Welsh	1	
	White – other British	2	
	White - Irish	3	
	Any other White background – specify	4	
	Mixed – White and Black Caribbean	5	
	Mixed – White and Black African	6	
	Mixed – White and Asian	7	
	Any other mixed background – specify	8	
	Asian/Asian British – Indian	9	
	Asian/Asian British – Pakistani	10	
	Asian/Asian British – Bangladeshi	11	
	Any other Asian background – specify	12	
	Black/Black British – Caribbean	13	
	Black/Black British – African	14	
	Any other Black background – specify	15	
	Chinese	16	
	Any other background – specify	17	

		Code	Route
ASK A0c TO AI HHQ4 = Code 2	LL NEW MAIN RESPONDENTS IN SCOTLAND (Country 3 = and 2)		
CARD A3 Which	h of the groups on this card do you regard yourself as belonging to?		
	White - Scottish	1	
	White – other British	2	
	White - Irish	3	
	Any other White background – specify	4	
	Any mixed background – specify	5	
	Asian/Asian Scottish/Asian British – Indian	6	
	Asian/Asian Scottish/Asian British – Pakistani	7	
	Asian/Asian Scottish/Asian British – Bangladeshi	8	
	Any other Asian background – specify	9	
	Black/Black Scottish/Black British – Caribbean	10	
	Black/Black Scottish/Black British – African	11	
	Any other Black background – specify	12	
	Any other background – specify	13	
	Chinese	14	
	LL NEW MAIN RESPONDENTS IN NORTHERN IRELAND nd HHQ4 = Code 2)		
CARD A4 Which	h of the groups on this card do you regard yourself as belonging to?		
	White	1	
	Chinese	2	
	Irish Traveller	3	
	Indian	4	
	Pakistani	5	
		6	
	Bangladeshi	-	
	Bangladeshi Black Caribbean	7	
	-	7 8	
	Black Caribbean		
	Black Caribbean Black African	8	
	Black Caribbean Black African Any other Black background – specify	8 9	
	Black Caribbean Black African Any other Black background – specify ——————————————————— Mixed ethnic group – specify ————————————————————————————————————	8 9 10	
CODE 2) ASK C	Black Caribbean Black African Any other Black background – specify ————————————————————— Mixed ethnic group – specify ————————————————————————————————————	8 9 10	
CODE 2) ASK C	Black Caribbean Black African Any other Black background – specify ————————————————————— Mixed ethnic group – specify ————————————————————————————————————	8 9 10	

Yes	1	A2a
No	2	A3a

		Code	Route
	ASK IF YES AT A1		
A2a	OR: ALL MAIN RESPS WHO ARE NATURAL PARENTS WITH A NEW PARTNER SINCE MSC1 WHO THEY LIVE WITH (FILTER AS ABOVE THEN HHQ14 = CODE 2)		
	When did you and (Name of Cohort child's father figure) start living together?		
	ENTER YEAR:		
			A2b
	A6		
A2b	When did you and (Name of Cohort child's father figure) start living together? ENTER MONTH:		
	January	1	
	February	2	
	March	3	
	April	4	
	May	5	
	June	6	
	July	7	
	August	8	
	September	9	
	October	10	
	November	11	SEE
	December	12	BELOW
	Α7		
	ASK ALL MAIN RESPONDENTS WITH NEW PARTNER WHO ARE MARRIED. OTHERS GO TO INSTRUCTION ABOVE A6c. (FILTER AS ABOVE THEN HHQ14 = CODE 1)		
100	When did you and Cohort child's father figure get married?		
A3a			
Аза			
A3a			A3b
	ENTER YEAR: Range: 2001 2005		A3b
	ENTER YEAR: Range: 2001 2005 When did you and Cohort child's father figure get married? ENTER MONTH:	1	A3b
	ENTER YEAR: Range: 2001 2005 When did you and Cohort child's father figure get married? ENTER MONTH: January	1	A3b
	ENTER YEAR: Range: 2001 2005 When did you and Cohort child's father figure get married? ENTER MONTH: January February	2	Азь
	ENTER YEAR: Range: 2001 2005 When did you and Cohort child's father figure get married? ENTER MONTH: January February March	2 3	АЗЬ
A3a	ENTER YEAR: Range: 2001 2005 When did you and Cohort child's father figure get married? ENTER MONTH: January February March April	2 3 4	Азь
	ENTER YEAR: Range: 2001 2005 When did you and Cohort child's father figure get married? ENTER MONTH: January February March April May	2 3 4 5	АЗЬ
	ENTER YEAR: Range: 2001 2005 When did you and Cohort child's father figure get married? ENTER MONTH: January February March April May June	2 3 4 5 6	АЗЬ
	ENTER YEAR: Range: 2001 2005 When did you and Cohort child's father figure get married? ENTER MONTH: January February March April May June July	2 3 4 5 6 7	АЗЬ
	ENTER YEAR: Range: 2001 2005 When did you and Cohort child's father figure get married? ENTER MONTH: January February March April May June July	2 3 4 5 6 7 8	АЗЬ
	ENTER YEAR: Range: 2001 2005 When did you and Cohort child's father figure get married? ENTER MONTH: January February March April May June July August September	2 3 4 5 6 7 8 9	АЗЬ
	ENTER YEAR: Range: 2001 2005 When did you and Cohort child's father figure get married? ENTER MONTH: January February March April May June July August September October	2 3 4 5 6 7 8 9	
	ENTER YEAR: Range: 2001 2005 When did you and Cohort child's father figure get married? ENTER MONTH: January February March April May June July August September	2 3 4 5 6 7 8 9	A3b SEE BELOW

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

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

Q.No		Code	Route
	ASK ALL WHO HAVE BEEN A LONE PARENT FOR ONE MONTH OR MORE (A8 Code 1)		
A9a	When did this period of lone parenthood start?	1	
(ALpSY)		I	
	A16	I	A9b
A9b	When did this period of lone parenthood start? ENTER MONTH:		
N 30	CANNOT BE BEFORE DATE OF MCS1 INTERVIEW	I	
(ALpSM)	January	1	
	February	2	
	March	3	
	April	4	
	May	5	
	June	6	
	July	7	
	August	8	
	September	9	
	October	10	
	November	11	
	December	12	A9c
A9c	When did this period of lone parenthood end?		
100	CANNOT BE BEFORE DATE AT A9b	I	
(ALpEY)		1	A9d
		I	
	IF YEAR GIVEN		
A9d	When did this period of lone parenthood end? ENTER MONTH:	1	
(ALpEM)	January	1	
	February	2	
	March	3	
	April	4	
	May	5	
	June	6	
	July	7	
	August	8	
	September	9	
	October	10	
	November	11	SEE
	December	12	BELOW
	IF NOT STILL CONTINUING AT A9c		
A9e	Did you have another period of lone parenthood after this one?	1	
	Yes	1	REPEAT A9a –A9e
	No	2	A10
	ASK ALL NATURAL PARENTS AND REPEAT FOR EACH COHORT CHILD		
A10	ASK ALL NATURAL PARENTS AND REPEAT FOR EACH COHORT CHILD Have you and Cohort child lived apart at all since Cohort child was nine months old? Yes	1	A11a

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

Q.No		Code	Route
A14	How much interest would you say Cohort child's mother/father shows in him/her? Is		
	s/he READ OUT:	4	
	Very interested	1	
	Somewhat interested	2	
	Not very interested	3	
	Or, not at all interested	4	A15
A15	CARD A5 How often does he/she see Cohort child?		
	Every day	1	
	5 - 6 times a week	2	
	3 - 4 times a week	3	
	Once or twice a week	4	
	Less often but at least once a month	5	
	Less often than once a month	6	SEE
	Never	7	BELOW
	ASK IF ONLY ONE NATURAL PARENT IN HH (HHQ8 = CODE 7 OR HHQ13 = CODE 7)		
416	Does he/she contribute any money to Cohort child's maintenance? IF YES PROBE: Does he/she make regular payments?		
	Yes, regular payments	1	
	Yes, irregular payments	2	SEE
	No	3	BELOW
417	How would you describe your relationship with Cohort child's father/mother? Would you say it is READ OUT:		
	Very friendly	1	
	Friendly	2	
	Neither friendly nor unfriendly	3	
	Unfriendly	4	SEE
	Or, very unfriendly	5	BELOW
	ASK ALL FOSTER PARENTS ONLY HHQ8 = CODE 9. OTHERS GO TO NEXT SECTION		<u>I</u>
A18a	Do you know how much longer Cohort child will stay with you? IF YES PROBE: How long? INTERVIEWER CODE WHETHER ANSWER WILL BE GIVEN IN WEEKS OR		
	MONTHS	4	A106
	Weeks	1	A18b
	Months Don't know	2	A18c
		3	A19
	IF ANSWER GIVEN IN WEEKS (A18a Code 1)		
A18b	Enter number of weeks:		
	WEEKS:		
	A11		A19
	IF ANSWER GIVEN IN MONTHS (A18a Code 2)		
A18c	Enter number of months:		
			A19
	A12		A19
	Is it expected or hoped that he will return to his natural parents?		
419			
A19	Yes	1	

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

MODULE B: PARENT'S INVOLVEMENT WITH CHILD
MAIN RESPONDENTS

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

Q.No		Code	Route
	ASK ALL		
B6	Does anyone at home ever take Cohort child to the library?		
	INTERVIEWER: This does not include a school library		
	Yes	1	B7
	No	2	B9a
	ASK ALL WHO TAKE CHILD TO LIBRARY (B6 Code 1)		
B7	How often does someone at home take Cohort child to the library? READ OUT:		
	On special occasions	1	
	Once a month	2	
	Once a fortnight	3	
	Or, once a week	4	B9a
	THERE IS NO B8		
B9a	Does anyone at home ever help Cohort child learn a sport, dance or physical activity?		
	Yes	1	
	No	2	B11
	THERE IS NO B10		
B11	Does anyone at home ever help Cohort child to learn the ABC or the alphabet?		
	Yes	1	B12
	No	2	B13
	ASK ALL WHO TEACH THE CHILD THE ALPHABET (B11 Code 1)		
B12	CARD B2 How often does someone help Cohort child to learn the ABC or the		
	alphabet?		
	Note: 'Days' is acceptable for 'times'. Occasionally or less than once a week	1	
	1 - 2 days per week	2	
	3 times a week	3	
	4 times a week	4	
	5 times a week	5	
	6 times a week	6	
	7 times a week/constantly	7	B13
313	Does anyone at home ever teach Cohort child numbers or counting?		
	Yes	1	B14
	No	2	B15
	ASK ALL WHO TEACH CHILD NUMBERS AT HOME (B13 Code 1)		
B14	CARD B2 AGAIN How often does someone at home try to teach Cohort child numbers		
	or counting?		
	Note: 'Days' is acceptable for 'times'.	4	
	Occasionally or less than once a week 1 - 2 days per week	1	
	3 times a week	2 3	
	4 times a week	3 4	
	5 times a week	4 5	
	6 times a week	5 6	
	7 times a week/constantly	0 7	B15
		1	
B15	Does anyone at home ever teach Cohort child any songs, poems or nursery rhymes? Yes	1	B16
	No	1 2	B17
	NO	2	

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

Q.No								Code	Route
B28	ENGLISH SPEAKERS ONLY: (HHQ2	3 = CODES	1 OR 2)						
	Which of the following values would you	u like to insti	l in cohort ch	nild?					
	READ OUT & CODE YES OR NO FOR	R EACH. RO	TATE ORDE						
					es	No	Dk		
	Obedie		pect for auth	-	1	2	3		
			art of negotia		1	2	3		
	Respect for elders 1 2 3								
		Doi	ing well at so		1	2	3		
			Religious va		1	2	3		500
			Independe	ence	1	2	3		B38
	THERE IS NO B29-B37								
	ASK ALL								
B38	Some families have lots of rules and ot			any rule	s. \	Nhich	kind		
	of family are you, one with lots of rules,	or not many	rules?		ı	ote of	rules	1	
							rules	2	
					1101		varies	3	B39
B39	Are the rules you do have strictly opfor	and or pot ve	ny strictly on	forcod2			anoo		200
D39	Are the rules you do have strictly enforced or not very strictly enforced? Strictly enforced						1		
	Not very strictly enforced						2		
			Į.	lot vory (5010		varies	3	B40
B40	ENGLISH SPEAKERS ONLY: (HHQ23 = CODES 1 OR 2)						-		
210	CARD B3 If you had to choose, which quality on this list would you pick as the most important for Cohort child to learn to prepare him/her for life?								
	Which would be your first choice? Which would be your next choice? Which comes third? Which is the least important? ALLOW DK								
		Most	2 nd most	3 rd mo			ast		
	To be well liked or perioder	important	important	import 4	ant		ortant		
	To be well liked or popular	1	1	1			1		4
	To think for himself or herself	2	2	2			2		4
	To work hard	3	3	3			3		-
	To help others when they need help	4	4	4			4		4
	To obey his or her parents	5	5	5			5		4
	To learn religious values	6	6	6			6		4
	Don't know	7	7	7			7		B46
B46	ASK ALL How important do you think i	t is for a fam	ily to eat me	als toge	her	?			
							Very	1	
							Fairly	2	
							t very	3	
						Not	at all	4	B47

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

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MODULE D: CHILD HEALTH MODULE

MAIN RESPONDENT ONLY

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

Q.No		Code	Route
D5	Has Cohort child been given any treatment for the problem? If so, what?		
	MULTICODE IF YES		
	No treatment	1	
	Yes, Operation	2	
	Yes, patch	3	
	Yes, glasses	4	
	Yes, other treatment (specify, including name or type of operation if appropriate)	5	D6
D6	Has Cohort child been registered or offered registration as having poor vision?		
Do			
	INTERVIEWER POOR VISION MEANS PARTIALLY SIGHTED OR BLIND Yes	1	
	No		
	Don't know	2	D7
		3	D7
D -7	ASK ALL		
D7	Now I'd like to ask some questions about Cohort child's hearing.		
	Has Cohort child ever had a problem with his/her hearing?		
	IF YES INTERVIEWER TO PROBE AND WRITE DOWN PROBLEM AS MAIN RESPONDENT REPORTS IT		
	Yes – specify	1	D8
	No	2	D11
	Don't know	3	
D8	Does it affect one or both of his/her ears?		
	One	1	
	Both	2	
	Don't know	3	D9
D9	How old was Cohort child when this problem was first suspected?		
	NOTE: ANSWER CAN BE GIVEN IN YEARS OR MONTHS		
	D3 MONTHS:		
	D1 YEARS:		D10
	At birth	1	
D10	Has any treatment been given for the problem? If so, what? MULTICODE IF YES		
-	None	1	
	Yes, hearing aid(s)	2	
	Yes, grommets	3	
	Yes, other treatment (specify, including name or type of operation if appropriate)	4	
		т	D11
	ASK ALL		
D11	Does Cohort child suffer from recurring ear infections whether or not there is any		
	discharge? By recurring I mean three or more times.		
	Yes	1	
		1	
	No	2	

Q.No		Code	Route
D12	Now I'd like to ask you about some other health problems Cohort child might have had.		
	Has a doctor ever said Cohort child has had any of the following?		
	READ OUT & CODE ALL THAT APPLY Minor fits	1	
		1	
	Seizure	2	
	Epilepsy	3	
	Febrile fits or convulsion	4	
	Fainting	5	
	Blackouts	6	5.40
	None of these	7	D13
740	ASK ALL		
D13	Has Cohort child ever had asthma? Yes	1	
	No	2	
	Don't know	3	D14
	ASK ALL	5	
D14	Has Cohort child ever had eczema or hay fever?		
717	Yes	1	
	No	2	
	Don't know	3	D15
D15	Has Cohort child ever had wheezing or whistling in the chest at any time in the past?	_	-
2.0	Yes	1	D16
	No	2	D20
D16	ASK IF D15 = CODE 1		
510	Has Cohort child had wheezing or whistling in the chest in the last 12 months?		
	Yes	1	D17
	No	2	D20
D17	ASK IF D16 = CODE 1		
	How many attacks of wheezing has Cohort child had in the last 12 months?		
	INTERVIEWER: IF ONE OR MORE PLEASE RECORD NUMBER OF ATTACKS; CODE 99 IF MORE THAN 12 ATTACKS		
	D7 Number of attacks:	1	D18
	None	0	
	Don't know		
	Refused	2	D20
		3	020
	ASK D18 and D19 IF HAS HAD MORE THAN ONE IN THE PAST 12 MONTHS (D17 CODE 1 = 2 OR MORE)		
D18	In the last 12 months, how often on average has Cohort child's sleep been disturbed due to this wheezing?		
	Never	1	
	Less than one night per week	2	
	One or more nights per week	3	
	Don't know	4	D19
D19	In the last 12 months, has wheezing ever been severe enough to limit Cohort child's speech to only one or two words at a time between breaths?		
D19		1	
D19	speech to only one or two words at a time between breaths?	1 2	

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

Q.No					Code	Route
D24	Cohort child will have been due an extra dose of Hil s/he had it?	o vaccine in	the last 18 n	nonths, has		
				Yes	1	
				No	2	
				Don't know	3	D25
D25	Has Cohort child had any vaccination against meas	les, mumps	or rubella (ir	cluding		
	MMR)?			None	1	D26
	-			Yes, MMR	2	D27
	-	(Multicod	le remainde			
		Yes, se	parate meas	les vaccine	3	
		Yes, se	eparate mun	nps vaccine	4	D26
		Yes, s	eparate rub	ella vaccine	5	
	ASK IF CHILD DID NOT HAVE THE MMR (D25 NO	OT Code 2)				
D26	Why has Cohort child not had the combined vaccina rubella? WRITE IN OR CODE DON'T KNOW.	ation against	measles, m	umps or		
	INTERVIEWER: IF SAYS "just didn't want it' THI OR CODE DON'T KNOW.	EN DO NOT	PROMPT. V	VRITE IN		
				Don't know	1	D27
	ASK ALL					
D27	Since we last interviewed you on (DATE) has Coho immunisations?	rt child had a	any of the fol	lowing		
	INTERVIEWER NOTE: BCG, Hep B and Pneumo to all children at this age.	coccal vac	cines are no	ot offered		
				Don't		
D07D00	500	Yes	No	know		
D27BCG D27GEP	BCG	1	2	3		055
D27GEP	Hepatitis B	1	2	3		SEE
DZIPINE		1	2	3		BELOW
D00	IF YES TO HEP B (Code 1 AT D27b)					
D28	How many doses of Hep B has Cohort child had?					
		VVI	RITE IN NUM			D29
	ASK ALL			D4		
D20	Has Cohort child ever had any of the following illnes	ses?				
D29		5003:		Don't		
		Yes	No	know	-	
	Measles	1	2	3		-
	Tuberculosis	1	2	3		-
	Chickenpox	1	2	3		
	Whooping cough	1	2	3		D30
D30	Was Cohort child ever given a course of antibiotics	before his/he	er first birthd	•		
				Yes	1	
				No Den't know	2	Dat
				Don't know	3	D31

Q.No		Code	Route
D31	Most children have accidents at some time. Since we last spoke to you has Cohort child had any accident or injury for which s/he has been seen by a doctor or taken to a health centre or hospital? IF YES: How many accidents?		
	No. OF ACCIDENTS:		D32
	 D5		
	No accidents	1	D36
D32	Thinking about the most severe (or only) accident or injury, what sort of accident or injury was it?		
	Loss of consciousness/knocked out	1	
	Injury to head without being knocked out	2	
	Broken bone or fracture	3	
	Near drowning	4	
	Swallowed household cleaner/other poison/pills	5	
	Swallowed object	6	
	Cut needing stitches or glue	7	
	Injury to mouth or tooth	8	
	Burn or scald	9	
	Other sort of accident or injury (specify)		
		10	D33
D33	How old was Cohort child when this accident or injury happened?		
	INTERVIEWER: ANSWER CAN BE IN MONTHS OR YEARS		
D23 - Month			
or	D2		
D33 -	Or YEARS:		D34
Year	D1		
D34	Did Cohort child go to hospital? IF YES: Was this just to casualty or was s/he admitted to a hospital ward?		
	No, did not go to hospital	1	
	Yes, went to Casualty/Accident and Emergency only	2	
	Yes, was admitted to a Hospital Ward	3	D35
D35	Where did the injury happen?		
	Own home	1	
	Someone else's home	2	
	Garden	3	
	Nursery or playgroup	4	
	Playground or park	5	
	Road - as a pedestrian/in a buggy/on a trike etc.	6	
	Road - as a passenger	7	
	Other place (specify)	_	
		8	D36

Q.No		Code	Route
D36	ASK ALL Since we saw you last, has Cohort child been admitted to hospital because of an illness or health problem apart from any hospital admissions you have already told me about? INTERVIEWER THIS EXCLUDES ADMISSION(S) FOR INJURY, ADMISSION FOR SURGERY OR OTHER TREATMENT FOR EYES OR EARS WHICH MAIN RESPONDENT HAS ALREADY REPORTED IF YES: How many times? INCLUDE ADMISSIONS FOR ANY DAY SURGERY, DAY CARE OR DIAGNOSIS		
	No. Range: 1-96 ENTER NUMBER:	00	D37 D36a
	ASK IF CHILD HAS BEEN ADMITTED TO HOSPITAL: CODE NOT 0 AT D36		
D36a	Thinking about the most serious (or only) admission what was the reason. WRITE IN REASON		
			D36b
D36b	How old was Cohort child when s/he was admitted on this occasion? INTERVIEWER: ANSWER CAN BE IN MONTHS OR YEARS MONTHS:		
	Or YEARS: D1		D37
D37	ASK ALL Apart from anything you've already told me about, have you taken Cohort child to casualty, the health centre or a doctor OTHER THAN for minor childhood illnesses and routine health checks? IF YES: Approximately how many times have you taken Cohort child?	1	D39
	D5 ENTER NUMBER:		D38
D38	IF ONE OR MORE AT D37: What was the reason on the most recent occasion? WRITE IN		
			D39
D39	ASK ALL Now I'd like to ask you some questions about things Cohort child can do. Is Cohort child able to walk on the level without difficulties? Yes	1	D41
	No	2	D40
D40	IF NO AT D39 (Code 2) Why is that? WRITE IN DETAILS OF THE PROBLEM	-	D41

Q.No					Code	Route
	ASK ALL					
D41	Can Cohort child walk UP steps like an adult, one for	ot on each	step?			
			·	Yes, alone	1	
			Y	es with help	2	
				No	3	
				Don't know	4	D42
D42	Can Cohort child hold a pencil and scribble?					
				Yes	1	
				No	2	
				Don't know	3	D43
D43	Can Cohort child be understood when speaking in h	is/her own l	anguage?			
			Some-			
		Mostly	times	Rarely	_	
	By you?	1	2	3		_
	By other family and friends?	1	2	3		D44
D44	Do you have any concerns about Cohort child's spec	ech and lan	guage?			
	IF YES: What are your concerns? MULTICODE				()	
				No concerns	1 2	
	His/her language is developing slowly					
	S/he doesn't seem to understand other people					
	S/he pronounces words poorly					
	S/he doesn't hear well					
	S/he stutters					
			Othe	er (Describe)		
					7	D45
	THERE IS NO D45 - D46				_	
D47	ASK ALL Do you have any other concerns about Collearning or behaviour, which you have not already mabout Cohort child's future?					
				Yes	1	D48
				No	2	NEXT
						SECTION
D48	IF YES: Can you tell me what they are?					
						NEXT
						SECTION

MODULE F: GRANDPARENTS AND FRIENDS

MAIN RESPONDENTS

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

Q.No		Code	Route
	IF LIVED AWAY FROM BOTH PARENTS BEFORE THE AGE OF 17 OR NEVER LIVED WITH PARENTS (F5 Code 1 or F3 Code 4): IF HHQ4=CODE 2 AND (F5=CODE 1 OR F3=CODE 4)		
F6	CARD F1 Where did you mainly live during this time?		
(F6)	Local authority children's home	1	
	Voluntary society children's home	2	
	Children's home - not sure which type	3	
	Local authority foster parents	4	
	Voluntary society foster parents	5	
	Foster parents - not sure which type	6	
	Boarding school	7	
	Living with relatives	8	
	Prison/Young Offenders Institute/Borstal	9	SEE
	Some other place	10	BELOW
	IF MAINLY LIVED IN ANOTHER PLACE (F6 Code 10):		
=7	INTERVIEWER: TYPE IN OTHER ANSWER		
(FWhrLiX)	Text: up to 100 characters		
			SEE
			BELOW
F8	IF MAINLY LIVED IN A CHILDREN'S HOME OR WITH FOSTER PARENTS (F6 Codes 1, 2, 3, 4, 5, 6)		
(FTimeCa)	CARD F2 Which best describes the total amount of time you spent in care?		
(F TimeCa)	Under three months	1	
	Three months, less than 1 year	2	
	1 year, less than 2	3	
	2, years, less than 5	4	
	5 years, less than 10	5	
	10 years or more	6	F9
=9	Were you in care at the time you left school?		
FCarSch)	Yes	1	SEE
	No	2	BELOW
	IF MOTHER IS ALIVE (F1 Code 1)		
F10	CARD F3 How often do you see your mother?		
	Every day	1	
	3 - 6 times a week	2	
		3	
	Once or twice a week	5	
	Less often, but at least once a month	4	
	Less often, but at least once a month		
	Less often, but at least once a month Once every few months	4 5	
	Less often, but at least once a month Once every few months Once a year	4 5 6	
	Less often, but at least once a month Once every few months	4 5	SEE

Q.No		Code	Route
	IF FATHER IS ALIVE (F2 Code 1)		
F11	CARD F3 How often do you see your father?		
	Every day	1	
	3 - 6 times a week	2	
	Once or twice a week	3	
	Less often, but at least once a month	4	
	Once every few months	5	
	Once a year	6 7	
	Less than once a year Never	8	SEE
	(Lives with father)	9	BELOW
		5	BLLOW
F 40	IF MOTHER OR FATHER IS ALIVE (F1 Code 1 or F2 Code 1)		
F12	CARD F4 (Does your mother/father or do your parents) do any of the following for you, apart from any time (she/he/they) may spend looking after your child? IF YES: In what ways (does she/he/do they) help you? CODE ALL THAT APPLY		
	Buying essentials for the child - food, clothes, etc.	1	
	Paying for other household costs - e.g. bills, shopping, etc.	2	
	Buying gifts and extras for the child	3	
	Lending money	4	
	Paying for childcare	5	
	Other financial help	6	SEE
	No, does not help in any of these ways (exclusive code)	7	BELOW
	ASK ALL UNLESS NEVER LIVED WITH PARENTS (F3=4) OR DOES NOT KNOW IF MOTHER IS ALIVE (IF F1 NOT=CODE 3 AND F4 NOT=CODE 4)		
F13	Can I just check, when you were 14, did your mother work?		
	Yes	1	F14
	No	2	INSTRUC
	Can't remember / Mother died before resp was aged 14	3	ABOVE
			F15
F14	IF MOTHER WORKED AT 14 (F13 Code 1) What did she do? INTERVIEWER: TYPE IN ANSWER		
			SEE
			BELOW
	ASK ALL UNLESS NEVER LIVED WITH PARENTS (F3=4) OR DOES NOT KNOW IF FATHER IS ALIVE (IF F2 NOT = CODE 3 AND F3 NOT = CODE 4)		
F15	Can I just check, when you were 14, did your father work?		
	Yes		F16
	No	2	INSTRUC
	Can't remember / Father died before resp was aged 14	3	ABOVE F17
			F1/
F16	IF FATHER WORKED AT 14 (F15 Code 1) What did he do? INTERVIEWER: TYPE IN ANSWER		
110			
			SEE
			BELOW

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

MODULE G: PARENT'S HEALTH MODULE

MAIN RESPONDENTS

Q.No		Code	Route
G1	I would now like to ask about your health. How would you describe your own health generally? Would you say it is READ OUT		
	Excellent	1	
	Good	2	
	Fair	3	SEE
	poor	4	BELOW
	WOMEN ONLY (HHQ6=CODE 2)		
G2	Can I just check, are you currently pregnant?		
	Yes	1	G3
		2	G6
G3	ASK IF CURRENTLY PREGNANT (G2 Code 1). OTHERS GO TO G6. How many months pregnant are you?		
	Weeks	1	
	Months	2	
	Do you want to answer in weeks or months?		
G3WKS	ASK IF G3=CODE 1		
	G1 WEEKS:		G6
G3 MNTHS	ASK IF G3=CODE 2		
MINTIS			
	G2 MONTHS:		G6
	THERE IS NO G4-G5		
	ASK ALL		
G6	CARD G1 During the past 4 weeks, how much difficulty did you have doing your daily activities because of your physical health?		
	Not at all	1	
	Very little	2	
	Somewhat	3	
	Quite a lot Could not do	4 5	G12
	THERE IS NO G7-G11	5	012
G12	CARD G2 Compared to one year ago, how would you rate your health in general		
	now?		
	Much better now	1	
	Somewhat better now	2	
	About the same	3 4	
	Somewhat worse now	4	G13

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

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

Q.No		Code	Route
G20	IF SMOKES CIGARETTES OR ROLL-UPS (G19 Codes 2 or 3). OTHERS GO TO INSTRUCTION BEFORE G23.		
	About how many cigarettes a day do you usually smoke?		
	IF SMOKES ROLL-UPS ASK FOR BEST ESTIMATE		
	Range: 095		SEE BELOW
	THERE IS NO G21-22		
G23	IF DOES NOT SMOKE (G19 Code 1) – NEW RESPONDENTS ONLY (HHQ4=CODE 2)		
	Have you ever regularly smoked tobacco products? By regularly, I mean 1 or more a day for 12 months or more?		
	Yes	1	
	No	2	G24
G24	ASK ALL		
	Does anyone smoke in the same room as Cohort child nowadays?		
	Yes	1	
	No	2	G25
G25	CARD G3 Which of these best describes how often you usually drink alcohol?		
	Every day	1	
	5 - 6 times per week	2	
	3 - 4 times per week	3	
	1 - 2 times per week	4	
	1 - 2 times per month Less than once a month	5 6	
	Never	7	SEE
	Refused	8	BELOW
	THERE IS NO G26-31	-	_
	NATURAL MOTHERS & NATURAL FATHERS ONLY (HHQ8=7):		
G32	Can I just check have you ever had or been told you have Myopia or short sightedness?		
	Read out if necessary: Short sighted people have difficulty seeing objects in the distance without their glasses or contact lenses.		
	Yes	1	NEXT
	No	2	SECTION

- 1 of 10 -

MODULE K: HOUSING AND LOCAL AREA MAIN RESPONDENT ONLY

Q.No.		Code	Route
	DO NOT ASK IF BOTH PARENTS IN HH ARE NEW OR IF LONE PARENT WHO IS NEW GO TO K16 (HHQ4 = YES AND HHQ15b = MAIN RESPONDENT WAS PREVIOUS PARTNER)		
K1	INTERVIEW CHECK: Is address same as on (date of last interview)?		
	Yes	1	K5
	No	2	K2
K2	ASK K2-K4 IF ADDRESS DIFFERENT FROM MCS1 (K2 = CODE 2)		
	Now some questions about where you live.		
	When did you move to this address? (Enter year and then month) K1		
	January	1	
	February	2	
	March	3	
	April	4	
	Мау	5	
	June	6	
	July	7	
	August	8	
	September	9	
	October	10	
	November	11	1/2
1/0	December	12	K3
K3	CODE OR ASK: Is this accommodation READ OUT:		
	A house or bungalow	1	K5
	A flat or maisonette	2	IZ A
	A studio flat Or, room(s) or a bedsit?	3 4	K4
	Other (specify)		
	Other (specify)	95	K5
	IF ACCOMMODATION IS FLAT OR BEDSIT (K3 CODES 2, 3, 4) ASK K4 – OTHERS	50	
	GO TO K5		
K4	On what floor of this building is your main living accommodation? CODE LOWEST FLOOR WITH LIVING ACCOMMODATION		
	Basement/semi-basement	1	
	Ground floor/street level	2	
	1 st floor	3	
	2 nd floor	4	
	3 rd floor	5	
	4 th - 9 th floor	6	
	10 th floor or higher	7	K5

	Code	Route
ASK ALL		
Can I just check, how many rooms do you and your family have here excluding		
bathrooms, toilets, halls and garages?		
If K5>10 : WARNING		
INTERVIEWER : This seems rather a lot. Please check and ammend if necessary. Correct = 1		
Incorrect = 2		
ENTER NUMBER OF ROOMS:		K6
CARD K1 Do you (or your wife/husband/partner) own or rent your home or have some other arrangement?		
Own outright	1	
Own - mortgage/loan	2	
Part rent/part mortgage (shared equity)	3	
Rent from local authority	4	
Rent from Housing Association	5	
Rent privately	6	
Living with parents	7	
Live rent free	8	
Squatting	9	SEE
 Other	95	BELOW
ASK K7 IF ADDRESS DIFFERENT FROM MCS1 (K1 CODE 2) – OTHERS GO TO		
K16		
CARD K2 What were the <u>main</u> reasons you moved to this address? CODE ALL THAT APPLY		
	1	
THAT APPLY	1 2	
THAT APPLY Wanted to buy		
THAT APPLY Wanted to buy Wanted larger home Wanted better home	2	
THAT APPLY Wanted to buy Wanted larger home	2 3	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work	2 3 4	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change	2 3 4 5	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s)	2 3 4 5 6	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s) Could no longer afford last home	2 3 4 5 6 7	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s) Could no longer afford last home Evicted/repossessed from last home	2 3 4 5 6 7 8	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s) Could no longer afford last home Evicted/repossessed from last home Relationship breakdown	2 3 4 5 6 7 8 9	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s) Could no longer afford last home Evicted/repossessed from last home Relationship breakdown New relationship	2 3 4 5 6 7 8 9	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s) Could no longer afford last home Evicted/repossessed from last home Relationship breakdown New relationship Wanted to move to better area For children's education	2 3 4 5 6 7 8 9 10 11 12	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s) Could no longer afford last home Evicted/repossessed from last home Relationship breakdown New relationship Wanted to move to better area For children's education Just wanted a change	2 3 4 5 6 7 8 9 10 11 12 13	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s) Could no longer afford last home Evicted/repossessed from last home Relationship breakdown New relationship Wanted to move to better area For children's education Just wanted a change Wanted place of my own	2 3 4 5 6 7 8 9 10 11 12 13 14	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s) Could no longer afford last home Evicted/repossessed from last home Relationship breakdown New relationship Wanted to move to better area For children's education Just wanted a change Wanted place of my own Problem with neighbours	2 3 4 5 6 7 8 9 10 11 12 13	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s) Could no longer afford last home Evicted/repossessed from last home Relationship breakdown New relationship Wanted to move to better area For children's education Just wanted a change Wanted place of my own	2 3 4 5 6 7 8 9 10 11 12 13 14 15	K8
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s) Could no longer afford last home Evicted/repossessed from last home Relationship breakdown New relationship Wanted to move to better area For children's education Just wanted a change Wanted place of my own Problem with neighbours Other (specify)	2 3 4 5 6 7 8 9 10 11 12 13 14	К8
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s) Could no longer afford last home Evicted/repossessed from last home Relationship breakdown New relationship Wanted to move to better area For children's education Just wanted a change Wanted place of my own Problem with neighbours Other (specify)	2 3 4 5 6 7 8 9 10 11 12 13 14 15 95	
THAT APPLY Wanted to buy Wanted larger home Wanted better home Job change/nearer work Spouse or partner job change To be nearer relative(s) Could no longer afford last home Evicted/repossessed from last home Relationship breakdown New relationship Wanted to move to better area For children's education Just wanted a change Wanted place of my own Problem with neighbours Other (specify)	2 3 4 5 6 7 8 9 10 11 12 13 14 15	К8

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

Q.No.		Code	Route
	ASK IF NEW ADDRESS SINCE MCS1 (K1 Code 2). OTHERS GO TO K16.		
	Now I'd like to ask about your home itself.		
<15	First, do you have access to a garden? IF YES, ASK: Is that for your sole use or shared with anyone else?		
	Yes, sole use	1	
	Yes, shared	2	
	No	3	K16
<16	ASK ALL CARD K3 - If K1 = CODE 1 = Can I just check, what sort of heating are you using now? If K1 = CODE 2 = What kind of heating do you use? PROBE: What else? IF HEATING DOES NOT WORK CODE AS NO HEATING CODE ALL THAT APPLY		
	No heating (exclusive code)	1	
	Central heating	2	
	Coal fires	3	
	Wood fires or stoves	4	
	Gas fires	5	
	Electric fires	6	
	Paraffin heaters	7	
	Other	95	K18
	THERE IS NO K17		
< 18	How much of a problem do you have with damp or condensation on the walls in your home, apart from in the kitchen or bathroom?		
	No damp	1	
	Not much of a problem	2	
	Some problems	3	SEE
	Great problem	4	BELOW
< 19	ONLY ASK IF NEW ADDRESS OR HAD NO PHONE AT MCS1 FED FORWARD. OTHERS GO TO Q21.		
	Is there a working telephone in your home, including mobiles? IF YES: Probe for incoming/outgoing?		
	Yes for incoming and outgoing calls	1	
	Yes, incoming only	2	
	No	3	K21
	THERE IS NO K20		
	ASK ALL		
K21	Do you (or your wife/husband/partner) have the regular use of a car or van as a passenger or driver?		
	Yes	1	K22
	No	2	K23

K22 K23a	IF HAVE REGULAR ACCESS TO A CAR OR VAN (K21 Code K23. How many cars or vans do you (and your wife/husband/partner) TYPE IN NUMBER OF	have use of	i?				
(22 (23a	How many cars or vans do you (and your wife/husband/partner)						
(23a					1		
23a	TYPE IN NUMBER OF	CARS/VA					
23a					K23		
(23a		K6	K7		1125		
200	ASK ALL. READ OUT AND CODE ALL THAT APPLY.						
	a) Which of the following pets do you keep in your home at prese	ent?					
	ASK ALL EXCEPT NEW PARENTS (HHQ4=1 AND HHQ15b=4	1)					
	b) And which of the following pets did you keep in your home du year of life?	ring Cohort	Childs first				
	(Read out and code all that apply)						
		K23a	K23b				
	Deg	() 1	()				
	Dog Cat	2	2				
ber	Other furry pets	3	3				
	Bird	4	4				
	Any other? Write in	•					
		5	5				
	None	6	6				
	Don't know		7		K25		
	THERE IS NO K24						
	ASK ALL. CARD K4 Which of these phrases best describes h home?	low you feel	about your				
		Ve	ery satisfied	1			
		Fa	irly satisfied	2			
	Neither s		dissatisfied	3			
		-	dissatisfied	4			
			dissatisfied	5	K26		
	CARD K4 AGAIN And how satisfied or dissatisfied are you with By your area, I mean within about a mile or 20 minutes walk of h		ou live in.				
			ery satisfied	1			
			irly satisfied	2			
	Neither s		dissatisfied	3			
		-	dissatisfied	4			
Ļ	THERE IS NO K27	Very	dissatisfied	5	K28		

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

MODULE J: EMPLOYMENT AND EDUCATION MAIN RESPONDENTS

Q.No		Code	Route
	I'd now like to ask you some questions about paid work.		
J1	Can I just check, did you do any paid work last week (that is in the 7 days ending last Sunday) either as an employee or self employed?		
	Yes	1	J5
	No	2	J2
	ASK ALL THOSE WHO DIDN'T DO ANY PAID WORK LAST WEEK (J1 Code 2)		
J2	Even though you weren't working did you have a job that you were away from last week?		
	Yes	1	J3
	No	2	J34
	ASK ALL THOSE WHO WERE AWAY FROM WORK (J2 Code 1)		
J3	CARD J1 What was the main reason you were away from work last week?		
	Maternity leave	1	
	Parental leave	2	
	Paternity leave	3	
	Other leave/holiday	4	
	Sick/injured	5	
	Laid off/on short time	6	
	On strike	7	
	Other personal family reasons	8	
	Other reasons	9	J4
J4	When did you last attend work in this job?		
	J2 NOTE YEAR OF LAST ATTENDING:		J5
	ASK IF CURRENTLY IN PAID WORK OR ON LEAVE FROM JOB (J1 Code 1 or J2 Code 1). OTHERS GO TO J34		
J5	What is your (main) job? WRITE IN		
			J6
J6	What do you mainly do / what will you mainly be doing in your job? INTERVIEWER: CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB. WRITE IN		
			17
			J7

