

NOP

Market Research Limited



NATIONAL CHILD DEVELOPMENT STUDY IV

Survey Methodology

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APPENDICES

SHOWCARDS

SHOWCARD A

- | | |
|---|-------------------------------|
| 1. APPROACHED EMPLOYER DIRECT | 7. FROM AN ADVERTISEMENT |
| 2. THROUGH A JOBCENTRE OR
EMPLOYMENT OFFICE | 8. THROUGH A TRADE UNION |
| 3. THROUGH PROFESSIONAL AND
EXECUTIVE RECRUITMENT - PER | 9. APPROACHED BY AN EMPLOYER |
| 4. THROUGH THE CAREERS OFFICE
OR YOUTH EMPLOYMENT OFFICE | 10. I WORKED THERE BEFORE |
| 5. THROUGH COLLEGE CAREERS OFFICE | 11. PRIVATE EMPLOYMENT AGENCY |
| 6. FROM A FRIEND OR RELATIVE | 12. ANOTHER WAY |
-

SHOWCARD B

VERY SATISFIED

SATISFIED

NEITHER SATISFIED NOR DISSATISFIED

DISSATISFIED

VERY DISSATISFIED

SHOWCARD D

1. FULL TIME COURSE
2. SANDWICH COURSE OR COURSE INCLUDING
WORK EXPERIENCE
3. OPEN UNIVERSITY COURSE
4. CORRESPONDENCE COURSE
5. EVENING COURSE IN YOUR OWN TIME
6. PART TIME OR WEEKEND COURSE
7. SOME OTHER TYPE OF COURSE

SHOWCARD C

NCDS IV

CSE, GCE 'O' and 'A' LEVEL, SCE 'O' and 'H' GRADES

- 03 CSE
 - 04 GCE 'O' level
 - 05 Certificate of Extended Education (CEE)
 - 06 GCE 'A' level
 - 07 SCE 'O' grade
 - 08 SCE 'H' grade
 - 09 Scottish Leaving Certificate
 - 10 Scottish University Preliminary Exam
-

ROYAL SOCIETY OF ARTS (RSA) AWARDS

- 11 RSA - Stage 1
 - 12 RSA - Stage 2
 - 13 RSA - Stage 3
-

CITY & GUILDS and REGIONAL EXAMINING BOARD CERTIFICATES

- 14 Operative
 - 15 Craft/ Intermediate/ Ordinary/ Part I
 - 16 Advanced/ Final/ Part II or III
 - 17 Full Technological (FTC)
 - 18 Insignia Award in Technology (CGIA)
-

JOINT INDUSTRY BOARD (JIB), NATIONAL JOINT COUNCIL (NJC) and OTHER AWARDS

- 19 JIB/ NJC or other Craft/ Technician Certificate
-

NATIONAL DIPLOMAS AND CERTIFICATES

- 20 ONC/ OND (or SNC/ SND)
 - 21 HNC/ HND (or SHNC/ SHND)
-

TECHNICIAN and BUSINESS EDUCATION COUNCIL AWARDS

- 22 TEC/ BEC (or SCOTEC/ SCOTBEC) Certificate or Diploma
 - 23 TEC/ BEC (or SCOTEC/ SCOTBEC) Higher or Higher National Certificate or Diploma
-

OTHER TECHNICAL or BUSINESS QUALIFICATIONS

- 01 Other technical or business qualifications - including HGV, PSV, etc
-

PROFESSIONAL QUALIFICATIONS - including NURSING

- 24 Professional qualification - membership awarded by professional institution
 - 25 Nursing qualifications - including Nursery Nursing (NNEB)
-

UNIVERSITY, POLYTECHNIC and CNA A AWARDS

- 26 Polytechnic (or Central Institute) Diploma or Certificate (NOT CNA A VALIDATED)
 - 27 University or CNA A Diploma or Certificate - including Dip HE and Teaching Cert.
 - 29 University or CNA A First Degree - including B Ed
 - 30 University or CNA A Post Graduate Diploma
 - 31 University or CNA A Higher Degree - MSc, PhD, etc
-