Q.No		Code	Route
J7	Are you working as an employee or self-employed in your main job?		
	Employee	1	J8
	Self-employed	2	J10
	ASK ALL EMPLOYEES (J7 Code 1)		
J8	Do you have any managerial duties, or are you supervising any other employees?		
	Manager	1	J9
	Foreman/supervisor_	2	
	Not a manager or supervisor	3	J10
	ASK ALL MANAGERS OR SUPERVISORS (J8 Codes 1 or 2)		
J9	Do you supervise more than 25 people?		
	Yes	1	
	No	2	J10
	ASK ALL EMPLOYEES AND SELF EMPLOYED (J7 Code 1 or 2)		
J10	When did you first start		
	IF J7 = 1 your job with this employer?		
	IF J7 = 2 this period of self employment?		
	If you have had periods of working and not working for this employer, please give me the date on which your current period of working for this employer started.		
	J2		
	J1		J11 if
	51		Employe
	IF CAN RECALL ONLY SEASON:		100 16 0 -
	Winter = 02, Spring = 05, Summer = 08, Autumn = 11		J22 if Se
			Employe
14.4	ASK J11-J21 IF AN EMPLOYEE (J7 = 1)		
J11	CARD J2 Which type of organisation do you work for in your main job? Private firm/company/PLC	1	
	Civil Service or central government (not armed forces)	2	
	Local government or town hall (including Local Education Authority, fire, police)	2	
	National Health Service or NHS Trust	3 4	
	State Higher Education (university or polytechnic)	5	
		5	1
		6	
	Nationalised industry	6 7	
		6 7 8	

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

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

Q.No		Code	Route
	ALL CURRENTLY IN WORK OR ON LEAVE (J1 CODE 1 OR J2 CODE 1)		
J25	Do you work mainly at or from home?		
	Yes	1	
	No	2	J26
J26	How many hours do you usually work a week in your job excluding meal breaks? INCLUDE USUAL OVERTIME. IF NO USUAL ASK FOR AVERAGE.		
	Interviewer note: in main job		
			J27
	J3		
J27	Do you usually work any additional weekly hours or unpaid overtime?		
	Interviewer note: in main job	4	100
	Yes No	1 2	J28 J29
	ASK ALL WHO WORK UNPAID OVERTIME (J27 Code 1)	2	JZJ
J28	How many hours of unpaid overtime do you usually work in a week?		
J20	NOTE USUAL AVERAGE UNPAID OVERTIME HOURS PER WEEK		
	WRITE IN:		
			J29
	Range: 150		
100	ASK ALL CURRENTLY IN WORK OR ON LEAVE (J1 Code 1 or J2 Code 1)		
J29	Would you prefer to work more, the same or fewer hours than you do now, bearing in mind that your earnings would change accordingly?		
	More than present	1	
	Same	2	
	Fewer Depth know	3 4	120
	Don't know	4	J30
J30	How many days of the week do you work on?	1	
	2	2	
	3	3	
	4	4	
	5	5	
	6	6	
	7	7	
	It varies	8	J31a
J31a	CARD J7 In your job or jobs how often do you work in the evening after 6pm and up to 10pm?		
	Every day	1	
	Every week	2	
	At least once per month	3	
	Less than once per month	4	
	Never	5	J31b

Q.No		Code	Route
J31b	CARD J7 AGAIN In your job or jobs how often do you work at night, after 10pm and up to 7am?		
	Every day	1	
	Every week	2	
	At least once per month	3	
	Less than once per month	4	
	Never	5	J31d
	THERE IS NO J31c		
31d	CARD J8 In your job or jobs how often do you work on Saturday?		
	Every week	1	
	Every 2-3 Saturdays	2	
	At least once per month	3	
	Less than once per month	4	
	Never	5	J31e
31e	CARD J9 In your job or jobs how often do you work on Sunday?		
	Every week	1	
	Every 2-3 Sundays	2	
	At least once per month	3	
	Less than once per month	4	
	Never	5	J32
J32	On a typical day, how long does it take you to get from home to work, one way? NOTE: INCLUDING ANY DIVERSION TO DROP OFF CHILD, BUT NOT INCLUDING THE TIME ACTUALLY SPENT AT THE DROP OFF PLACE.		
	Under 5 minutes	1	
	5, under 15 minutes	2	
	15, under 30 minutes	3	
	30, under 45 minutes	4	
	45, under 1 hour	5	
	1 under 2 hours	6	
	2 or more hours	7	
	Works at home	8	
	No fixed place of work	9	
	Can't say	10	J33
J33	CARD J10 What are the main reasons you are in paid work?		
	Financial, I am the main breadwinner	1	
	I need to contribute to family finances even though I am not the main breadwinner	2	
	Financial, for family extras	3	
	Career	4	
	Enjoyment	5	
	To give time for myself	6	
	To have adult company	7	
	Other reason(s) (specify)	a-	SEE
		95	BELOW

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

Q.No		Code	Route
	ASK ALL NOT IN WORK J2=2		
J38	When did this period of not working start?		
	IF NEVER WORKED CODE Never = 1 AND RECORD DATE OF LEAVING FULL TIME EDUCATION		
	NEVER	1	
	Month:		
	J5		J45
	Don't know	2	
_	Can't remember	3	
	ASK ALL EMPLOYEES (J7 Code 1)		
J39a	Last time you were paid (in your main job) what was your total take home pay - that is after all deductions for tax, National Insurance, union dues, pension and so on, but including overtime, bonuses, commission and tips?		
	RESPONDENTS TO CHECK PAYSLIP IF POSSIBLE		J39b
			1290
	J15		
	Don't know		J41
	Refusal		J44
	IF AMOUNT GIVEN AT J39a WAS OVER £70,000		
	Interviewer – please confirm that total take home pay is over £70,000 Correct	1	J39b
	Incorrect	2	J390 J39a
	ASK ALL WHO GAVE INCOME AT J39a	2	0000
J39b	How long a period did that pay cover?		
0000	1 week	1	
	Fortnight	2	
	Four weeks	3	
	Calendar month	4	
	Year	5	
	Other (specify)		
		95	J40
J40	CARD J13 Does this amount include any tax credits?	4	
	Yes, the Child Tax Credit Yes, the Working Tax Credit (Previously Working Families Tax Credit)	1 2	
	Yes, the Working fax credit (Freviously Working Farmies fax credit) Yes, the Child Care Tax Credit	3	
	Yes, the Disabled Persons Tax Credit	4	
	No (exclusive code)	5	
	(Spontaneous: gets Child's Tax Credit but NOT included in amount given)	6	
	(Spontaneous: gets WTC (previously WFTC) but NOT included in amount given)	7	
	(Spontaneous: gets DPTC but NOT included in amount given)	8	J41

Q.No		Code	Route
	ASK ALL EMPLOYEES (J7=1)		
J41	And the last time you were paid what was your gross pay - that is before any deductions? NOTE: EXCLUDE ANY TAX CREDITS ADDED TO PAY		
			J42
	J16		Instruc.
	Don't know		Above
	Refusal		J43
	IF AMOUNT GIVEN AT J41 WAS OVER £70,000		
	Interviewer – please confirm that total gross pay is over £70,000		
	Correct	1	J42
	Incorrect	2	J41
	IF AMOUNT GIVEN AT J41 IS LESS THAN AMOUNT GIVEN AT J39a		
	Interviewer – the amount given for gross pay is less than the amount given for net pay. Please check that this is correct.		
	Correct	1	J42
	Incorrect	2	J41
	ASK ALL WHO GAVE A GROSS PAY AT J41		
J42	How long a period did that cover?		
	1 week	1	
	Fortnight	2	
	Four weeks	3	
	Calendar month	4	
	Year	5	
	Other (specify)		SEE
		95	BELOW
	ASK ALL WHO ARE SELF EMPLOYED (J7 Code 2)		
J43	I know that it is sometimes difficult for self-employed people to give an exact figure for their income, but could you please think about your take home income in the last 12 months. That is, the amount you personally took out of the business after all taxes and costs. About how much is this?		
	WRITE IN: £		
	Don't know		SEE
	Refusal		BELOW
		<u> </u>	<u> </u>
	ASK ALL CURRENTLY IN PAID WORK OR ON LEAVE (J1=1 OR J2=1)		
J44	You have already told me about income from your current job. Do you receive any other regular income from paid work at all - I mean from a second job, odd jobs, casual work and so on?		
	Yes	1	J46
	No	2	J48
_	ASK ALL THOSE NOT IN PAID WORK (J2=2)		
J45	Do you receive any occasional income from paid work at all - I mean from odd jobs, casual work and so on?		140
	Yes	1	J46
	No	2	J48

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

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

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	Code	Route
ASK ALL RECEIVING A REGULAR PAYMENT FROM ANY SOURCE (J53a Code 1)		
CARD J15 AGAIN Which of these are you (or your wife/husband/partner) receiving? PROBE: Any others? UNTIL FINAL 'No'.		
Education grants/student shops or work	1	
Training/government training scheme allowance	2	
Employers maternity/paternity pay	3	
Maintenance allowance or other regular payments direct from a former husband or wife		
or partner/Maintenance allowance or other regular payments from CSA	4	
Regular cash help from parents	5	
Regular cash help from other relatives or friends outside the household	6	
Rent from boarders, lodgers or sub-tenants/rent from other property	7	
Other income from organisations or other persons outside the household	8	
Pension from a former employer	9	
Income from investments, including interest on savings	10	
Allowance for a foster child	11	
Any other source of regular family/household income (specify)		SEE
	12	BELOW
ASK ALL WITH PARTNER (EITHER FULL TIME OR PART TIME) IN THE		
HOUSEHOLD		
CARD J16 This card shows income in amounts. Which of the groups on this card represents (<u>you and your husband's/wife's/partner's</u>) total take-home income from all these sources and earnings, after tax and other deductions? Just tell me the letter beside the row that applies to your joint incomes.		
A. £0 - £1700	1	
B. £1700.01 - £3300	2	
C. 3300.01 - £5000	3	J55
D. £5000.01 - £6500	4	
	4	
E. £6500.01 - £8500		
E. £6500.01 - £8500 F. £8500.01 - £11.000	5	
F. £8500.01 – £11,000	5 6	
F. £8500.01 – £11,000 G. £11,000.01 - £14,000	5 6 7	
F. £8500.01 – £11,000 G. £11,000.01 - £14,000 H. £14,000.01 - £16,500	5 6 7 8	
F. £8500.01 – £11,000 G. £11,000.01 - £14,000 H. £14,000.01 - £16,500 I. £16,500.01 – £19,500	5 6 7 8 9	
 F. £8500.01 - £11,000 G. £11,000.01 - £14,000 H. £14,000.01 - £16,500 I. £16,500.01 - £19,500 J. £19,500.01 - £22,000 	5 6 7 8 9 10	
 F. £8500.01 - £11,000 G. £11,000.01 - £14,000 H. £14,000.01 - £16,500 I. £16,500.01 - £19,500 J. £19,500.01 - £22,000 K. £22,000.01 - £28,000 	5 6 7 8 9 10 11	
F. £8500.01 - £11,000 G. £11,000.01 - £14,000 H. £14,000.01 - £16,500 I. £16,500.01 - £19,500 J. £19,500.01 - £22,000 K. £22,000.01 - £28,000 L. 28,000.01 - £33,000	5 6 7 8 9 10 11 12	
F. £8500.01 - £11,000 G. £11,000.01 - £14,000 H. £14,000.01 - £16,500 I. £16,500.01 - £19,500 J. £19,500.01 - £22,000 K. £22,000.01 - £22,000 L. 28,000.01 - £33,000 M. £33,000.01 - £39,000	5 6 7 8 9 10 11 12 13	
F. £8500.01 - £11,000 G. £11,000.01 - £14,000 H. £14,000.01 - £16,500 I. £16,500.01 - £19,500 J. £19,500.01 - £22,000 K. £22,000.01 - £28,000 L. 28,000.01 - £33,000 M. £33,000.01 - £39,000 N. £39,000.01 - £44,000	5 6 7 8 9 10 11 12 13 14	
F. £8500.01 - £11,000 G. £11,000.01 - £14,000 H. £14,000.01 - £16,500 I. £16,500.01 - £19,500 J. £19,500.01 - £22,000 K. £22,000.01 - £28,000 L. 28,000.01 - £33,000 M. £33,000.01 - £39,000 N. £39,000.01 - £44,000 O. £44,000.01 - £50,000	5 6 7 9 10 11 12 13 14 15	
F. £8500.01 - £11,000 G. £11,000.01 - £14,000 H. £14,000.01 - £16,500 I. £16,500.01 - £19,500 J. £19,500.01 - £22,000 K. £22,000.01 - £28,000 L. 28,000.01 - £28,000 M. £33,000.01 - £33,000 N. £39,000.01 - £39,000 P. £50,000.01 - £55,000	5 6 7 8 9 10 11 12 13 14 15 16	
F. £8500.01 - £11,000 G. £11,000.01 - £14,000 H. £14,000.01 - £16,500 I. £16,500.01 - £19,500 J. £19,500.01 - £22,000 K. £22,000.01 - £28,000 L. 28,000.01 - £33,000 M. £33,000.01 - £33,000 N. £39,000.01 - £44,000 O. £44,000.01 - £50,000 P. £50,000.01 - £55,000 Q. £55,000.01 - £85,000	5 6 7 8 9 10 11 12 13 14 15 16 17	
F. £8500.01 - £11,000G. £11,000.01 - £14,000H. £14,000.01 - £16,500I. £16,500.01 - £19,500J. £19,500.01 - £22,000K. £22,000.01 - £28,000L. 28,000.01 - £33,000M. £33,000.01 - £39,000N. £39,000.01 - £44,000O. £44,000.01 - £50,000P. £50,000.01 - £55,000Q. £55,000.01 - £85,000R. £85,000 and above	5 6 7 8 9 10 11 12 13 14 15 16 17 18	
F. £8500.01 - £11,000 G. £11,000.01 - £14,000 H. £14,000.01 - £16,500 I. £16,500.01 - £19,500 J. £19,500.01 - £22,000 K. £22,000.01 - £28,000 L. 28,000.01 - £33,000 M. £33,000.01 - £33,000 N. £39,000.01 - £44,000 O. £44,000.01 - £50,000 P. £50,000.01 - £55,000 Q. £55,000.01 - £85,000	5 6 7 8 9 10 11 12 13 14 15 16 17	

Q.No		Code	Route
	ASK ALL WITHOUT A PARTNER IN THE HOUSEHOLD		
J55	CARD J17 This card shows income in annual amounts. Which of the groups on this card represents <u>your</u> total take-home income from all these sources and earnings, after tax and other deductions? Just tell me the letter beside the row that applies to <u>you</u> .		
	Don't know	96	
	Refused	97	J57
	THERE IS NO J56		
	ASK ALL		
J57	Do you save regularly? (NOTE THIS CAN BE INTO A BANK OR BUILDING SOCIETY ACCOUNT, A CREDIT UNION, OR SOME OTHER WAY)		
	Yes	1	J58
	No	2	J59
	ASK ALL WHO ARE SAVING REGULARLY (J57 Code 1)		
J58	Are you saving for a particular reason, such as to pay bills or to buy something, or for no particular reason?		
	Putting aside money for bills	1	
	Saving for a particular purchase (e.g. car, house deposit, durable goods)	2	
	Saving for the future/long-term (e.g. for a pension)	3	
	Savings for future needs of children (e.g. university, private school fees)	4	
	Saving for a holiday	5	
	No particular purpose - just saving, a habit, etc.	6	
	Other reason	7	J59
	ASK ALL		
J59	How well would you say you (and your wife/husband/partner are managing financially these days? Would you say you are READ OUT		
	Living comfortably	1	
	Doing alright	2	
	Just about getting by	3	
	Finding it quite difficult Or, finding it very difficult	4 5	J60
J60	CARD J18 Sometimes families are not able to pay every bill when it falls due. May I ask, are you up-to-date with the bills on this card, or are you behind with any of them?	5	500
	Not behind with any of these	1	
	Behind with the electricity bill	2	
	Behind with the gas bill	3	
	Behind with other fuel bills like coal or oil	4	
	Behind with Council Tax	5	
	Behind with insurance policies	6	
	Behind with telephone bill	7	
	Behind with television/video rental or HP	8	
	Behind with other HP payments	9	
	Behind with water rates	10	
	Behind with credit card payments	11	
	Behind with bank or other loan repayments	12	J61

Q.No						Code	Route
	ASK IF K6 CODES 2/3/4/5/6						
61	Do you consider paying your mortgage or ren	t to be	RUNNIN	IG PROMPT			
				Very easy to	manage	1	
				Fairly easy to	manage	2	
		Ne	either easy	nor difficult to	manage	3	
			Fa	airly difficult to	manage	4	
			Or, v	very difficult to	manage	5	J65
	THERE IS NO J62-64						
l65a/b	I would now like to ask you about things that you have any of the following items? IF NO A this/these or cannot afford this/these? READ	ASK: Is ti					
		Yes	No	Does not want	Cannot afford		
	A warm waterproof coat for cohort child	1	2	3	4		
	New properly fitted shoes for cohort child	1	2	3	4		
	Fresh fruit or vegetables at least once a day for cohort child	1	2	3	4		
	Insurance for contents of your home	1	2	3	4		
	Do you have a hobby or leisure activity	1	2	3	4		
	Two pairs of weather-proof shoes for yourself	1	2	3	4		
	A small amount of money to spend on yourself weekly, not on the family	1	2	3	4		
	Holiday away from home once a year not staying with relatives	1	2	3	4		
	The ability to replace worn out furniture	1	2	3	4		J66a
	ASK ALL WITH A FULL OR PART-TIME PA	RTNER					
166a	INTERVIEWER CODE: WAS RESIDENT PA PART-TIME RESIDENT PARENT PRESENT						
					Yes	1	J66b
					No	0	INCT
					INU	2	INST
					NO	2	ABOVE
	ASK IF PARTNER PRESENT DURING INCO		ESTIONS (J66a Code 1		2	_
J66b	ASK IF PARTNER PRESENT DURING INCO			•			ABOVE
				S?		2	ABOVE
J66b			QUESTION	S?) spondent		ABOVE J67 SEE
J66b		S1 OR II (HHQ15	Partn Partn MAIN RE b = CODE	S? Main re er/other pare) spondent nt as well WAS	1	ABOVE J67
	INTERVIEWER CODE: WHO ANSWERED ASK IF MAIN RESPONDENT SAME AS MC PARTNER AT MCS1 (HHQ4 = CODE 1) OR	THESE (S1 OR II (HHQ15 RTST = (Partn Partn MAIN RE b = CODE CODE 4)	S? Main re er/other pare SPONDENT 4 AND FFPA) spondent nt as well WAS RTST =	1	ABOVE J67 SEE
	INTERVIEWER CODE: WHO ANSWERED ASK IF MAIN RESPONDENT SAME AS MC PARTNER AT MCS1 (HHQ4 = CODE 1) OR CODE 3) OR (HHQ20 = CODE 4 and FFPAF I'd now like to ask a few questions about your	THESE (S1 OR II (HHQ15 RTST = (Partn Partn MAIN RE b = CODE CODE 4)	S? Main re er/other pare SPONDENT 4 AND FFPA) spondent nt as well WAS RTST =	1	ABOVE J67 SEE
J66b	INTERVIEWER CODE: WHO ANSWERED ASK IF MAIN RESPONDENT SAME AS MC PARTNER AT MCS1 (HHQ4 = CODE 1) OR CODE 3) OR (HHQ20 = CODE 4 and FFPAF I'd now like to ask a few questions about your Cohort child was aged 9 months.	THESE (S1 OR II (HHQ15 RTST = (Partn Partn MAIN RE b = CODE CODE 4)	S? Main re er/other pare SPONDENT 4 AND FFPA) spondent nt as well WAS RTST =	1	ABOVE J67 SEE

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

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

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

- 1 of 137 - **MODULE M: EMPLOYMENT HISTORY -**SAME MOTHER AS MCS1 ONLY HHQ6 = CODE 2 AND HHQ4 = CODE 1

Q.No.	HHQ6 = CODE 2 AND HHQ4 = CODE 1	Code	Route
S.INU.	CAPI CHECK: Is date started current period/job at J10 or current not working	COUR	Noule
	period at J38 before date of last interview? If yes go to M1. If not go to M2a. Use J10 if NOT J1 Code 2 and J2 Code 2 Use J38 if J1 = Code 2 and J2 = Code 2		
M1	If dates are earlier than last interview:		
	We were interested in what you were doing between the last interview and today, but I see from what you told me earlier, you have been (employed in the same job/not employed) all the time since we last interviewed you. Is this correct?		
	Yes – employed all the time	1	M2
	Yes- not working all the time	2	M22
	No	3	M1a
M1a	IF 'NO' AT M1- Correct the date of the start of the current activity i.e. job or not working period (Enter MM/YYYY) and go to instruction after M2 (*)		
M2	IF CONFIRMS WAS EMPLOYED IN SAME JOB THROUGHOUT (M1 Code 1 and (J1 Code 1 or J2 Code 1)):		
	Did you have any periods of maternity leave or parental leave while you have been working with this employer?		
	Yes	1	M17
	No	2	M22
	ASK ALL EXCEPT THOSE WHO HAVE BEEN EMPLOYED IN THE SAME JOB OR NOT EMPLOYED SINCE THE LAST INTERVIEW (M1=1/2)		
INTRO	- GIVE OUT PRINTED CALENDAR		
M1a	I would like to ask you about jobs and spells of employment since the last interview when Cohort Child was 9 months old. Can you take this Calendar to help you think back over time. Mark on it when Cohort child was 9 months old and what you were doing then.		
	You also told me that your current (job/not working period) started in (DATE AT J10 or DATE AT J38 or DATE at M1a). You could mark that on the Calendar.		
	IF HAS HAD ANOTHER BABY/BABIES SINCE COHORT MEMBER (FROM HOUSEHOLD GRID - INCLUDE ADOPTIONS) (HHQ13 CODES 11-15 AND HHQ12 AGE = <3): You also told me earlier you now have another baby/other babies born on (DATE FROMHHQ12). It will be important for us to fit this birth/ these births into the picture you give us. Can you mark on the Calendar this other birth date/these other birth dates.		
INTRO M2a	I would like you to mark on all the changes in your employment you have had since the last interview and until your current job/not working period started. We can go over each change and get the details and timing straight. We would like to get as complete a picture as possible. This means we are interested in		
	SHOW CARD M1 AND READ OUT:		
	- periods of paid work (even if they were very short);		
	- changes of jobs within the same employer, like promotions or just a change of job;		
	 periods of maternity leave or parental leave; periods on training schemes or in full time education as a student; and 		
	- periods out of work, as unemployed, or sick leave, or looking after the family.		
	IF HAS HAD/ADOPTED ADDITIONAL BABY/BABIES SINCE COHORT MEMBER (HHQ13 CODES 11-15 AND HHQ12 AGE <3: We are particularly interested in whether you took any maternity or parental leave, if you were working around the time you were pregnant with children born after Cohort child.		

Q.No		Code	Route
INTRO M3	ALL: I'll start by asking you what you were doing immediately before your (current spell of employment/not working) which you told me earlier started on (IF J1 = CODE 2 AND J2 = CODE 2 USE DATE FROM J38 ELSE DATE FROM J10)		
M 3	SHOW CARD M2 Can you look at this card please and tell me which of the descriptions comes closest to what you were doing immediately before then? Please don't forget to mention any periods of parental leave or maternity leave lasting four weeks or more.		
	Doing a different job for same employer	01	
	Either working for a different employer	02	
	OR In paid employment (not self employed)		
	OR Working for myself (self employed)		
	Unemployed/looking for work	03	
	Retired from work altogether	04	
	Having a baby or on maternity leave	05	
	On parental leave	06	
	Looking after family or home	07	
	In full-time education/student	08	
	Long term sick or disabled	09	
	On government training scheme	10	
	Something else (WRITE IN)	11	M4
M4	On what date did you start doing that? Date (month) M2 Date (year) M1		
M4	On what date did you start doing that? Date (month) M2		
	On what date did you start doing that? Date (month) M2 Date (year) M1 IF DON'T KNOW MONTH ENTER '98' or try for season as in main q're IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11 IF PAID EMPLOYMENT SPELL (M3 CODES 01 or 02) ASK EMPLOYMENT LOOP (M5-14). CONTINUE WITH LOOP ABOVE UNTIL DATE REPORTED IS BEFORE THE DATE OF LAST INT (FFINTDATE) If this code is the last spell and If code 11 at M3 ask M5, then MSummary If this code is the last spell and If codes 3-10 at M3 go to MSummary		
	On what date did you start doing that? Date (month) M2 Date (year) M1 IF DON'T KNOW MONTH ENTER '98' or try for season as in main q're IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11 IF PAID EMPLOYMENT SPELL (M3 CODES 01 or 02) ASK EMPLOYMENT LOOP (M5-14). CONTINUE WITH LOOP ABOVE UNTIL DATE REPORTED IS BEFORE THE DATE OF LAST INT (FFINTDATE) If this code is the last spell and If code 11 at M3 ask M5, then MSummary If this code is the last spell and If codes 3-10 at M3 go to MSummary Could you give me some details of that job which you started in (DATE AT M4). Please tell me the exact job title and describe fully the sort of work you did. N.B. IF MORE THAN ONE JOB, MAIN = MOST HOURS		
	On what date did you start doing that? Date (month) M2 Date (year) M1 IF DON'T KNOW MONTH ENTER '98' or try for season as in main q're IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11 IF PAID EMPLOYMENT SPELL (M3 CODES 01 or 02) ASK EMPLOYMENT LOOP (M5-14). CONTINUE WITH LOOP ABOVE UNTIL DATE REPORTED IS BEFORE THE DATE OF LAST INT (FFINTDATE) If this code is the last spell and If code 11 at M3 ask M5, then MSummary If this code is the last spell and If codes 3-10 at M3 go to MSummary Could you give me some details of that job which you started in (DATE AT M4). Please tell me the exact job title and describe fully the sort of work you did. N.B. IF MORE THAN ONE JOB, MAIN = MOST HOURS IF EQUAL HOURS THEN HIGHEST PAID		
	On what date did you start doing that? Date (month) M2 Date (year) M1 IF DON'T KNOW MONTH ENTER '98' or try for season as in main q're IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11 IF PAID EMPLOYMENT SPELL (M3 CODES 01 or 02) ASK EMPLOYMENT LOOP (M5-14). CONTINUE WITH LOOP ABOVE UNTIL DATE REPORTED IS BEFORE THE DATE OF LAST INT (FFINTDATE) If this code is the last spell and If code 11 at M3 ask M5, then MSummary If this code is the last spell and If codes 3-10 at M3 go to MSummary Could you give me some details of that job which you started in (DATE AT M4). Please tell me the exact job title and describe fully the sort of work you did. N.B. IF MORE THAN ONE JOB, MAIN = MOST HOURS		
Л5	On what date did you start doing that? Date (month) M2 Date (year) M1 IF DON'T KNOW MONTH ENTER '98' or try for season as in main q're IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11 IF PAID EMPLOYMENT SPELL (M3 CODES 01 or 02) ASK EMPLOYMENT LOOP (M5-14). CONTINUE WITH LOOP ABOVE UNTIL DATE REPORTED IS BEFORE THE DATE OF LAST INT (FFINTDATE) If this code is the last spell and If code 11 at M3 ask M5, then MSummary If this code is the last spell and If codes 3-10 at M3 go to MSummary Could you give me some details of that job which you started in (DATE AT M4). Please tell me the exact job title and describe fully the sort of work you did. N.B. IF MORE THAN ONE JOB, MAIN = MOST HOURS IF EQUAL HOURS THEN HIGHEST PAID ENTER JOB TITLE:		M6
Л5	On what date did you start doing that? Date (month) M2 Date (year) M1 IF DON'T KNOW MONTH ENTER '98' or try for season as in main q're IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11 IF PAID EMPLOYMENT SPELL (M3 CODES 01 or 02) ASK EMPLOYMENT LOOP (M5-14). CONTINUE WITH LOOP ABOVE UNTIL DATE REPORTED IS BEFORE THE DATE OF LAST INT (FFINTDATE) If this code is the last spell and If code 11 at M3 ask M5, then MSummary If this code is the last spell and If codes 3-10 at M3 go to MSummary Could you give me some details of that job which you started in (DATE AT M4). Please tell me the exact job title and describe fully the sort of work you did. N.B. IF MORE THAN ONE JOB, MAIN = MOST HOURS IF EQUAL HOURS THEN HIGHEST PAID		M6
Л5	On what date did you start doing that? Date (month) M2 Date (year) M1 IF DON'T KNOW MONTH ENTER '98' or try for season as in main q're IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11 IF PAID EMPLOYMENT SPELL (M3 CODES 01 or 02) ASK EMPLOYMENT LOOP (M5-14). CONTINUE WITH LOOP ABOVE UNTIL DATE REPORTED IS BEFORE THE DATE OF LAST INT (FFINTDATE) If this code is the last spell and If code 11 at M3 ask M5, then MSummary If this code is the last spell and If codes 3-10 at M3 go to MSummary Could you give me some details of that job which you started in (DATE AT M4). Please tell me the exact job title and describe fully the sort of work you did. N.B. IF MORE THAN ONE JOB, MAIN = MOST HOURS IF EQUAL HOURS THEN HIGHEST PAID ENTER JOB TITLE: Were you a full-time employee, a part-time employee or self-employed? F/T Employee	1	M6 M8
И4 И5 И6	On what date did you start doing that? Date (month) M2 Date (year) M1 IF DON'T KNOW MONTH ENTER '98' or try for season as in main q're IF CAN RECALL ONLY SEASON: Winter = 02, Spring = 05, Summer = 08, Autumn = 11 IF PAID EMPLOYMENT SPELL (M3 CODES 01 or 02) ASK EMPLOYMENT LOOP (M5-14). CONTINUE WITH LOOP ABOVE UNTIL DATE REPORTED IS BEFORE THE DATE OF LAST INT (FFINTDATE) If this code is the last spell and If code 11 at M3 ask M5, then MSummary If this code is the last spell and If codes 3-10 at M3 go to MSummary Could you give me some details of that job which you started in (DATE AT M4). Please tell me the exact job title and describe fully the sort of work you did. N.B. IF MORE THAN ONE JOB, MAIN = MOST HOURS IF EQUAL HOURS THEN HIGHEST PAID ENTER JOB TITLE: Were you a full-time employee, a part-time employee or self-employed?	1 2	

Q.No			Code	Route
M7	Did you have any employees			
		Yes	1	
		No	2	M10
M8	ASK IF M6 NOT = CODE 3			
	Did you have any managerial duties, or did you supervise any other employees	?		
		Manager	1	
	Foreman/Su	-	2	
	NOT Manager of Su	•	3	M10
M10	ASK IF M3 = CODE 1			
in io	Was this job at the same workplace as the job you told me about before?			
		Same	1	
		Different	2	M14
M14			~	
W14	ASK IF M3 = CODE 1 OR CODE 2			
	SHOW CARD M3 Would you look at this card please and tell me which of the statements on the card best describes why you stopped doing that job?			
		romoted	01	
	Left for b		02	
		dundant	03	
	Dismissed		04	
	Temporary jo		05	
		tirement	06	
		reasons	07	
	Left to have baby (not on maternit		08	
	Left to have baby by going on matern	• •	09	
	Look after own	•	10	
	Look after old		11	
	Left because could not have hours flexibility		12	
	Left because could not have extended leave		13	
		r reason	14	
	MSummary			
	Here is a summary of what you have told us you have been doing since (FFINT	DATE)		
	Present: (DATE FROM J10 OR J38 OR M1a) - Present (Employment status	_//.		
	FROMS M3, "period of non-working" if J2 = 2 OR "employment" if J			
	Previous: (MOST RECENT DATE FROM M4) - (MOST RECENT Employmen from M3) (<u>ALL</u> PERIODS TO BE LISTED STARTING WITH MOST RECENT, WITH CORRESPONDING EMPLOYMENT STATUS)	it status		
	Is there anything that we have missed?			
	Yes - something	ı missed	01	Repeat Loop M3-M14
	No - nothing	missed	02	M22

Q.No.		Code	Route
	IF FEED FORWARD ECONOMIC STATUS IS "ON LEAVE FROM JOB" (FFEACT=2) AND THERE HAS BEEN ANY SPELL OF EMPLOYMENT (M3 = 1 OR 2) WHERE START DATE AT M4 IS AFTER FFBDOB, ASK M15 (VERSION A)		
	IF FEED FORWARD ECONOMIC STATUS IS ANY OTHER NON-WORKING STATUS (FFEACT=4/5/85/86/95/-1/-8/-9) AND THERE HAS BEEN ANY SPELL OF EMPLOYMENT M3 = 1 OR 2) WHERE START DATE AT M4 IS AFTER FFBDOB, ASK M15 (VERSION B)		
	OTHERS TO M22 (FFEACT=3)		
M15(A)	Can I just confirm that the first time you returned to work from leave after Cohort child was born was (Date at M3 for earliest occasion where $M3 = 01$ or $M3 = 02$)		
M15(B)	Can I just confirm that the first time you returned to work after Cohort child was born was (Date at M3 for earliest occasion where $M3 = 01$ or $M3 = 02$)		
	Note to capi: Date at M3 for first occasion M3=01 or 02 is first after birth of cohort child not necessarily first in sequence of history's collection which is going backwards in time.	0	
	Yes	1	M22
	No	2	M15a
	ASK IF NO AT M15(A) OR M15(B)		
M15a	INTERVIEWER CODE REASON FOR ERROR:		
	Whole job missed out	1	
	Start date of job needs to be corrected	2	
	IF CODE 1 AT M15a: PRESS NEXT TO GO BACK AND CORRECT SUMMARY SCREEN, THEN GO TO Msummary(1)		
	IF CODE 2 AT M15a: ASK M16a(1) AND THEN GO STRAIGHT TO M22		
M16a	So when was the first time you returned to work after Cohort child was born?		
	ENTER: DATE: Month M2	1	
	Then Year M1	2	
	IF DK MONTH ENTER '98' OR SEASON: WINTER = 02, SPRING = 05, SUMMER = 08, AUTUMN = 11	3	Q.

Q.No.		Code	Route
	ASK IF WORKING IN SAME JOB SINCE LAST INTERVIEW AND HAS HAD MATERNITY OR PARENTAL LEAVE (M2=1)		
M17 -	- GIVE OUT PRINTED CALENDAR -		
Intro	I'd like to ask you now about any spells of maternity or parental leave you may have had since we last interviewed you in (date from feed forward) We can mark that date on this calendar.		
M17	IF HAS HAD/ADOPTED ANOTHER BABY/BABIES SINCE COHORT MEMBER (HHQ13 CODES 11-15 AND HHQ12 AGE = <3): You also told me earlier you now have another baby/other babies born on (DATE FROM HOUSEHOLD GRID). It will be important for us to fit this birth/these births into the picture you give us. Can you mark on the Calendar the other birth date(s).		
	Can I just check, when did you go back to work after the birth of (Cohort Child)?		
	Date (year) M3 Date (month) M2 IF DON'T KNOW MONTH ENTER '98' or try for season as in main q're		
	IF HAS HAD ANOTHER BABY/BABIES SINCE COHORT MEMBER (HHQ13 CODES 11-15 AND HHQ12 AGE <3) ASK M18 ELSE GO TO M20		
M18	When did you stop work for the birth of your next child?		
	Date (year) M3 Date (month) M2		
	IF DON'T KNOW MONTH ENTER '98' or try for season as in main q're		
M19	And when did you go back to work after the birth of that child? Date (year) M3 Date (month) M2		
	IF DON'T KNOW MONTH ENTER '98' or try for season as in main q're + Code for Not Gone Back yet		
	IF MORE THAN ONE BABY SINCE COHORT CHILD, REPEAT LOOP M18 AND M19		
	ASK IF WORKING IN SAME JOB SINCE LAST INTERVIEW AND HAS HAD MATERNITY OR PARENTAL LEAVE (M2=1). OTHERS GO TO M22		
M20	Apart from any maternity leave did you take any spells of parental leave lasting 4 weeks or more?		
	Yes No	1 2	M21 M22
M21	How many weeks did you take altogether?		
	M4		M22
M22	ASK ALL Can I also ask you, after you first left full time education, what was your first ever main job? Pleaser exclude any part time or vacation jobs held while in full-time education. WRITE IN		
			M23
	Never had job	99	NEXT SECTION

Q.No		Code	Route
	IF HAS EVER HAD A JOB AT M22		
M23	What did you mainly do in your job? WRITE IN INTERVIEWER: CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB		
			M24
M24	When did you start that job? Month: M2		
	Year: Year: M5		SEE BELOW
M24a	Can I just check, was Cohort Child your first child?		Next
	Yes	1	Section
	No	2	M25
M25	What job were you doing immediately before you had your first child? WRITE IN	12	M26 Next Section
M26	When did you stop work before your first birth? Month: M2 Year: M6 Don't know/can't remember	01	M27
M27	Did you take maternity leave for that birth?		
	Yes	1	M28
	No	2	Next
	Don't remember	3	Section
M28	Did you return to work after that first birth before Cohort child was born? IF YES RETURNED, NOTE DATES. Month: M2 Year: M6 No - didn't return to work	1	

MODULE E: CHILDCARE MAIN RESPONDENTS ONLY

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

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

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

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

Q.No		Code	Route
	ASK IF ANSWER GIVEN PER SESSION (E10 Code 2)		
E11b	How much do you pay per session for this child care arrangement? If the amount you pay includes money for more than just childcare – for example cleaning or food – please exclude those other costs if you can.		
	IF MORE THAN ONE CHILD UNDER 11 IN HOUSEHOLD If possible, please only give the cost for Cohort Child and not for any other children who may have the same arrangement		
	ENTER COST IN POUNDS AND PENCE PER HOUR.		
	IF MULTIPLE BIRTHS: ENTER TOTAL COSTS		
	COST: £ p E5		E11c
	Refused No idea	1 2	E5
	ASK IF COST IS GIVEN AT E11b		
E11c	And how many hours are there in a session?		
	ENTER WEEKLY HOURS – E3:		E13
	ASK IF ANSWER GIVEN WEEKLY (E10 CODE 3)		
E12a	How much do you pay per week for this child care arrangement? If you the amount you pay includes money for more than just childcare – for example cleaning or food – please exclude those other costs if you can. IF MORE THAN ONE CHILD UNDER 11 IN HOUSEHOLD If possible, please only give the cost for [Cohort Child] and not for any other children who may have the same		
	arrangement ENTER COST IN POUNDS PER WEEK		
	IF MULTIPLE BIRTHS: ENTER TOTAL COSTS		
	COST: £		E13
	Refused	1	
	No idea	2	E5
	ASK IF ANSWER GIVEN MONTHLY (E10 Code 4)		
E12b	How much do you pay per month for this child care arrangement? If you the amount you pay includes money for more than just childcare – for example cleaning or food – please exclude those other costs if you can. IF MORE THAN ONE CHILD UNDER 11 IN HOUSEHOLD If possible, please only give the cost for Cohort Child and not for any other children who may have the same arrangement ENTER COST IN POUNDS PER MONTH IF MULTIPLE BIRTHS: ENTER TOTAL COSTS		
	E7		E13
	Refused	1 2	E5
	No idea ASK IF AN AMOUNT IS GIVEN AT E12b AND E10 CODES 1-4	2	
E 40	ASK IF AN AMOUNT IS GIVEN AT E126 AND E10 CODES 1-4 INTERVIEWER CODE. DID THE AMOUNT PAID FOR CHILDCARE INCLUDE		
E13	Cost for Other Child(ren)	1	
	Cost for other services like cleaning	2	E5
	Neither of these	3	

Q.No		Code	Route
	ASK ALL WHO HAVE HAD A SPELL OF CHILDCARE WHICH HAS FINISHED – I.E.		
E14	AT LEAST ONE DATE GIVEN AT E3 OR E6c. OTHERS TO FILTER BEFORE E15 When you last changed or stopped your childcare arrangement, what was the reason for		
	the change?		
	Too expensive/could not afford	1	
	Cohort child would not settle/unhappy	2	
	Hours too inflexible	3	
	Hours not sufficient	4	
	Changed job and no longer convenient	5	
	Not happy with number of adults	6	
	Not happy with other conditions or safety	7	
	Opening hours not suitable	8	
	Difficult journey	9	
	Moved house and too far away	10	
	Care not appropriate as child grew older/other care more appropriate for older		
	baby/young child	11	
	Preferred other provider/place came up at preferred provider	12	
	Parent doing caring got a job	13	
	Parent stopped work	14	055
	Other - specify		SEE BELOW
		95	
	ASK E15 IF ANY CURRENT SPELL IS NURSERY OR DAYCARE (IF E2b = CODES 10-17 AND E3 'STILL GOING ON') OR (IF FFCHCARE = 16,17,18 AND E2ai = CODE 1 AND E3 = 'STILL GOING ON') OR (IF E6a = CODES 10-17 AND E6c – 'STILL GOING ON'). OTHERS GO TO NEXT MODULE		
E15	READ OUT: We would like to contact the place you mentioned earlier as providing nursery care or education for Cohort child, just to check what type of service they provide.		
	This will help us build up a better picture of the types of nursery education that people use. We will not be asking the place any questions about your or Cohort child, just about the type of child care or nursery education they offer. Would this be okay?		
	Agree to give details	1	Continue
	Refused to give details	2	NEXT MODULE
	IF AGREED TO GIVE DETAILS (E15 Code 1)		
	NOTE: If child currently goes to more than one nursery etc, to take the details of the arrangement with longest hours.		NEXT
	Thank you, I'll collect this information at the end of the interview in case you need to go and look up the information.		MODULE

MODULE L: OTHER MATTERS

MAIN RESPONDENTS

Q.No		Code	Route
	ASK L1-L5 TO NEW RESPONDENTS ONLY (HHQ4 = CODE 2)		
_1	I'd like to ask a few more questions about some other issues. Talking to people about the General Election on the 7 th of June 2001 we have found that a lot of people didn't manage to vote. How about you? Did you manage to vote in the General Election? NOTE: IF NOT ELIGIBLE OR TOO YOUNG TO VOTE, CODE AS NO.		
	Yes	1 2	L3
	THERE IS NO L2	2	20
.3	How interested would you say you are in politics? Would you say you were READ OUT:		
	Very interested	1	
	Fairly interested	2	
	Not very interested	3	
	Or, not at all interested	4	L4
.4	Do you regard yourself as belonging to any particular religion? IF YES: Which?		
	No religion	1	
	Christian, no denomination	2	
	Roman Catholic	3	
	Church of England/Ireland/Anglican/Episcopal	4	
	United Reformed Church (URC)/Congregational	5	
	Baptist	6	
	Methodist	7	
	Presbyterian/Church of Scotland Free Presbyterian	8	
	Other Christian (specify)	9	
	Other Christian (specify)	10	
	Hindu	11	
	Jew	12	
	Muslim/Islam	13	
	Sikh	14	
	Buddhist	15	
	Other non Christian (specify)		SEE
		16	BELOW
	IF DOES BELONG TO ANY PARTICULAR RELIGION (L4 = CODES 2-16)		
.5	How often, if at all, do you attend services or meetings connected with your religion? Do you attend READ OUT:		
LChAttn)	Once a week or more	1	
	Less often but at least once a month	2	
	Sometimes, but less than once a month	3	
	Or, very rarely or never	4	L6

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

MODULE H: SELF-COMPLETION

MAIN RESPONDENTS

	MAIN RESPO	ONDENT	ſS				
Q.No						Code	Route
НО	I now have some questions for you to answ Will you be able to read and answer these y them out loud?	•		•	to read		
			Self-c	completion	accepted	1	HIntro
				f-completion	•	2	
			001	-	able to do	3	
	Sel	f-comple	tion adminis			4	
INSTRUCTION	IF SELF-COMPLETION ACCEPTED (HO=						
	INTERVIEWER PLEASE PASS CAPI MAC	,		DENT			
H REFUSE	Self-completion refused: (HO=CODE 2) INTERVIEWER: CODE REASON(S) WHY ALL THAT APPLY	RESPO	NDENT REF	USED - CO	ODE		
				Didn't like	computer	1	
		С	hild crying/n	eeded atte	ntion etc.	2	
			Worried	about conf	identiality	3	
	Concer	ned bec	ause someo	ne else wa	s present	4	
			(Couldn't be	bothered	5	NEXT
				Other	(specify)		SECT
						95	ON
HUNABLE	If not able to do self completion (HO=CODE	E 3)					
	Eyesight problems						
	Reading/literacy problems						
	Language problems						
	Other (specify)						NEXT SECT
						4	ON
D	Self-completion administered by interviewer	r: first 42	items (H2 –	H54) and	F25 only		H12
H SELF INSTRUCTION	IF ACCEPTS SELF COMPLETION INTERVIEWER PLEASE PASS CAPI MAC						
H INTRO	The next questions are for you to answer you answer from those listed on the screen.		•	-			
	Please choose your answer by tapping the number next to the answer you want to give and the next question will appear. If the next question doesn't appear press <next> at the bottom right of the screen.</next>						
	Please ask the interviewer if you want any h						
	What's your child like? / What are your twins						
	REPEAT FOR EACH COHORT CHILD – e						
	For each item, please press the appropriate						
	True' or 'Certainly True'. It would help us can even if you are not absolutely certain or						
	answers on the basis of the child's behaviou						
		Not True	Somewhat True	Certainly True	Can't		
	Likes to work this go out for solf sooks	1	2	3	say 4		
H2 – H46	Likes to work things out for self; seeks help only when has to, or as a last resort						
	help only when has to, or as a last resort		2	3	4		
H2 – H46	help only when has to, or as a last resort Shows wide mood swings	1		3			-
H2 – H46 H2 – H46	help only when has to, or as a last resort Shows wide mood swings Does not need much help with tasks		2 2 2	3	4 4 4		-
H2 – H46	help only when has to, or as a last resort Shows wide mood swings	1	2		4		-

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

Q.No							Code	Route	
	REPEAT FOR EACH COHORT CHILD – ensure each twin/triplet is identified								
H47	Overall, do you think that your cl areas: Emotions, concentration,								
						No	1	H56	
					Yes - minoi	difficulties	2		
				Ye	es - definite	difficulties	3	H48	
				Y	es - severe	difficulties	4		
						Can't say	5	H56	
H48	IF YOU HAVE ANSWERED 'YE QUESTIONS ABOUT THESE D How long have these difficulties	IFFICULT	IES: (H47=			3			
	<u> </u>	·			Less the	an a month	1		
					1	- 5 months	2		
					6 -	12 months	3		
					C	Over a year	4		
						Can't say	5	H49	
H49	Do the difficulties upset or distre	ss your ch	ild?			Netetal			
						Not at all Only a little	1		
						Quite a lot	3		
	A great deal								
						Can't say	4 5	H50	
	Do the difficulties interfere with	our child's	s everyday	life in the f	following a				
		Not at	Only a	Quite	A great	Can't			
H50	Home Life	all 1	little 2	a lot 3	deal 4	say 5			
H50 H51	Friendships	1	2	3	4	5		-	
H52	Learning	 1	2	3	4	5		-	
H53	Leisure Activities	1	2	3	4	5		-	
H54	Do the difficulties put a burden of					Ŭ		-	
1104				s a whole :		Not at all	1		
					(Only a little	2		
						Quite a lot	3		
	A great deal								
	Can't say								
	SKIP TO F25 IF ADMINISTERIN NOT ENGLISH (IF HO=CODE 4			ND LANG	UAGE SPO	OKEN IS			
H56	PARENTING COMPETENCE		.5=5)					-	
	The next question is about how	you feel at	out being	a parent.					
	For the next statement, choose your response from the choice 1 to 5:								
	I feel that I am:	-							
						ng a parent	1		
		А ре	erson who h	has some t		ng a parent	2		
						age parent	3		
				A bette		age parent	4		
					A very g	ood parent	5	1100	
						Can't say	6	H68	

Q.No								Code	Rout
	How often do you do the following w	hen you	r Cohort	child is r Once	naughty? Once a week	>			
		Never	Rarely	a month	or more	Daily	Can't say		
H68-H74	Ignore him/her/them	1	2	3	4	5	6 6		
H68-H74	Smack him/her/them	1	2	3	4	5	6		_
H68-H74	Shout at him/her/them	1	2	3	4	5	6		-
H68-H74	Send him/her/them to his/her/their bedroom/naughty chair, etc.	1	2	3	4	5	6		
H68-H74	Take away treats	1	2	3	4	5	6		
H68-H74	Tell him/her/them off	1	2	3	4	5	6		
H68-H74	Bribe him/her/them (e.g. with sweets, or a treat)	1	2	3	4	5	6		H84a
	The next few questions are about ho	w you h	ave felt	over the	last 30 d	lays.			
(H84)		All of the time	Most of the time	Some of the time	A little of the time	None of the time	Can't say		
H84a	During the last 30 days, about how often did you feel so depressed that nothing could cheer you up? SINGLE CODE ONLY	01	02	03	04	05	06		H84b
H84b	During the last 30 days, about how often did you feel hopeless? SINGLE CODE ONLY	01	02	03	04	05	06		H84c
H84c	During the last 30 days, about how often did you feel restless or fidgety? SINGLE CODE ONLY	01	02	03	04	05	06		H84d
H84d	During the last 30 days, about how often did you feel that everything was an effort? SINGLE CODE ONLY	01	02	03	04	05	06		H84e
H84e	During the last 30 days, about how often did you feel worthless? SINGLE CODE ONLY	01	02	03	04	05	06		H84f
H84f	During the last 30 days, about how often did you feel nervous? SINGLE CODE ONLY	01	02	03	04	05	06		H85
	The next two questions are about the Please say how much you agree or o								
H85	First, I have no one to share my feeli	ings with	ı.						
						Strong	y agree	1	
							Agree	2	
				Ne	ither agr		-	3	
					.		isagree	4	
					St	rongly d	-	5	1107
						Ca	an't say	6	H87

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

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

H98	In your family, who does each of these things most of the time?		
	First, preparing and cooking the main meal?		
	I do most of it	1	
	My husband/wife/partner does most of it	2	
	We share more or less equally	3	
	Someone else does it	4	
	Does not apply	5	
	Can't say	6	H103
H103	looking after the children when they are ill?		
	I do most of it	1	
	My husband/wife/partner does most of it	2	
	We share more or less equally	3	
	Someone else does it	4	
	Does not apply	5	
	Can't say	6	H104
H104	generally being with and looking after the children?		
	I do most of it	1	
	My husband/wife/partner does most of it	2	
	We share more or less equally	3	
	Someone else does it	4	
	Does not apply	5	SEE
	Can't say	6	BELOW
	People have very different opinions about things. The following are a list of statements on difference topics. For each one, please say how much you agree or disagree with it.		
H106	A child is likely to suffer if his or her mother works before he/she starts school.		
	Strongly agree	1	
	Agree	2	
	Neither agree nor disagree	3	
	Disagree	4	
	Strongly disagree	5	
	Can't say	6	H107
H107	Couples who have children should not separate.		
	Strongly agree	1	
	Agree	2	
	Neither agree nor disagree	3	
	Disagree	4	
	Strongly disagree	5	
	Can't say		H109

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

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

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

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

MODULE N: OLDER SIBLINGS - MOTHER/CARER

ALL OLDER SIBS = all older sibs in household aged 4-15 ALL SELECTED OLDER SIBS = maximum of 2 older sibs aged 4-15 selected on CAPI WARD CODE CONDITION = VALID

					Code	Route
	INTRODUCTION:					
	I've now got some questions about [Coh NAMES OF OLDER SIBLINGS AGED 5			siblings: LIST		
	Are you happy to answer them?					
				Yes	1	Proceed
				No	2	Go to Nex Section
NO	ADDITIONAL CHECK IN CHILDREN'S INTERVIEWER CODE: DOES RESPO	-				
				At issued address	1	Proceed
	N	Vithin 20	minute w	alk of issued address	2	with CF Questions
	More th	an 20 mi	nute walł	from issued address	3	Skip CF Questions
	ALL MAIN RESPS IN ENGLISH WARD SERVICES DIRECTED AT THEM:					
N.1.	Have you used:					
	IF YES AND MORE THAN ONE OLDER SI					
		Yes	No	Child's Name		
	Services are ward specific	1	2			N.2(a)
N.2.	Have you had contact with: IF YES AND MORE THAN ONE OLDER SIBLING					
		Yes	No	Child's Name		SEE
		1	2			BELOW
	ASK N3a and N3b ABOUT EACH SER	VICE/GF	/ORG U	SED AT N1/N2		
N.3 (a)	Were you referred to the (NAME OF SERVIC the family or did you choose to use it yoursel					
		1				
				Chose myself	2	N3(b)
N.3 (b)	SHOW CARD N1 How satisfied were yo FROM N1/N2)?	u with th	e (NAME		2	N3(b)
N.3 (b)	-	u with th	e (NAME		2	N3(b)
N.3 (b)	-		·	OF SERVICE Very satisfied Fairly satisfied	1 2	N3(b)
N.3 (b)	-		·	OF SERVICE Very satisfied Fairly satisfied tisfied nor dissatisfied	1	N3(b)
N.3 (b)	-		·	OF SERVICE Very satisfied Fairly satisfied	1 2	N3(b) N3(c)

Q.No		Code	Route
N.3 (c)	ALL WHO USE ANY SERVICE/GP/ORG AT N1/N2		
	Are you or your partner or (NAMES OF CHILDREN) involved in any way with the running of any of the services, groups or organisations that we have talked		
	about? IF YES ASK: Who is involved?		
	Yes – main respondent	1	
	Yes – partner	2	
	Yes – child(ren) No – none involved	3 4	
		4	
.3 (d)	ASK FOR EACH SERVICE/GP/ORG NOT USED AT N1/N2 Can you tell me why you haven't used the (NAME OF SERVICE/GP/ORG FROM N1/N2)?		
	Didn't know about it	1	
	Not needed for any of my children	2	
	Too difficult to get to	3	
	Poor reputation locally	4	
	Other (specify)	5	N3(e)
		Ŭ	110(0)
.3 (e)	Are there any other services, groups or organisations that you have used with '' (all older siblings) or had contact with about '' (all older siblings) in the last 12 months?		
	Yes – specify which	1	
	 No	2	SEE BELOW
ISC htro	If not in a CF area: (I now have some questions for) The first questions in this section are also for you to answer yourself, on the computer. Will you be able to read and answer these yourself or would you prefer me to read them out loud?		
	Self-completion_accepted_	1	NSC Intro NSC
	Self-completion refused	2	Refused
	Not able to do self-completion	3	NSC Not Able Cod reasons
	Self completion administered by interviewer	4	NSC Intro
efused	IF REFUSED CODE REASONS:		
	Code all that apply		
	Didn't like computer	1	
	Child crying/needed attention etc.	2	
	Worried about confidentiality	3	
	Concerned because someone else present	4	
	Couldn't be bothered	5	

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

λ.Νο						Code	Route	
	ASK <u>ALL</u> MAIN RESPS WITH OLDER SIBS ASK N4 FOR <u>SELECTED</u> OLDER SIBS ON	•	WALES,	SCOT, N	II)			
1.4.	What is '' like? Please answer the following questions by saying whether each is 'Not true', 'Somewhat true' or 'Certainly true' of ''. Please click by the number that most describes ''s' behaviour in the last 6							
	months.	Not True	Some- what True	Certai n-ly True	Can't say			
4a)	Considerate of other people's feelings	1	2	3	4			
4b)	Restless, overactive, cannot stay still for long	1	2	3	4			
4c)	Often complains of headaches, stomach- aches or sickness	1	2	3	4			
4d)	Shares readily with other children (treats, toys, pencils, etc.)	1	2	3	4			
4e)	Often has temper tantrums or hot tempers	1	2	3	4			
4f)	Rather solitary, tends to play alone	1	2	3	4			
4g)	Generally obedient, usually does what adults request	1	2	3	4			
4h)	Many worries, often seems worried	1	2	3	4			
4i)	Helpful if someone is hurt, upset or feeling ill	1	2	3	4			
4j)	Constantly fidgeting or squirming	1	2	3	4			
4k)	Has at least one good friend	1	2	3	4			
4I)	Often fights with other children or bullies them	1	2	3	4			
4m)	Often unhappy, down-hearted or tearful	1	2	3	4			
4n)	Generally liked by other children	1	2	3	4			
4o)	Easily distracted, concentration wanders	1	2	3	4			
4p)	Nervous or clingy in new situations, easily loses confidence	1	2	3	4			
4q)	Kind to younger children	1	2	3	4			
4r)	Often lies or cheats	1	2	3	4			
4s)	Picked on or bullied by other children	1	2	3	4			
4t)	Often volunteers to help others (parents, teachers, other children)	1	2	3	4			
4u)	Thinks things out before acting	1	2	3	4			
4v)	Steals from home, school or elsewhere	1	2	3	4			
4w)	Gets on better with adults than with other children	1	2	3	4			
4x)	Many fears, easily scared	1	2	3	4]	

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

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

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

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

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

N.11.	ALL <u>SELECTED</u> OLDER SIBS ONLY, AT FEE-PAYING SCHOOLS (yes at N10) Does the school tell you what level '' is at in English, Maths and Science?		
N.11.			
N.11.	Does the school tell you what level is at in English, Maths and Science?		
	By level we mean National Curriculum Level which help teachers assess pupils work and monitor their progress. You may have been told this at parents		
	evening or in your child's report.		
	Yes	1	N.12.
	No	2	INSTRUC
			AFTER
			N12
N.12.	IF 'YES' AT N.11: What level is '' at in:		
	English: Level		
	DK	1	SEE
	Maths: Level		INSTRUC
	DK	2	BELOW
	Science: Level		
	DK	3	
	Range: 0-8	C	
	Don't know		
	Don't know		
	ALL MAIN RESPS IN ENGLISH WARDS WITH OLDER SIBS ASK N13-23 FOR <u>SELECTED</u> OLDER SIBS AGED 5-15		
N.13a	In the last 12 months, has '' been temporarily excluded from school, that is		
N. 13d	suspended', even for a day?		
	Yes	1	<u>N1</u> 3b
	No	2	
	Not at school	3	N14a
N.13b	SHOW CARD N2 Have you or your (husband/wife/partner) spoken to any of		
	the people listed below about this?		
	Teacher from your child's school	1	
	GP (family doctor)	2	
	Health visitor or practice nurse	3	
	Consultant or specialist doctor	4	
	Child psychologist or psychiatrist	5	
	Social worker	6	
	Police officer	7	N.13c
	Education welfare officer	8	
	School counsellor	9	
	Other counsellor or support worker	10	N14a
	Family or friends Any other (specify)	11	IN 14a
		12	N13c
	None of these	12	N.14a

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

Q.No		Code	Route
N14a	In the last 12 months, has '' been permanently excluded from school, that is 'expelled'?		
	Yes	1	N.14b
	No	2	
	Not at school	3	N.15a
.14b	CARD N2 AGAIN Have your or your (husband/wife/partner) spoken to any of the people listed below about this?		
	Teacher from your child's school	1	
	GP (family doctor)	2	
	Health visitor or practice nurse	3	
	Consultant or specialist doctor	4	
	Child psychologist or psychiatrist	5	
	Social worker	6	N.14c
	Police officer	7	
	Education welfare officer	8	
	School counsellor	9	
	Other counsellor or support worker	10	
	Family or friends	11	N15a
	Any other (specify)		
		12	N14c
	None of these	13	N.15a
.14c	FOR EACH SERVICE USED AT N14b: Was it your or your (husband's/wife's/ partner's idea to speak to (SERVICE FROM N.14b) or did someone from outside your family suggest it?		
	Me/partner	1	
	Outside family (specify)		
		2	N.14d
l.14d	FOR EACH SERVICE USED AT N14b: Overall, how satisfied were you with the contact with '(SERVICE FROM N.14b) about ''?		
	Very satisfied	1	
	Fairly satisfied	2	
	Neither satisfied nor dissatisfied	3	
	Rather dissatisfied	4	
	Very dissatisfied	5	N.15a
l.15a	In the last 12 months, has '' been bullied, either in or out of school?		
	Yes	1	<u>N.15b</u>
	No	2	N.16a

		Code	Route
N.15b	CARD N2 AGAIN Have your or your (husband/wife/partner) spoken to any of		
	the people listed below about this?	4	
	Teacher from your child's school	1	
	GP (family doctor)	2	
	Health visitor or practice nurse	3	
	Consultant or specialist doctor	4	
	Child psychologist or psychiatrist	5	
	Social worker	6	N.15c
	Police officer	7	
	Education welfare officer	8	
	School counsellor	9	
	Other counsellor or support worker	10	
	Family or friends	11	N16a
	Any other (specify)		
		12	N15c
	None of these	13	N.16a
15c	FOR EACH SERVICE USED AT N.15b: Was it your (or your husband's/wife's/ partner's idea to speak to (SERVICE FROM N.15b) or did someone from outside your family suggest it?		
	Me/partner	1	
	Outside family (specify)		
		2	N.15d
N15d	FOR EACH SERVICE USED AT N.15b: Overall, how satisfied were you with the contact with '(SERVICE FROM N.15b) about ''?		
UCI			
150	Very satisfied	1	
100	Very satisfied Fairly satisfied	1 2	
IDU			
IJU	Fairly satisfied	2	
150	Fairly satisfied Neither satisfied nor dissatisfied	2 3	N.16a.
	Fairly satisfied Neither satisfied nor dissatisfied Rather dissatisfied	2 3 4	N.16a.
.16a.	Fairly satisfied Neither satisfied nor dissatisfied Rather dissatisfied Very dissatisfied In the last 12 months, has the school had to contact you (or your	2 3 4	N.16a. _ <u>N.</u> 16b

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

Q.No		Code	Route
N16.c	FOR EACH SERVICE USED AT N.16b: Was it you(r) (or your husband's/wife's/ partner's) idea to speak to (SERVICE FROM N.16b) or did someone from outside your family suggest it?		
	Me/partner	1	
	Outside family (specify)	2	N.16d
N16.d	FOR EACH SERVICE USED AT N.16b: Overall, how satisfied were you with the contact with '(SERVICE FROM N.16b) about ''?		
	Very satisfied		
	Fairly satisfied	2	
	Neither satisfied nor dissatisfied	3	
	Rather dissatisfied	4	
	Very dissatisfied	5	N.17
N.17.	In the last 12 months, how many times has '' been to see his/her GP (family doctor)?		
	WRITE IN:		N.18.
N.18.	In the last 12 months, how many times has '' been to see someone practising complementary medicine like a homeopath, an osteopath, herbalist, etc.?		
	WRITE IN:		N.19.
N.19.	In the last 12 months, how many times has '' been to Accident and Emergency or Casualty?		
	WRITE IN:		N.20.
N.20.	In the last 12 months, has '' had to go to a hospital Outpatients Department?		
	Yes	1	
	No	2	N.21.
N.21.	In the last 12 months, has '' had to be a hospital inpatient?		
	Yes	1	
	No	2	N.22.
N.22.	In the last 12 months, has '' seen an optician?		
	Yes	1	
	No	2	N.23.
N.23.	In the last 12 months, have you taken '' to see a child psychologist, a child psychiatrist, a psychotherapist, a family therapist or anyone similar?	2	11.20.
	Yes	1	SEE
	No	-	BELOW
			BLLOW
	ALL MAIN RESPS IN ENGLISH WARDS WITH OLDER SIBS ASK N24-28 FOR SELECTED OLDER SIBS AGED 8-15		
N.24a	In the last 12 months, has the school or anyone else had to contact you or your partner about '' because he/she haven't been attending school when he/she should have been?		
		1	l
	Yes	1	N.24b

Route	Code		Q.No
		CARD N2 AGAIN Have you (or your husband/wife/partner) spoken to any of	N.24b
		the people listed below about this?	
	1	Teacher from your child's school	
	2	GP (family doctor)	
	3	Health visitor or practice nurse	
	4	Consultant or specialist doctor	
	5	Child psychologist or psychiatrist	
N.24c	6	Social worker	
	7	Police officer	
	8	Education welfare officer	
	9	School counsellor	
	10	Other counsellor or support worker	
N25a	11	Family or friends	
N24c		Any other (specify)	
	12		
N.25a	13	None of these	
		FOR EACH SERVICE USED AT N.24b: Was it your (or your husband's/wife's/ partner's) idea to speak to (SERVICE FROM N.24b) or did someone from outside your family suggest it?	N.24c
	1	Me/partner	
		Outside family (specify)	
N.24d	2		
		FOR EACH SERVICE USED AT N.24b: Overall, how satisfied were you with the contact with '(SERVICE FROM N.24b) about ''?	N.24d
	1	Very satisfied	
	2	Fairly satisfied	
	3	Neither satisfied nor dissatisfied	
	4	Rather dissatisfied	
	4		
N25a	4 5	Very dissatisfied	N.25a
N25a		Very dissatisfied In the last 12 months, do you think that '' has had a problem with smoking?	N.25a
N25a N.25b			N.25a

N.25b	CARD N2 AGAIN Have you (or your husband/wife/partner) spoken to any of the people on this card about this?		
	Teacher from your child's school	1	
	GP (family doctor)	2	
	Health visitor or practice nurse	3	
	Consultant or specialist doctor	4	
	Child psychologist or psychiatrist	5	
	Social worker	6	N.25c
	Police officer	7	
	Education welfare officer	8	
	School counsellor	9	
	Other counsellor or support worker	10	
	Family or friends	11	N26a
	Any other (specify)		
		12	N25c
	None of these	13	N.26a

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

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

Q.No		Code	Route
N.27b	CARD N2 AGAIN Have you (or your husband/wife/partner) spoken to any of the people listed below about this?		
	Teacher from your child's school	1	
	GP (family doctor)	2	
	Health visitor or practice nurse	3	
	Consultant or specialist doctor	4	
	Child psychologist or psychiatrist	5	N.27c
	Social worker	6	
	Police officer	7	
	Education welfare officer	8	
	School counsellor	9	
	Other counsellor or support worker	10	
	Family or friends	11	N28a
	Any other (specify)		
		12	N27c
	None of these	13	N.28a
N.27c	FOR EACH SERVICE USED AT N.27b: Was it your (or your husband's/wife's/ partner's) idea to speak to (SERVICE FROM N.27b) or did someone from outside your family suggest it?		
	Me/partner	1	
	Outside family (specify)		
		2	N.27d
N.27d	FOR EACH SERVICE USED AT N.27b: Overall, how satisfied were you with the contact with '(SERVICE FROM N.27b) about ''?		
	Very satisfied	1	
	Fairly satisfied	2	
	Neither satisfied nor dissatisfied	3	
	Rather dissatisfied	4	
	Very dissatisfied	5	N.28a
N.28a	In the last 12 months, have the police had to contact you (or your husband/wife/ partner) about '' because he/she thought they had done something wrong?		
	Yes	1	N28b
	No	2	NEXT
		_	

Q.No		Code	Route
N.28b	CARD N2 AGAIN Have you (or your husband/wife/partner) spoken to any of		
	the people listed below about this?	4	
	Teacher from your child's school	1	
	GP (family doctor)	2	
	Health visitor or practice nurse	3	
	Consultant or specialist doctor	4	
	Child psychologist or psychiatrist	5	N.28c
	Social worker	6	
	Police officer	7	
	Education welfare officer	8	
	School counsellor	9	
	Other counsellor or support worker	10	
	Family-or friends	11	NEXT SECTION
			SECTION
	Any other (specify)	12	N28c
			11200
			NEXT
	None of these	13	SECTION
1.28c	FOR EACH SERVICE USED AT N.28b: Was it your (or your husband's/wife's/		
	partner's) idea to speak to (SERVICE FROM N.28b) or did someone from		
	outside your family suggest it?		
	Me/partner	1	
	Outside family (specify)		
		2	N.28d
N.28d	FOR EACH SERVICE USED AT N.28b: Overall, how satisfied were you with the contact with '(SERVICE FROM N.28b) about ''?		
	Very satisfied	1	
	Fairly satisfied	2	
	Neither satisfied nor dissatisfied	3	
	Rather dissatisfied	4	NEXT
	Very dissatisfied	5	SECTION

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

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

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

Q.No.		Code	Route
HHQ3	INTERVIEWER ENTER RESPONDENT'S FIRST NAME – ASK IF NECESSARY		
	ENTER:		HHQ.4.
HQ4	Is (NAME ENTERED AT Q3) the same respondent as the previous main respondent (FFMNAME)?	()	
	Yes	01	HHQ.D.
	No	02	HHQ.5a
	No Previous Respondent	03	
	ASK IF HHQ4 = CODE 2 OR HHQ4 = CODE 1 AND FFMSIGHT = CODE 3		
HQD	Can I just check whether you will have any problems reading these cards because you are unable to see properly, even with glasses on?		
	Yes - has sight problem	01	
	Yes - blind	02	
	No - no sight problems (include problems corrected by glasses/contact lenses)	03	
HQ5a	INTERVIEWER RECORD (PROBE IF NECESSARY): Partner respondent is no longer in the household because		
	Deceased	1	HHQ.5b
	Separated/divorced	2	HHQ.5b
	Long term absence eg hospital	3	HHQ.6
	Other reason (SPECIFY)	4	HHQ.6
HHQ5b	Would you mind telling me, when did (FFNAME) die/leave the household?		
	HH44//		HHQ.6
	ASK ALL	0	
	INTERVIEWER CODE RESPONDENT'S SEX:		
HHQ6	Male	1	
	Female	2	HHQ.7.
HHQ7	And now yourself. What is your date of birth?		
	ENTER: HH4 DAY:		
	HH5 MONTH:		
	HH6 YEAR:		

Q.No.		Code	Route
HHQ8	SHOW CARD H1 What is your relationship to Cohort child? INTERVIEWER		
	PROMPT OR CHECK IF NECESSARY: So, you are Cohort child's?		
	NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOSTERING.	()	
	Parent - Natural parent	07	
	Adoptive parent	08	
	Foster parent	09	
	Step-parent/partner of parent	10	
	Brother - Sister - Natural brother/natural sister	11	
	Half brother/half sister	12	
	Step-brother/step-sister	13	
	Adopted brother/adopted sister	14	
	Foster brother/foster sister	15	
	Other relative - Maternal grandparent	17	
	Paternal grandparent	18	
	Other relative	19	
	Nanny/au pair	20	
	Other non-relative	21	HHQ14
	HH9, HH10, HH11, HH12, HH13, HH14		
HQ14	Are you married	()	
	Married	1	
	Partner/cohabite	2	
HQ23			
	Yes	1	
	Yes – English and other languages	2	
	No – Other language(s) only	3	NEXT MODULE

JN 450100

MODULE A: PARENTAL SITUATION

PARTNER RESPONDENTS

)		Code	Route
	I'd now like to ask you some questions about your family situation.		
	Can I just check what is your current legal marital status?		
	INTERVIEWER – RUNNING PROMPT		
	Legally separated	1	
	Married, 1 st and only marriage	2	
	Remarried, 2 nd or later marriage	3	
	Single never married	4	
	Divorced	5	SEE
	Widowed	6	BELOW
	ASK A0a TO ALL NEW PARTNER RESPONDENTS IN ENGLAND (Country = 1 and HHQ4 = Code 2/3)		
	CARD A1 Which of the groups on this card do you regard yourself as belonging to?		
	White - British	1	
	White - Irish	2	
	Any other White background – specify	3	
	Mixed – White and Black Caribbean	4	
	Mixed – White and Black African	5	
	Mixed – White and Asian	6	
	Any other mixed background – specify	7	
	Asian/Asian British – Indian	8	
	Asian/Asian British – Pakistani	9	
			1
	Asian/Asian British – Bangladeshi	10	
	Asian/Asian British – Bangladeshi Any other Asian background – specify	10 11	
	, i i i i i i i i i i i i i i i i i i i		
	Any other Asian background – specify	11	
	Any other Asian background – specify	11 12	
	Any other Asian background – specify Black/Black British – Caribbean Black/Black British – African	11 12 13	

	Code	Route
ASK A0b TO ALL NEW PARTNER RESPONDENTS IN WALES (Country 2 = and HHQ4 = Code 2/3)		
CARD A2 Which of the groups on this card do you regard yourself as belonging to?		
White - Welsh	1	
White – other British	2	
White - Irish	3	
Any other White background – specify	4	
Mixed – White and Black Caribbean	5	
Mixed – White and Black African	6	
Mixed – White and Asian	7	
Any other mixed background – specify	8	
Asian/Asian British – Indian	9	
Asian/Asian British – Pakistani	10	
Asian/Asian British – Bangladeshi	11	
Any other Asian background – specify	12	
Black/Black British – Caribbean	13	
Black/Black British – African	14	
Any other Black background – specify	15	
Chinese	16	
Any other background – specify	17	
	HHQ4 = Code 2/3) CARD A2 Which of the groups on this card do you regard yourself as belonging to? White - Welsh White - other British White - Irish Any other White background – specify Mixed – White and Black Caribbean Mixed – White and Black African Mixed – White and Black African Mixed – White and Asian Any other mixed background – specify Any other mixed background – specify Asian/Asian British – Indian Asian/Asian British – Pakistani Asian/Asian British – Bangladeshi Any other Asian background – specify Black/Black British – Caribbean Black/Black British – African Any other Black background – specify Chinese Any other background – specify	ASK A0b TO ALL NEW PARTNER RESPONDENTS IN WALES (Country 2 = and HHQ4 = Code 2/3) CARD A2 Which of the groups on this card do you regard yourself as belonging to? White - Welsh 1 White - other British 2 White - Irish 3 Any other White background – specify 4

lo		Code	Route
	ASK A0c TO ALL NEW PARTNER RESPONDENTS IN SCOTLAND (Country 3 =		
	and HHQ4 = Code 2/3)		
	CARD A3 Which of the groups on this card do you regard yourself as belonging to?	4	
	White - Scottish	1	
	White – other British	2	
	White - Irish	3	
	Any other White background – specify	4	
	Any mixed background – specify	5	
	Asian/Asian Scottish/Asian British – Indian	6	
	Asian/Asian Scottish/Asian British – Pakistani	7	
	Asian/Asian Scottish/Asian British – Bangladeshi	8	
	Any other Asian background – specify	9	
	Black/Black Scottish/Black British – Caribbean	10	
	Black/Black Scottish/Black British – African	11	
	Any other Black background – specify	12	
	Any other background – specify	13	
	Any other Black Background – specify	14	
	 Chinese	15	
	Any Other background (specify)	16	
	ASK A0d TO ALL NEW PARTNER RESPONDENTS IN NORTHERN IRELAND (Country = 4 and HHQ4 = Code 2/3)		
	CARD A4 Which of the groups on this card do you regard yourself as belonging to?		
	White	1	
	Chinese	2	
	Irish Traveller	3	
	Indian	4	
	Pakistani	5	
	Bangladeshi	6	
	Black Caribbean	7	
	Black African	8	
	Any other Black background – specify	9	
	Mixed ethnic group – specify	10	
	Any other background – specify	11	

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MODULE B: PARENT'S INVOLVEMENT WITH CHILD PARTNER RESPONDENTS

Q.No		Code	Route
	ASK PARTNER ONLY		
31Pre	READ OUT:		
	The next section is about activities you may carry out with Cohort child. We are interested in the various kinds of activities that children do with their families. I would like you to think about activities that Cohort child might do with the family or at home. Please think about the usual pattern for Cohort child at the moment.		
3P1	CARD B1 Now Id like to ask you some questions about Cohort child. Please say how often you do each of the things I am going to read out.	0	
	First, how often do you think you look after Cohort child on your own?	0	
	Never or almost never	1	
	Sometimes	2	
	Usually	3	
	Always	4	BP30
330	How often do you read to Cohort Child? READ OUT:		
	Every day	1	
	Several times a week	2	
	Once or twice a week	3	
	Once or twice a month	4	
	Less often	5	
	Not at all	6	B4
3P33	CARD B5 And how often do you play with him/her?	0	
	Not at all	1	
	Less than once a week	2	
	Once or twice a week	3	
	A few times a week	4	
	Once a day	5	
	More than once a day	6	BP37
3P37	CARD B5 AGAIN And how often do you get him/her ready for bed or put him/her to bed?	()	
	Not at all	1	
	Less than once a week	2	
	Once or twice a week	3	
	A few times a week	4	
	Once a day	5 6	DD 47
	More than once a day	0	BP47
. 47	ENGLISH SPEAKERS ONLY: (HHQ23 CODES 1 OR 2)		
347	CARD B4 Which of these best captures your style of parenting your child/children? Firm rules and discipline	1	
	Lots of fun	2	
	Have not really thought about it	2	
	Firm discipline plus lots of fun	4	
	Doing my best for the children	5	
	Other (specify)	6	NEXT
		U	SECTIO

MODULE F: GRANDPARENTS AND FRIENDS

PARTNER RESPONDENTS

Q.No		Code	Route
F1 INTRO	READ OUT: I'd now like to ask you about your own parents and the family you grew up in.		
	DO NOT ASK IF MOTHER DEAD AT MCS1 (FFMUMALV=1)		
	ASK OR CODE IF OBVIOUS (IF MOTHER LIVES IN HHOLD CODE 1)		
F1	May I just check, is your mother still alive?		
	Yes	1	
	No	2	50
	Don't know	3	F2
	DO NOT ASK IF FATHER DEAD AT MSC1 (FFDADALV=1)		
50	ASK OR CODE IF OBVIOUS (IF FATHER LIVES IN HHOLD CODE 1)		
F2	And is your father still alive?		
	Yes	1	
	No	2	SEE
	Don't know	3	BELOW
	SWEEP 1 RESPS - DO NOT ASK IF MOTHER OR FATHER DEAD AT MSC1		
	(FEED FORWARD INFO) OR F1 <u>OR</u> F2 = 2. GO TO INSTRUC ABOVE F10.		
	NEW RESPS – ONLY ASK IF F1 <u>AND</u> F2 = 1. OTHERS GO TO F5		
	ONLY RESPS FROM SWEEP 1 GET TEXT IN BRACKETS		
F3	Can I check, have your parents permanently separate or divorce? By parents, I mean your natural or adoptive parents.		
	Yes	1	F4
	No	2	INSTRUC
	Parents never lived together	3	ABOVE
			F5
	Never lived with parents/don't know	4	
	Yes – before {date of last interview}	5	ABOVE F6
			го
F3y	IF PARENTS PERMANENTLY SEPARATED OR DIVORCED (F3 Code 5):		
	Can you please tell me which year they divorced?		
		1	
	Don't Know	2	SEE
	Refused		BELOW
F4	lf F3 = 2/3/5	I	
	How old were you when this happened?		