ANY OTHER QUALIFICATION

- 02 Any other qualification

SHOWCARD E

- | | |
|--|-----------------------------------|
| 1. TECHNICAL COLLEGE | 7. UNIVERSITY/OPEN UNIVERSITY |
| 2. TEACHER TRAINING COLLEGE
OR COLLEGE OF EDUCATION | 8. SCHOOL OR 6TH FORM COLLEGE |
| 3. FURTHER EDUCATION COLLEGE | 9. ADULT EDUCATION CENTRE |
| 4. TERTIARY COLLEGE | 10. GOVERNMENT SKILL CENTRE |
| 5. INSTITUTE OF HIGHER EDUCATION | 11. PRIVATE OR COMMERCIAL COLLEGE |
| 6. POLYTECHNIC OR CENTRAL INSTITUTE | 12. OTHER |
-

SHOWCARD F

9. FULL TIME TOPS COURSE
 1. OTHER FULL TIME COURSE
 2. SANDWICH COURSE OR COURSE WITH WORK EXPERIENCE
 3. OPEN UNIVERSITY COURSE
 4. CORRESPONDENCE COURSE
 5. EVENING COURSE IN YOUR OWN TIME
 6. PART TIME OR WEEKEND COURSE
 7. SOME OTHER TYPE OF COURSE
-

SHOWCARD G

JCP - JOB CREATION PROGRAMME

STEP - SPECIAL TEMPORARY
EMPLOYMENT PROGRAMME

CEP - COMMUNITY ENTERPRISE
PROGRAMME

WEP - WORK EXPERIENCE PROGRAMME

COMMUNITY INDUSTRY

SHOWCARD H

- | | |
|--|---|
| 1. CONVENIENT HOURS AND CONDITIONS | 8. NOT TOO MUCH RESPONSIBILITY AT FIRST |
| 2. VARIETY | 9. JOB SECURITY |
| 3. CHANCE OF PROMOTION | 10. WORKING WITH YOUR HANDS |
| 4. THE CHANCE OF BEING IN CHARGE OF OTHER PEOPLE | 11. THE NEED TO USE YOUR HEAD/ TO THINK |
| 5. THE CHANCE TO BE YOUR OWN BOSS | 12. OUTDOOR WORK |
| 6. A CLEAN JOB | 13. GOOD PAY |
| 7. THE OPPORTUNITY OF HELPING OTHERS | 14. A FRIENDLY PLACE TO WORK |
-

SHOWCARD I

I STRONGLY AGREE

I AGREE

I NEITHER AGREE NOR DISAGREE

I DISAGREE

I STRONGLY DISAGREE

SHOWCARD J

- | | |
|--|--|
| 1. TEACHER AT SCHOOL | 6. CAREERS ADVICE AT A GOVERNMENT SKILL CENTRE |
| 2. OFFICER OF THE GOVERNMENT CAREERS SERVICE OR YOUTH EMPLOYMENT SERVICE <u>VISITING YOUR SCHOOL</u> | 7. PRIVATE CAREERS CONSULTANT |
| 3. OFFICER OF THE GOVERNMENT CAREERS SERVICE OR YOUTH EMPLOYMENT SERVICE <u>OUTSIDE SCHOOL</u> | 8. PERSONNEL MANAGER AT WORK |
| 4. COLLEGE OR UNIVERSITY CAREERS SERVICE | 9. INFORMAL ADVICE FROM YOUR FAMILY OR FRIENDS |
| 5. CAREERS CONSULTANT AT THE JOBCENTRE INCLUDING OCCUPATIONAL GUIDANCE UNIT | 10. SOME OTHER FORM OF ADVICE |

SHOWCARD K

No.