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

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

Q.No		Code	Route
	IF FATHER IS ALIVE (F2 Code 1)		
F11	CARD F3 How often do you see your father?		
	Every day	1	
	3 - 6 times a week	2	
	Once or twice a week	3	
	Less often, but at least once a month	4	
	Once every few months	5	
	Once a year	6	
	Less than once a year	7	
	Never	8	SEE
	(Lives with father)	9	BELOW
	IF MOTHER OR FATHER IS ALIVE (F1 Code 1 or F2 Code 1)		
F12	CARD F4 (Does your mother/father or do your parents) do any of the following for you, apart from any time (she/he/they) may spend looking after your child? IF YES: In what ways (does she/he/do they) help you? CODE ALL THAT APPLY		
	Buying essentials for the child - food, clothes, etc.	1	
	Paying for other household costs - e.g. bills, shopping, etc.	2	
	Buying gifts and extras for the child	3	
	Lending money	4	
	Paying for childcare	5	
	Other financial help	6	SEE
	No, does not help in any of these ways (exclusive code)	7	BELOW
	ASK ALL UNLESS NEVER LIVED WITH PARENTS (F3=4) OR DOES NOT KNOW IF MOTHER IS ALIVE (IF F1 NOT=CODE 3 AND F4 NOT=CODE 4)		
F13	Can I just check, when you were 14, did your mother work? Yes	1	F14
	No	2	INSTRUC
	Can't remember / Mother died before resp was aged 14	3	ABOVE
			F15
F14	IF MOTHER WORKED AT 14 (F13 Code 1) What did she do? INTERVIEWER: TYPE IN ANSWER		
			SEE
			BELOW
	ASK ALL UNLESS NEVER LIVED WITH PARENTS (F3=4) OR DOES NOT KNOW IF FATHER IS ALIVE (IF F2 NOT = CODE 3 AND F3 NOT = CODE 4)		
F15	Can I just check, when you were 14, did your father work?	_	
	Yes		F16
	No	2	INSTRUC
	Can't remember / Father died before resp was aged 14	3	ABOVE
			F17
F 40			
F16	What did he do? INTERVIEWER: TYPE IN ANSWER		
			SEE
			BELOW
			522011

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

MODULE G: PARENT'S HEALTH MODULE

PARTNER RESPONDENTS

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

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

Q.No		Code	Route
	(HHQ4=CODE 2/3) ASK NEW RESPONDENTS ONLY. OTHERS GO TO G18.		
G17	I'd now like to ask about your height. How tall are you without shoes? INTERVIEWER: IS ANSWER GOING TO BE IN FEET AND INCHES OR CENTIMETRES		
	Feet and inches	1	
	Centimetres	2	
	Refusal	3	G18
G17A	ASK IF G17=CODE 1		
	FIRST ENTER HEIGHT IN FEET:		
	G3		G18
	 G4		G18
G17B	ASK IF G17=CODE 2		
	G5		G18
040	ASK ALL EXCEPT IF CURRENTLY PREGNANT (G2)		010
G18	I'd now like to ask you about your weight. What is your weight now without clothes?		
	INTERVIEWER: IS ANSWER GOING TO BE IN STONES AND POUNDS OR		
	KILOGRAMS?		
	Stones and pounds	1	
	Kilograms	2	
	Refusal	3	
G18A	ASK IF G18=CODE 1		
	FIRST ENTER WEIGHT IN STONES:		
	Range 340		
	Range 0 14		G19
G18C	ASK IF G18=CODE 2		
	G5		G19
G18D	ASK IF G18 NOT=3		
	Respondent sure about their weight	1	
	Respondent gave estimate	2	G19
G19	Do you smoke tobacco products such as cigarettes, cigars or a pipe at all nowadays? IF YES: What do you smoke? CODE ALL THAT APPLY		
	No, do not smoke (exclusive code)	1	Above G23
	Yes, cigarettes	2	
	Yes, roll-ups	3	G20
	Yes, cigars	4	
	Yes, a pipe	5	
	Yes, other tobacco product	95	<u></u>
			G24

Q.No		Code	Route
G20	IF SMOKES CIGARETTES OR ROLL-UPS (G19 Codes 2 or 3). OTHERS GO TO INSTRUCTION BEFORE G23.		
	About how many cigarettes a day do you usually smoke?		
	IF SMOKES ROLL-UPS ASK FOR BEST ESTIMATE		
	Range: 095		SEE
			BELOW
G23	IF DOES NOT SMOKE (G19 Code 1) – NEW RESPONDENTS ONLY (HHQ4=CODE 2)		
	Have you ever regularly smoked tobacco products? By regularly, I mean 1 or more a day for 12 months or more?		
	Yes	1	
	No	2	G24
G25	CARD G3 Which of these best describes how often you usually drink alcohol?		
	Every day	1	
	5 - 6 times per week	2	
	3 - 4 times per week	3	
	1 - 2 times per week	4	
	1 - 2 times per month	5	
	Less than once a month	6	
	Never	7	SEE
	Refused	8	BELOW
	NATURAL MOTHERS & NATURAL FATHERS ONLY (HHQ8=7):		
G32	Can I just check have you ever had or been told you have Myopia or short sightedness?		
	Read out if necessary: Short sighted people have difficulty seeing objects in the distance without their glasses or contact lenses.		
	Yes	1	NEXT
	No	2	SECTIO

MODULE J: EMPLOYMENT AND EDUCATION PARTNER RESPONDENTS

Q.No		Code	Route
	I'd now like to ask you some questions about paid work.		
J1	Can I just check, did you do any paid work last week (that is in the 7 days ending last Sunday) either as an employee or self employed?		
	Yes_	1	J5
	No	2	J2
	ASK ALL THOSE WHO DIDN'T DO ANY PAID WORK LAST WEEK (J1 Code 2)		
J2	Even though you weren't working did you have a job that you were away from last week?		
	Yes	1	J3
	No	2	J34
	ASK ALL THOSE WHO WERE AWAY FROM WORK (J2 Code 1)		
J3	CARD J1 What was the main reason you were away from work last week?		
	Maternity leave	1	
	Parental leave	2	
	Paternity leave	3	
	Other leave/holiday	4	
	Sick/injured	5	
	Laid off/on short time	6	
	On strike	7	
	Other personal family reasons	8	14
	Other reasons	9	J4
J4	When did you last attend work in this job?		
	NOTE MONTH OF LAST ATTENDING:		
	J2		
	NOTE YEAR OF LAST ATTENDING:		
	J1		J5
	ASK IF CURRENTLY NOT IN WORK (J2 Code 2)		
ИЬ	Have you ever had a paid job since full-time education?	()	
J4D	Yes	1	J5
	No	2	55
	Not yet finished full time education	2	J34
J5	What is/was your main job?	0	
00			J6
J6	What do/ did you mainly do in your job?		
10			
			J7

Q.No		Code	Route
J7	Are you working as an employee or self-employed in your main job?		
	Employee	1	J8
	Self-employed	2	J10
	ASK ALL EMPLOYEES (J7 Code 1)		
J8	Do you have any managerial duties, or are you supervising any other employees?		
	Manager	1	J9
	Foreman/supervisor	2	
	Not a manager or supervisor	3	J10
	ASK ALL MANAGERS OR SUPERVISORS (J8 Codes 1 or 2)		
J9	Do you supervise more than 25 people?		
	Yes	1	
	No	2	J10
	ASK ALL EMPLOYEES AND SELF EMPLOYED (J7 Code 1 or 2)		
J10	When did you first start		
	IF J7 = 1 your job with this employer?		
	IF J7 = 2 this period of self employment?		
	If you have had periods of working and not working for this employer, please give me the date on which your current period of working for this employer started.		
	 J2		
			J11 if
	J1		Employee
	IF CAN RECALL ONLY SEASON:		J22 if Sel
	Winter = 02, Spring = 05, Summer = 08, Autumn = 11		Employed
	ASK J11-J21 IF AN EMPLOYEE (J7 = 1)		
J11	CARD J2 Which type of organisation do you work for in your main job?		
	Private firm/company/PLC	1	
	Civil Service or central government (not armed forces)	2	
	Local government or town hall (including Local Education Authority, fire, police)	3	
	National Health Service or NHS Trust	4	
	State Higher Education (university or polytechnic)	5	
	Non-profit-making organisation (including charity, co-operative)	6 7	
	Non-profit-making organisation (including charity, co-operative) Armed Forces	7 8	
	Other	о 9	J12
		9	512
	ASK IF NOT CURRENTLYWORKING BUT HAS HAD JOB SINCE FULL TIME EDUCATION (JP4b Code 1)		
J11b	I would like to ask about the last paid job you did. Was this job full-time or part-time?	()	
	Full –time (30 or more hours a week)	1	
	Part-time (under 30 hours a week)	2	J

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

Q.No		Code	Route
	ASK ALL NOT CURRENTLY IN PAID WORK AND NOT ON LEAVE FROM A JOB (J2 Code 2). OTHERS GO TO J39a		
J34	CARD J11 Which of these best describes your current status? CODE ONE ONLY		
	Looking after the family	1	J35
	Found a job, waiting to start it	2	
	Out of work and looking for a job	3	
	Out of work, for reasons of poor health	4	J38
	Taking part in the New Deal (training, task force or voluntary work)	5	
	On another Government scheme	6	
	On a modern apprenticeship scheme	7	J35
	Full-time student	8	
	Not in paid work for some other reason	95	
	ASK ALL WHO ARE NOT IN PAID WORK BECAUSE THEY ARE LOOKING AFTER THE FAMILY/ON A MODERN APPRENTICESHIP SCHEME/FULL TIME STUDENT/OTHER REASON (J34 = 1/7/8/95)		
J35	Are you currently looking for paid work? Is that full-time work, part-time work or either of these?		
	Yes - full time	1	
	Yes - part time	2	J38
	Yes - either full or part time	3	
	No - not looking for work	4	J36
J36	Why is that?		
	ASK ALL NOT IN WORK J2=2		
J38	When did this period of not working start? IF NEVER WORKED CODE Never = 1 AND RECORD DATE OF LEAVING FULL TIME EDUCATION		
	NEVER	1	
	Month: J2		
	YEAR:		
	Don't know	~	J45
	Can't remember	2	
		3	
	ASK ALL EMPLOYEES (J7 Code 1)		
J39a	Last time you were paid (in your main job) what was your total take home pay - that is after all deductions for tax, National Insurance, union dues, pension and so on, but including overtime, bonuses, commission and tips? RESPONDENTS TO CHECK PAYSLIP IF POSSIBLE		
			J39b
	J15		
	Don't know		J41
	Refusal		J44
			• ••
	IF AMOUNT GIVEN AT J39a WAS OVER £70,000		
	Interviewer – please confirm that total take home pay is over £70,000		1001
	Correct	1	J39b
	Incorrect	2	J39a

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Q.No		Code	Route
	ASK ALL WHO GAVE INCOME AT J39a		
J39b	How long a period did that pay cover?		
	1 week	1	
	Fortnight	2	
	Four weeks	3	
	Calendar month	4	
	Year	5	
	Other (specify)	05	140
		95	J40
J40	CARD J13 Does this amount include any tax credits?	1	
	Yes, the Child Tax Credit Yes, the Working Tax Credit (Previously Working Families Tax Credit)	1 2	
	Yes, the Working fax Credit (Freviously Working Failines fax Credit) Yes, the Child Care Tax Credit	3	
	Yes, the Disabled Persons Tax Credit	4	
	No (exclusive code)	5	
	(Spontaneous: gets Child's Tax Credit but NOT included in amount given)	6	
	(Spontaneous: gets WTC (previously WFTC) but NOT included in amount given)	7	
	(Spontaneous: gets DPTC but NOT included in amount given)	8	J41
	ASK ALL EMPLOYEES (J7=1)		
J41	And the last time you were paid what was your gross pay - that is before any deductions? NOTE: EXCLUDE ANY TAX CREDITS ADDED TO PAY RESPONDENTS TO CHECK PAYSLIP IF POSSIBLE		
			J42
	J16		Instruc.
	Don't know		Above
	Refusal		J43
	IF AMOUNT GIVEN AT J41 WAS OVER £70,000		
	Interviewer – please confirm that total gross pay is over £70,000		
	Correct	1	J42
	Incorrect	2	J41
	IF AMOUNT GIVEN AT J41 IS LESS THAN AMOUNT GIVEN AT J39a		• • •
	Interviewer – the amount given for gross pay is less than the amount given for net pay. Please check that this is correct.		
	Correct	1	J42
	Incorrect	2	J41
	ASK ALL WHO GAVE A GROSS PAY AT J41		
J42	How long a period did that cover?		
	1 week	1	
	Fortnight	2	
	Four weeks	3	
	Calendar month	4	
	Year	5	
	Other (specify)	05	SEE
		95	BELOW

Q.No		Code	Route
	ASK ALL WHO ARE SELF EMPLOYED (J7 Code 2)		
J43	I know that it is sometimes difficult for self-employed people to give an exact figure for their income, but could you please think about your take home income in the last 12 months. That is, the amount you personally took out of the business after all taxes and costs. About how much is this?		
	J17		SEE
	Don't know		BELOW
	Refusal		
	ASK ALL CURRENTLY IN PAID WORK OR ON LEAVE (J1=1 OR J2=1)		
J44	You have already told me about income from your current job. Do you receive any other regular income from paid work at all - I mean from a second job, odd jobs, casual work and so on?		
	Yes	1	J46
	No	2	J48
	ASK ALL THOSE NOT IN PAID WORK (J2=2)		
J45	Do you receive any occasional income from paid work at all - I mean from odd jobs, casual work and so on?		
	Yes	1	J46
		2	J48
J46	ASK ALL WHO RECEIVE INCOME FROM ODD JOBS (J44 Code 1 or J45 Code 1) How many hours do you usually work a <u>month</u> in your second/odd job(s), excluding meal breaks but including any overtime you might do? NOTE: IF NO USUAL HOURS ASK FOR AVERAGE		
	J3 Don't know	1	
	Refused	2	J47
J47	Before tax and other deductions how much did you earn from your second and all other occasional jobs in the last calendar <u>month</u> ? IF 'DON'T KNOW/CAN'T REMEMBER' PROBE: Can you give me an approximate amount?		
	ENTER TO NEAREST £:		
	J7		
	Don't know	1	J48
	Refused	2	540
	ASK IF MAIN RESPONDENT SAME AS MCS1 OR IF MAIN RESPONDENT WAS PARTNER AT MCS1 (HHQ4 = CODE 1) OR (HHQ15b = CODE 4 AND FFPARTST = CODE 3) OR (HHQ20 = CODE 4 and FFPARTST = CODE 4)		
J67	I'd now like to ask a few questions about your education and qualifications since Cohort child was aged 9 months.	Ο	
	Yes	() 1	J68
	No	2	J71

λ.Νο		Code	Route
	ASK IF J67 CODE 1		
68	CARD J19 Please tell me which of these qualifications on this card you have gained		
	since Cohort child was 9 months old?		
	CODE ALL THAT APPLY.		
	Higher degree	1	
	First degree	2	
	Diplomas in higher education	3	
	A / AS / S levels	4	
	O level / GCSE grades A-C	5	
	GCSE grades D-G	6	
	Other academic qualifications (incl. Overseas)	7	100
	None of these qualifications – EXCLUSIVE CODE	8	J69
_	ASK IF J67 CODE 1		
9	CARD J20 Please tell me which of the qualifications on this card you have gained since Cohort Child was 9 months old?		
	CODE ALL THAT APPLY		
	Professional qualifications at degree level	1	
	Nursing / other medical qualifications	2	
	NVQ / SVQ / GSVQ level 3	2	
	Trade apprenticeships	4	
	NVQ / SVQ / GSVQ level 2	5	
	NVQ / SVQ / GSVQ level 1	6	
	Other vocational qualifications (incl. overseas)	95	
	None of these qualifications – EXCLUSIVE CODE	96	J71
	ASK J73 TO J82 TO NEW RESPONDENTS ONLY (HHQ4 = CODE 2 AND HHQ15b = CODES 1,2,3 OR 5) OR (HHQ4 = CODE 2 AND HHQ15b = CODE 4 AND FFPARTST = CODES 5,6, OR 7)		
3	I'd now like to ask a few questions about your education. First, how old were you when you left full-time continuous education?		
	IF LEFT AND LATER RETURNED TO BECOME A FULL-TIME STUDENT, ASK: How old were you when you <u>first</u> left?		
	IF SANDWICH COURSE OR GAP YEAR TREAT AS FULL-TIME CONTINUOUS EDUCATION, IF STILL IN FULL-TIME EDUCATION, CODE 0		
	J11		
			J74
74	CARD J19 AGAIN Please tell me whether you have any of the qualifications on this card. IF YES: Please look down the list starting from the top and tell me the first one you come to that you have. CODE ONE ONLY		
	Higher degree	1	
	First degree	2	
	Diplomas in higher education	3	
	A / AS / S levels	4	
	O level / GCSE grades A-C	5	
	GCSE grades D-G	6	
	Other academic qualifications (incl. overseas)	95	
	None of these qualifications	96	J75

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

- 1 of 137 - MODULE M: EMPLOYMENT HISTORY -

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

MODULE L: OTHER MATTERS

PARTNER RESPONDENTS

Q.No		Code	Route
	ASK L1-L5 TO NEW RESPONDENTS ONLY (HHQ4 = CODE 2)		
L1	I'd like to ask a few more questions about some other issues. Talking to people about the General Election on the 7 th of June 2001 we have found that a lot of people didn't manage to vote. How about you? Did you manage to vote in the General Election? NOTE: IF NOT ELIGIBLE OR TOO YOUNG TO VOTE, CODE AS NO.		
	Yes No	1 2	L3
	THERE IS NO L2	~	20
_3	How interested would you say you are in politics? Would you say you were READ OUT:		
	Very interested	1	
	Fairly interested	2	
	Not very interested	3	
	Or, not at all interested	4	L4
_4	Do you regard yourself as belonging to any particular religion? IF YES: Which?		
	No religion	1	
	Christian, no denomination	2	
	Roman Catholic	3	
	Church of England/Ireland/Anglican/Episcopal United Reformed Church (URC)/Congregational	4 5	
	Baptist	5 6	
	Methodist	7	
	Presbyterian/Church of Scotland	8	
	Free Presbyterian	9	
	Other Christian (specify)	Ū.	
		10	
	Hindu	11	
	Jew	12	
	Muslim/Islam	13	
	Sikh	14	
	Buddhist	15	
	Other non Christian (specify)		SEE
		16	BELOW
	IF DOES BELONG TO ANY PARTICULAR RELIGION (L4 = CODES 2-16)		
_5	How often, if at all, do you attend services or meetings connected with your religion? Do you attend READ OUT:		
LChAttn)	Once a week or more	1	
	Less often but at least once a month	2	
	Sometimes, but less than once a month	3	
	Or, very rarely or never	4	L6

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

MODULE H: SELF-COMPLETION

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

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Q.No.		Code	Route
HP5a	If one child at H4: Thinking about that child, what year was s/he born in?		
	If more than one child at H4: Starting with the oldest child, what year was s/he born in? etc.	0	
	REPEAT HP5a-hp10 FOR EACH CHILDMENTIONED AT HP4	()	
	Please enter year:		
	(range 19502005)		
	, , , , , , , , , , , , , , , , , , ,	~	HP5b
HP6	Where is s/he now? S/he died	()	
	With his/her other parent	1 2	HP9
	With other relatives	2	
	With an unrelated adoptive family	4	
	In care/with foster parents	5	HP7
	Living independently	6	
	In hospital	7	
	Somewhere else	8	
	Don't know	9	HP9
HP7	IF NOT CODES 1/9 AT HP6		
	(Do) you ever see him/her?		
	('Do' if one child, ir more than one child say 'Still thinking about the first child')	0	
	Yes	1	HP8
	No	2	HP9
HP8	IF YES AT HP7		
	How often do you see him/her?	0	
	Every day	1	
	Less often but more than once a week	2	
	Once a week	3	
	Less often but at least once a month	4	
	Less often than once a month	5	HP9
HP9	IF YES AT HP3	0	
	Did this child ever live with you? Yes	() 1	
	No	2	HP10
HP10	IF CODES 2-8 AT HP6		
	Do you make regular maintenance payments for this child?	()	
	Yes	Ĩ	HP56
	No	2	
	REPEAT HP5a-HP10 FOR EACH CHILD MENTIONED AT HP4		
HP56	PARENTING COMPETENCE. ASK ALL		
	Thinking particularly about <cohort child=""> can you choose your response to the following statements:</cohort>	()	
	I feel that I am: Not very good at being a parent	1	
	A person who has some trouble being a parent	2	
	An average parent	3	
	A better than average parent	4	SEE
	A very good parent	5	BELOW

Q.No							Code	Route	
	REPEAT FOR EACH COHORT	CHILD -	ensure ead	ch twin/tri	plet is ide	ntified			
H47	Overall, do you think that your cl areas: Emotions, concentration,								
	Νο								
				,	Yes - minoi	r difficulties	2		
				Ye	es - definite	difficulties	3	H48	
				Y	es - severe	difficulties	4		
						Can't say	5	H56	
H48	IF YOU HAVE ANSWERED 'YE QUESTIONS ABOUT THESE D How long have these difficulties	IFFICULT	IES: (H47=			3			
		•			Less that	an a month	1		
					1	- 5 months	2		
					6 -	12 months	3		
					C	Over a year	4		
						Can't say	5	H49	
H49	Do the difficulties upset or distre	ess your ch	ild?			Not at all	1		
	Not at all								
	Only a little Quite a lot								
	A great deal								
	Can't say								
	Do the difficulties interfere with your child's everyday life in the following areas?								
		Not at	Only a	Quite	A great	Can't			
H50	Home Life	all 1	little 2	a lot 3	deal 4	say 5			
H51	Friendships	1	2	3	4	5		-	
H52	Learning	1	2	3	4	5		-	
H53	Leisure Activities	1	2	3	4	5		-	
H54	Do the difficulties put a burden of				>	_		_	
						Not at all	1		
						Only a little	2		
	Quite a lot								
	A great deal								
	Can't say								
	SKIP TO F25 IF ADMINISTERING AS INTERVIEW AND LANGUAGE SPOKEN IS ENGLISH (IF HO=CODE 1 AND HH23=10R2)								
H56	PARENTING COMPETENCE			-					
	The next question is about how you feel about being a parent.								
	For the next statement, choose your response from the choice 1 to 5:								
	I feel that I am:								
		ng a parent	1						
		А ре	erson who h	has some t		ng a parent	2		
						age parent	3		
				A bette		age parent	4		
					A very g	ood parent	5	1100	
						Can't say	6	H68	

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

	The next few questions are about how you have felt over the last 30 days.								1		
			All of the time	Most of the time	Some of the time	A little of the time	None of the time	Can't say			
H84a			01	02	03	04	05	06		H84b	
H84b	During the last 3 often did you fee SINGLE CODE		01	02	03	04	05	06		H84c	
H84c	often did you fee	30 days, about how eel restless or LE CODE ONLY	01	02	03	04	05	06		H84d	
H84d	often did you fee	30 days, about how eel that everything SINGLE CODE	01	02	03	04	05	06		H84e	
H84e	During the last 3 often did you fee SINGLE CODE		01	02	03	04	05	06		H84f	
H84f	During the last 3 often did you fee SINGLE CODE		01	02	03	04	05	06		H85	
	H88 – H104 ONLY ASKED TO RESPONDENTS WHO HAVE A HUSBAND/WIFE/PARTNER HUSBAND = HH14=1 OR HHQ19=CODE 1 OR HHQ20=CODE1 AND RESP SEX = FEMALE WIFE = HH14 = 1 AND RESP SEX = MALE PARTNER = HH14 =2										
	The next few qu Please say how	uestions are about you v much you agree or d	ur relation lisagree	nship wi with eac	th your h ch of the	nusband, followin	/wife/par g statem	tner. ients.		I	
H88	My husband/wife/partner is usually sensitive to and aware of my needs. Strongly agree									l	
					Nei	ither agre	ee nor d	Agree isagree	2 3	1	
	Disagree									1	
						St	trongly di Ca	isagree an't say	5 6	H89	
Q.No	Q.No								QoNde	Rolline	Cod
H89	My husband/wif	fe/partner doesn't seer	m to liste	en to me	<i>.</i>				t	ـــــــــــــــــــــــــــــــــــــ	<u>.</u>
							Strongly		1	I	
					Ne	ither agre	ee nor d	Agree isagree	2 3	1	
								isagree	4	1	
	Strongly disagree									ł	
						01	• •	an't say	5 6	H90	

	Strongly agree	1	
	Agree	2	
	Neither agree nor disagree	3	
	Disagree	4	
	Strongly disagree	5	
	Can't say	6	H91
H93	I suspect we may be on the brink of separation.		
	Strongly agree	1	
	Agree	2	
	Neither agree nor disagree	3	
	Disagree	4	
	Strongly disagree	5	H95/
	Can't say	6	B48
B48	How often do you and (husband/wife/partner) disagree over issues concerning Cohort child?		
	Never	1	
	Less than once a week	2	
	Once a week	3	
	Several times a week	4	
	Once a day	5	
	More than once a day	6	
	Can't say	7	
H96	Here is a scale from 1 - 7 where '1' means that you are very unhappy and '7' means that you are very happy.		_
	Please enter the number which best describes how happy or unhappy you are with your relationship, all things considered?		
	1 2 3 4 5 6 7 8		
	Very Very Can't		1107
H97	Unhappy say People often use force in a relationship - grabbing, pushing, shaking, hitting, kicking		H97
1197	etc. Has your husband/partner ever used force on you for any reason?		
	Yes	1	
	No	2	
	Don't want to answer	3	H98
H95	How often do you and your wife/husband/partner go out together as a couple in your leisure time without Cohort child or any other children?		
	Once a week or more	1	
	Once a month or more	2	
	Less often	3	
	Hardly ever / never	4	

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

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

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

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

MODULE N: Complete

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

GfK. Growth from Knowledge



Proxy questionnaire

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

MODULE APX: PARENTAL SITUATION

Q.No		Code	Route
(ProxStT)	Time at start of proxy interview [set by Proxwarn]		
	Time/		
Intro- Proxy-2	INTERVIEWER ASK OR CODE: Why is a proxy interview rather than a personal interview being conducted? CODE ONE ONLY		
	Farther / Mother / Partner away in forces	1	
	Father/ Mother/ Partner working away	2	
	Father/ Mother /Partner away in hospital	3	
	Father/ Mother /Partner away in prison	4	
	Father/ Mother /Partner away for some other reason (specify)	5	
	Father/ Mother /Partner incapacitated (unable to understand and answer questions for themselves)	6	
	Other (specify)	7	Intro3
Intro-	As your [wife/husband/partner] is		
Proxy-3	(intro $2 = 1,2,3,4,5$) away at the moment		
	(intro $2 = 6/7$) unable to answer any questions about him/herself		
	I would like to ask you a few questions about [him/her]		APX1
	CAPI DEFINITIONS:		
	Wife = HHQ14=1 AND HHQ6=1		
	Husband = HHQ14=1 AND HHQ6=2		
	Partner = HHQ14=1/2		
	Him = HHQ14=1/2 AND HHQ11=1		
	Her = HHQ14=1/2 AND HHQ11=2		
APX1	CARD APX1 Can I just check what is [name's] current legal marital status?		
	INTERVIEWER – PROMPT IF NECESSARY, CODE FIRST THAT		
	APPLIES	()	
	Legally separated	1	
	Married, 1 st and only marriage	2	
	Remarried, 2 nd or later marriage	3	
	Single never married	4	
	Divorced	5	
	Widowed	6	INSTRU
	Don't know	8	ABOVE
	Refused	9	A0a

Q.No		Code	Route
	ASK A0a TO ALL NEW RESPONDENTS IN ENGLAND		
A0a	CARD APX1 Which of the groups on this card does [name] regard [him/her]self as belonging to?	()	
	White - British	1	
	White - Irish	2	
	Any other White background – specify	3	
	Mixed – White and Black Caribbean	4	
	Mixed – White and Black African	5	
	Mixed – White and Asian	6	
	Any other mixed background – specify	7	
	Asian/Asian British – Indian	8	
	Asian/Asian British – Pakistani	9	
	Asian/Asian British – Bangladeshi	10	
	Any other Asian background – specify	11	
	Black/Black British – Caribbean	12	
	Black/Black British – African	13	
	Any other Black background – specify	14	
	Chinese	15	
	Any other background – specify	16	
			F1INTRO

Q.No		Code	Route
	ASK A0b TO ALL NEW RESPONDENTS IN WALES		
A0b	CARD APX2 Which of the groups on this card does [name] regard [him/ her]self as belonging to?	()	
	White - Welsh	1	
	White – other British	2	
	White - Irish	3	
	Any other White background – specify	4	
	Mixed – White and Black Caribbean	5	
	Mixed – White and Black African	6	
	Mixed – White and Asian	7	
	Any other mixed background – specify	8	
	Asian/Asian British – Indian	9	
	Asian/Asian British – Pakistani	10	
	Asian/Asian British – Bangladeshi	11	
	Any other Asian background – specify	12	
	Black/Black British – Caribbean	13	
	Black/Black British – African	14	
	Any other Black background – specify	15	
	Chinese	16	
	Any other background – specify	17	
			F1INTRO

Q.No		Code	Route
	ASK A0c TO ALL <u>NEW</u> RESPONDENTS IN <u>SCOTLAND</u>		
A0c	CARD APX3 Which of the groups on this card does [name] regard [him/ her]self as belonging to?	()	
	White - Scottish	1	
	White – other British	2	
	White - Irish	3	
	Any other White background – specify	4	
	Any mixed background – specify	5	
	Asian/Asian Scottish/Asian British – Indian	6	
	Asian/Asian Scottish/Asian British – Pakistani	7	
	Asian/Asian Scottish/Asian British – Bangladeshi	8	
	Asian/Asian Scottish/Asian British - Chinese	9	
	Any other Asian background – specify	10	
	Black/Black Scottish/Black British – Caribbean	11	
	Black/Black Scottish/Black British – African	12	
	Any other Black background – specify	13	
	Any other background – specify	14	
			F1INTRO

Q.No		Code	Route
	ASK A0d TO ALL <u>NEW</u> RESPONDENTS IN <u>NORTHERN IRELAND</u>		
A0d	CARD APX4 Which of the groups on this card does [name] regard [him/ her]self as belonging to?	()	
	White	1	
	Chinese	2	
	Irish Traveller	3	
	Indian	4	
	Pakistani	5	
	Bangladeshi	6	
	Black Caribbean	7	
	Black African	8	
	Any other Black background – specify	9	
	Mixed ethnic group – specify	10	
	Any other background – specify	11	
			F1INTRO

MODULE FPX: GRANDPARENTS AND FRIENDS

Q.No		Code	Route
FlIntro	READ OUT: I'd now like to ask you about [name's] parents.		
	DO NOT ASK IF MOTHER DEAD AT MCS1 (FFMUMAL2 = 1)		
F1	ASK OR CODE IF OBVIOUS		
	May I just check, is [name's] mother still alive? ADD IF NECESSARY: By		
	mother I mean natural or adoptive mother.	()	
	Yes	1	
	No	2	
	Don't know	3	SEE
	Refused	4	BELOW
	DO NOT ASK IF FATHER DEAD AT MCS1 (FFDADAL2 = 1)		
F2	ASK OR CODE IF OBVIOUS		
	And is [name's] father still alive? ADD IF NECESSARY: By father I mean		
	natural or adoptive father.	()	
	Yes	1	
	No	2	~
	Don't know	3	SEE
	Refused	4	BELOW
	ASK IF MOTHER IS ALIVE (F1=1)	0	
F10	CARD FPX1 How often does [name] see [his/ her] mother nowadays?	()	
	Every day 3 - 6 times a week	1 2	
	Once or twice a week	2	
	Less often, but at least once a month	4	
	Once every few months	5	
	Once a year	6	
	Less than once a year	7	
	Never	8	
	(Lives with mother)	9	
	Don't know	10	SEE
	Refused	11	BELOW

.No		Code	Route
	ASK IF FATHER IS ALIVE (FPX2=1)		
11	CARD FPX1 How often does [name] see [his/ her] father nowadays?	()	
	Every day	1	
	3 - 6 times a week	2	
	Once or twice a week	3	
	Less often, but at least once a month	4	
	Once every few months	5	
	Once a year	6	
	Less than once a year	7	
	Never	8	
	(Lives with father)	9	
	Don't know	10	SEE
	Refused	11	BELOW
	ASK IF MOTHER OR FATHER IS ALIVE (F1=1 or F2=1)		
12	CARD FPX2 Does [name's] parents do any of the following for you, apart from any time they may spend looking after your child? IF YES: In what ways do they help you? CODE ALL THAT APPLY	0	
	Buying essentials for the child - food, clothes, etc.	1	
	Paying for other household costs - e.g. bills, shopping, etc.	2	
	Buying gifts and extras for the child	3	
	Lending money	4	
	Paying for childcare	5	
	Other financial help	6	
	No, does not help in any of these ways (exclusive code)	7	
	Don't know (exclusive code)	8	
	Refused	9	F21
	CAPI:		
	a) If both parents alive (FPX1=1 and FPX2=1): wording as above		
	b) If only mother is alive (FPX1=1 and FPX2=2/3) OR FFDADAL2=1: Does [name's] mother do any of the following for you, apart from any time she may spend looking after your child? IF YES: In what ways does she help you?		
	c) If only father is alive (FPX2=1 and FPX1=2/3) OR FFMUMAL2=1: Does [name's] father do any of the following for you, apart from any time he may spend looking after your child? IF YES: In what ways does he help you?		
21	ASK ALL		
	Can I also check, was [name] born in the UK?	0	
	Yes	1 2	G1
	Don't know	3	F23
	Refused	4	
23	IF NOT BORN IN UK (F21=1)		
	When did [name] come to the UK to live?		
	Don't know	1	G1
	Refused	2	

MODULE GPX: PARENT'S HEALTH

Q.No		Code	Route
G1	I would now like to ask about [name's] health. How would you describe [his/her]		
	health generally? Would you say it is READ OUT	()	
	Excellent	1	
	Good	2	
	Fair	3	
	Or, poor	4	
	Don't know	5	
	Refused	6	G13
G13	Does [name] have a longstanding illness, disability or infirmity? By longstanding I mean anything that has troubled [him/her] over a period of time or that is likely to affect [him/her] over a period of time.	()	
	Yes	1	G13a
	No	2	INSTRU
	Don't know	3	ABOVE
	Refused	4	G17
G13a	ASK IF HAS ILLNESS/DISABILITY (G13=1)		
	Interviewer: Please record what the longstanding illness, disability or infirmity is.		
	IF ASKING ABOUT NEW PARTNER (HHQ15a=2)		
G17	I'd now like to ask about [name's] height and weight. First, how tall is [he /she] without shoes? INTERVIEWER: IS ANSWER GOING TO BE IN FEET AND INCHES OR CENTIMETRES?	()	
	Feet and inches	1	
	Centimetres	2	
	Don't know	3	SEE
	Refused	4	BELOW
G17a	IF G17 =1		
	FIRST ENTER HEIGHT IN FEET:		
	Range 38		
	Range: 0 12		
G17b	IF G17=2		
	ENTER HEIGHT IN CENTIMETRES: Range: 90 . 270		

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

MODULE JPX: EMPLOYMENT AND EDUCATION

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

Q.No		Code	Route
J6	What does [he /she] mainly do / what did [he /she] mainly do in their job? INTERVIEWER: CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB. WRITE IN Does = JPX1=1-5		
	Did = JPX2=1 or JPX3=1		
	Don't know	1	J7
J7	Did [name] work/ Is [name] name working as an employee or self-employed (in [his/ her] main job)?	()	
	Did = JPX2=1 or JPX3=1 or JPX1=3		
	Is = JPX1=1-5		
	Employee	1	J8
	Self-employed		
	Don't know	_	J10
	Refused	4	
J8	ASK EMPLOYEES (JPX6=1)		
	Does [name] / Did [name] have any managerial duties, or is [he/she] supervising any other employees?		
	Does = JPX1=1-5	()	
	Did = JPX2=1 or JPX3=1		10
	Manager		J 9
	Foreman/supervisor		
	Not a manager or supervisor Don't know		J10
	Refused		510
J9	ASK MANAGERS OR SUPERVISORS (J8=1/2)	5	
19	Does [name] / Did [name] supervise more than 25 people?	0	
	Does = JPX1=1-5	0	
	Did = JPX2=1 or JPX3=1		
	Yes	1	
	No	2	
	Don't know	3	SEE
	Refused	4	BELOW
J10	ASK IF EMPLOYEE (J7=1)		
	When did [name] first start [his/ her] job with this employer?		
	If [he /she] has had periods of working and not working for this employer, please give me the date on which their most recent period of working for this employer started.		
	ASK IF SELF-EMPLOYED (J7=2)		
	When did [name] first start [his/ her] self-employed job?		
	If [he/she] has had periods of being self-employed and being an employee, please give me the date on which CIS current period of self-employment started.		

Q.No		Code	Route
	ENTER MONTH HERE:		
	Range: 112		
	Range: 19652005		
	Don't know	1	
	Refused	2	SEE
	IF CAN RECALL ONLY SEASON:		BELOW
	Winter = 02, Spring = 05, Summer = 08, Autumn = 11		
	IF EMPLOYEE (J7=1) NOW GO TO J12		
	IF SELF-EMPLOYED (J7=2) NOW GO TO J22		
2	About how many people work for [name's] employer at the workplace (building, branch, works or site) where [he/she] works ?	0	
	If JPX1 =1/2/3/4/5 – wording as above		
	If JPX2 =1 or JPX3=1 then: About how many people worked for [name's] employer at the workplace (building, branch, works or site) where [he/she] worked ?		
	Works/ed alone	1	
	1 - 2	2	
	3-9	3	
	10-24	4	
	25-49	5	
	50-99	6	
	100-199	7	
	200-499	8	
	500-999	9	
	1000 or more	10	
	DK, fewer than 25	11	
	DK, 25 or more	12	
	DK, at all	13	SEE
	Refused	14	BELOW
	HJ16~=1/2/3/4/5		
YX11	When did this job end?		
	Month (1-12)		
	Year (1965-2005)		INSTRUC
	DK	1	ABOVE
		2	J67
	IF DK MONTH ENTER '98' OR SEASON: WINTER = 02, SPRING = 05, SUMMER = 08, AUTUMN = 11		
	ASK IF IN EMPLOYMENT/ON LEAVE (JPX1=1/2/3)		

Q.No		Code	Route
	IF J16=1/2/3 AND J7=1		
J21	CARD JPX2 Can you tell me which, if any, of the pensions on this card [name] has? CODE 6/7 CANNOT BE PART OF MULTICODE	()	
	Employer's final salary occupational pension scheme	1	
	Employer's money purchase (or annuity) pension scheme	2	
	Employer's other scheme, don't know what type	3	
	A personal pension scheme	4	
	A stakeholder pension	5	
	None of these	6	
	Don't know	7	
	Refused	8	J26
	ASK IF IS/WAS SELF EMPLOYED (J7=2)		
J22	About how many people work for [name]?	0	
	If JPX1 = $1/2/3/4/5$: wording as above		
	If JPX2 = 1 or JPX3 =1: About how many people worked for [name]?		
	Works alone or only with partner	1	
	Less than 25 employees	2	
	25 or more employees	3	
	Don't know	4	SEE
	Refused	5	BELOW
	ASK IF SELF EMPLOYED AND IN WORK (HJ16=4/5 OR J16=3 AND J7=2)		
J24	Does [name] have a personal pension scheme?	0	
	Yes	1	
	No	2	
	Is making other provision (e.g. assets, house, paintings)	3	
	Don't know	4	
	Refused	5	J26
	ASK IF IN WORK OR ON LEAVE (IF J16=1-5)		
J26	How many hours does [name] usually work a week in [his/her] job? INCLUDE USUAL OVERTIME. IF NO USUAL ASK FOR AVERAGE. NOTE: IN MAIN JOB		
	Range: 1 120		
	Don't know	1	JPX16
	Refused	2	
		2	
JPX16	ASK IF IN WORK OR ON LEAVE (IF J16=1-5) CARD JPX3 In [his/her] main job how often does [name] work away from home overnight?	()	
	Every week	1	
	At least once per month	2	
	Less than once per month	3	
	Never	4	SEE
	Don't know	5	BELOW

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

Q.No		Code	Route
	ASK THOSE WHO ARE SELF EMPLOYED (JPX1=4/5)		
J43	I know that it is sometimes difficult for self-employed people to give an exact figure for their income, but could you please think about [name's] take home income in the last 12 months. That is, the amount [he/she] personally took out of the business after all taxes and costs. About how much is this?		
	If JPX3=1 and JpX6=2) : replace 'in the last 12 months' with 'During the last 12 months you were self employed'		
	Range: 1 70,000		
	Don't know	1	
	Refusal	2	
	IF PARTNER SAME AS AT MCS1 (HHQ15a=1)		
J67	CARDS J19-J20 I'd now like to ask a few questions about [name's] education and qualifications since [name of Cohort child] was aged 9 months.	()	
	Has [he/she] acquired any new qualifications?	U.	
	Yes	1	J68
	No	2	Нр3
	Don't know	3	
J68	IF J67=1	()	
	CARD JPX4 Please tell me which, if any, of the qualifications on this card [name] has gained since [name of Cohort child] was 9 months old? CODE ALL THAT APPLY		
	Higher degree	1	
	First degree	2	
	Diplomas in higher education	3	
	A / AS / S levels	4	
	O level / GCSE grades A-C	5	
	GCSE grades D-G	6	
	Other academic qualifications (incl. Overseas)	95	
	None of these qualifications	96	
	Don't know	97	
	Refused	98	J69
J69	CARD JPX5 Please tell me which, if any, of the qualifications on this card [name] has gained since [name of Cohort Child] was 9 months old? CODE ALL THAT APPLY	()	
	Professional qualifications at degree level	1	
	Nursing / other medical qualifications	2	
	NVQ / SVQ / GSVQ level 3	3	
	Trade apprenticeships	4	
	NVQ / SVQ / GSVQ level 2	5	
	NVQ / SVQ / GSVQ level 1	6	
	Other vocational qualifications (incl. Overseas)	95	
	None of these qualifications	96	
	Don't know	97	
	Refused	98	HP3

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

MODULE LPX: OTHER MATTERS

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





New Families questionnaire

NF MODULE HH HOUSEHOLD

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

Q.No.		Code	Route
QC2	Before we can start the interview itself, I need to check that you were living at (9 MONTHS ADDRESS) ON (DATE WHEN [COHORT CHILD] 9 MONTHS OLD). Is this correct?		
	Yes	1	PROCEED TO QD
	No	2	ASK QC3
	ASK IF NO AT QC2		
QC3	And can I just make a note of what your address was on (FFW ELIGIBLE DATE), including the postcode? INTERVIEWER PLEASE ENTER IN FULL OR CODE REFUSED		
	REFUSED	1	THANK AND CLOSE
QC4	Was the address you have just given me within a 20-minute walk of (FFW ELIGIBLE ADDRESS), or further away?		
	Within 20 mins walk	1	PROCEED TO Q1
	Further away	2	THANK & CLOSE
	Don't know	3	THANK & CLOSE
	ASK ALL MAIN RESPONDENTS		
Q.1.	First I'd like to ask a few questions about yourself and the people who live here. Please remember that all the answers you give me will be completely confidential. Including yourself, how many people live here regularly as members of this household?		
	ENTER:		Q.3.
	THERE IS NO Q.2.		
Q.3.	INTERVIEWER ENTER RESPONDENT'S FIRST NAME - ASK IF NECESSARY		
	ENTER:		Q.D
Q.D.	Can I just check whether you will have any problems reading these cards because you are unable to see properly, even with glasses on?		
	Yes - has sight problem	01	
	Yes - blind	02	
	No - no sight problems (include problems corrected by glasses/contact lenses)	03	Q.6
	ASK ALL	()	
Q.6.	INTERVIEWER CODE RESPONDENT'S SEX:		
	Male	1	0.7
Q.7.	Female	2	Q.7.
Q.7.	And now yourself. What is your date of birth? ENTER: DAY:		
	OR CODE: Don't know	01	Q.8.

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

Q.No.		Code	Route
Q.13.	SHOW CARD H1 AGAIN What is (NAME OF PERSON FROM Q10)'s relationship to [Cohort Child]? INTERVIEWER PROMPT OR CHECK IF NECESSARY: So, (NAME OF PERSON FROM Q10) is [Cohort Child]'s?		
	NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOSTERING.	()	
	Note BLOOD RELATIONSHIPS TAKE PRIORITI OVER POSTERING. Natural parent	07	
	Adoptive parent	08	
	Foster parent	09	
	Step-parent/partner of parent	10	
	Natural brother/natural sister	11	
	Half brother/half sister	12	
	Step-brother/step-sister	13	
	Adopted brother/adopted sister	14	
	Foster brother/foster sister	15	
	Maternal grandparent	17	
	Paternal grandparent	18	
	Other relative	19	
	Nanny/au pair	20	
	Other non-relative	21	Q.14.
Q.14.	SHOW CARD H2 And what is (NAME OF PERSON FROM Q10)'s relationship to you?		
	INTERVIEWER PROMPT OR CHECK IF NECESSARY: So, (NAME OF PERSON FROM Q10) is your?		
	NOTE BLOOD RELATIONSHIPS TAKE PRIORITY OVER FOSTERING.	0	
	Husband/wife	01	
	Partner/cohabitee	02	
	Natural son/daughter	03	
	Adopted son/daughter Foster son/daughter	04 05	
	Stepson/stepdaughter/child of current or previous partner	05 06	
	Natural parent	00	
	Adoptive parent	07	
	Foster parent	09	
	Step-parent/partner's parent	10	
	Natural brother/natural sister	11	
	Half brother/half sister	12	
	Step-brother/step-sister	13	
	Adopted brother/adopted sister	14	
	Foster brother/foster sister	15	
	Grandchild	16	
	Maternal grandparent	17	
	Paternal grandparent	18	
	Other relative	19	
	Nanny/au pair	20	
			1

Q.No.		Code	Route
	ASK FOR EACH PERSON AGED 16+ IN HOUSEHOLD (NAMED AT Q10, AGE BASED ON DOB AT Q12)		
Q.15.	Can I check, is (NAME OF PERSON) currently in paid work or not? NOTE: IF ON LEAVE, CODE YES.	()	
	Yes	01	
	No	01	
Q.18a	READ OUT: You said the only people living in this household are (LIST ALL HOUSEHOLD MEMBERS ENTERED AT Q10 + RESPONDENT NAME FROM Q3 + [COHORT CHILD]). Is this correct or have we forgotten someone?	02	
d. Tou	Correct - GO TO INSTRUCTION ABOVE Q.15a.		
	Incorrect - REPEAT Q10-15 UNTIL RESPONSE AT Q18A= "CORRECT"		
	ASK IF HUSBAND/WIFE/PARTNER/COHABITEE OF MAIN RESPONDENT CODED AT Q.14 (01 or 02) person coded 01 OR O2 AT Q14 IS MALE (Q11=01) AND NATURAL PARENT (Q13=07) AND MAIN RESPONDENT IS FEMALE (Q6=01)		
Q.15a	INTERVIEWER: Is respondent's partner (NAME OF PERSON CODED 01 OR 02 AT Q14) the same as [Cohort Child]'s father? (NAME OF PERSON CODED 07 AT Q13 AND CODED 01 AT Q11	()	
	Yes	01	Q.17.
	No	02	Q.15b
0.45	ASK IF NO AT Q.15a (Code 02) OR IF NO PARTNER RECORDED AT Q14 (Q14=01	()	
Q.15b	OR 02) AND MAIN RESPONDENT IS FEMALE (Q6=02)		
	READ OUT: Would you mind telling me why [Cohort Child]'s father does not live here, with you and [Cohort Child]?		
	Deceased	01	Q15c
	Separated/divorced/relationship ended	02	
	Long term absence (e.g. hospital)	03	
	Child's father never lived with them	04	
	Other (specify)	05	
	ASK IF [COHORT CHILD]'S FATHER HAS DIED (Q15b = 01)		
Q.15c	Would you mind telling me when [Cohort Child]'s father died?		
Q.150	/		
	Don't know	01	
Q.19.	IF THERE IS ONLY ONE NATURAL PARENT IN HOUSEHOLD AND THIS PERSON DOES NOT HAVE A PARTNER IN THE HOUSEHOLD AND [COHORT CHILD]'S FATHER STILL ALIVE NOW (Q6 – 02 AND Q8 = 7 AND Q.14 NOT1/2 AND Q15b NOT 1)		
	We would like to interview [Cohort Child]'s father if he ever lives here, so can I just check, does he live here at all, even if it's only for one or two days a week?	()	
	Yes	1	Instruc above
	No	2	Q17
			Q23

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

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

Q.No		Code	Route
	Module X: New section for natural mothers		
	ASK NATURAL MOTHERS ONLY (Q6 = CODE 02 FEMALE AND Q8 = CODE 07 NATURAL PARENT) – OTHER MAIN RESPONDENTS GO TO MODULE B		
	We would like to ask you a few questions about [Cohort Child]'s birth		
QX1	Was [Cohort Child] born READ OUT		
	in hospital	1	
	At home	2	
	Or somewhere else?	95	
	ASK IF BABY WAS BORN SOMEWHERE OTHER THAN HOSPITAL OR AT HOME		
0.1/0	[QX1=95] Where was [Cohort Child] here?		
QX2	Where was [Cohort Child] born?		
	Text: up to 100 characters		
	ASK ALL NATURAL MOTHERS		
QX3	Was the labour induced or attempted to be induced? NOTE: INDUCED LABOUR = ANY ATTEMPT TO START LABOUR (INC. INJECTIONS, PESSARIES, BREAKING THE WATERS)		
	Yes	1	
	No	2	
	ASK ALL NATURAL MOTHERS		
QX4	What type of delivery did you have. Was itREAD OUT CODE ALL THAT APPLY		
	a normal delivery,	1	
	assisted with forceps,	2	
	assisted vacuum extraction,	3	
	assisted breach,	4	
	a planned Caesarian,	5	
	an emergency Caesarian,	6	
	or, another type of delivery?	95	
QX5	ASK IF ANOTHER TYPE OF DELIVERY [QX4=95] What type of delivery was it?		
	TEXT: UP TO 100 CHARACTERS		

Q.No		Code	Route
	QX6 TO QX13A REPEATED FOR EACH [COHORT CHILD] IF MORE THAN ONE [FFMULTI =2,3,4,5,6]		
QX6	ASK ALL NATURAL MOTHERS		
	How much did [Cohort Child] weigh when he/she was born? INTERVIEWER: ASK RESPONDENT TO CONSULT RED BOOK IF AVAILABLE . CODE IF ANSWER GIVEN IN KILOS OR POUNDS		
	Kilos and grammes	1	
	Pounds and ounces	2	
	ASK IF WEIGHT GIVEN IN KILOS [QX6=1]		
QX 7	INTERVIEWER: ENTER BABY'S WEIGHT IN KILOS AND GRAMMES		
	Range: 0.0099.99		
	CHECK C6		
	ASK IF WEIGHT GIVEN IN POUNDS [QX6=2]		
QX8	INTERVIEWER: ENTER POUNDS		
	Range: 120		
QX9	INTERVIEWER: ENTER OUNCES		
	Range: 015		
	CHECK C7		
	ASK ALL NATURAL MOTHERS		
QX10	Was [Cohort Child] taken to the special care or neo-natal or Intensive care unit after birth?		
	Yes	1	
	No	2	
_	ASK IF BABY WAS TAKEN TO SPECIAL CARE, NEO-NATAL OR INTENSIVE CARE UNIT AFTER BIRTH [QX10=1]		
QX11	Was this in the same hospital he/she was born or another hospital? IF BORN AT HOME OR ELSEWHERE, USE CODE 2		
	Same hospital	1	
	Transferred to a different hospital	2	
	ASK IF A DIFFERENT HOSPITAL TO THE ONE IN WHICH BABY WAS BORN [QX11=2]		
QX12	What is the name and town of the hospital(s)? INTERVIEWER: IF MORE THAN ONE, ENTER DETAILS ABOUT ALL HOSPITALS.		
	Text: up to 100 characters		

Q.No		Code	Route
	ASK ALL NATURAL MOTHERS		
QX13	CARD A1 And which of the groups on this card do you regard [Cohort Child] as		
	belonging to? White - British	1	
	White - Irish	2	
	Any other White background - specify	3	
	Mixed – White and Black Caribbean	4	
	Mixed – White and Black African	5	
	Mixed – White and Diack Amean Mixed – White and Asian	6	
	Any other mixed background – specify	7	
	Asian/Asian British – Indian	8	
	Asian/Asian British – Pakistani	9	
	Asian/Asian British – Bangladeshi	10	
	Any other Asian background – specify	11	
	Black/Black British – Caribbean	12	
	Black/Black British – African	13	
	Any other Black background – specify	14	
	Chinese	15	
	Any other background – specify	95	
	ASK IF BELONGS TO ANY 'OTHER' ETHNIC GROUP [BBETHE=3,7,11,14, 95]		
X13A	INTERVIEWER: TYPE IN OTHER ANSWER		
	Text: up to 100 characters		
	ASK IF RESPONDENT IS THE ONLY RESIDENT NATURAL PARENT AND HAS NOT ALREADY SAID THAT THE OTHER NATURAL PARENT HAS DIED (IF HH8=7 AND HH13~=7 AND HHQ15B~=01)		
QX14	I'd like to ask you a few questions about [Cohort Child]'s father /mother. Do you know how old he/she was when [Cohort Child] was born ENTER AGE OR Don't know CODE 98 IF FATHER/MOTHER DIED, CODE 97 Range: 098		
	TEXT SUB: [Cohort Child]'s father = INSERT '[Cohort Child] 's father' IF MAIN RESPONDENT IS FEMALE; '[Cohort Child]'s mother' IF MAIN RESPONDENT IS MALE his =INSERT 'his' IF MAIN RESPONDENT IS FEMALE; 'her' IF MAIN RESPONDENT IS MALE		

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

Q.No		Code	Route
	ASK IF [COHORT CHILD]'S OTHER NATURAL PARENT IS ALIVE [QX14 =01-96		
QX17	OR 98) I'd like to ask you a few questions about your relationship with [Cohort Child]'s		
3411	father/mother. Which of these best describes your relationship? READ OUT		
	married but separated,	1	
	divorced,	2	
	lived together then separated,	3	
	or, never lived together?	4	
	DK/Refused	97	
	CHECKS AS MAIN SCRIPT - A2, A3, A4, A5		
	ASK IF OTHER NATURAL PARENT HAS DIED AND RESPONDENT IS FEMALE		
X18	[QX14=97 AND HH6=2] Can I just check, did [Cohort Child]'s father/mother die before or after he/she was		
	born? Before	1	
	After	1 2	
	Aller	Z	
			GO TO QX20
	ASK IF OTHER NATURAL PARENT IS RESIDENT PART-TIME [HHQ19=1]		
X19	I'd like to ask you a few more questions about your relationship with [Cohort Child]'s father/mother. Which of these best describes your relationship? READ OUT		
	married,	1	
	separated,	2	
	divorced,	3	
	closely involved,	4	
	just friends,	5	
	or, not in any relationship?	6	
	CHECKS A6, A7, A8, A9		
	ASK IF NATURAL PARENTS ARE MARRIED, SEPARATED OR DIVORCED [HHQ8=7 AND HHQ13=7 AND HHQ14=1 OR QX17=1,2 OR QX19=1,2,3]		
X20	Did you and [Cohort Child]'s father/mother live together before you got married?		
	Yes	1	
	No	2	
	ASK IF NATURAL PARENTS CURRENTLY LIVE TOGETHER AND AREN'T MARRIED, ARE MARRIED, SEPARATED OR DIVORCED BUT LIVED TOGETHER BEFORE MARRIAGE OR NEVER MARRIED BUT USED TO LIVE TOGETHER THEN SEPARATED [HHQ8=7 AND HHQ13=7 AND HHQ14=02 ;OR QX20=1 ; OR QX17=3]		
QX21A	When did you and [Cohort Child]'s father/mother start living together? ENTER YEAR AT THIS QUESTION Range: 19002003		

Q.No		Code	Route
QX21B	(When did you and [Cohort Child]'s father/mother start living together?) ENTER		
	MONTH AT THIS QUESTION January	1	
	February	2	
	March	3	
	April	4	
	May	5	
	June	6	
	July	7	
	August	8	
	September	9	
	October	10	
	November	11	
	December	12	
	CHECK A10		
	ASK IF NATURAL PARENTS ARE MARRIED, SEPARATED OR DIVORCED [HHQ8=7 AND HHQ13=7 AND HHQ14=1; OR QX17=1,2; OR QX19=1,2,3]		
QX22A	When did you and [Cohort Child]'s father/mother get married? ENTER YEAR AT THIS QUESTION		
	Range: 19002004		
X22B	(When did you and [Cohort Child]'s father/mother get married?) ENTER MONTH AT THIS QUESTION		
	January	1	
	February	2	
	March	3	
	April	4	
	May	5	
	June	6	
	July	7	
	August	8	
	September	9	
	October	10	
	November	11	
	December	12	
	CHECKS A11, A12, A13		
	ASK IF ONLY ONE NATURAL PARENT IS RESIDENT BUT USED TO LIVE WITH OTHER NATURAL PARENT OR IF DIDN'T KNOW/REFUSED TO SAY WHAT RELATIONSHIP WITH OTHER NATURAL PARENT IS OR IF OTHER NATURAL PARENT IS CURRENTLY RESIDENT PART-TIME [HHQ8=7 AND HHQ13~=7 AND QX17=3; OR QX17=95 OR DK; OR HHQ19=1]		
QX23	And can I check, when [Cohort Child] was born were you and his/her father/mother living together at all? IF YES PROBE : Was this all of the time or just some of the time?		
	All of the time	1	
	Some of the time	2	
	Not living together at all	3	

Q.No		Code	Route
	ASK IF RESPONDENT IS THE ONLY RESIDENT NATURAL PARENT AND OTHER NATURAL PARENT IS NOT DEAD [HHQ8=7 AND HHQ13~=7 AND HHQ15b~=1]		
QX24	And what was your relationship with [Cohort Child]'s father/mother at the time he/she was born READ OUTCODE FIRST TO APPLY		
	married and living together,	1	
	cohabiting/living as married,	2	
	separated,	3	
	divorced,	4	
	closely involved,	5	
	just friends,	6	
	or, not in any relationship?	7	
	CHECKS A14, A15, A16, A17		
	ASK IF WAS NOT MARRIED AND LIVING WITH COHORT BABY'S OTHER NATURAL PARENT WHEN COHORT BABY WAS BORN [QX24~=1]		
X25	Is his/her name on [Cohort Child]'s birth certificate?		
	Yes	1	
	No	2	
QX26	FULL TIME) OR IF OTHER NATURAL PARENT IS NOT CURRENTLY RESIDENT PART-TIME [QX23=1,2 OR HHQ19=2] When did you and [Cohort Child]'s father/mother stop living together? ENTER YEAR		
	AT THIS QUESTION		
	Range: 19002004		
QX26	ASK IF YEAR GIVEN [QX26A=RESPONSE) (When did you and [Cohort Child]'s father/mother stop living together?) ENTER MONTH AT THIS QUESTION		
	January	1	
	February	2	
	March	3	
	April	4	
	May	5	
	June	6	
	Cano		1
	July	7	
		7 8	
	July		
	July August	8	
	July August September	8 9	
	July August September October	8 9 10	

Q.No		Code	Route
	ASK IF CURRENTLY LIVING TOGETHER PART-TIME AND LIVED TOGETHER ALL OF THE TIME WHEN COHORT BABY WAS BORN [HHQ19=1 ANDQX23=1]		
QX27	When did you and [Cohort Child]'s father/mother stop living together all of the time? ENTER YEAR AT THIS QUESTION Range: 19002004		
	ASK IF A YEAR ENTERED ABOVE [QX27A=RESPONSE]		
QX27	(When did you and [Cohort Child]'s father/mother stop living together all of the time?) ENTER MONTH AT THIS QUESTION		
	January	1	
	February	2	
	March	3	
	April	4	
	May	5	
	June	6	
	July	7	
	August	8	
	September	9	
	October	10	
	November	11	
	December	12	
	CHECKS A22, A23, A24, A25		
	ASK IF ONLY ONE NATURAL PARENT IS RESIDENT AND THEY ARE MARRIED TO/COHABITING WITH SOMEONE OTHER THAN THE BABY'S OTHER NATURAL PARENT [HH8=7 AND HH13~=7 AND HH14=1,2]		
QX28	Can I just check, when did you and your husband/wife/partner start living together? ENTER YEAR AT THIS QUESTION		
	Range: 19002004		
QX28	(When did you and your husband/wife/partner start living together?) ENTER MONTH AT THIS QUESTION		
	January	1	
	February	2	
	March	3	
	April	4	
	May	5	
	June	6	
	July	7	
	August	8	
	September	9	
	October	10	
	November	11	
	December CHECKS A26, A27	12	
	ASK IF RESPONDENT IS NATURAL PARENT AND CURRENTLY LIVING WITH A NEW HUSBAND/WIFE/PARTNER AND WAS LIVING WITH OTHER NATURAL PARENT AT TIME OF BABY'S BIRTH [HH8=7 AND HH13~=7 AND HH14=1,2 AND QX23=1,2]		
QX29 [derived]	Difference in months between dates: QX28A/B –QX26A/B Range: 0997		

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

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

GfK. Growth from Knowledge



Proxy questionnaire

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

MODULE APX: PARENTAL SITUATION

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

Q.No		Code	Route
	ASK AOa TO ALL RESPONDENTS IN ENGLAND		
AOa	CARD APX1 Which of the groups on this card does [name] regard [him/her]self as belonging to?	()	
	White - British	1	
	White - Irish	2	
	Any other White background – specify	3	
	Mixed – White and Black Caribbean	4	
	Mixed – White and Black African	5	
	Mixed – White and Asian	6	
	Any other mixed background – specify	7	
	Asian/Asian British – Indian	8	
	Asian/Asian British – Pakistani	9	
	Asian/Asian British – Bangladeshi	10	
	Any other Asian background – specify	11	
	Black/Black British – Caribbean	12	
	Black/Black British – African	13	
	Any other Black background – specify	14	
	Chinese	15	
	Any other background – specify	16	
			F1INTRO

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MODULE FPX: GRANDPARENTS AND FRIENDS	
PROXY INTERVIEW	

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

.No		Code	Route
	ASK IF FATHER IS ALIVE (FPX2=1)		
11	CARD FPX1 How often does [name] see [his/ her] father nowadays?	()	
	Every day	1	
	3 - 6 times a week	2	
	Once or twice a week	3	
	Less often, but at least once a month	4	
	Once every few months	5	
	Once a year	6	
	Less than once a year	7	
	Never	8	
	(Lives with father)	9	
	Don't know	10	SEE
	Refused	11	BELOW
	ASK IF MOTHER OR FATHER IS ALIVE (F1=1 or F2=1)		
12	CARD FPX2 Does [name's] parents do any of the following for you, apart from any time they may spend looking after your child? IF YES: In what ways do they help you? CODE ALL THAT APPLY	()	
	Buying essentials for the child - food, clothes, etc.	1	
	Paying for other household costs - e.g. bills, shopping, etc.	2	
	Buying gifts and extras for the child	3	
	Lending money	4	
	Paying for childcare	5	
	Other financial help	6	
	No, does not help in any of these ways (exclusive code)	7	
	Don't know (exclusive code)	8	
	Refused	9	F21
	CAPI:		
	a) If both parents alive (FPX1=1 and FPX2=1): wording as above		
	 b) If only mother is alive (FPX1=1 and FPX2=2/3) OR FFDADAL2=1: Does [name's] mother do any of the following for you, apart from any time she may spend looking after your child? IF YES: In what ways does she help you? c) If only father is alive (FPX2=1 and FPX1=2/3) OR FFMUMAL2=1: Does 		
	[name's] father do any of the following for you, apart from any time he may spend looking after your child? IF YES: In what ways does he help you?		
21	ASK ALL		
	Can I also check, was [name] born in the UK?	()	61
	Yes	1 2	G1
	Don't know	3	F23
	Refused	4	
23	IF NOT BORN IN UK (F21=1)		
	When did [name] come to the UK to live?		
	Don't know	1	G1
	Refused	2	

MODULE GPX: PARENT'S HEALTH

Q.No		Code	Route
G1	I would now like to ask about [name's] health. How would you describe [his/her]		
	health generally? Would you say it is READ OUT	()	
	Excellent	1	
	Good	2	
	Fair	3	
	Or, poor	4	
	Don't know	5	
	Refused	6	G13
G13	Does [name] have a longstanding illness, disability or infirmity? By longstanding I mean anything that has troubled [him/her] over a period of time or that is likely to affect [him/her] over a period of time.	()	
	Yes	1	G13a
	No	2	INSTRU
	Don't know	3	ABOVE
	Refused	4	G17
G13a	ASK IF HAS ILLNESS/DISABILITY (G13=1)		
	Interviewer: Please record what the longstanding illness, disability or infirmity is.		
	ASK ALL		
G17	I'd now like to ask about [name's] height and weight. First, how tall is [he /she] without shoes? INTERVIEWER: IS ANSWER GOING TO BE IN FEET AND INCHES OR CENTIMETRES?	()	
	Feet and inches	1	
	Centimetres	2	
	Don't know	3	SEE
	Refused	4	BELOW
G17a	IF G17 =1		
	FIRST ENTER HEIGHT IN FEET:		
	Range 38		
	Range: 0 12		
G17b	IF G17=2		
	ENTER HEIGHT IN CENTIMETRES: Range: 90 . 270		

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

MODULE JPX: EMPLOYMENT AND EDUCATION

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

Q.No		Code	Route
J6	What does [he /she] mainly do / what did [he /she] mainly do in their job? INTERVIEWER: CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB. WRITE IN Does = JPX1=1-5		
	Did = JPX2=1 or JPX3=1		
	Don't know	1	J7
J7	Did [name] work/ Is [name] name working as an employee or self-employed (in [his/ her] main job)?	()	51
	Did = JPX2=1 or JPX3=1 or JPX1=3		
	Is = JPX1=1-5		
	Employee		J8
	Self-employed Don't know		J10
	Refused		510
J8	ASK EMPLOYEES (JPX6=1)		
50	Does [name] / Did [name] have any managerial duties, or is [he/she] supervising any other employees?		
	Does = JPX1=1-5	0	
	Did = JPX2=1 or JPX3=1	V	
	Manager		J9
	Foreman/supervisor		
	Not a manager or supervisor		
	Don't know		J10
	Refused	5	
19	ASK MANAGERS OR SUPERVISORS (J8=1/2)	0	
	Does [name] / Did [name] supervise more than 25 people?	()	
	Does = JPX1=1-5 Did = JPX2=1 or JPX3=1		
	Yes	1	
	No	2	
	Don't know	3	SEE
	Refused	4	BELOW
J10	ASK IF EMPLOYEE (J7=1)		
	When did [name] first start [his/ her] job with this employer?		
	If [he /she] has had periods of working and not working for this employer, please give me the date on which their most recent period of working for this employer started.		
	ASK IF SELF-EMPLOYED (J7=2)		
	When did [name] first start [his/ her] self-employed job?		
	If [he/she] has had periods of being self-employed and being an employee, please give me the date on which CIS current period of self-employment started.		

Q.No		Code	Route
	Range: 112		
	Range: 19652005		
	Don't know	1	
	Refused	2	SEE
	IF CAN RECALL ONLY SEASON:		BELOW
	Winter = 02, Spring = 05, Summer = 08, Autumn = 11		
	IF EMPLOYEE (J7=1) NOW GO TO J12		
	IF SELF-EMPLOYED (J7=2) NOW GO TO J22		
2	About how many people work for [name's] employer at the workplace (building, branch, works or site) where [he/she] works ?	0	
	If JPX1 =1/2/3/4/5 – wording as above		
	If JPX2 =1 or JPX3=1 then: About how many people worked for [name's] employer at the workplace (building, branch, works or site) where [he/she] worked ?		
	Works/ed alone	1	
	1 - 2	2	
	3-9	3	
	10-24	4	
	25-49	5	
	50-99	6	
	100-199	7	
	200-499	8	
	500-999	9	
	1000 or more	10	
	DK, fewer than 25	11	
	DK, 25 or more	12	
	DK, at all	13	SEE
	Refused	14	BELOW
	HJ16~=1/2/3/4/5		
YX11	When did this job end?		
	ENTER DATE:		
	Month (1-12)		
	Year (1965-2005)		INSTRUC
	DK	1	ABOVE
	Refused	2	J67
	IF DK MONTH ENTER '98' OR SEASON: WINTER = 02, SPRING = 05, SUMMER = 08, AUTUMN = 11		
	ASK IF IN EMPLOYMENT/ON LEAVE (JPX1=1/2/3)		

Q.No		Code	Route
	IF J16=1/2/3 AND J7=1		
J21	CARD JPX2 Can you tell me which, if any, of the pensions on this card [name] has? CODE 6/7 CANNOT BE PART OF MULTICODE	0	
	Employer's final salary occupational pension scheme	1	
	Employer's money purchase (or annuity) pension scheme	2	
	Employer's other scheme, don't know what type	3	
	A personal pension scheme	4	
	A stakeholder pension	5	
	None of these	6	
	Don't know	7	100
	Refused	8	J26
	ASK IF IS/WAS SELF EMPLOYED (J7=2)		
J22	About how many people work for [name]?	()	
	If $JPX1 = 1/2/3/4/5$: wording as above		
	If JPX2 = 1 or JPX3 =1: About how many people worked for [name]?		
	Works alone or only with partner	1	
	Less than 25 employees	2	
	25 or more employees	3	055
	Don't know	4	SEE
	Refused	5	BELOW
10.4	ASK IF SELF EMPLOYED AND IN WORK (HJ16=4/5 OR J16=3 AND J7=2)	0	
J24	Does [name] have a personal pension scheme? Yes	()	
	No	1 2	
	Is making other provision (e.g. assets, house, paintings)	2	
	Don't know	4	
	Refused	5	J26
		0	020
	ASK IF IN WORK OR ON LEAVE (IF J16=1-5)		
J26	How many hours does [name] usually work a week in [his/her] job? INCLUDE USUAL OVERTIME. IF NO USUAL ASK FOR AVERAGE. NOTE: IN MAIN JOB		
	Range: 1 120		
	Don't know	1	JPX16
	Refused	2	
JPX16	ASK IF IN WORK OR ON LEAVE (IF J16=1-5)	_	
	CARD JPX3 In [his/her] main job how often does [name] work away from home overnight?	0	
	Every week	1	
	At least once per month	2	
	Less than once per month	3	
	Never	4	SEE

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

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

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

MODULE LPX: OTHER MATTERS

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





Home Observation questionnaire

MCS2: INTERVIEWER HOME OBSERVATION

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

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

Q.No		Code	Route
P 1	About the home.		
	Child's in-home play environment is safe.		
	E.g, without things such as uncovered rotary fan, boards with nails sticking out, pot handles sticking over the stove, exposed electrical outlets, falling plaster, peeling paint, rodents, poisons and cleaning materials.	()	
	Not safe	0	
	Safe	1	
	Not observed	2	P2
2	Parent provided toys for child during the visit.		
	Mother made a special effort to have something interesting for the child to do during the interview.	()	
	Did not provide toys	0	
	Provided toys	1	
	Not observed	2	P3
>3	Parent kept child in visual range when child was not cared for by someone else; looked often at him/her.		
	'Often' means enough to ensure safety of child and to keep some kind of interpersonal contact with him/her.	()	
	Not in range	0	
	In range	1	
	Child only present during assessment	2	P4
P4	During the entire visit, how easy did the parent appear?	()	
	Very uncomfortable	1	
	Slightly ill at ease	2	
	Moderately comfortable	3	
	Completely comfortable and at ease	4	P5
P5	The interior of the home is dark or perceptually monotonous.	()	
	Yes	0	
	No	1	
	Not observed	2	P6
P6	All visible rooms of house/apartment are reasonably clean.	()	
	Yes	0	
	No	1	57
	Not observed	2	P7
77	All visible rooms of house/flat are reasonably uncluttered.	()	
	Yes	0	
	No	1	P8

Q.No		Code	Route
⊃8	About the conditions of assessment.		
	During the assessments (and interview) was there	()	
	No noise from television/radio stereo	1	
	Moderate noise from television/radio/stereo	2	
	Loud noise from television/radio/stereo	3	P9
-9	Was there	()	
	No background conversation	1	
	Audible but not loud background conversation	2	
	Loud background conversation	3	P9
P10	Was there	()	
	No-one entering/leaving the home	1	
	Someone entering/leaving the home once or twice	2	
	Someone entering/leaving the home 3 or more times	3	P11
P11	Were there	()	
	No interruptions by another child	1	
	1-2 interruptions by another child	2	
	3 or more interruptions by another child	3	P12
P12	Were there	()	
	No interruptions of the session by other adult(s)	1	
	1-2 interruptions of the session by other adult(s)	2	
	3 or more interruptions of the session by other adult(s)	3	P13
P13	About child's behaviour during the assessment.		
	Degree of positive reaction to either the test material, you or (his/her) parent.		
	Positive reaction includes smiling, laughing, or making sounds that are perceived as expressions of excitement, happiness, or pleasure. The ratings refer to both duration and intensity.	()	
	None displayed	1	
	1 - 2 brief displays	2	
	3 or more brief displays	3	
	1 - 2 intense, heightened or prolonged displays	4	
	3 or more intense, heightened or prolonged displays	5	P14
P14	Degree of negative response to either the test material, you or (his/her) parent.		
	Negative response includes fussing, pouting, whining, crying and vocal or physical expression of anger.	()	
	None displayed	1	
	1 - 2 brief displays	2	
	3 or more brief displays	3	
	1 - 2 intense, heightened or prolonged displays	4	
	3 or more intense, heightened or prolonged displays	5	P15
P15	The degree to which the child's behaviour is vigorous, robust, animated or expressive.	()	
-	Consistently lacking; tired and lacklustre	1	
	Typically tired and lacklustre; 1-2 periods of animation or energy	2	
	Animated or energetic half the time; tired and lacklustre half the time	3	
	Typically animated or energetic; 1-2 periods of being tired or lacklustre	4	
	Consistently animated or energetic	5	P16

Q.No		Code	Route
P16	The amount of interest the child displays in the materials or stimuli. This does not mean the amount of enthusiasm, persistence, or overall attention the child displays; but rather the degree to which the child initially attends to the materials or the examiner during each item administration.	()	
	No interest	1	
	1-2 displays of interest	2	
	Moderate interest	3	
	Much interest	4	
	Constant interest	5	P17
P17	The degree to which the child remains focused on the tasks presented by the examiner; the degree to which the child sustains interest in the tasks.	()	
	Constantly off task, does not attend	1	
	Typically off task; attends in 1-2 instances	2	
	Off task half the time	3	
	Typically attends; attention wanders in 1-2 instances	4	
	Constantly attends	5	P18
P18	The extend to which the child shows fear toward you when you make a social or physical approach toward the child or when you present material to the child. For example, a fearful child might try to hide behind (his/her) parent, bury (his/her) head in the parents lap, or be hesitant to even go in the room with you. A less fearful child may exhibit fear only when you get too close.	0	
	Constantly fearful, never trusting	() 1	
	Typically fearful; only 1 - 2 instances of trust	2	
	Fearful half the time; trusting half the time	3	
	Typically trusting; 1 - 2 instances of fear	4	
	Constantly trusting; never fearful	5	P19
P19	Co-operation reactions to suggestions or requests.	•	
10	The degree to which the child willingly responds to our requests to perform the tasks.	()	
	Constantly resists suggestions/requests	1	
	Typically resists; 1-2 instances of co-operation	2	
	Resists half the time; co-operates half the time	3	
	Typically co-operates, 1-2 instances of resistance	4	
	Constantly co-operates	5	P20
P20	Behaviour that is superfluous and impulsive; the child is fidgety and has agitated movement, much squirming and kicking.	()	
	Constantly fidgeting and agitated in movement	1	
	Typically fidgety and agitated; 1-2 instances of appropriate level of activity	2	
	Fidgety and agitated half the time; appropriate level of activity half the time	3	
	Typically at appropriate level, 1-2 instances of fidgety and agitated movement	4	
	Constantly appropriate; never fidgety or agitated	5	P21
P21	Child destructive (towards objects, e.g. breaks, throws) versus treats with care.	()	
	Treats everything with care, not destructive at all	ĭ	
	Mostly treats materials with care	2	
	Somewhat destructive	3	
	Inconsistently/moderately destructive	4	

Q.No		Code	Route
P22	Child is dangerous/harmful to others e.g. kicking, hitting, biting, throwing objects.	()	
	Not at all dangerous towards others	1	
	Minimally dangerous towards others	2	
	Somewhat dangerous towards others	3	
	Moderately dangerous towards others	4	
	Highly dangerous to others, very likely to cause harm	5	P23
P23	About child/parent interactions during assessment.		
	When speaking of or to child, mother's voice conveys positive feeling.	()	
	Is the mother pleased with her child? Does she enjoy (him/her) and talk about (him/her) in a pleasant, joyful manner rather than talk in a flat tone which communicates, 'She's here, so I'll put up with her'.		
	Positive	1	
	Not positive	2	
	Can't tell - including does not speak English	3	P24
P24	Mother converses with child at least twice during visit (scolding and degrading comments are not counted).		
	This item involves maternal conversation, not just any sounds or words exchanged with the child. The mother must make an effort to converse with the child and ask questions, to talk about things, or to engage in verbal interchange other than scolding		
	or degrading comments.	()	
	Converses	1	
	Did not converse	2	
	Can't tell - including does not speak English	3	P25
P25	Mother answers child's questions or requests verbally.		
	In order to receive credit for this item the mother must make an effort to answer the child's questions. If the mother is unable to answer it at the moment, she may tell the child she doesn't know but that they will look up the answer later. Answers such as		
	'Mother's busy, go away' or 'Don't bother me now' do not receive credit.	()	
	Answers	1	
	Did not answer	2	
	Can't tell - including does not speak English	3	P26
P26	Mother spontaneously praises child's qualities or behaviour twice during visit.		
	The key word here is 'spontaneous', but since most mothers enjoy talking about and are proud of their children, this is not hard to observe. Frequently a mother will tell you		
	how well her child throws a ball or runs and will brag on how well he/she dresses himself/herself or can get his/her own drink.	()	
	Spontaneous praise more than once	1	
	Not spontaneous praise	2	
	Can't tell - including does not speak English	2	P27
P27	Mother caresses, kisses or cuddles child at least once during visit.	0	
Γ' Ζ Ι			
	This need not be a wild burst of showy affection. Simple signs of concern such as a mother gently tucking the child's shirt in, holding him/her on her lap, holding a hand or a gentle pat on the shoulder would all be coded as 'affectionate'.	()	
	Affectionate	1	
	Not affectionate	2	P28

Q.No		Code	Route
P28	Mother introduces interviewer to child.		
	A formal introduction is not necessary for credit. A comment such as 'This is Mrs. Jones, she's here to talk to us' or 'Show Mrs. Jones the new book you got for your birthday' will receive credit. The object is for the mother to make the child aware of the visitor's name and the fact that she has come to visit both of them and not just the		
	mother.	0	
	Introduce	1	
	Did not introduce	2	
	Can't tell - including does not speak English	3	P29
P29	Mother scolded (shouted at) or made derogatory comments to child more than once during visit.		
	In this item all remarks must be made to the child; that is, the mother must tell the child that he is a bad boy and not simply tell the interviewer that the child is bad. If this occurs more than once during the visit, the item should be coded as 'Scolded more than once'.	()	
	Did not scold	1	
	Scolded more than once	2	
	Can't tell - including does not speak English	3	P30
P30	Mother used physical restraint, shook, grabbed, or pinched child during visit.		
	In a younger child the mother might be apt to hold the child in her lap even though the child struggles to get down. An older child might be placed in a chair to keep him/her		
	out of the way, or he/she might be jerked back for handling items on a table or pulled away if he/she tried to climb on the interviewer's lap.	()	
	Did not use restraint	1	
	Restraint	2	P31
P31	Mother slapped or spanked child during visit.		
	In this item the slaps and spanks must be in anger or as a reprimand for some wrong doing. An affectionate pat on the bottom as the mother sends the child out to play does not mean the item should be coded as 'Slapped or spanked'.	0	
	Did not slap or spank	1	
	Slapped or spanked	2	





Height questionnaire

MODULE Height

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

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





Weight questionnaire

MODULE: Weight

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

Q.No.		Code	Route
Weight_	Weight measurement		
intro	NOTE: Please make sure scales are on kilograms settings.		
W0	Record the serial number (on the back of the scales)		
W1	Record the parental outcome		
	Parent Accepted	01	14/0
	Parent refused (specify)	02	W3a
	ASK IF W1 =1		
	Record the child outcome		
W2	Child accepted	01	
	Child Refused (specify)	02	
	Child unable to be weighed (specify)	03	
W3a	If W1= 2 or W2 =2/3		
	Please can I look in your Red Book to see the last recorded measurement?		
	Yes (enter weight in kg as recorded in book on next screen)	0	
	Not got Red Book / not in Red Book	1	
	Refused	2	
14/0			
W3	If W3a =0 or W1 = 1 or W2 =1 Decord shill be unight in $V(C)$ as it expresses on the corresp		
	Record child's weight in KGs as it appears on the screen		
	(8-50) (0-9)		
W3 Taken	If W3a = 0		
	Enter the date from the red book when the measurement was taken		
	Day		
	Month		
	Year		
Chk W3			
	Warning: That seems rather a lot, are you sure you took the measurement correctly		
	and keyed in the correct value?		
	Yes - Correct	1	
	No – Incorrect, amend answer	2	
W4	Record the number of attempts to take the measurement		
	(1 –99)		
W4a	Please enter the time that the measurement was taken using the 24 hour clock.		
	Hours (1-24)		
	Mins (0-59)		
W5	Were the scales placed on an uneven floor or carpet?		
	Yes – uneven floor	1	
	Yes – Carpet	2	
	No – Neither	3	

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





BAS instrument example & BAS/ Bracken



<u>R</u> espondent <u>N</u> ote <u>K</u> eyboard <u>S</u> earch	End test
What is this? Correct	Partially correct
Shoe Name of any other type of shoe (e.g. trainer or boot)	Thing you can wear Put on your foot Leather
Other Correct (Specify)	 Other partially correct - Specify Wrong Response - Specify Don't know No response Non English response Page No. 1
Back to	vocab_1

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MCS2: QUESTIONS AT THE END OF BAS & BRACKEN

Q.No		Code	Route
1.	Was anyone else present in the room during the administration of the test?	0	
		()	0.4-
	Yes	1	Q.1a.
	No	2	Q.3.
1a.	IF YES AT Q1	()	
	Who was present?		
	Mother	1	
	Father	2	
	Other adults	3	
	Children	4	Q.2.
	None of the above	5	Q.3.
2.	IF YES AT Q1		
	CODE EFFECT ON CHILD'S PERFORMANCE		
	Code at Q1.a (e.g Mother)	0	
	Seemed to be harmful	1	
	No effect	2	
	Seemed to improve	3	Q.3.
3.	ASK ALL	()	
	CODE CHILD'S ENERGY LEVEL DURING TEST		
	Low (tired)	1	
	Medium	2	
	High	3	
	Varied	4	End
	Vaneu	7	Liiu





Logic and Range checks

LOGIC CHECKS FOR MCS2 QUESTIONNAIRE.

HOUSEHOLD MODULE

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

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

HARD CHECK HH1a: Date 2000-2002

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

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

SOFT CHECK HH3a:	Range 2-16
HARD CHECK HH4:	Range 1-31
HARD CHECK HH5:	Range 1-12
HARD CHECK HH6:	Date 1920-1987
HARD CHECK HH6a:	Range 0-97
HARD CHECK HH6b:	Date 2000-2004
HARD CHECK HH6c:	Date 2000-2003

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

HARD CHECK HH8: IF relationship to cohort child is given as husband/wife/partner/cohabitee or son/daughter/grandchild [Q8 Codes1,2,3,4,5,6,16 OR Q13 Codes1,2,3,4,5,6,16] 'INTERVIEWER: This relationship to the child is not possible! Please change your answer.'

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

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

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

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

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

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

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

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

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

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

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

HARD CHECK HH20: Date 1900-2005

HARD CHECK HH21: IF anyone else in the household is coded as husband/wife and age is less than 16 [Q14 and all cycles Code 1 AND age derived from Q12<16] 'INTERVIEWER: This person is under 16 and therefore cannot be married. Amend your answer.'

SOFT CHECK HH22: IF relationship to anyone else in household is natural parent or step-parent and age is less than 15 [Q14 Codes 7, 10 AND age derived from Q12<15] 'INTERVIEWER: You said that this person is a parent, but they are only *^answer given at page* years old. Amend your answer or make a note to explain.'

SOFT CHECK HH23: IF relationship to anyone else in household is adoptive or foster parent and age is less than 18 [Q14 Codes 8,9 AND age derived from Q12<18] 'INTERVIEWER: You said that this person is an adoptive or foster parent, but they are only *^answer given at page* years old. Amend your answer or make a note to explain.'