- 1 WITHDRAWAL, BEING CAREFUL
 - 2 SHEATH/CONDOM/DUREX/FRENCH LETTER
 - 3 SAFE PERIOD/RHYTHM METHOD
 - 4 GOING WITHOUT SEXUAL INTERCOURSE
 - 5 CAP/DIAPHRAGM/DUTCH CAP
 - 6 PILL
 - 7 COIL/LOOP/IUD
 - 8 FOAM/JELLY/CREAM
 - 9 BIRTH CONTROL INJECTION
 - 10 HAVE HAD A VASECTOMY/HUSBAND OR PARTNER HAS HAD A VASECTOMY
 - 11 HAVE BEEN STERILISED/WIFE OR PARTNER HAS BEEN STERILISED
 - 12 SOMETHING ELSE
 - 13 DO NOT USE ANY METHOD AT THE MOMENT - TRYING TO HAVE A CHILD
 - 14 NEVER USE ANY METHOD
-

SHOWCARD L

LIVING WITH PARENTS

SHARING WITH FRIENDS OR RELATIVES

LODGING OR BOARDING IN SOMEONE'S HOME:

- WITH MEAL(S) PROVIDED
 - WITH NO MEALS PROVIDED
-

SHOWCARD M

CODE

- | | |
|----|---------------------------------|
| 01 | BUILDING SOCIETY MORTGAGE/LOAN |
| 02 | BANK MORTGAGE/LOAN |
| 03 | LOCAL AUTHORITY MORTGAGE/LOAN |
| 04 | INSURANCE COMPANY MORTGAGE/LOAN |
| 05 | FINANCE COMPANY MORTGAGE/LOAN |
| 06 | PRIVATE LOAN FROM PARENTS |
| 07 | OTHER PRIVATE LOAN |
| 08 | GIFT |
| 09 | SALE OF PREVIOUS PROPERTY |
| 10 | GOVERNMENT HOMELOAN SCHEME |
| 11 | SAVINGS |
| 12 | ANOTHER WAY |

SHOWCARD N

1. VERY SATISFIED
 2. SATISFIED
 3. NEITHER SATISFIED NOR DISSATISFIED
 4. DISSATISFIED
 5. VERY DISSATISFIED
-

SHOWCARD O

CODE

- 1 TO GET MARRIED OR TO LIVE AS MARRIED
 - 2 TO SET UP HOME ON OWN
 - 3 TO UNDERTAKE AN EDUCATIONAL OR TRAINING COURSE
 - 4 TO TAKE UP A JOB OR LOOK FOR WORK
 - 5 WANTED TO LEAVE BECAUSE OF FRICTION AT HOME
 - 6 WAS ASKED TO LEAVE BECAUSE OF FRICTION AT HOME
 - 7 NO LONGER ALLOWED TO STAY THERE
 - 9 ANOTHER REASON (PLEASE EXPLAIN TO THE INTERVIEWER)
-

SHOWCARD P

CODE

STATE BENEFITS OR ALLOWANCES

- 01 UNEMPLOYMENT BENEFIT
- 02 SUPPLEMENTARY BENEFIT
- 03 UNEMPLOYMENT BENEFIT AND SUPPLEMENTARY BENEFIT COMBINED IN ONE PAYMENT
- 04 SICKNESS BENEFIT
- 05 INVALIDITY BENEFIT
- 06 INDUSTRIAL INJURY BENEFIT/PENSION
- 07 ATTENDANCE ALLOWANCE
- 08 NON-CONTRIBUTORY INVALIDITY PENSION
- 09 MOBILITY ALLOWANCE
- 10 FAMILY INCOME SUPPLEMENT
- 11 CHILD BENEFIT
- 12 CHILD BENEFIT INCREASE/ONE PARENT BENEFIT
- 13 MATERNITY ALLOWANCE
- 14 ANY OTHER STATE BENEFIT OR ALLOWANCE (PLEASE EXPLAIN TO THE INTERVIEWER)

SHOWCARD Q

OTHER SOURCES OF INCOME APART FROM WORK

CODE

- 01 EDUCATIONAL GRANT/STUDENTSHIP OR WORK TRAINING GRANT
 - 02 PENSION FROM FORMER EMPLOYER
 - 03 INCOME FROM TRADE UNION, FIRENDLY SOCIETY OR CHARITABLE ORGANISATION
 - 04 MAINTENANCE ALLOWANCE OR OTHER REGULAR PAYMENTS FROM A FORMER HUSBAND OR WIFE
 - 05 REGULAR CASH HELP FROM PARENTS
 - 06 REGULAR CASH HELP FROM OTHER RELATIVES OR FRIENDS OUTSIDE THE HOUSEHOLD
 - 07 RENT FROM BOARDERS, LODGERS OR SUB-TENANTS
 - 08 OTHER INCOME FROM ORGANISATIONS, RELATIVES OR FRIENDS OUTSIDE THE HOUSEHOLD (PLEASE EXPLAIN TO THE INTERVIEWER)
 - 09 ANNUITY PAYMENTS
 - 10 PAYMENTS FROM A TRUST FUND
-