SOFT CHECK HH24: IF relationship to anyone else in houshold is grandparent and age is less than 30 [Q14 Codes 17,18 and age derived from Q12<30] 'INTERVIEWER: You said that this person is a grandparent, but they are only *^answer given at page* years old. Amend your answer or make a note to explain.'

SOFT CHECK HH25: IF relationship to anyone else in household is nanny and age is less than 16 [Q14 Code19 AND age derived from Q12<16] 'INTERVIEWER: You said that this person is a nanny, but they are only *^answer given at page* years old. Amend your answer or make a note to explain.'

SOFT CHECK HH26: *IF relationship to respondent is nanny* [*Q14 Code 20*] 'INTERVIEWER: Are you sure that *^answer given at PName* is the respondent's nanny?!'

SOFT CHECK HH27: IF anyone in household is coded as the natural child of someone who's age is less than 16 [age derived from Q12<16 AND Q14 Code 3] 'INTERVIEWER: You have said that this person is *name given at pname*'s own child, but *^answer given at pname* is only *^answer given at page* years old. Amend your answer or make a note to explain.

SOFT CHECK HH28: IF anyone in household is coded as the grandchild of someone who's age is less than 30 [age derived from Q12<30 AND Q14 Code 16] 'INTERVIEWER: You have said that this person is *name given at pname*'s own grandchild, but *name given at pname* is only *age given at page* years old. Amend your answer or make a note to explain.'

SOFT CHECK HH29: *IF anyone in household is recorded as being married or cohabiting with more than one other person in household at Q14 and all cycles* 'INTERVIEWER: This person has more than one spouse/cohabittee! Please change!'

HARD CHECK HH30: IF part-time resident parent is not coded as child's parent [Q13 PTP loop Codes 7,8,9,10] 'INTERVIEWER: You have coded that this person is NOT *name of child's* parent. Please go back and amend PTPChck!'

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

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

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

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

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

SOFT CHECK HH36: IF relationship to anyone else in household is grandparent and age is less than 30 [Q14 Codes17,18 PTP loop AND age derived at Q12<30 PTP loop only] 'INTERVIEWER: You said that this person is a grandparent, but they are only *^answer given at PTPAge* years old. Amend your answer or make a note to explain.'

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

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

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

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

MODULE K

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

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

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

	e check and amend if necessary'
SOFT CHECK K6:	<i>If number of cars/vans is greater than 10</i> 'INTERVIEWER:
HARD CHECK K5:	Number of months = $1-28$.
HARD CHECK K4:	Number of weeks $= 1-52$

HARD CHECK K7: Range 1-99

MODULE A

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

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

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

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

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

HARD CHECK A6:	Date 2001-2005
HARD CHECK A7:	Date cannot be before the date of the MCS1 interview
HARD CHECK A8: together before marriage	Cannot be before the date of the MCS1 interview if didn't live
HARD CHECK A9:	Cannot be before date at A6e if did live together

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

MODULE D

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

MODULE G

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

SOFT CHECK G8:	Kilograms 3-300 (n/a 997, DK 998, REF 999)
SOFT CHECK G9:	Cigarettes smoked 0-95

MODULE F

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

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

HARD CHECK F3:	Range 1-99
MODULE J	
HARD CHECK J1:	Date 1995-2005
HARD CHECK J2:	Month 01-12
HARD CHECK J3:	Hours 1-120
HARD CHECK J4:	Hours 1-50
HARD CHECK J5:	Year 1964-2005
HARD CHECK J6:	Range 1-999997
HARD CHECK J7:	Range 1-1200
HARD CHECK J8:	Range 0-800
HARD CHECK J9:	Range 0=5000
HARD CHECK J10:	Range 0-99997
HARD CHECK J11:	Range 14-35
HARD CHECK J12:	Range 0-6000
HARD CHECK J13:	Range 0-3000
HARD CHECK J14:	Range 0-10,500
HARD CHECK J15:	Range 1-100,000
HARD CHECK J16:	Range 1-70,000

HARD CHECK J17:	Range 1-999,999
MODULE M	
HARD CHECK M1:	Date 1964-2005
HARD CHECK M2:	Month 01-12
HARD CHECK M3:	Date 2000 – current year (2005 maximum)
HARD CHECK M4:	Weeks 4-110
HARD CHECK M5:	Date 1900-2005
HARD CHECK M6:	Date 1960-2000
MODULE E	
HARD CHECK E1:	Year 2000-2005
HARD CHECK E2:	Months 01-12
HARD CHECK E3:	Hours 01-80
SOFT CHECK E4:	Range 0.00 – 30.00
SOFT CHECK E5:	Range 1-500
HARD CHECK E6:	Range 0-99
SOFT CHECK E7:	Range 1-2000
HEIGHT	
HARD CHECK H1:	Range 1-999
HARD CHECK H2:	Range 80-120
HARD CHECK H3:	Range 0-9
HARD CHECK H4:	Days 1-31
HARD CHECK H5:	Months 1-12
HARD CHECK H6:	Date 2000-2004
HARD CHECK H7:	Range 1-99
HARD CHECK H8:	Range 00.00-23.59

WEIGHT

SOFT CHECK W1: Range 8-50

SOFT CHECK W2: Range 0-9

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

HARD CHECK W4:	Days 1-31
HARD CHECK W5:	Month 1-12
HARD CHECK W6:	Date 2000-2004
HARD CHECK W7:	1-99





Interviewer Instructions

Job No:	4	5	0	1	0	0	Job Name:	Child of the New Century (MCS) Sweep 2
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Date: 31/03/2006

INTERVIEWER INSTRUCTIONS

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

CONTENTS OF YOUR BRIEFING PACK

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

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

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



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BACKGROUND TO SURVEY

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

WHOM TO INTERVIEW

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

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

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

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

INCENTIVES

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



ADVANCE LETTERS AND SURVEY INFORMATION SHEETS

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

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

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

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

This is what the unmerged letter looks like:



Name Address 1 Address 2 Address 3 Address 4 Postcode

Dear (respondent name)

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

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

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

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

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

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

With kind regards,

Hentrer, Jogwi

Interviewer :_____

Telephone:_____

Professor Heather Joshi, OBE Project Director



date

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

Child of the New Century

Age three survey

Your child is still special

FIELDWORK DATES

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

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

WHERE TO INTERVIEW

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

POLICE NOTIFICATION PROCEDURE

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

SHOW MATERIAL

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

THE SAMPLE

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



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

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

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

CALLING CARDS

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

INTRODUCING AND ANSWERING QUESTIONS ABOUT THE STUDY

Introducing the study

When you introduce the survey you should explain:

a) Who you are and who the survey is for

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

Show your identity card at <u>all</u> addresses and to anyone who asks to see it.

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

b) <u>What is the survey about</u>

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

Answering questions about the study

"How long will the survey take?"

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

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

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

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

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

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

Making Appointments

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

THE COVER SHEET

PLEASE REFER TO THE ANNOTATED COVER SHEET IN YOUR PACK

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

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

The cover sheet will tell you

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

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

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

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



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

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

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

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

CONTACT PROCEDURE

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

HOW TO SELECT THE MAIN RESPONDENT

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

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

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

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

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

ELIGIBILITY OF RESPONDENTS

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

Non-resident parents



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

Multiple Births

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

Handling children

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

"Child Abuse "

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

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



TRACING

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

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

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

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



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

INTERVIEWS IN TRANSLATION

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

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

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

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

CONSENT FORMS AND INFORMATION SHEETS

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

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



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

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

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

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

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

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

Consent forms for non-English speakers

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

Consent forms for people with literacy problems or poor vision

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

THE QUESTIONNAIRE



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

The sections included in the main questionnaire script are:

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

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

There are also separate CAPI questionnaires for:

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

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

CHILD IDENTIFIER

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

RECORDING THE NUMBER OF PEOPLE IN THE HOUSEHOLD

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

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



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

OLDER SIBLINGS' SELF-COMPLETION SECTION

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

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

There are a number of stages to this process:

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

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

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

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

NUMBERING OF OLDER SIBLINGS ON PAPER SELF COMPLETIONS

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

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

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

- i) Sally
- ii) Ann

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

MAIN RESPONDENT OLDER SIBLINGS SECTION – CHILDREN'S FUND AREAS

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

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

MEASURING HEIGHT AND WEIGHT

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



General points

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

Before measuring and weighing

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

<u>Weight</u>

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



Explain

To the child

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

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

Unassisted weighing

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

Assisted weighing:

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

Troubleshooting:

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

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

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



<u>Height</u>

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

Explain

To the child

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

To the parent(s)

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

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

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

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

LOOKING AFTER AND CARRYING THE EQUIPMENT

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

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

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

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

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

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

BRACKEN BASIC CONCEPT SCALE



INTRODUCTION

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

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

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

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

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

Remember:

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

A. Environment

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

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

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

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

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

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

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

B. Rapport

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

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

C. Reinforcement and encouragement

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

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

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

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

D. Breaks

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

ADMINISTRATION AND RECORDING

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

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



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

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

Trial Items

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

Trial Item 1

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



Trial Item 2

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

Trial Item 3

SAY TO THE CHILD:

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

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

SAY TO THE CHILD: 'Now I am going to show you some pictures. I will read something to you, and I want you to point to the picture that shows what I say?' TURN TO THE PAGE MARKED 'TRIAL ITEM 4' AT 'Let's look at each of these pictures. THE FRONT OF THE TEST EASEL AND DIRECT Look at this picture, this picture, THE CHILD'S ATTENTION TO THE PICTURES BY this one and this one' SAYING AND POINTING TO PICTURES 1-4 IN TURN: 'Show me the ball' THEN SAY: IF THE CHILD POINTS TO THE BALL, SAY: 'Good, you looked at all of the pictures and pointed to the ball'. 'Now let's do some more. Listen carefully to what I say and then point to the picture that shows what I say. I can say it again if you need me to' IF THE CHILD DOES NOT POINT TO THE BALL USE THE OTHER THREE OR APPEARS HESITANT ABOUT THE TASK: PICTURES ON THE 'TRIAL ITEM 31/3/2006 X:\JOBS\Social Research Quant\ALIVEJOB\450100 Millennium Cohort 2\Technical



PAGE' AS PRA	CTICE I	TEMS	
BEFORE ADMINIS	STERING	THE	
FIRST SUBTEST.	FIRST SUBTEST.		

Subtest items

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

Start with the first item for each subtest.

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

•

Presenting items

In presenting each item:

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



Special testing conditions

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

Colour blindness	Test as described above. The child's score will be adjusted to allow for this problem.
Attention deficit	 Try to ensure that there are as few as possible distracting elements in the testing environment. Repeat items to which the child does not respond. Allow the child to take a break between each subtest
Inability to respond to the stimuli in typical fashion	 Adapt the administration to the child's needs, e.g. Repeat items to which the child does not respond. Ask the child to say yes or no as you point to each possible answer. In some cases the child may be able to answer by giving the number that appears below the picture of their chosen answer Use eye gaze or eye blinks

 $\ensuremath{\text{NB:}}$ In all cases make a full note of the problems encountered when requested by the CAPI program

After completing all the subtests

Thank the child and stress how well they did.



<u>BAS</u>

INTRODUCTION AND BACKGROUND TO THE TEST

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

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

IMPORTANT THINGS TO REMEMBER

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

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

Follow the testing procedure outlined below

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

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

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

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

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



ADMINISTRATION AND RECORDING

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

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

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

Teaching Items

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

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

Questioning to clarify an answer

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

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

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

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

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



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

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

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

Start with the first item (Shoe).

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

Correct

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

Incorrect

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

QUESTIONING

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

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

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



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

TEACHING – FIRST TWO ITEMS ONLY

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

ITEMS 3 and higher – NO TEACHING ALLOWED

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

QUESTIONING

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

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

ENDING THE TEST



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

PRESENTING ITEMS

In presenting each item:

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

SPECIAL TESTING CONDITIONS

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

Attention deficit

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

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



Not proficient in English

Do not administer subscale

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

After completing the Naming Vocabulary subscale

Thank the child and stress how well they did.

BAS AND BRACKEN IN LANGUAGES OTHER THAN ENGLISH

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

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

COMPLETION OF BAS AND BRACKEN WHEN MAIN INTERVIEW IS NOT COMPLETED

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

SALIVA TESTING

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



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

Taking a saliva sample

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



After the sample has been taken:

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

Posting the sample:

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

Other questions parents might ask:

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



HOME OBSERVATION QUESTIONNAIRE

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

COMMUNICATIONS

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

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

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

RETURN OF WORK

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

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

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

REASSURING RESPONDENTS

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

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

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



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

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

We hope you enjoy working on this project.

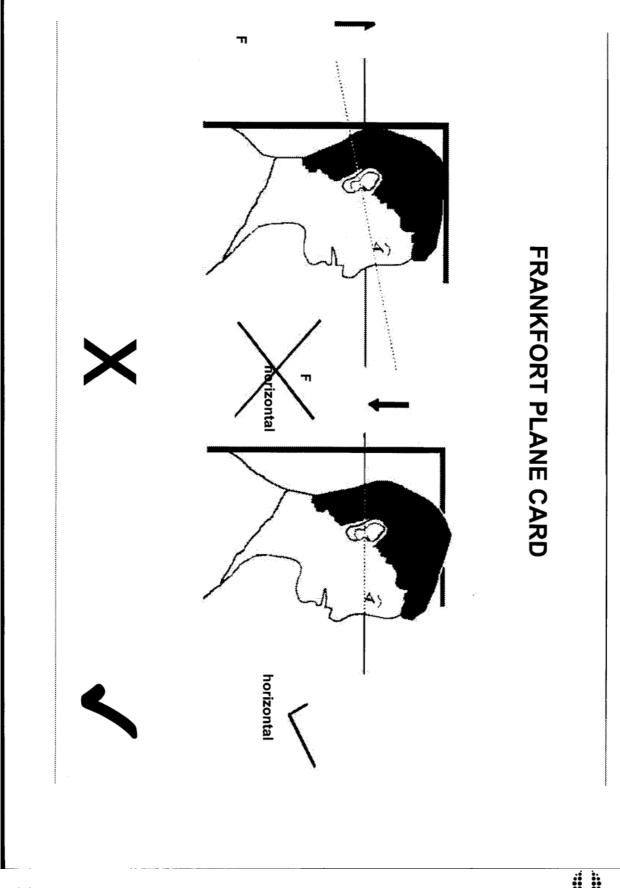
Good Luck!

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



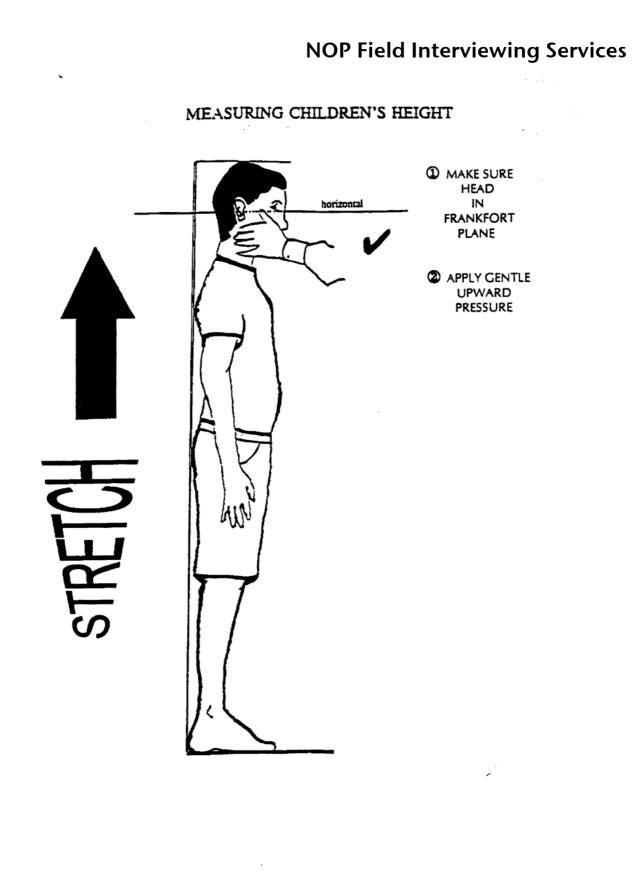
DIAGRAMS

NOP Field Interviewing Services



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Leicester Height Measure

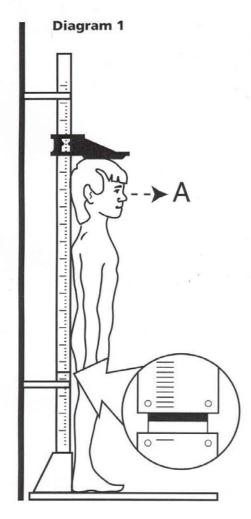
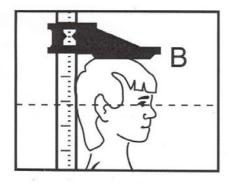


Diagram 2



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 joins. 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

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Advance information sheet





Child of the New Century Age three survey

Your child is still special

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

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

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

Our interviewers are trained to ask questions about

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

They have also been given special training

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

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

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

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

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

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

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

Your older children are important too

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

Thank-you again for your help

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

Do you have questions for us?

What's the point of all this fuss?

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

Will we be coming back again?

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

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

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

Who are we?

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

THIS IS YOUR SURVEY

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

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

Other useful contacts for general advice to families: Parentline - Freephone 0808 800 2222 Home-Start - Freephone 08000 68 63 68 or contact your local Citizens Advice Bureau (the number will be in your local telephone directory).

PLEASE TURN OVER FOR MORE INFORMATION ON THE SURVEY

Project Director: Professor Heather Joshi, OBE Centre for Longitudinal Studies
Institute of Education
University of London FREEPOST LON20095
London
WC1H 0BR

Infections and later allergies

Do common infections in early childhood protect against later allergies?



Parents information sheet

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

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

Collecting saliva

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

What happens to the saliva?

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

What happens to the results?

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

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



Advance letters (Main, New Families, Welsh)

Interviewer Number: Our Reference:

Dear

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

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

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

We hope you will enjoy taking part, as most parents tell us they did the first time around. The interviewer would like to spend about an hour and half with you and your three-year-old. This will include interviewing you and you answering some questions yourself on the computer, around 5 minutes measuring your child's height and weight, about 20 minutes seeing how familiar your child is with simple words, colours and numbers and also to collect a sample of saliva (spit). We would also like to spend about 15 minutes with your child's father or father-figure if he is available, and devote extra time to older brothers and sisters (about 5 to15 minutes, depending on circumstances), if you and they agree.

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

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

With kind regards,

Hentrer, Jogwi

Interviewer :_____

Professor Heather Joshi, OBE Project Director Telephone:_____

Interviewer Number:

Our Reference:

Dear

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

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

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

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

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

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

With kind regards,

Hentrer, Jogwi

Interviewer :_____

Telephone:_____

Professor Heather Joshi, OBE Project Director

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

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

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

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

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

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

Cofion cynnes,

Hentrer, Jogwi

Yr Athro Heather Joshi, OBE Cyfarwyddwr y Prosiect

Cyfwelydd :_____

Ffôn :_____

GfK. Growth from Knowledge



Cover sheet

NOP 450100 CHILD OF THE NEW CENTURY – SECOND SWEEP - WAVE						
Issued address	Serial No :	B Complete for ALL households, whether interviewed or not Household still at issued address: No corrections needed				
PHONE NUMBER: 0161 428 5403		Household at new address: Address known				
COHORT CHILD NAME: COHORT CHILD SEX: Sweep 1 MAIN RESPONDENT NAME: LANGUAGE: CF AREA?		Enter corrections or new address details below, if needed. No. and street District/Town County Postcode Telephone STDNo				
1						

Issued Interviewer Number:

Actual Interviewer Number:

Interviewer Name:_____

	COMPLETE NEIGHBOURHOOD ASSESSMENT ON BACK PAGE FOR EVERY VISIT							
Call No.	Day	Date	Time in 24hr	Use this column to specify the outcome of calls and appointments made. Full reasons for whole household refusals/non-contacts should be given on page 9.				
1								
2								
3								
4								
5								
6								
7								
8								
Total N	Total No. of calls at issued address Total No. of calls at new address (54-55) Office Use Only: Batch Code (56-59)							

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

	RESPONDENT SELECTION					
Fo	llow the instructions below, but don't circle the code	≈s – tl	here may be another address			
1.	Does the Cohort Child live at issued address?	5. Swa	Is Cohort Child still living with (some of) the same people as on ep 1?			
	Yes <u>1 GO TO 2</u> No 2 GO TO 4	Swe	Yes <u>1 GO TO 6</u> No 2 SEND FORM TO CHELMSFORD			
2.	Does the Sweep1 Main Respondent live at issued address?	(New address found?			
	Yes <u>1 GO TO A</u> No 2 GO TO 3	6.	Yes <u>1 GO TO 7</u> No 2 SEND FORM TO CHELMSFORD			
3. add	Do either of Cohort Child's biological parents live at issued ress?	7.	New address local?			
	Yes <u>1 GO TO B</u> No 2 GO TO C		Yes			
4.	Cohort Child has Moved <u>1 ASK 5</u> Died2 CLOSE (if not known code as moved)	A	Conduct main interview with Sweep 1 Main Respondent			
	(if not known code as moved)	В	Conduct main interview with biological parent			
		С	Conduct main interview with main carer			

UNTRACED MOVERS

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

FINAL O	UTCOME
1. Did you conduct any interviews (incl proxy) at household?	4. Please give details of attempts to complete main and partner interviews.
Yes <u>1 GO TO 4</u>	Main Partner
No2 ASK 2	Full interview in person11
	Partial interview in person2
2. Why no interviews?	Full interview by proxy
Code one only	Partial interview by proxy 4
No trace of address0	Refusal5
Address occupied no contact1	No contact6
	Ill/away/unable7
Office Refusal2	Language problems8
Refusal to interviewer	
Household doesn't speak English4 DETAILS	No partner
Ill at home during survey period	I I I I I I I I I I I I I I I I I I I
Away from during survey period	
Physically or mentally unable7	5. Please give details of attempts to conduct child elements
	or Trease give dealers of altempts to conduct clinic clements
Child moved out of scope	Child
Child deceased	1 2 3
Failed EligibilityF	Bracken – complete1
r and Englonity	Bracken – complete
	Bracken – refused by child
WRITE IN FULL DETAILS OF REASONS FOR REFUSAL OR	Bracken – lenused by child
OTHER NON-INTERVIEW	Bracken – ranguage problem
	BAS – complete
	BAS – refused by parent
	BAS – refused by child
	BAS – language problem
	BAS – other non-complete5
	Ht – complete
IF REFUSAL TO INTERVIEWER	Ht – refused by child
 If you/another interviewer visited this address in 2-3 weeks time, 	Ht – Other non complete4
how likely do you think it is that you/they would get an interview?	Wt – complete
Very likely	Wt – complete 2 2 2 2
Fairly likely	Wt – refused by parent
Fairly unlikely	Wt – Other non complete 4 4 4
Very unlikely	Saliva – complete
	Saliva – left with parent
	Saliva – refused by parent
	Saliva – refused by child
	Older sibling selfcomp:
	Not needed1
	Completed2
	Refused by parent3
	Refused by child4
	Language problem5
OFFICE U	ISE ONLY
Progress code:	Re-issue/query details
Completed1	Re-issue/query area
To CLS for tracking 2	
Re-issue mover to interviewer	Re-issue/query interviewer no.

NEIGHBOURHOOD ASSESSMENT

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





Older Siblings questionnaire



Tell me about you...

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

How to answer the questions

Please read each question carefully.

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

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

Write in the number of hours	2	
------------------------------	---	--

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

3

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

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

your spare time...

- 1(a) Do you sometimes go to sports classes or sports clubs that are not connected to your school to do sport, gymnastics, swimming, martial arts, horse riding, chess and so on? Please tick one box only
- 1(b) Do you sometimes go to cubs, brownies, scouts or guides, or Boys/ Girls Brigades, or Woodcraft Folk?
- 1(c) Do you sometimes go to dance classes of any kind outside school?
- 1(d) Do you sometimes go to classes outside school to do drawing, painting, making pots or anything like that?
- 1(e) Do you sometimes have any music lessons, or sing in a choir or group **outside school**?
- 1(f) Do you sometimes go to any clubs connected with the Army, Royal Air Force or Royal Navy?
- 1(g) Do you sometimes go to First Aid classes or classes run by St. John Ambulance or the Red Cross?
- 1(h) Do you sometimes go to the local playcentre or adventure playground?
- 1(i) Do you sometimes go to the local youth club?
- 1(j) Do you sometimes use the local public library?
- 1(k) During school holidays, do you sometimes go to a local summer holiday or play scheme?
- 1(I) Do you do any work for money after school on school days?
- 1(m) Do you do any work for money at weekends?
- 1(n) Do you do any work for money during the school holidays?
- 1(o) Have you ever been on your own to a drop-in centre or play worker to talk over any problems you might have had?

No

Yes

extra activities run by your school...

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

other classes outside school...

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

Please Turn Over...

39

3

your life at home		
5(a) Do your parent/s set any limits on the kinds of TV programmes you can watch?	There is no Yes No TV at home	52
5(b) When you go out, do you tell your parent/s where you are going?	Always/ nearly Hardly always Sometimes ever Never	
5(c) In the last few weeks, have you been out after nine o'clock at night without your parent/s knowing where you were?	Yes No	
5(d) Who usually chooses what you eat at home?	Someone I do else does	
5(e) Are your parent/s strict about making you do household chores? For example, washing up or tidying your bedroom.	Yes No	
5(f) Which statement best describes the way your parent/s check how you are doing at school?	They watch They prefer what I am me to be doing very closely independent	57
about your health		
6(a) Have you ever been to see a dentist?	Yes No	58
6(b) Have you ever had to have fillings put in your teeth by a dentist?	Yes, more Yes than one one No	
6(c) Do you ever smoke cigarettes?	Yes No	
IF YOUR ANSWER IS 'YES' AT 6(c): 6(d) How many cigarettes did you smoke in the last 7 days? Write in		61-63
6(e) Do any of your friends ever smoke cannabis?	Yes No	
6(f) Have you had an alcoholic drink in the last 4 weeks? Please include a whole drink not just a sip.		
6(g) Do any of your friends ever use drugs like ecstasy, cocaine or crack?		
6(h) Do you think that in the next 12 months, you might be tempted to us or try out any kind of illegal drug?	e	67

about school...

7(a) Do you want to leave school when you are 16, or do you plan to go on to sixth form or college?

7(b)	How important is it to you to get good marks in your school work,
	exams or tests?

- 7(c) Do you like most of your teachers?
- 7(d) Do you think your teachers are always getting at you?
- 7(e) Do you care what your teachers think about you?

7(f) Is it OK to break a bad school rule?

- 7(g) Do you agree or disagree that a lot of teachers like ordering pupils about just to show who's in charge?
- 7(h) In the last 12 months, have you ever skipped or bunked off school?

o go	Leave at 16	Sixth Form /College		
rk,	Not very important	Fairly important	Very important	
	Yes	No	I'm not at school	
	Yes	No		
ipils	Agree	Disagree		
ool?	Yes	No		

75

68

things that may have happened to you...

8(a)	In the last 12 months, has anyone stolen or tried to steal something that belonged to you, even if you got it back later?	Yes	No	76
8(b)	In the last 12 months, has anything of yours been damaged by vandals?			
8(c)	In the last 12 months, has anyone used force against you on purpose? For example scratched, hit or kicked you so that you were physically injured, cut or bruised?			
8(d)	In the last 12 months, has anyone used a weapon like a knife against you?			
8(e)	In the last 12 months, has anyone threatened you in a way that actually frightened you?			
8(f)	In the last 12 months, has anyone bullied you in a way that frightened or upset you? <i>Please include bullying in and out of school</i>			
	things you may have done			
9(a)	Have you ever tried to avoid paying the correct fare when travelling on public transport?	Yes	No	82
9(b)	Have you ever been noisy or rude in a public place so that people complained or got you into trouble?			
9(c)	Have you ever taken something from a shop without paying for it?			
9(d)	Have you ever bought a mobile phone that you knew or believed to be stolen?			
9(e)	Have you ever written things or sprayed paint on a building, fence or train or anywhere else where you shouldn't have?			
9(f)	Have you ever on purpose damaged anything in a public place that didn't belong to you, for example by burning, smashing or breaking things like cars, bus shelters and rubbish bins?			
9(g)	Have you ever picked on or bullied anyone? Please include bullying in and out of school			
9(h)	Have you ever attacked, threatened or been rude to someone because of their skin colour, race or religion?			
9(i)	Do you ever carry a knife or other weapon for your own protection or in case you get into a fight?			90

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

THANK YOU VERY MUCH FOR YOUR TIME.

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

GfK. Growth from Knowledge



Consent booklets





Child of the New Century

Consent Booklet

Child of the New Century, Centre for Longitudinal Studies, Institute of Education, FREEPOST, LON 20095, London, WC1H 0BR

Form 1: Interview and Self Completion

I (name),	give my consent to	
	(Interviewer)	
to my participation in the Second Survey of the ' New Century' by: (tick one for each)	Child of the Yes	No
a) Answering questions put to me by the interviewer	·	
b) Completing a questionnaire		

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

Signature by Parent		
Signed	Date	

Countersignature by Interviewer

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

Signed

Date

Form 2: Consent for the Cohort Child

I (name), give my consent to		Ň
(b	nterviewer)	
to carry out the following Measurements: (tick one for each)a) Knowledge of colours, letters, numbers and counting, sizes, and shapes,		s No □
b) Names of objectsc) Standing heightd) Body weight		
of my child (name)		,

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

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

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

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

Signature by Parent		
Signed	Date	

Countersignature by Interviewer

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

Signed

Date

Form 3: Consent for Older Siblings

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

I (name), give my consent to use of information from school records on the performance and attendance of my child(ren) named below: (tick one for each)			
1)	Yes N	0	
2)	_		
3)	_		
4)			
in research based on the current round of the Child of the N the investigators will wherever possible, obtain information than directly from the school. This information will be coded purposes only. It will not include my name or address.	n from centrally held records rathe	er :h	

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

consent at any time by contacting the investigators in writing, without giving any reasons.

I (name),	give my cor	isent to	
	(Interviewer)	
for my child(ren) named	below to complete the Older Sibling Questionn	aire: (tick one Yes	for each) No
1)			
2)			

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

Signature by Parent	
Signed	Date
	re of the proposed studies to the person named above and this consent form with them for future reference.
Signad	Data





Child of the New Century

Consent Booklet

Interviewer - stick barcoded label here

Form 1: Interview and Self Completion

I (name),	_ give my consent	to	
	_ (Interviewer)		
to my participation in the Second Survey of the 'Child New Century' by: (tick one for each)	of the	Yes	No
a) Answering questions put to me by the interviewer			
b) Completing a questionnaire			

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

Signature by Parent		
Signed	Date	
Countersignature by Interviewer		

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

Signed

Date

Form 2: Consent for the Cohort Child

I (name), give my consent to		
(Interviewe	r)	
to carry out the following Measurements: (tick one for each) a) Knowledge of colours, letters, numbers and counting, sizes, compariso and shapes,	Yes	No
b) Names of objectsc) Standing height		
d) Body weight of my child (name)		

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

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Signature by Parent	
Signed	Date

Countersignature by Interviewer

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

Date

Signed

Form 3: Consent for Older Siblings

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

I (name), information from school records on the performance ar named below: (tick one for each)	give my consent to use of nd attendance of my child(ren)	
	Yes No	0
1)		
2)		
3)		
4)		
in research based on the current round of the Child of the Ne the investigators will wherever possible, obtain information than directly from the school. This information will be coded a purposes only. It will not include my name or address. I up consent at any time by contacting the investigators in writing	from centrally held records rathe and used anonymously for research nderstand that I may withdraw this	r 1

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

I (name),	give my cons	ent to	
	(Interviewer)		
for my child(ren) named below to o	complete the Older Sibling Questionna	ire: (tick one Yes	for each) No
1)			
2)			

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

Signature by Parent	
Signed	Date
•	of the proposed studies to the person named above and and this consent form with them for future reference.
Signed	Date

Child of the New Century, Centre for Longitudinal Studies, Institute of Education, FREEPOST, LON 20095, London, WC1H 0BR





Thank You letters (Main and New Families)

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

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

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

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

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

Thank you again for your co-operation.

Yours sincerely

Heater, Joghi

Heather Joshi Study Director Institute of Education

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

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

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

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

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

Thank you again for your co-operation.

Yours sincerely

Heater Joshi

Heather Joshi Study Director Institute of Education

GfK. Growth from Knowledge



Code Frames

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

2 3 4 5 6 7 8	F C	Gaelic Urdu Punjabi Gujarati Hindi
6 7	F C	Punjabi Gujarati
6 7	C	Gujarati
6 7	F	
7		lindi
7	C	וטחור
8		Bengali
0	5	Sylheti
9	C	Cantonese
10	5	Somali
11	Т	Tamil
12	Г	Turkish
13	۲	Kurdish
14	A	Arabic
95	C	Other
51	C	Other/Other European language
52	E F S S	Other/Other African Language (e.g. Ibo, Shona, Ewondo, Chichewa, Luganda, Akan, Congo Zaire, Kikumba, Afrikaans, Krio, Nigeria, Kswaili, Zulu, Setswana, Mandinga, Marathi, Kinyarwanda, Azulu, Xhosa, Amharic, Tigrigna, Hausa, Ghanian, Kikuyu, Gambian, Sierre Leonean, Swahili, Twi/Ga, Yoruba).
53 85	0	Other/Other Asian Language (e.g. Hinko, Memon, Telegu, Pushto, Mirpuri, Kashmiri, Vietnamese; Other answer (not codeable 1-14, 51-53)
	51 52 53	51 (0 1 52 (0 52 (0 53 (0)

A0a/ A0b/	Which of the groups on this card do you regard yourself as		
A0c/ A0d	belonging to?	1	British, Mixed British
		2	Irish
		3	English
		4	Scottish
		5	Welsh
		6	Cornish
		7	Northern Irish
		8	Cypriot (part not stated)
		9	Greek
		10	Greek Cypriot
		11	Turkish
		12	Turkish Cypriot
		13	Italian
		14	Irish Traveller
		15	Traveller
		16	Gypsy/Romany
		17	Polish
		18	Baltic States (Estonian, Latvian, Lithuanian)
		10	
		19	Commonwealth of (Russian) Independent States
		20	Kosovan
		21	Albanian
		22	Bosnian
		23	Croatian
		24	Serbian
			Other republics which made up the former
		25	Yugoslavia
		26	Mixed Irish/Other white
		27	Other white European, European Mixed
		28	Other mixed white
		29	Other white, white unspecified

A0a/ A0b/	Which of the groups on this card do you regard yourself as		
A0c/ A0d	belonging to?	30	White and Black Caribbean
		31	White and Black African
		32	White and Asian
		33	Black and Asian
		34	Black and Chinese
		35	Black and White
		36	Chinese and White
		37	Asian and Chinese
		38	Other Mixed, Mixed unspecified
		39	Indian or British Indian
		40	Pakistani or British Pakistani
		41	Bangladeshi or British Bangladeshi
		42	Punjabi
		43	Kashmiri
		44	East African Asian
		45	Sri Lankan
		46	Tamil
		47	Sinhalese
		48	Caribbean Asian
		49	British Asian
		50	Mixed Asian
		51	Other Asian, Asian unspecified
		52	Caribbean
		53	African
		54	Somali
		55	Nigerian
		56	Black British
		57	Mixed Black
		58	Other Black, Black unspecified
		59	Chinese
		60	Vietnamese
		61	Japanese
		62	Filipino
		63	Malaysian
		64	Buddhist

A0a/ A0b/	Which of the groups on this card do you regard yourself as		
A0c/ A0d	belonging to?	65	Hindu
		66	Jewish
		67	Muslim
		68	Sikh
		69	Arab
		70	North African
		71	Middle Eastern (excluding Israeli, Iranian and 'Arab')
		72	Israeli
		73	Iranian
		74	Kurdish
		75	Moroccan
		76	Latin American
		77	South and Central American
			Multi-ethnic islands: Mauritian, Seychelles,
		78	Maldivian, St Helena
		85	Other answer (not codeable 1-78)
		86	Irrelevant response

		1		Parent(s) unable to cope/needed a break
				Parent(s) mistreated Cohort child/children or
A20	What was the reason for Cohort child being fostered?	2		his/her/their siblings
		3		Parent(s) ill in hospital
		4		Parent(s) died
		95		Other specify
				Fire sulse and discipline
		1		Firm rules and discipline
D 47	Which of these best captures your style of parenting your child/			Late of the
B47	children?	2	_	Lots of fun
		3		Have not really thought about it
		4		Firm discipline plus lots of fun
		5		Doing my best for the children
		6		Other (specify)
D2	I'd now like to ask some questions about Cohort child's eyesight.			
	Has Cohort child ever had any problem(s) with his/her eyesight or his/her eyes?			
		1		No treatment
	Has Cohort child been given any treatment for the problem? If			
D5	so, what?	2		Yes, Operation
		3		Yes, patch
		4		Yes, glasses
		-		Yes, other treatment (specify, including name or type
		5		of operation if appropriate)

D7	Now I'd like to ask some questions about Cohort child's hearing.		
	Has Cohort child ever had a problem(s) with his/her hearing?		
		1	None
D10	Has any treatment been given for the problem? If so, what?	2	Yes, hearing aids
		3	Yes, grommets
			Yes, other treatment (specify, including name or type
		4	of operation if appropriate)
D20	I'd now like to find out whether Cohort child has any longstanding health conditions and this includes those you have already told me about, as not all of these may be longstanding.		
	Does Cohort child have long-term conditions that have been diagnosed by a health professional? By long-term I mean anything that Cohort child has had for at least 3 months or is expected to continue for at least the next 3 months.		
D21	What is this?		
D23	Now I'd like to ask you about any immunisations Cohort child has had, including any that s/he might have had since the last time we came to talk to you.		
	How many doses of the following vaccines has Cohort child had? You may want to refer to your red book to check.		
D23a	Why didn't Cohort child have three doses of (vaccine from D23)?		
D25	Has Cohort child had any vaccination against measles, mumps or rubella (including MMR)?		
D26	Why has Cohort child not had the combined vaccination against measles, mumps or rubella?		

		1	Loss of consciousness/knocked out
	Thinking about the most severe (or only) accident or injury,		
D32	^What sort of accident or injury was it?	2	Injury to the head without being knocked out
		3	Broken bone or fracture
		4	Near drowning
		5	Swallowed household cleaner/other poison/pills
		6	Swallowed object
		7	Cut needing stitches or glue
		8	Injury to the mouth
		9	Burn or scald
		10	Other sort of accident or injury (specify)
			Other/Dislocation, avulsion (Avulsion = 'tearing
		51	away' of something)
		52	Other/Bruise, sprain, twist
		53	Other/Choking fit
		54	Other/Injury to mouth or face eg nosebleed
		55	Other/Knock, fall or other non-penetrating accident
		85	Other answer (not codeable 1-9, 51-55)
		86	Irrelevant response
		1	Own home
D35	Where did the injury happen?	2	Someone else's home
		3	Garden
		4	Nursery or playgroup
		5	Playground or park
		6	Road - as a pedestrian/in a buggy/on a trike etc.
		7	Road - as a passenger
		8	Other place (specify)

	Since we saw you last, has Cohort child been admitted to		
	hospital because of an illness or health problem apart from any		
	hospital admissions you have already told me about? IF YES		
D36	How many times?		
D36a	Thinking about the most serious (or only) admission what was the		
D30a	reason.		
	Apart from anything you've already told me about, have you taken		
	Cohort child to casualty, the health centre or a doctor OTHER		
D37	THAN for minor childhood illnesses and routine health checks?		
	IF YES: Approximately how many times have you taken Cohort child?		
	IF ONE OR MORE AT D37: What was the reason on the most		
D38	recent occasion?		
	Now I'd like to ask you some questions about things Cohort child		
D 20	can do. Is Cohort child able to walk on the level without		
D39	difficulties?		
D40	IF NO AT D39:		
	Why is that?		
		1	No concerns
	Do you have any concerns about Cohort Child's speech &		
D44	language? If yes what are your concerns?	2	His/her language is developing slowly
		3	S/he doesn't seem to understand other people S/he pronounces words poorly
		5	 S/he doesn't hear well
		6	S/ne stutters
		6 7	S/he stutters Other (Describe)
D47	Do you have any other concerns about Cohort child's health, development, learning or behaviour, which you have not already mentioned, including any worries about Cohort child's future?		
	development, learning or behaviour, which you have not already mentioned, including any worries about Cohort child's future?		
D47 D48	development, learning or behaviour, which you have not already	7	Other (Describe)
	development, learning or behaviour, which you have not already mentioned, including any worries about Cohort child's future? IF YES: Can you tell me what they are?		
	development, learning or behaviour, which you have not already mentioned, including any worries about Cohort child's future?	7	Other (Describe)
D48	development, learning or behaviour, which you have not already mentioned, including any worries about Cohort child's future? IF YES: Can you tell me what they are? Where did you mainly live during this time <i>(before the age of</i>	7 1 1 3	Other (Describe) Local authority children's home Voluntary society children's home Children's home
D48 F6	development, learning or behaviour, which you have not already mentioned, including any worries about Cohort child's future? IF YES: Can you tell me what they are? Where did you mainly live during this time (before the age of 17)?	7 1 2 3 4	Other (Describe) Local authority children's home Voluntary society children's home Children's home Local authority foster parents
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D48	development, learning or behaviour, which you have not already mentioned, including any worries about Cohort child's future? IF YES: Can you tell me what they are? Where did you mainly live during this time (before the age of 17)? INTERVIEWER: TYPE IN OTHER ANSWER (F6 =10)	7 1 2 3 3 4 5 6 6 7 7 8 8 9 9 10 51 52 53 54 55 85 85	Other (Describe) Local authority children's home Voluntary society children's home Children's home- not sure which type Local authority foster parents Voluntary society foster parents Foster parents – not sure which type Boarding school Living with relatives E.g. 'looked after by my maternal aunt and uncle' with biological father'. Don't include gd-parents or partner's family Prison/Young Offenders Institute/Borstal Some other place Other/Live-in work (including the armed forces etc) e.g. 'joined RAF and lived in barracks' live in job at a hotel' Include other armed forces, live-in nannys, nurse accommodation etc Other/Living with partner (including partner's family) e.g. 'at girlfriend's parents' Other/Living with friends Include living with friends parents Other/Living in a homeless residence Other answer (not codeable 1-7, 9-10, 51-55)
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F15	Can I just check, when you were 14, did your father work?		
F16	What did he do?	 	
F17	Was your mother born in the UK?		
F18	Where was she born?		
1 10			
F19	Was your father born in the UK?		
F20	Where was he born?	 	
F21	Can I just check, were you born in the UK?		
F22	Where were you born?		
	Do you have a longstanding illness, disability or infirmity. By longstanding I mean anything that has troubled you over a period		
G13	of time or that is likely to affect you over a period of time?		

			a house or bungalow, Include
		1	villas/cottages/terrace houses in this code
			a flat or maisonette, Include flats above shops in
K3	Is this accommodationREAD OUT	2	this code
		3	a studio flat,
		4	or, room(s) or a bedsit?
		95	Other (specify)
		85	Other answer (not codeable 1-4)
		86	Irrelevant response
		1	Wanted to buy
K7	'What were the main reasons you moved out of that address?'	2	Wanted larger home
			Wanted better home - Quite a broad code and
			should include positive things about moving to new
		3	home E.g. ' wanted a garden for children'
		4	Job change/nearer work
		5	Spouse or partner job change
		6	To be nearer relative(s)
		7	Could no longer afford it
		8	Evicted/repossessed from last home
		9	Relationship breakdown
		10	New relationship/move in with partner
		11	Wanted to move to better area
		12	For children's education
		13	Just wanted a change
		14	Wanted place of my own
		15	Problem with neighbours/neighbourhood
		95	Other (specify)
			Other/Fell out with parents Include partner's
		51	parents
		52	Other/In temporary accommodation e.g. hostel
			Other/Accommodation unsuitable for child/ren
			Include only reasons specifically relating to children
			e.g. 'too many stairs for pram'. Don't include general
		53	problems
			Other/Problems with quality of the accommodation
			Include general problems with quality e.g. cold,
		54	damp etc
		55	Other/Overcrowding or no space
		56	Other/Owners of property wanted to move in/sell
		57	Other/Problems with the landlord
		85	Other answer (not codeable 1-15, 51-57)
		86	Irrelevant response

		1	Tenancy came to an end
	'What was the main reason you moved out of the place you were		
K12	living in before you became homeless?'	2	Home repossessed
	······································	3	Evicted
		4	Fell out with parents
		5	Marriage/relationship broke down
		95	Other reason
		51	Other/In temporary accommodation e.g. hostel
		52	Other/Accommodation unsuitable for child/ren
		53	Other/Problems with quality of the accommodation
		54	Other/Overcrowding/no space
		55	Other/Waiting to move to new property
		56	Other/Problems with Landlord
		85	Other answer (not codeable 1-5, 51-56)
		86	Irrelevant response
		00	Intelevant response
		1	Bed and breakfast
	Where are/^did you stay while you were looking for somewhere		Ded and Dieakiast
K13	to live?'	2	Hotel
K15	10 11/6:	2	Homeless hostel This can include any type of
		3	residence for the homeless e.g. homeless flat
		3	Friend/relative's house Include the partner and
		4	partner's parents in this code Women's refuge
		5 95	Other (specify)
			Other (specify) Other answer (not codeable 1-5)
		85	
		86	Irrelevant response
		1	Dog
K23a & K	K23 a) Which of the following pets do you keep in your home at		
23b	present?	2	Cat
	K23 b) And which of the following pets did you keep in your home		
	during Cohort Childs first year of life?	3	Other furry pets
		4	Bird
		5	Any other (write in)
		6	None

J5	'What is your main job?'		
J6	'What do you mainly do/ what will you mainly be doing in your job?'		
		1	Financial, I am important as a breadwinner include answers which refer to paying for/providing 'essentials' e.g ' I need the money for day to day things' "pay the mortgage"
J33	'What are the main reasons you are in paid work?'	2	I need to contribute to family finances even though I am not the main breadwinner
		3	Financial, for family extras
		4	Career
		5	Enjoyment
		6	To give time for myself
		7	To have adult company
		95	Other reason(s)
		51	Other/Financial – to improve/maintain lifestyle/quality of life
		52	Other/Other social or psycho-social reasons e.g. 'would be bored at home' Includes reasons such as independence/mental stimulation/self-confidence/life- satisfaction etc
		53	Other/Other work related reasons e.g. 'for the job satisfaction'
		85	Other/Other answer (not codeable 1-6, 51-53)
		86	Irrelevant response

		Prefer to be at home with the family rather than
		1 working
		I prefer to look after my child/ren myself Include
		answers such as: E.g. 'I want to spend my time with
		Natalie 'bringing up family' 'we want to be together
		as a family as much as possible'. Also include
		answers that refer to the child's age etc E.g.
J36	'Why is that?'	2 'children too young'
		3 I cannot earn enough to pay for childcare
		4 I cannot find suitable childcare
		5 There are no jobs in the right place for me
		6 There are no jobs with the right hours for me
		There are no jobs available for me Include because
		7 has no/poor qualifications
		8 I am on a training course
		9 My family would lose benefits if I was earning
		I am caring for an elderly or ill relative or friend
		10 Include close relatives and disabled relative/friend
		11 I cannot work because of poor health
		I prefer not to work Include answers such as: E.g.
		I don't want a job' 'I do not need to work' 'doesn't
		12 need to financially
		13 My husband/partner disapproves
		14 Some other reason(s) (specify)
		51 Other/I am pregnant
		52 Other/Language problems
		Other/Other study related reasons Include part-time
		53 student, waiting/hoping to take up a course
		Other/Baby has health problems/disability – has to
		54 look after him/her
		85 Other answer (not codeable 1-13, 51-54)
		86 Irrelevant answer

		1	4
J39b	'How long a period did that pay cover?'	2	1 week Fortnight
0000		3	Four weeks
		4	Calendar month
		5	Year
		95	Other
		51	Other/Three weeks
		52	Other/Five weeks
		53	Other/Six weeks
		54	Other/Seven weeks
		55	Other/Eight weeks
		56	Other/Two calendar months
		57	Other/Eight times a year
		58	Other/Nine times a year
		59	Other/Ten times a year Other/Three months/13 weeks
		60 61	Other/Six months/26 weeks
		62	Other/Hourly
		63	Other/Daily
		64	Other/One off lump sum
		85	Other answer (not codeable 1-5, 51-64)
		86	Irrelevant response
		1	1 week
J42	How long a period did that pay cover?	2	Fortnight
		3	Four weeks
		4	Calendar month
		5	Year
		95	Other
		51	Other/Three weeks
		52	Other/Five weeks
		53	Other/Six weeks
		54	Other/Seven weeks
		55	Other/Eight weeks
		56	Other/Two calendar months
		57	Other/Eight times a year
		58	Other/Nine times a year
		59	Other/Ten times a year
		60	Other/Three months/13 weeks
		61	Other/Six months/26 weeks
		62	Other/Hourly
		63	Other/Daily
		64	Other/One off lump sum
		85	Other answer (not codeable 1-5, 51-64) Irrelevant response
		00	Irrelevant response
		1	Child Panofit Induda family allowance
J49			Child Benefit Include family allowance
J49	Which of these are you for your husband receiving?	2	Child's Tax Cradit
	Which of these are you <i>^or your husband</i> receiving?	2	Child's Tax Credit Working Tax Credit (previously) Working Families
	Which of these are you ^or your husband receiving?		Working Tax Credit (previously) Working Families
	Which of these are you ^or your husband receiving?	3	Working Tax Credit (previously) Working Families Tax Credit
	Which of these are you ^or your husband receiving?	3	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit
	Which of these are you ^or your husband receiving?	3	Working Tax Credit (previously) Working Families Tax Credit
	Which of these are you ^or your husband receiving?	3 4 5	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance
	Which of these are you ^or your husband receiving?	3 4 5 6	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit
	Which of these are you ^or your husband receiving?	3 4 5 6 7	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance
	Which of these are you ^or your husband receiving?	3 4 5 6 7 7 8 9	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit
	Which of these are you ^or your husband receiving?	3 4 5 6 7 7 8 9	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance'
	Which of these are you ^or your husband receiving?	3 4 5 6 7 7 8 9 10	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 10 10 11 11	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance)
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 10 10 11 11 12 13	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 10 10 11 11 12 13 14	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 10 10 11 11 12 13	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit Maternity Allowance
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 10 10 11 11 12 13 14 15	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit Maternity Allowance Statutory Maternity Pay from your employer or
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 10 10 11 11 12 13 14	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit Maternity Allowance
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 10 10 11 11 12 13 14 15 16	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit Maternity Allowance Statutory Maternity Pay from your employer or former employer
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 10 10 11 11 12 13 13 14 15 16 17	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit Maternity Allowance Statutory Maternity Pay from your employer or former employer Grant from the Social Fund for Maternity Expenses
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 10 10 11 11 12 13 13 14 15 16 16 17 18	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit Maternity Allowance Statutory Maternity Pay from your employer or former employer Grant from the Social Fund for Maternity Expenses Other Care Grant from the Social Fund
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 10 11 11 12 13 14 15 16 16 17 18 95	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit Maternity Allowance Statutory Maternity Pay from your employer or former employer Grant from the Social Fund for Maternity Expenses Other Care Grant from the Social Fund Some other state benefit (Please say what)
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 9 10 11 11 12 13 14 15 16 16 17 18 95 51	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit Maternity Allowance Statutory Maternity Pay from your employer or former employer Grant from the Social Fund for Maternity Expenses Other Care Grant from the Social Fund Some other state benefit (Please say what) Other/Severe disablement allowance
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 9 10 10 11 11 12 13 14 15 16 16 17 18 95 51 52	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit Maternity Allowance Statutory Maternity Pay from your employer or former employer Grant from the Social Fund for Maternity Expenses Other Care Grant from the Social Fund Some other state benefit (Please say what) Other/Severe disablement allowance Other/Industrial injuries benefit
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 10 10 11 11 12 13 14 15 16 17 17 18 95 51 52 53	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit Maternity Allowance Statutory Maternity Pay from your employer or former employer Grant from the Social Fund for Maternity Expenses Other Care Grant from the Social Fund Some other state benefit (Please say what) Other/Industrial injuries benefit Other/Industrial injuries benefit
	Which of these are you ^or your husband receiving?	3 4 5 6 7 8 9 10 10 11 11 12 13 14 15 16 16 17 18 95 51 52	Working Tax Credit (previously) Working Families Tax Credit Child Care Tax Credit Disabled Persons Tax Credit Guardian's Allowance Income Support Jobseekers Allowance Housing Benefit Council Tax Benefit Invalid Care Allowance Include 'carers allowance' Widow's Pension or Widowed Mother's Allowance (National Insurance) Disability Living Allowance Incapacity Benefit Maternity Allowance Statutory Maternity Pay from your employer or former employer Grant from the Social Fund for Maternity Expenses Other Care Grant from the Social Fund Some other state benefit (Please say what) Other/Severe disablement allowance Other/Industrial injuries benefit

		1	1 week
J50b	What period does this cover? (Child tax credit)	2	2 weeks
		3	Four weeks
		4	Calendar month
		95	Other
		1	1 week
J51b	What period does this cover? (Working tax credit)	2	2 weeks
		3	Four weeks
		4	Calendar month
		95	Other
		50	Other/Year
		51	Other/Three weeks
		52	Other/Five weeks
		53	Other/Six weeks
		54	Other/Seven weeks
		55	Other/Eight weeks
		56	Other/Two calendar months
		57	Other/Eight times a year
		58	Other/Nine times a year
		59	Other/Ten times a year
		60	Other/Three months/13 weeks
		61	Other/Six months/26 weeks
		62	Other/Hourly
		63	Other/Daily
		64	Other/One off lump sum
		65	Other/Fortnight
		85	Other answer (not codeable 1-3, 50-65)
		86	Irrelevant response
		1	1 week
J52b	What period does this cover? (Child Care tax credit)	2	2 weeks
		3	Four weeks
		4	Calendar month
		95	Other

		1	 Education grants/student shops or work
	Which of these are you (or your wife/husband/partner)	1	Education grants/student shops of work
J53b	receiving?'	2	Training/government training scheme allowance
		3	Employers maternity/paternity pay
			Maintenance allowance or other regular payments
			direct from a former husband or wife or partner /
		4	Maintenance allowance or other regular payments from CSA
		4	 Regular cash help from parents
		5	Regular cash help from other relatives or friends
		6	outside the household
			Rent from boarders, lodgers or sub-tenants/rent from
1			other property Include rent from children or other
		7	household members
			Other income from organisations or other persons
		8	outside the household Pension from a former employer
		9	 Income from investments, including interest on
		10	savings
		11	Allowance for a foster child
		95	Any other source of regular family/household income
		85	Other answer (not codeable 1-15)
		86	 Irrelevant response
		1	Doing a different job for the same employer
		1	Doing a different job for the same employer
	I'll start by asking you what you were doing before your (current spell of employment/not working) which you told me started on		
	(DATE FROM M1a) 'Can you look at this card please and tell me		
	which of the descriptions comes closest to what you were doing		
	immediately before then? Please don't forget to mention any		Either working for a different employer OR in paid
	periods of parental leave or maternity leave lasting four weeks or		employment (not self employed) OR Working for
M3	more.'	2	myself (self employed)
		3	Unemployed/looking for work
		4	 Retired form work altogether Having a baby or on maternity leave
		6	On parental leave
		7	Looking after home/family
		8	In full-time education/student
		9	Long term sick or disabled
		10	On government training scheme
		11	Something else (WRITE IN)
	'Could you tell me some details of that job you started in (DATE		
	AT M4). Please tell me the exact job title & describe fully the sort		
M5			
	of work you did.'		
1015	of work you did.'		
MO	of work you did.' 'Can I also ask you, after you first left full time education, what		
	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or		
M22	'Can I also ask you, after you first left full time education, what		
M22	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education'		
	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or		Too expensive/could not afford
M22	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN		Too expensive/could not afford
M22	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	1	
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN		Too expensive/could not afford Cohort child would not settle/unhappy Hours too inflexible
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	2 3 4	Cohort child would not settle/unhappy Hours too inflexible Hours not sufficient
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	2 3 4 5	Cohort child would not settle/unhappy Hours too inflexible Hours not sufficient Changed job and no longer convenient
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	2 3 4 5 6	Cohort child would not settle/unhappy Hours too inflexible Hours not sufficient Changed job and no longer convenient Not happy with number of adults
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	2 3 4 5 6 7	Cohort child would not settle/unhappy Hours too inflexible Hours not sufficient Changed job and no longer convenient Not happy with number of adults Not happy with other conditions or safety
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	2 3 4 5 6 7 8	Cohort child would not settle/unhappy Hours too inflexible Hours not sufficient Changed job and no longer convenient Not happy with number of adults Not happy with other conditions or safety Opening hours not suitable
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	2 3 4 5 6 7 7 8 9 9	Cohort child would not settle/unhappy Hours too inflexible Hours not sufficient Changed job and no longer convenient Not happy with number of adults Not happy with other conditions or safety Opening hours not suitable Difficult journey
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	2 3 4 5 6 7 8	Cohort child would not settle/unhappy Hours too inflexible Hours not sufficient Changed job and no longer convenient Not happy with number of adults Not happy with other conditions or safety Opening hours not suitable Difficult journey Moved house and too far away
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	2 3 4 5 6 7 7 8 9 9	Cohort child would not settle/unhappy Hours too inflexible Hours not sufficient Changed job and no longer convenient Not happy with number of adults Not happy with other conditions or safety Opening hours not suitable Difficult journey
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	2 3 4 5 6 7 8 9 9 10	Cohort child would not settle/unhappy Hours too inflexible Hours not sufficient Changed job and no longer convenient Not happy with number of adults Not happy with other conditions or safety Opening hours not suitable Difficult journey Moved house and too far away Care not appropriate as child grew older/other care
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	2 3 4 5 6 7 7 8 9 9 10 10 11 11	Cohort child would not settle/unhappy Hours too inflexible Hours not sufficient Changed job and no longer convenient Not happy with number of adults Not happy with other conditions or safety Opening hours not suitable Difficult journey Moved house and too far away Care not appropriate as child grew older/other care more appropriate for older baby/young child Preferred other provider/place came up at preferred provider
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	2 3 4 5 6 7 7 8 9 9 10 10 11 11 12 13	Cohort child would not settle/unhappy Hours too inflexible Hours not sufficient Changed job and no longer convenient Not happy with number of adults Not happy with other conditions or safety Opening hours not suitable Difficult journey Moved house and too far away Care not appropriate as child grew older/other care more appropriate for older baby/young child Preferred other provider/place came up at preferred provider Parent doing caring got a job
M22 M23	'Can I also ask you, after you first left full time education, what was your first ever main job? Please exclude any part time or vacation jobs held while in full-time education' 'What did you mainly do in your job' WRITE IN 'When you last changed or stopped your chldcare arrangement,	2 3 4 5 6 7 7 8 9 9 10 10 11 11	Cohort child would not settle/unhappy Hours too inflexible Hours not sufficient Changed job and no longer convenient Not happy with number of adults Not happy with other conditions or safety Opening hours not suitable Difficult journey Moved house and too far away Care not appropriate as child grew older/other care more appropriate for older baby/young child Preferred other provider/place came up at preferred provider

		1	No religion
	Do you regard yourself as belonging to any particular religion? IF		
L4	YES: Which?	2	Christian, no denomination, born again Christian
		3	Roman Catholic
		4	Church of England/Ireland/Anglican/Episcopal
		5	United Reformed Church (URC)/Congregational
		6	Baptist
		7	Methodist
		8	Presbyterian/Church of Scotland
		9	Free Presbyterian
		10	Other Christian
		11	Hindu
		12	Jew
		13	Muslim/Islam
		14	Sikh
		15	Buddhist
		16	Other non Christian
			Other Christian Churches- Independent (FIEC
			affiliated and associated Churches/Union of
			Evangelical Churches/Christian Brethren/Darby
			Brethren/Plymouth Brethren/Independent fellowship
			and House Churches/Independent Evangelical),
		51	Community Church
			Other Christian Churches- African/West Indian (New
			Testament Church of God/Church of God
			Prophecy/Church of Cherubim and
			Seraphim/Seventh day Adventist Churches/Pilgrim
		50	Wesleyan Holiness Church/Other African and West
		52	Indian Churches, Church of God)
			Pentecostal/Holiness (Assemblies of God/Elim
		50	Pentecostal Church/Apostolic Church/Church of the
		53	Nazerene/Emanuel Holiness Church)
		54	Salvation Army
			Other Protestant Churches (Lutheran Council of
			Britain/Evangelical Lutheran Churches/Churches of
			Christ/Countess of Huntingdon's
		55	Connexion/Churches of Overseas Nationals)
			Orthodox (Greek Orthodox Archdiocese of
			Thyateira/and Great Britain/Russian Orthodox
			Church/ Russian Orthodox Church in Exile/Armenian
			Orthodox Church/Serbian Orthodox
		= 6	Church/Ukrainian Orthodox Church/Other Orthodox Churches)
		56 57	Church of Wales
		57	Mormon
		58	Jehovah's Witness
		59 60	Spiritualist
		84	Other Christian (not codeable 1-16, 51-60)
		85	Other non-Christian (not codeable 1-16, 51-60)
		85	Irrelevant response
		00	

		1	Works long hours
	Why do you feel you do not have enough time to spend with		
L7	Cohort Child?	2	Works away from home
			Other work reasons E.g. 'long hours commuting'
			'difficult shift patterns'. This code can include
			answers that refer to the sleeping patterns of the
			baby in relation to that of the respondent's e.g. 'baby
		3	always asleep when gets home'
			Demands of domestic work Quite a broad code that
			can include decorating/building work within the
		4	home but not building a new home.
		5	Demands of other children
		6	Respondent is in poor health
		95	Other (specify)
		51	Other/I don't live in the same household as child.
		52	Other/I am studying/in education
		53	Other/ work related reasons
		85	Other answer (not codeable 1-6, 51-52)
		86	Irrelevant response
		1	Didn't like computer
(HSelfC)	Self-completion refused:	2	Child crying/needed attention etc.
		3	Worried about confidentiality
		4	Concerned because someone else was present
		5	Couldn't be bothered
		95	Other
		1	Referred by (specify)
	Were you referred to the (NAME OF SERVICE AT N1/N2) by		
	someone from outside the family or did you choose to use it		
N.3 (a)	yourself?	2	Chose myself
		1	Didn't know about it
	Can you tell me why you haven't used the (NAME OF		
N.3 (d)	SERVICE/GP/ORG FROM N1/N2)?	2	Not needed for any of my children
		3	Too difficult to get to
		4	Poor reputation locally
		5	Other (specify)
			Man and March 194
		1	Yes – specify which
	Are there any other services, groups or organisations that you		
	have used with '' (all older siblings) or had contact with about		N.
N.3 (e)	'' (all older siblings) in the last 12 months?	2	No

		1	Teacher from your child's school
	Have you or your (husband/wife/partner) spoken to any of the	1	
N.13b	people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/portpor
	Was it your or your (husband's/wife's/ partner's) idea to speak to	1	Me/partner
	(SERVICE FROM N13b) or did someone from outside your family		
N.13c	suggest it?	2	Outside family (specify)
		1	Teacher from your child's school
	Have your or your (husband/wife/partner) spoken to any of the		
N.14b	people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor Child psychologist or psychiatrist
		5	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		4	Ma /a anta a a
		1	Me/partner
	Was it your or your (husband's/wife's/ partner's idea to speak to (SERVICE FROM N.14b) or did someone from outside your		
N.14c	family suggest it?	2	Outside family (specify)
11.110		2	
		1	Teacher from your child's school
	Have your or your (husband/wife/partner) spoken to any of the		
N.15b	people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
	Was it your (or your husband's/wife's/ partner's idea to speak to		mo,partnor
	(SERVICE FROM N.15b) or did someone from outside your		
N15c	family suggest it?	2	Outside family (specify)
		1	Teacher from your child's school
	Have you or your (husband/wife/partner) spoken to any of the		
N.16.b	people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse Consultant or specialist doctor
		4 5	Consultant or specialist doctor Child psychologist or psychiatrist
		5	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
-		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
	Was it you(r) (or your husband's/wife's/ partner's) idea to speak		
	to (SERVICE FROM N.16b) or did someone from outside your		
N16.c	family suggest it?	2	Outside family (specify)
		1	Teacher from your child's school
	Have you (or your husband/wife/partner) spoken to any of the		
N.24b	Have you (or your husband/wife/partner) spoken to any of the people listed below about this?	2	GP (family doctor)

		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
	Was it your (or your husband's/wife's/ partner's) idea to speak to (SERVICE FROM N.24b) or did someone from outside your		
N.24c	family suggest it?	2	 Outside family (specify)

ive you (or your husband/wife/partner) spoken to any of the ople on this card about this?			GP (family doctor) Health visitor or practice nurse Consultant or specialist doctor Child psychologist or psychiatrist Social worker Police officer Education welfare officer School counsellor Other counsellor or support worker Family or friends Any other (specify) None of these Me/partner
as it your (or your husband's/wife's/ partner's) idea to speak to ERVICE FROM N25b) or did someone from outside your family	3 4 5 6 7 7 8 8 9 10 11 11 12 13 13		Health visitor or practice nurse Consultant or specialist doctor Child psychologist or psychiatrist Social worker Police officer Education welfare officer School counsellor Other counsellor or support worker Family or friends Any other (specify) None of these
ERVICE FROM N25b) or did someone from outside your family	4 5 6 7 8 9 10 11 11 12 13 13 1		Consultant or specialist doctor Child psychologist or psychiatrist Social worker Police officer Education welfare officer School counsellor Other counsellor or support worker Family or friends Any other (specify) None of these
ERVICE FROM N25b) or did someone from outside your family	5 6 7 8 9 10 11 11 12 13 13		Child psychologist or psychiatrist Social worker Police officer Education welfare officer School counsellor Other counsellor or support worker Family or friends Any other (specify) None of these
ERVICE FROM N25b) or did someone from outside your family	6 7 8 9 10 11 11 12 13 13		Social worker Police officer Education welfare officer School counsellor Other counsellor or support worker Family or friends Any other (specify) None of these
ERVICE FROM N25b) or did someone from outside your family	7 8 9 10 11 12 13 13		Police officer Education welfare officer School counsellor Other counsellor or support worker Family or friends Any other (specify) None of these
ERVICE FROM N25b) or did someone from outside your family	8 9 10 11 12 13 13		Education welfare officer School counsellor Other counsellor or support worker Family or friends Any other (specify) None of these
ERVICE FROM N25b) or did someone from outside your family	9 10 11 12 13 13		School counsellor Other counsellor or support worker Family or friends Any other (specify) None of these
ERVICE FROM N25b) or did someone from outside your family	10 11 12 13 1		Other counsellor or support worker Family or friends Any other (specify) None of these
ERVICE FROM N25b) or did someone from outside your family	11 12 13 1		Family or friends Any other (specify) None of these
ERVICE FROM N25b) or did someone from outside your family	12 13 1		Any other (specify) None of these
ERVICE FROM N25b) or did someone from outside your family	13		None of these
ERVICE FROM N25b) or did someone from outside your family	1		
ERVICE FROM N25b) or did someone from outside your family			Me/partner
ERVICE FROM N25b) or did someone from outside your family			Me/partner
ERVICE FROM N25b) or did someone from outside your family			
ggest it?	2		
	2		Outside family (specify)
	1		Teacher from your child's school
ople listed below about this?	2		GP (family doctor)
			Health visitor or practice nurse
			Consultant or specialist doctor
	-		Child psychologist or psychiatrist
			Social worker
			Police officer
			Education welfare officer
			School counsellor
			Other counsellor or support worker
			Family or friends
			Any other (specify)
	13		None of these
	1		Me/partner
nily suggest it?	2		Outside family (specify)
a (1	ve you (or your husband/wife/partner) spoken to any of the ople listed below about this?	pple listed below about this? 2 33 4 4 5 6 7 7 8 9 10 11 11 12 13 is it you (r) (or your wife's/husband's/ partner's) idea to speak 1 SERVICE FROM N.26b) or did someone from outside your 1	pple listed below about this? 2 3 4 5 6 7 6 7 8 9 10 11 12 13 13 s it you (r) (or your wife's/husband's/ partner's) idea to speak 1 SERVICE FROM N.26b) or did someone from outside your 1

		1	Teacher from your child's school
	Have you (or your husband/wife/partner) spoken to any of the		
N.27b	people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
	Was it your (or your husband's/wife's/ partner's) idea to speak to		
	(SERVICE FROM N.27b) or did someone from outside your		
N.27c	family suggest it?	2	Outside family (specify)
		1	Teacher from your child's school
	Have you (or your husband/wife/partner) spoken to any of the		
N.28b	people listed below about this?	2	GP (family doctor)
		3	Health visitor or practice nurse
		4	Consultant or specialist doctor
		5	Child psychologist or psychiatrist
		6	Social worker
		7	Police officer
		8	Education welfare officer
		9	School counsellor
		10	Other counsellor or support worker
		11	Family or friends
		12	Any other (specify)
		13	None of these
		1	Me/partner
	Was it your (or your husband's/wife's/ partner's) idea to speak to		
	(SERVICE FROM N.28b) or did someone from outside your		
N.28c	family suggest it?	2	Outside family (specify)

	1	Welsh
IF YES: Which language was it translated into?	2	Urdu
	3	Punjabi
	4	Gujarati
	5	Hindi
	6	Bengali
	7	Sylheti
	8	Cantonese
	9	Somali
	10	Tamil
	11	Turkish
	12	Kurdish
	13	Arabic
	14	Other European Language
	15	Other African Language
	16	Other Asian Language
	17	Other (specify)
	1	White - British

	Which of the groups on this card do you regard yourself as		
AP0a	belonging to?	2	White - Irish
		3	Any other White background – specify
		4	Mixed – White and Black Caribbean
		5	Mixed – White and Black African
		6	Mixed – White and Asian
		7	Any other mixed background – specify
		8	Asian/Asian British – Indian
		9	Asian/Asian British – Pakistani
		10	Asian/Asian British – Bangladeshi
		11	Any other Asian background – specify
		12	Black/Black British – Caribbean
		13	Black/Black British – African
		14	Any other Black background – specify
		15	Chinese
		16	Any other background – specify
		1	White - Welsh
	Which of the groups on this card do you regard yourself as		
AP0b	belonging to?	2	White – other British
		3	White - Irish
		4	Any other White background – specify
		5	Mixed – White and Black Caribbean
		6	Mixed – White and Black African
		7	Mixed – White and Asian
		8	Any other mixed background – specify
		9	Asian/Asian British – Indian
		10	Asian/Asian British – Pakistani
		11	Asian/Asian British – Bangladeshi
		12	Any other Asian background – specify
		13	Black/Black British – Caribbean
		14	Black/Black British – African
		15	Any other Black background – specify
		16	Chinese
		17	Any other background – specify

		1	White - Scottish
	Which of the groups on this card do you regard yourself as		
AP0c	belonging to?	2	White – other British
		3	White - Irish
		4	Any other White background – specify
		5	Any mixed background – specify
		6	Asian/Asian Scottish/Asian British – Indian
		7	Asian/Asian Scottish/Asian British – Pakistani
		8	Asian/Asian Scottish/Asian British – Bangladeshi
		9	Any other Asian background – specify
		10	Black/Black Scottish/Black British – Caribbean
		11	Black/Black Scottish/Black British – African
		12	Any other Black background – specify
		13	Any other background – specify
		1	White
	Which of the groups on this card do you regard yourself as		
AP0d	belonging to?	2	Chinese
APOd b		3	Irish Traveller
		4	Indian
		5	Pakistani
		6	Bangladeshi
		7	Black Caribbean
		8	Black African
		9	Any other Black background – specify
		10	Mixed ethnic group – specify
		11	Any other background – specify
		1	Firm rules and discipline
	Which of these best captures your style of parenting your		
BP47	child/children?	2	Lots of fun
		3	Have not really thought about it
		4	Firm discipline plus lots of fun
		5	Do my best for the children
		6	Other (specify)

	ASK IF MAINLY LIVED IN ANOTHER PLACE (FP6 Code 8):		
FP7	INTERVIEWER: TYPE IN OTHER ANSWER		
FP14	What did she do?		
FP16	What did he do?		
FP18	Where was she born?		
FP20	Where was he born?		
GP13a	ASK IF YES AT GP13		
JP5	What is/ was your (main) job?		
JP6	What do you mainly do / what did you mainly do in your job?		
		1	Private firm/company/PLC
	Which type of organisation do (did) you work for in your main		Civil Service or central government (not armed
JP11	job?	2	forces)
			Local government or town hall (including Local
		3	Education Authority, fire, police)
		4	National Health Service or NHS Trust
		5	State Higher Education (university or polytechnic)
		6	Nationalised industry
			Non-profit-making organisation (including charity, co
		7	operative)
		8	Armed Forces
		9	Other (specify)
		1	There are no jobs in the right place for me
JP36	Why is that?	2	There are no jobs with the right hours for me
		3	There are no jobs available for me
		4	I am on a training course
		5	My family would lose benefits if I was earning
		6	I am caring for an elderly or ill relative or friend
		7	I prefer not to work
		95	Some other reason(s) (specify)

		1	1 week
JP39b	How long a period did that pay cover?	2	Fortnight
		3	Four weeks
		4	Calendar month
		5	Year
		95	Other (specify)
		1	1 week
JP42	How long a period did that cover?	2	Fortnight
		3	Four weeks
		4	Calendar month
		5	Year
		95	Other (specify)
		1	Always employed
	Between leaving full-time education and the start of your current		Mostly always employed with one or two short
	job (if working) / period of not working (if not working), were you		periods of unemployment or not working (excluding
MP1	always or mostly employed, or not employed?	2	sick leave)
			Employed for half the time and unemployed for half
		3	the time
		4	Unemployed for most of the time
		5	Other (specify)

		1	No religion
	Do you regard yourself as belonging to any particular religion? IF		
LP4	YES: Which?	2	Christian, no denomination
		3	Roman Catholic
		4	Church of England/Ireland/Anglican/Episcopal
		5	United Reformed Church (URC)/Congregational
		6	Baptist
		7	Methodist
		8	Presbyterian/Church of Scotland
		9	Free Presbyterian
		10	Other Christian
		11	Hindu
		12	Jew
		13	Muslim/Islam
		14	Sikh
		15	Buddhist
		16	Other non Christian (specify)
		1	Works long hours
	Why do you feel you do not have enough time to spend with		······································
LP7	Cohort child?	2	Works away from home
		3	Other work reasons
		4	Demands of domestic work
		5	Demands of other children
		6	Respondent is in poor health
		95	Other (specify)
		1	Eyesight problems
After LP7	Not able to do self completion	2	Reading/literacy problems
		3	Language problems
		4	Other specify
	++	1	Welsh
	ASK IF YES: Which language was it translated into?	2	Urdu
		3	Punjabi
		4	Gujarati
		5	Hindi
		6	Bengali
	+ +	7	Sylheti
	+	8	Cantonese
		8	Somali
		-	Tamil
		10	
		11	Turkish
		12	Kurdish
		13	Arabic
		14	Other European language (specify)
		15	Other African language (specify)
		16	Other Asian language (specify)
		17	Others (SPECIFY)





Coding Verification sheet

0) Qn	CAPI Variable name	Number answerd in file	Number coded	CODER		VERIFIER + % CHECKE D	n	Subject	Туре	Frame	Code length	No of coding s		Notes	CLS NOTES	N (out of 9779) Main Only	% (of answer ed Q)	estimated N (
1	H5a	HHQ5BS	87	83	HM/PF	e not working	RF 5%	Good	Other reason main parent not prese	0	H5a	2	1	2		additional o	114	81.4	189
2	2 H15b	HHQ15CS	85	95	HM/PF	Query answers	RF 5%	Good	Other reason partner not present	0	H15b	2	1	2		additional	82	13.7	136
	B H24	HHQ24S	328	328	HM/PF	NO +	RF 5%	Good	Other language spoken at home	0	H24+	2	5	10			338	3.5	
4	A0a1	AOBS	1	1	HM/PF	NO +	RF 5%	Good	Other white race - England	0	Kate to c	heck	1		Same as A	see email	15		25
5	A0a2	AOCS	0	0	No verbs				Other mixed race - England	0	Kate to c	neck	1		Same as A	see email			0
6	6 A0a3	AODS	0	0	No verbs				Other Asian race - England	0	Kate to c	neck	1		Same as A	see email			0
7	A0a4	AOES	0	0	No verbs				Other black race - England	0	Kate to c	heck	1		Same as A	see email			0
8	8 A0a5	AOFS	4	4	HM/PF	NO +	RF 50%	Good	Other other race - England	0	Kate to c	neck	1		Same as A	see email			0
9	A0b1	AOHS	0	0	No verbs				Other white race - Wales	0	Kate to c	heck	1		Same as A	see email			0
10	A0b2	AOIS	0	0	No verbs				Other mixed race - Wales	0	Kate to c	heck	1		Same as A	see email			0
11	A0b3	AOJS	0	0	No verbs				Other Asian race - Wales	0	Kate to c	heck	1		Same as A	see email			0
12	A0b4	AOKS	0	0	No verbs				Other black race - Wales	0	Kate to c	heck	1		Same as A	see email			0
13	8 A0b5	AOLS	2	2	HM/PF	NO +	RF 50%	Good	Other other race - Wales	0	Kate to c	heck	1		Same as A	see email			0
14	A0c1	AONS	0	0	No verbs				Other white race - Scotland	0	Kate to c	heck	1		Same as A	see email			0
15	6 A0c2	AOOS	0	0	No verbs				Other mixed race - Scotland	0	Kate to c	heck	1		Same as A	see email			0
16	6 A0c3	AOPS	0	0	No verbs				Other Asian race - Scotland	0	Kate to c	heck	1		Same as A	see email			0
17	A0c4	AOQS	0	0	No verbs				Other black race - Scotland	0	Kate to c	heck	1		Same as A	see email			0
18	A0c5	AORS	0	0	No verbs				Other other race - Scotland	0	Kate to c	heck	1		Same as A	see email			0
19	A0d1	AOSS	0	0	No verbs				Other white race - N ireland	0	Kate to c	heck	1		Same as A	see email			0
20	A0d2	AOTS	0	0	No verbs				Other mixed race - N ireland	0	Kate to c	neck	1		Same as A	see email			0
21	A0d3	AOVS	o	0	No verbs				Other Asian race - N ireland	0	Kate to c	neck	1		Same as A	see email			0
22	A0d4	AOWS	0	0	No verbs				Other black race - N ireland	0	Kate to c	neck	1		Same as A	see email			0
23	A0d5	AOXS	0	0	No verbs				Other other race - N Ireland	0	Kate to c	neck	1		Same as A	see email			0
24	A20	A210	0	0	No verbs				other why Cohort Child Fostered	0	A20	2	5	10			0	0.0	0
25	6 B47(1)	BAS1	89	89	HM/PF	new codes appr	RF 5%	Good	other parenting type - child 1	0	B47	2	1	2	Same as B	backcode o	71	0.8	118
26	6 B47(2)	BAS2	0	0	No verbs				other parenting type - child 2	0	B47	2	1	2		backcode o	0	0.0	0
27	B47(3)	BAS3	0	0	No verbs				other parenting type - child 3	0	B47	2	1	2		backcode o	0	0.0	0

								EC&PF										
							EC+PF by	reworked as training										
							AB 100%	by AB										
28	D2(1)	DAS1	613	613	AB/EC/ PF	ICD	AB by TL 5%		Other eyesight problem - child 1	о	ICD	3	6	18		642	6.7	1066
								EC&PF reworked										
29	D2(2)	DAS2	9	9	EC/PF	ICD	EC+PF by AB 100%		Other eyesight problem - child 2	0	ICD	3	6	18		9	7.8	15
	22(2)	5/102						reworked as			.02							
30	D2(3)	DAS3	1	1	EC	ICD	AB 100%		Other eyesight problem - child 3	0	ICD	3	6	18		1	20.0	2
						new codes												
31	D5(1)	D5M1	134	134	HM	appr new	RF 5%	good	Other eyesight treatment - child 1	0	D5+	2	5	10		153	23.8	254
32	D5(2)	D5M2	1	1	нм	codes approv	RF 100%	good	Other eyesight treatment - child 2	0	D5+	2	5	10		1	11.1	2
	D5(3)	D5M3	0	0	No verbs				Other eyesight treatment - child 3		D5+	2	5	10		0	0.0	0
	20(0)	501110					PF			-	201					3	0.0	
							checked by AB											
							100% EC											
							checked by AB	re-										
34	D7(1)	DBS1	421	421	PF/EC	ICD	100% EC	worked	Other hearing problem - child 1	0	ICD	3	6	18		411	4.3	682
							checked by AB	re-										
35	D7(2)	DBS2	10	10	EC	ICD	100%	worked	Other hearing problem - child 2	0	ICD	3	6	18		10	8.6	17
	D7(3)	DBS3	0			ICD			Other hearing problem - child 3	0	ICD	3				0	0.0	0
	D10(1) D10(2)	D10M1 D10M2	126 2	126 2	нм нм	NO + NO +	RF 5% RF 50%	good good	Other hearing treatment -child 1 Other hearing treatment -child 2	0 0	D10+ D10+	2	5 5	10 10		124 2	30.2 20.0	206 3
39	D10(3)	D10M3	0	0	No verbs			-	Other hearing treatment -child 3	0	D10+	2	5	10		0	0.0	0
00	210(0)	DTOMS								Ŭ	2101		0	10			0.0	Ű
								rework as										
								training AB										
40	D21(1)	D2101	1496	1496	AB + EC+PF	ICD	EC+PF by AB 100%	checked by TL 5%	Long term health problem -child 1	с	ICD	3	6	18		1512	15.9	2510
								rework as training										
								AB checked										
41	D21(2)	D2102	23	23	EC+PF	ICD	AB 100%		Long term health problem -child 2	С	ICD	3	6	18		14	12.1	23
42	D21(3)	D2103	1	1	EC	ICD	AB 100%		Long term health problem -child 3	С	ICD	3	6	18		1	20.0	2

						cross												
						reference		Good -										
					LW	as interview		cross referencin										
					(most)	ers		g needed										
13	D23a polio(1)	D23A011	107	107	PF a (few)	stating as before	20% PF by RF 5%	for these	Why not 3 immunisations for polio c	C	new	2 5	10	Look at MCS1 for simil	133	1.4	221	
	D200 p010(1)	DZSROTT	107	107	LW	belore		questions			now		10		100	1.4	221	-
					(most) PF a		LW by SB 20% PF											
44	D23a diphtheria	D23A012	104	104	(few)			Good	Why not 3 immunisations for diphth	С	new	2 5	10	Look at MCS1 for simil	129	1.4	214	
	•				LW		LW by SB											
					(most) PF a		20% PF											
45	D23a tetanus (*	D23AO13	100	100	(few)		by RF 5%	Good	Why not 3 immunisations for tetanu	С	new	2 5	10	Look at MCS1 for simil	127	1.3	211	
					LW (most)		LW by SB											
					PF a		20% PF			-								
46	D23a pertussis	D23A014	140	140	(few) LW		by RF 5%	Good	Why not 3 immunisations for pertus	aC	new	2 5	10	Look at MCS1 for simil	172	1.8	286	
					(most)		LW by SB											
47	D23a Hib (1)	D23A015	129	129	PF a (few)		20% PF by RF 5%	Good	Why not 3 immunisations for Hib ch	С	new	2 5	10	Look at MCS1 for simil	210	2.2	349	
		2 2010 10	127	127	LW					Ŭ			10		210	2.2	010	
					(most) PF a		LW by SB 20% PF											
	D23a meningitis	D23AO16	135		(few)			Good	Why not 3 immunisations for menin	С	new	2 5		Look at MCS1 for simil	210	2.2	349	
-		D23AO21	3		LW		SB 33%	Good	Why not 3 immunisations for polio of	-	new	2 5		Look at MCS1 for simil	1	0.9	2	
	D23a diphtheria D23a tetanus (2		3		LW LW		SB 33% SB 33%	Good Good	Why not 3 immunisations for diphth Why not 3 immunisations for tetanu		new new	2 5 2 5		Look at MCS1 for simil Look at MCS1 for simil	1	0.9 0.9	2	
51	D23a tetanus (2	D23A023	3	3	LVV		SB 33%	Good	why not 3 immunisations for tetanu		new	2 5	10	LOOK at MCST for Simil	1	0.9	2	
	D23a pertussis		0		No verbs				Why not 3 immunisations for pertus		new	2 5		Look at MCS1 for simil	1	0.9	2	
		D23AO25	3	3	LW LW		SB 33% SB 33%	Good Good	Why not 3 immunisations for Hib ch		new new	2 5 2 5		Look at MCS1 for simil Look at MCS1 for simil	1	0.9	2	
54	D23a meningiti	D23A026	3	3	LVV		3D 33%	GOOd	Why not 3 immunisations for menin		new	2 5	10	LOOK AL WICST TOT SITTIN		0.9	2	
55	D23a polio(3)	D23AO31	0	0	No verbs				Why not 3 immunisations for polio of	С	new	2 5	10	Look at MCS1 for simil	0	0.0	0	
56	D23a diphtheria	D23AO32	0	0	No verbs				Why not 3 immunisations for diphth	С	new	2 5	10	Look at MCS1 for simil	0	0.0	0	
					N							о г	10	Look at MCC1 for simil	0	0.0	0	
57	D23a tetanus (3	D23A033	0	0	No verbs				Why not 3 immunisations for tetanu		new	2 5	10	Look at MCS1 for simil	0	0.0	0	_
58	D23a pertussis	D23AO34	0	0	No verbs				Why not 3 immunisations for pertus	С	new	2 5	10	Look at MCS1 for simil	0	0.0	0	
59	D23a Hib (3)	D23AO35	о	0	No verbs				Why not 3 immunisations for Hib ch	С	new	2 5	10	Look at MCS1 for simil	0	0.0	0	
	D23a meningiti	0224024		~	No verbs				Why not 3 immunisations for menin		new	2 5		Look at MCS1 for simil	0	0.0	0	
00		DZSAUSO	U	0	NO VEIDS						new	2 5	10		0	0.0	0	
						cross		Good										
						reference		cross										
					LW	as interview	LW by SB	referencin g										
					(most)	ers	20% +	required										
61	D26(1)	D2601	1056	1056	PF (a few)	stating as before	JW 5% PF by RF 5%	on these	Why not MMR - child 1	С	new	2 5	10		1027	10.8	1705	
01	D20(1)	02001	1056	1056		Delore	Jynr 5%	questions		0	new	2 0	10		1027	10.0	1705	
							LW by SB											
							20% +											
62	D26(2)	D2(02	1	01	LW/PF		JW 5% PF by RF 5%	Good	W/by pot MMP obild 2	C	2014	2 5	10		15	12.9	25	
62	D20(2)	D26O2	21	21	LVV/PF		Jy Kr 5%	0000	Why not MMR - child 2	C	new	2 5	10		15	12.9	25	

63	D26(3)	D26O3	0	0	No verbs				Why not MMR - child 3	с	new	2	5	10		(0.0	0
64	D32(1)	D3M1	964	964	MJK (most)H M (a few)	new codefram es appr	MJK by SB 20% + JW 5% HM by RF 5%	Good	Other type of injury - child 1	0	D32+	2	1	2	review	appi 939	9 28.4	1559
65	5 D32(2)	D3M2	3	3	мјк	new codefram es appr	SB 100%	Good	Other type of injury - child 2	0	D32+	2	1	2	review	appl	2 6.9	3
66	5 D32(3)	D3M3	1	1	мјк	new codefram es appr	SB 100%	Good	Other type of injury - child 3	0	D32+	2	1	2	review	appl	33.3	2
67	D35(1)	DCS1	269	269	MJK (most)H M (a few)	new codes? new	MJK by SB 20% + JW 5% HM by RF 5%	Good	Other where injury happened - child	0	D35	2	1	2	extra c	odes 278	3 8.4	461
68	B D35(2)	DCS2	3	3	МЈК	codes?	SB 33%	Good	Other where injury happened - child	0	D35	2	1	2	extra co	odes (0.0	0
69	D35(3)	DCS3	0	0	No verbs				Other where injury happened - child	0	D35	2	1	2	extra co	odes (0.0	0
70	D36a(1)	D36AO1	1791	1791	АВ	ICD	AB by TL 5%, AB by AA 5%	most experienc ed ICD coder	Reason for hospital admission - chi	с	ICD	3	6	18		1705	5 17.4	2830
71	D36a(2)	D36AO2	24	24	АВ	ICD	AB by TL 5%, AB by AA 5%	most experienc ed ICD coder	Reason for hospital admission - chi	с	ICD	3	6	18		18	3 15.5	30
72	D36a(3)	D36AO3	2	2	AB	ICD	AB by TL 50%	most experienc ed ICD coder EC still	Reason for hospital admission - chi	с	ICD	3	6	18		2	2 40.0	3
73	B D38(1)	D38O1	1311	1311	EC	ICD	AB 100%	training AB by TL 5%	Most imp reason for hospital - child	с	ICD	3	6	18		1335	5 13.7	2216
74	D38(2)	D3802	15	15	EC	ICD		EC still training AB by TL 5%	Most imp reason for hospital - child	с	ICD	3	6	18		14	12.1	23
75	5 D38(3)	D38O3	o	0	No verbs	ICD			Most imp reason for hospital - child	с	ICD	3	6	18		(0.0	0
76	D40(1)	D4001	42	42	АВ	ICD	TL 5% + PF 5%	most experienc ed ICD coder	Why no at D39 - child 1	с	ICD	3	6	18		42	2 0.4	70
77	/ D40(2)	D4002	3	3	AB	ICD	TL 33%	most experienc ed ICD coder	Why no at D39 - child 2	с	ICD	3	6	18			3 3.6	5
78	B D40(3)	D4003	0	0	No verbs	ICD			Why no at D39 - child 3	С	ICD	3	6	18		(0.0	0

	D44(1)	D44S1	291	291	MJK (most) HM	new codes? new	MJK by SB 20%HM by RF 5%		Other concerns about language - ch		D44	2	5	10	e	xtra codes	290	3.0	481
80	D44(2)	D44S2	7	7	МЈК	codes?	SB 2/7	Good	Other concerns about language - ch	0	D45	2	5	10	e	xtra codes	6	5.2	10
81	D44(3)	D44S3	0	0	No verbs				Other concerns about language - ch	0	D46	2	5	10	e	xtra codes	0	0.0	0
83	D48(1) D48(2) D48(3)	D4801 D4802 D4803	937 12 0	12	LW (most) PF LW No verbs		LW by SB 20%PF by RF 5% SB 50%	Good Good	What reported at D47 - child 1 What reported at D47 - child 2 What reported at D47 - child 3	c C C	new new	2	5	10 10 10			886 6 0	9.1 5.2 0.0	1471 10 0
	F7	F70	14		HM		RF 25%	Good	Place mainly lived	C	F7+	2	1		Same as FP7	7	10	31.3	17
	F14	F140	6082	6082	AA/LB/E C/RF/EC /		AA by TL 100%/LB by TL 10%/EC by TL/LB 5%/RF by TL 10%/EC by TL 100%/EC by AB/LB 100%	broken down into several files. AA + EC still training	Mother job	с	SOC	4	1	4			5872	62.7	9748
86	F14	F14O	0	0		no coding			Mother job	С	NSSEC	4	1	4			5872	62.7	9748
87	F16	F160	8017	8017	JH/TL/J H/AB/R F/EC		JH by TL/LB 10%/TL by AB 5%/JH by AB 20%/AB by TL 5%/RF by AB 5% /EC by TL/LB 100%	broken down into several files. JH + EC still		с	soc	4	1	4			7669	84.3	12731
87	F16	F16O	0	0		no coding			Father job	С	NSSEC	4	1	4			7669	84.3	12731
88	F18	F180	1786	1753	LW (most) HM		LW by SB 20%/HM by RF 5%		Mother born	С	ISO coun	2	1	2			1860	19.6	3088
89	F20	F200	1828	1793	LW (most) HM	extra codes?	LW by SB 20%/HM by RF 5%	Good	Father born	с	ISO coun	2	1	2			1896	20.3	3147

					LW		LW by SB												
90	F22	F220	1212		(most) HM	extra codes?	20%/HM by RF 5%	Good	Resp born	с	ISO coun	2	1	2			1246	13.1	2068
	G13	G13AO	2112	2112		ICD	TL 5%	Good	Parent disability	C	ICD	3	6	18			2080	21.9	3453
						new codes													
92	К3	KAS	20	20	нм	appr	RF 5%	Good	other type of accommodation	0	К3	2	1	2			18	0.7	30
						Different wording new codes													
	K7	K7M	515	515		appr NO +	RF 5% RF 5%	Good Good	Other reasons for moving	0	K7+ K12+	2	5	10 10		review app	496	18.8	823
	K12 K13	K12M K13M	69 19		HM HM	NO + NO +	RF 5% RF 5%	Good Good	Other reason for moving out Other temporary accommodation	0	K12+ K13	2	5 5	10		review appl	64 19	45.4 13.5	106 32
						new codes	HM by RF 5%/JMJ by SB												
96	K23a	K23AM	1569	1569	HM/JMJ	appr	20%	Good	Other pets now	0	K23	2	5	10		check whet	1568	16.5	2603
97	K23b	K23BM	818	818	нм	new codes appr	HM by RF 5%/JMJ by SB 20%	Good	Other pets first year	0	K23	2	5	10		check whet	823	8.7	1366
98	J5	J50	6069	6069	TL/JH/A A/AB/E C	SOC	TL by AB 5%/JH by TL/LB 10%/AA by TL/LB 10%/AB by TL 5%/EC by TL/LB 10%	Good	Main job	с	SOC	4	1	4	needs J6, J	NS-SEC to	4936	50.5	8194
98		150	6069	0	TL/RF/J He	SEC code B2	TL by AB 5%/RF by TL 5% /Jhe by TL 5%	Good	Main job	С	NSSEC	4	1	4	needs J6, J		4936	50.5	8194
	J11	MISSING	0	0		new			Other organisation type	Ν					No specify	for other			0
99	J33	J33M	202	202	НМ	codes appr new	RF 5%	Good	Other reason for working	0	J33+	2	5	10		review appl	193	3.9	320
100	J36	J36M	460	460	НМ	codes appr new	RF 5%	Good	Other reason for not working	0	J36+	2	5	10	same as JF	review appl	465	11.5	772
101	J39b	J39CS	50	50	НМ	codes appr new	RF 5%	Good	Other time period	с	J39b+	2	1	2	same as JF	'39b	57	1.4	95
102	J42	J4AS	44	44	нм	codes appr new	RF 5%	Good	Other time period	с	J42+	2	1	2	same as JF	242	54	1.6	90
103	J49	J49M	100	100	JMJ/HM	codes appr	RF 5%	Good	Other benefits	0	J49+	2	5	10		see edit no	88	0.9	146

			I I				AB/LB				1								
104	J50b	J50CS	230	0	EC		100%		Other time period	с	J50b+	2	1	2			199	5.6	330
	J51b	J51CS	82	0	НМ		SB 10%	Good	Other time period	C	J51b+	2	1	2			75	3.9	125
	J52b	J52CS	9		нм		SB 10%	Good	Other time period	C	J52b+	2	1	2			12	4.8	20
	J53b	J53BM	76	0	нм		SB 10%	Good	Other benefits	0	J53b+	2	5	10	-	see edit no	99	5.9	164
108	M3 (1)	MAS1	105	0	Hm		SB 10%	Good	Other economic activity - spell 1	0	M3	2	1	2		extra codes	118	3.9	196
400										~							40		70
	M3 (2)	MAS2	0	0	No verbs				Other economic activity - spell 2	0	M3 M3	2	1	2		extra codes	42	3.6	70
	M3 (3)	MAS3 MAS4	9	0					Other economic activity - spell 3	0 0	M3 M3	2	1	2		extra codes	11 11	2.9	18 18
	M3 (4) M3 (5)	MAS4 MAS5	5	0					Other economic activity - spell 4 Other economic activity - spell 5	0	M3	2	1	2		extra codes	5	8.1 10.4	8
112	1013 (3)	IVIA55	1	0					Other economic activity - spell 5	0	IVIJ	2	1	2		exila coues	5	10.4	0
113	M3 (6)	MAS6	0	0	No verbs				Other economic activity - spell 6	0	M3	2	1	2		extra codes	1	6.3	2
	MO (7)				N					~		0		0		and the second second		40.7	0
114	M3 (7)	MAS7	0	0	No verbs				Other economic activity - spell 7	0	M3	2	1	2		extra codes	1	16.7	2
115	M3 (8)	MAS8	0	0	No verbs				Other economic activity - spell 8	0	M3	2	1	2		extra codes	0	0.0	0
										_		_							
116	M3 (9)	MAS9	0	0	No verbs				Other economic activity - spell 9	0	M3	2	1	2		extra codes	0	0.0	0
117	M3 (10)	MAS10	0	0	No verbs				Other economic activity - spell 10	о	M3	2	1	2		extra codes	0	0.0	0
							TL/LB		<i>i</i> .							·			
118	M5a (1)	M5O1	1667	1667	AA	SOC SEC B2	10%	Good	Main job -spell 1	С	SOC	4	1	4	run togethe	er with MA01	1465	15.0	2432
		M5O1	1667	1667	JHe	(simp)	AB 10%	Good	Main job -spell 1	С	NSSEC	4	1	4	run togethe	er with MA01	- needs M6	1) M7(1) M8(1) M [.]
119	M5a (2)	M502	553	553		SOC	LB 5%	Good	Main job -spell 2	C	SOC	4	1		etc		496	5.1	823
-			1			SEC B2													
		M502	553	553	JHe	(simp)	TL 5%	Good	Main job -spell 2	С	NSSEC	4	1	4	etc				
120	M5a (3)	M5O3	197	197	AA	SOC	TL/LB 10%	Good	Main job -spell 3	с	SOC	4	1	4	etc		184	1.9	305
120	mou (o)	11000				SEC B2									010	1	101	1.0	
		M5O3	197	197	JHe	(simp)	AB 10%	Good	Main job -spell 3	С	NSSEC	4	1	4	etc				
121	M5a (4)	M5O4	51	51	AA	SOC	TL/LB 10%	Good	Main job -spell 4	с	SOC	4	1	1	etc		49	0.5	81
121	10154 (4)	101504	51	51	~~	SEC B2	1078	0000			500	4	'		eic		43	0.5	01
		M5O4	51	51	JHe	(simp)	TL 10%	Good	Main job -spell 4	С	NSSEC	4	1	4	etc				
100	M5a (5)	M505			No verbs				Main ich anall E	с	soc	4	1	4	etc		21	0.2	35
122	M5a (5)	M505 M505	0	0	NO VELDS				Main job -spell 5 Main job -spell 5	C	NSSEC	4	1		etc	<u> </u>	21	0.2	
		101505	U	0							NOSEC	4		4	eic				
123	M5a (6)	M506	4	4	AA	SOC	TL 100%	Good	Main job -spell 6	С	SOC	4	1	4	etc		5	0.1	8
		M506			JHe	SEC B2 (simp)	TL 50%	Good	Main ich anall 6	с	NSSEC	4	1	4	etc				
		WI506	4	4	ле	(simp)	TL/LB	GOOd	Main job -spell 6	C	NOSEC	4	1	4	elc	<u> </u>			
							30.06.05												
124	M5a (7)	M507	2	2	AA	SOC	10%	Good	Main job -spell 7	С	SOC	4	1	4	etc		1	0.0	2
		M507	2	2	JHe	SEC B2 (simp)	TL 50%	Good	Main job -spell 7	с	NSSEC	4	1	4	etc				
		WI307	2	2		(5				Ŭ	NOOLO		1	4	0.0				
125	M5a (8)	M508	0	0	No verbs				Main job -spell 8	С	SOC	4	1		etc		0	0.0	0
		M508	0	0					Main job -spell 8	С	NSSEC	4	1	4	etc				
126	M5a (9)	M509	0	0	No verbs				Main job -spell 9	С	SOC	4	1	А	etc		0	0.0	0
120		M509	0	0 0					Main job -spell 9	C	NSSEC	4	1		etc		5	0.0	
									· · ·										
127	M5a (10)	M5O10	0	0	No verbs				Main job -spell 10	С	SOC	4	1		etc		0	0.0	0
		M5O10	0	0		ļ			Main job -spell 10	С	NSSEC	4	1	4	etc				
							AA by LB												
							10%/TL												
100						600	by LB		First was in tak		000		,				0015	00.0	4.400.4
128	M22	M220	8851	8851	AA/TL	SOC	10%		First main job	С	SOC	4	1	4	run togethe	er with M23	8615	90.0	14301

129 M25 130 E14(1) 131 E14(2) 132 E14(3) 133 L4 Christian 134 L4 non-Christia 135 L7 136 HB	N	//220	0	0		No coding			First main job	с	NSSEC	4	1	4					
130 E14(1) 131 E14(2) 132 E14(3) 133 L4 Christian 134 L4 non-Christia 135 L7 136 HB 137 HC N3a N3a N3d N3a N13b N13c N14b N14b N15c N16b N16b N16c N24b N24b N25b N25c N26b N26c N27b N27c N28c 139 139 Translation 140 Translation		<i>1</i> 250	2739	2739	AA/TL	SOC	AA by LB 10%/TL by LB 10%	Good	,	С	SOC	4	1	4			2651	27.0	4401
130 E14(1) 131 E14(2) 132 E14(3) 133 L4 Christian 134 L4 non-Christia 135 L7 136 HB 137 HC N3a N3a N3d N3a N13b N13c N14b N14b N15c N16b N16b N16c N24b N24b N25b N25c N26b N26c N27b N27c N28c 139 139 Translation 140 Translation	N	/250	0	0		No coding			Job after first child	с	NSSEC	4	1	4			2651	27.0	4401
131 E14(2) 132 E14(3) 133 L4 Christian 134 L4 non-Christia 135 L7 136 HB 137 HC 138 L7 136 HB 137 HC N3a N3d N3d N3e N13b N13c N14b N14b N15c N16b N16c N24b N25b N25c N25b N25c N26c N27b N27b N27c N28b N28c 139 Translation 140 Translation						new codes				-		-							
132 E14(3) 133 L4 Christian 134 L4 non-Christia 135 L7 136 HB 137 HC N3a N3d N3b N3d N13b N13b N14b N14c N15b N15c N16b N16c N24b N24c N25b N26b N26b N27b N27b N27b N28c 139 139 Translation 140 Translation	E	1\$1	912	912	HM	appr	SB 5%	Good	Other reason for choosing childcare	0	E14	2	1	2			863	40.7	1433
132 E14(3) 133 L4 Christian 134 L4 non-Christia 135 L7 136 HB 137 HC N3a N3d N3b N3d N13b N13b N14b N14c N15b N15c N16b N16c N24b N24c N25b N26b N26b N27b N27b N27b N28c 139 139 Translation 140 Translation	E	152	0	0	No verbs				Other reason for choosing childcare	0	E14	2	1	2			0	0.0	0
134 L4 non-Christia 135 L7 136 HB 137 HC N3a N3d N3d N3d N3d N3d N13b N13c N13b N13c N13b N13c N14b N14c N15b N15c N16b N16c N24b N24c N25b N26b N26c N27b N27c N28b N28c 139 130 Translation	E	153	0	0	No verbs				Other reason for choosing childcare		E14	2	1	2			0	0.0	0
135 L7 136 HB 137 HC N3a N3d N3a N3d N3a N3d N3a N3d N3a N3d N13b N13c N14b N14c N15c N15c N16b N16c N24b N24c N25b N25c N26b N26c N27b N27c N28b N28c 139 Translation 140 Translation	ian L	AS	0	0	No verbs				Other Christian religion	0	L4+	2	1	2	same as LP	4	1	0.7	2
136 HB 137 HC N3a N3d N3d N3d N3a N3d N3b N13b N13b N13c N14b N14c N15b N15c N16b N16c N24b N24c N25b N25c N26b N26c N27b N27c N28b N28c 139 Translation 140 Translation	hristia L	BS	о	0	No verbs				Other non-Christian religion	0	L4	2	1	2	same as LP	4	1	0.7	2
137 HC N3a N3d N3d N3d N13b N13c N13b N13c N13c N13c N13b N13c N14b N14c N15b N15c N16b N16c N24b N24c N25b N25c N26b N26c N27b N27c N28b N28c 139 Translation 140 Translation	Ľ	.7S	41	0					Other reason no time for child	0	L7+	2	5	10	same as LP	7	41	10.9	68
N3a N3d N3e N13b N13c N14c N14c N15b N15c N16b N16c N24b N24b N24b N25b N25c N26b N27b N27c N28b N28c 139 <translation< td=""> 140<translation< td=""></translation<></translation<>	Н	IREFUSEM	15	0					Other reason selfcomp refused	0	HB	2			use MCS ex		11	3.6	18
N3d N3e N13b N13c N14b N14b N14b N14b N15c N15b N15c N16b N16c N24b N24b N25c N26b N26c N27b N27c N28b N28c 139 Translation 140 Translation	Н	IUNABLEM	23	0					Other reason unable to complete se	0	HC	2	5	10	use MCS ex	tra codes	22	9.9	37
N3e N13b N13c N14b N14b N15c N15c N16b N16c N24b N24c N25b N25c N25c N26b N27b N27c N28c 139 <translation< td=""> 140</translation<>			0	0						Ν									0
N13b N13c N14b N14c N15c N15c N16b N16c N24b N24b N25b N25c N26b N26c N27b N27c N28b N28c 139 Translation 140 Translation			0	0					Other reason why scheme not used	Ν									0
N13c N14b N14c N15b N15c N16b N16c N24b N24c N25b N26c N26b N27b N27c N28b N28c 139 Translation 140 Translation			0	0					Oher child schemes used	Ν									0
N14b N14c N15b N15c N16c N24b N24c N25b N25c N26b N26c N27b N27c N28b N28c 139 Translation 140 Translation			0	0						N									0
N14c N15b N15c N16c N24b N24c N25b N25c N26b N27b N27c N28b N28c 139 140			0	0						Ν									0
N15b N15c N16b N16c N24b N25b N25b N25c N26b N27b N27c N28b N28c 139 Translation 140			0	0						Ν									0
N15c N16b N16c N24b N24c N25b N25c N26b N27b N27c N28b N28c 139 Translation 140 Translation			0	0						Ν									0
N16b N16c N24b N24c N25b N25c N26b N26c N27b N27c N28b N28c 139 Translation 140			0	0						Ν									0
N16c N24b N24c N25b N25b N26b N26c N27b N27c N28b N28c 139 Translation 140 Translation			0	0						Ν									0
N24b N24c N25b N25c N26b N26c N27b N27c N27b N27c N28b N28c 139 Translation 140 Translation			0	0						Ν									0
N24c N25b N25c N26b N26c N27b N27c N28b N28c 139 Translation 140 Translation			0	0						Ν									0
N25b N25c N26b N27b N27c N28b N28c 139 Translation 140 Translation			0	0						N									0
N25c N26b N26c N27b N27c N28b N28c 139 Translation 140 Translation			0	0						N									0
N26b N26c N27b N27c N28b N28c 139 Translation 140 Translation			0	0						N									0
N26c N27b N27c N28b N28c 139 Translation 140 Translation			0	0						N									0
N27b N27c N28b N28c 139 Translation 140 Translation			0	0						N									0
N27c N28b N28c 139 Translation 140 Translation			0	0						N									0
N28b N28c 139 Translation 140 Translation			0	0						N									0
N28c 139 Translation 140 Translation			0	0						N N									0
139 Translation 140 Translation			0	0											1				0
140 Translation		ANGTODO	0	0						N N					No frome a	upplied for th	ia		0
		ANGTRBS ANGTRCS	0	0						N						applied for the			0
		ANGTROS	0	0					3 3	N						applied for th			
		ANGTRDS	0	0						N O	check MC	2	5		No frame st		13	6.0	22
			66016	59260					Chier language used	<u> </u>		2	5	10	No manie St	Dack-code	76611	0.0	127174

GfK. Growth from Knowledge



Response tables (By Wave, By Stratum)

MCS2 Response by Wave UK

Update: 1.2.2006

		А		1	в		1	с		1	D		1	Е		1	F		1	G			н			J	
Wave		8th Sept			29th Sept			27th Oct			24th Nov			22-Dec			21st Jan			16th Feb			20th Mar			12-Apr	
Total/Main/NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF
Addresses Yielding Ints	1008	967	41	925	881	44	981	916	65	1216	1168	48	1196	1130	66	1153	1094	59	1141	1083	58	1129	1089	40	1140	1087	53
Non Productive Addresses	172	144	28	152	123	29	175	142	33	229	198	31	221	187	34	210	182	28	227	194	33	221	200	21	263	216	47
No Trace	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non Contact	44	40	4	40	34	6	60	53	7	74	63	11	69	56	13	65	54	11	84	75	9	71	62	9	68	57	11
Refusal To CLS	27	25	2	19	17	2	27	25	2	38	35	3	38	32	6	26	23	3	18	13	5	29	27	2	35	28	7
Refusal to Interviewer	88	70	18	87	69	18	81	59	22	101	89	12	95	83	12	101	87	14	114	98	16	113	104	9	142	115	27
No English	3	2	1	0	0	0	1	1	0	1	0	1	2	2	0	1	1	0	2	1	1	1	1	0	1	0	1
III	3	2	1	0	0	0	1	0	1	3	3	0	2	1	1	2	2	0	0	0	0	0	0	0	1	1	0
Away	5	4	1	3	2	1	3	3	0	5	5	0	4	3	1	6	6	0	5	5	0	2	2	0	4	4	0
Unable	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	2	2	0
Complete-Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lost CAPI	1	1	0	2	0	2	2	1	1	2	0	2	3	2	1	3	3	0	2	0	2	2	1	1	3	2	1
Other Non Response	1	0	1	1	1	0	0	0	0	5	3	2	8	8	0	6	6	0	1	1	0	3	3	0	7	7	0
Ineligible	6	6	0	8	5	3	15	8	7	10	9	1	23	15	8	9	5	4	22	7	15	25	12	13	12	9	3
Child out of Scope	4	4	0	6	5	1	12	7	5	7	7	0	15	15	0	5	5	0	8	7	1	13	10	3	9	9	0
Child Deceased	2	2	0	0	0	0	1	1	0	2	2	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0
Failed Eligibility	0	0	0	2	0	2	2	0	2	1	0	1	8	0	8	4	0	4	14	0	14	10	0	10	3	0	3
Addresses Outstanding	54	44	10	55	40	15	65	46	19	54	45	9	56	44	12	61	50	11	64	48	16	71	55	16	50	41	9
Unallocated (Status 0)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Never Returned (Status 14)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Returned And Back Out In Field (Status 15)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Returned And NOT Back Out In		Ū	Ŭ		, , , , , , , , , , , , , , , , , , ,	0	0	Ū	0		Ū	0	0	0	0			0			0	0	ů		0	0	
Field (Status 16)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
With CLS (Status 17)	52	44	8	52	40	12	65	46	19	54	45	9	56	44	12	61	50	11	64	48	16	71	55	16	50	41	9
Query Not Booked In (Status 18)	2	0	2	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discrepancy in address (Status																											
19) No address change FID to reissue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(Status 20)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Minor address change FID to																											í
reissue (Status 21)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
To go to CLS (Status 22) Household Untraced by	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLS(Status 25)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Addresses Issued	1240	1161	79	1140	1049	91	1236	1112	124	1509	1420	89	1496	1376	120	1433	1331	102	1454	1332	122	1446	1356	90	1465	1353	112
Coverage	96%	96%	87%	95%	96%	84%	95%	96%	85%	96%	97%	90%	96%	97%	90%	96%	96%	89%	96%	96%	87%	95%	96%	82%	97%	97%	92%
Interviewed as a % of Covered	86%	88%	59%	87%	88%	63%	86%	87%	71%	85%	86%	62%	86%	87%	72%	85%	86%	71%	85%	85%	76%	85%	85%	83%	82%	84%	55%
Interviewed as a % of issued	81%	83%	52%	81%	84%	48%	79%	82%	52%	81%	82%	54%	80%	82%	55%	80%	82%	58%	78%	81%	48%	78%	80%	44%	78%	80%	47%
incerviewed as a % or issued	81%	83%	J∠%	81%	84%	48%	/9%	ö∠%	J∠%	81%	82%	D4%	80%	82%	22%	80%	8Z %	28%	/8%	01%	48%	/8%	80%	44%	/8%	80%	4/%

	к			L			м			N			Р			Q			R			т			U				
	12-May			07-Jun			05-Jul			02-Aug			30-Aug			27-Sep			25-Oct			22-Nov			22-Nov			TOTALS	
Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF
1185	1126	59	1186	1135	51	1107	1045	62	1121	1074	47	238	238	0	252	252	0	283	283	0	328	328	0	5	5	0	15594	14901	693
256	223	33	246	208	38	269	234	35	268	235	33	52	52	0	69	69	0	81	81	0	80	80	0	0	0	0	3191	2768	423
0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2	2	0
82	71	11	92	75	17	94	84	10	86	75	11	13	13	0	21	21	0	19	19	0	23	23	0	0	0	0	1005	875	130
29	26	3	36	26	10	40	33	7	30	24	6	7	7	0	4	4	0	11	11	0	7	7	0	0	0	0	421	363	58
131	112	19	105	95	10	119	103	16	122	109	13	30	30	0	39	39	0	43	43	0	37	37	0	0	0	0	1548	1342	206
1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	10	4
2	2	0	3	3	0	2	2	0	2	2	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	23	20	3
3	3	0	5	4	1	6	6	0	9	8	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	61	56	5
1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	0	1	1	0	4	2	2	8	6	2	1	1	0	1	1	0	1	1	0	2	2	0	0	0	0	39	25	14
6	6	0	4	4	0	2	2	0	10	10	0	1	1	0	3	3	0	6	6	0	9	9	0	0	0	0	73	70	3
17	10	7	11	5	6	20	13	7	22	9	13	3	3	0	4	4	0	4	4	0	3	3	0	0	0	0	214	127	87
9	9	0	10	5	5	13	13	0	9	8	1	3	3	0	4	4	0	3	3	0	3	3	0	0	0	0	133	117	16
1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	9	9	0
7	0	7	1	0	1	7	0	7	13	1	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	72	1	71
66	52	14	76	57	19	70	54	16	79	59	20	10	10	0	14	14	0	11	11	0	13	13	0	3	3	0	872	686	186
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	o	0	0
66	52	14	76	57	19	70	54	16	79	59	20	10	10	0	14	14	0	11	11	0	13	13	0	3	3	0	867	686	181
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0		0	0	0	0	0	0	0	0	0	0	0		0			0		0	0		0	0			0	
1524	v	0	0	Ŭ	114	0	0		-	•	0	303	-	-	0	-	0	0	-	0	0	0	0	ů	-	0	0	•	1389
1524 96%	1411	113	1519	1405 96%	114 83%	1466	1346 96%	120 87%	1490 95%	1377 96%	113 82%		303 97%	0	339 96%	339 96%	0	379 97%	379 97%	0	424	424 97%	0	8	8 63%	-	19871 96%	18482 96%	1389 87%
90%	96%	88%	95%	90%	0.5%	95%	50%	07%	93%	90%	62%	97%	97%	-	90%	50%	-	9/%	37%	-	97%	97%	-	63%	03%	-	90%	90%	01%
83%	84%	69%	83%	85%	61%	82%	83%	69%	82%	83%	70%	83%	83%	-	79%	79%	-	79%	79%	-	81%	81%	-	100%	100%	-	84%	85%	67%
78%	80%	52%	78%	81%	45%	76%	78%	52%	75%	78%	42%	79%	79%	-	74%	74%	-	75%	75%	-	77%	77%	-	63%	63%	-	78%	81%	50%

MCS2 Response by Stratum

UK

Update: 1.2.2006

Stratum	ENGL	AND ADVANT	AGED	ENGLA	ND DISADVAI	NTAGED	EN	IGLAND ETH	NIC	E	NGLAND Tota	als	NORTHERN	IRELAND AD	VANTAGED	DI	SADVANTAG	ED	NORTH	ERN IRELANI
Total/Main/NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main
Addresses Yielding Ints	4209	3998	211	3883	3597	286	1960	1764	196	10052	9359	693	538	538	0	928	928	0	1466	1466
Non Productive Addresses	555	449	106	862	672	190	612	485	127	2029	1606	423	111	111	0	274	274	0	385	385
No Trace	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	2	2
Non Contact	127	106	21	322	255	67	217	175	42	666	536	130	12	12	0	55	55	0	67	67
Refusal To CLS	115	96	19	112	90	22	68	51	17	295	237	58	12	12	0	18	18	0	30	30
Refusal to Interviewer	286	228	58	390	298	92	276	220	56	952	746	206	78	78	0	191	191	0	269	269
No English	0	0	0	3	1	2	8	6	2	11	7	4	0	0	0	1	1	0	1	1
III	5	3	2	4	3	1	2	2	0	11	8	3	2	2	0	4	4	0	6	6
Away	6	6	0	16	15	1	27	23	4	49	44	5	0	0	0	1	1	0	1	1
Unable	0	0	0	3	3	0	0	0	0	3	3	0	0	0	0	0	0	0	0	0
Complete-Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lost CAPI	9	5	4	6	2	4	7	1	6	22	8	14	7	7	0	2	2	0	9	9
OtherNonResponse	7	5	2	6	5	1	7	7	0	20	17	3	0	0	0	0	0	0	0	0
Ineligible	86	48	38	49	20	29	32	12	20	167	80	87	3	3	0	5	5	0	8	8
Child out of Scope	52	46	6	24	18	6	13	9	4	89	73	16	3	3	0	4	4	0	7	7
Child Deceased	2	2	0	1	1	0	3	3	0	6	6	0	0	0	0	1	1	0	1	1
Failed Eligibility	32	0	32	24	1	23	16	0	16	72	1	71	0	0	0	0	0	0	0	0
Addresses Outstanding	156	103	53	297	221	76	180	123	57	633	447	186	10	10	0	44	44	0	54	54
Unallocated (Status=0)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Never Returned (Status 14)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Returned And Back Out In Field																				
(Status 15) Returned And NOT Back Out In	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Field (Status 16)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
With CLS (Status 17)	155	103	52	294	221	73	179	123	56	628	447	181	10	10	0	44	44	0	54	54
Query Not Booked In (Status															-			-		
18)	1	0	1	3	0	3	1	0	1	5	0	5	0	0	0	0	0	0	0	0
Discrepancy in address (Status																				
19) No address change FID to	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
reissue (Status 20)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Minor address change FID to				-		-				-	-	-							-	
reissue (Status 21)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
To go to CLS (Status 22)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Household Untraced by			_			_					_	_						_		
CLS(Status 25)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Addresses Issued	5006	4598	408	5091	4510	581	2784	2384	400	12881	11492	1389	662	662	0	1251	1251	0	1913	1913
Coverage	97%	98%	87%	94%	95%	87%	94%	95%	86%	95%	96%	87%	98%	98%	-	96%	96%	-	97%	97%
Interviewed as a % of covered	90%	91%	76%	83%	85%	64%	77%	79%	65%	84%	86%	67%	83%	83%	-	78%	78%	-	80%	80%
Interviewed as a % of issued	84%	87%	52%	76%	80%	49%	70%	74%	49%	78%	81%	50%	81%	81%	-	74%	74%	-	77%	77%

D Totals	SCOTL	AND ADVAN	TAGED	SCOTLA	ND DISADVA	NTAGED	so	OTLAND Tot	als	WAL	ES ADVANTA	AGED	WALE	S DISADVAN	TAGED		WALES Totals	5	[Totals	
NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF	Total	Main	NF
0	932	932	0	882	882	0	1814	1814	0	692	692	0	1570	1570	0	2262	2262	0	15594	14901	693
0	159	159	0	239	239	0	398	398	0	112	112	0	267	267	0	379	379	0	3191	2768	423
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0
0	46	46	0	92	92	0	138	138	0	36	36	0	98	98	0	134	134	0	1005	875	130
0	28	28	0	24	24	0	52	52	0	13	13	0	31	31	0	44	44	0	421	363	58
0	71	71	0	75	75	0	146	146	0	61	61	0	120	120	0	181	181	0	1548	1342	206
0	0	0	0	1	1	0	1	1	0	0	0	0	1	1	0	1	1	0	14	10	4
0	0	0	0	3	3	0	3	3	0	0	0	0	3	3	0	3	3	0	23	20	3
0	1	1	0	3	3	0	4	4	0	1	1	0	6	6	0	7	7	0	<mark>61</mark>	56	5
0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	2	2	0	5	5	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	1	1	0	2	2	0	3	3	0	0	0	0	5	5	0	5	5	0	39	25	14
0	12	12	0	39	39	0	51	51	0	0	0	0	2	2	0	2	2	0	73	70	3
0	17	17	0	10	10	0	27	27	0	7	7	0	5	5	0	12	12	0	214	127	87
0	16	16	0	9	9	0	25	25	0	7	7	0	5	5	0	12	12	0	133	117	16
0	1	1	0	1	1	0	2	2	0	0	0	0	0	0	0	0	0	0	9	9	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	72	1	71
0	28	28	0	58	58	0	86	86	0	19	19	0	80	80	0	99	99	0	872	686	186
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	28	28	0	58	58	0	86	86	0	19	19	0	80	80	0	99	99	0	867	686	181
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	1136	1136	0	1189	1189	0	2325	2325	0	830	830	0	1922	1922	0	2752	2752	0	19871	18482	1389
-	98%	98%	-	95%	95%	-	96%	96%	-	98%	98%	-	96%	96%	-	96%	96%	-	96%	96%	87%
-	87%	87%	-	79%	79%	-	83%	83%	-	87%	87%	-	86%	86%	-	86%	<mark>86</mark> %	1	84%	85%	67%
-	82%	82%	-	74%	74%	-	78 %	78%	-	83%	83%	-	82%	82%	-	82%	82%	-	78%	81%	50%