SHOWCARD R

SAVINGS

CODE

- 11 BUILDING SOCIETY
 - 12 NATIONAL SAVINGS CERTIFICATES
 - 13 POST OFFICE SAVINGS BANK
 - 14 BANK DEPOSIT OR SAVINGS ACCOUNT
 - 15 TRUSTEE SAVINGS BANK/SAVINGS ACCOUNT
 - 16 GOVERNMENT SAVE AS YOU EARN (SAYE) SCHEME
 - 17 PREMIUM BONDS
 - 18 ANY OTHER SAVINGS (PLEASE EXPLAIN TO THE INTERVIEWER)
-

SHOWCARD S

INVESTMENTS

CODE

- 21 COMPANY SHARES OR SECURITIES
- 22 UNIT TRUSTS OR INVESTMENT TRUSTS
- 23 GOVERNMENT STOCKS AND SECURITIES
- 24 LOCAL AUTHORITY BONDS AND SECURITIES
- 25 PROPERTY (BRICKS AND MORTAR) OTHER THAN MAIN RESIDENCE
- 26 ANY OTHER INVESTMENTS (PLEASE EXPLAIN TO THE INTERVIEWER)

SHOWCARD T

MY CONDITION MEANS THAT:

I have no difficulty doing it

I have some difficulty doing it

I have a great deal of difficulty doing it

I can't do it at all

SHOWCARD U

TYPE OF ACCIDENT

1. ROAD ACCIDENT AS PEDESTRIAN
 2. ROAD ACCIDENT AS DRIVER/PASSENGER IN MOTOR VEHICLE/PEDAL CYCLE ETC.
 3. ACCIDENT AT WORK
 4. ACCIDENT AT HOME
 5. SPORTS ACCIDENT
 6. OTHER KIND OF ACCIDENT
-

SHOWCARD V

IN THE PAST 4 WEEKS

5 TIMES A WEEK OR MORE OFTEN

3 OR 4 TIMES A WEEK

ONCE OR TWICE A WEEK

2 OR 3 TIMES IN THE LAST 4 WEEKS

ONCE IN THE LAST 4 WEEKS

NOT AT ALL IN THE LAST 4 WEEKS

SHOWCARD W

RAISING MONEY FOR A GOOD CAUSE

GIVING DIRECT HELP OR ADVICE TO SOMEONE

e.g. the sick or handicapped
elderly people
youth clubs, play groups, guides and scouts
alcoholics, drug addicts, vagrants
adult illiterates

ASSISTING PUBLIC SERVICES

e.g. hospitals, schools
the police
working as a JP or a school governor

IMPROVING THE ENVIRONMENT

e.g. building a playground
clearing a canal

GIVING PROFESSIONAL SERVICES FREE OF CHARGE

e.g. electrician, plumber
lawyer, doctor, teacher

WORKING FOR COMMUNITY GROUPS OR PRESSURE GROUPS

e.g. local residents' or community groups
women's groups
prison reform

SERVING ON A VOLUNTARY COMMITTEE

HELPING TO ORGANISE ANY OF THESE ACTIVITIES

SHOWCARD X

YOUTH CLUB

YOUTH COUNCIL

YOUTH ORGANISATION (e.g. Scouts, Guides, Church
or other religious youth group)

SHOWCARD Y

WOULD BE MOST LIKELY TO:

VOTE CONSERVATIVE

VOTE LABOUR

VOTE LIBERAL

VOTE SOCIAL DEMOCRAT

VOTE WELSH NATIONALIST

VOTE SCOTTISH NATIONALIST

VOTE NATIONAL FRONT

VOTE COMMUNIST

VOTE SOCIALIST WORKERS PARTY

VOTE WORKERS REVOLUTIONARY PARTY

VOTE FOR SOME OTHER CANDIDATE

SPOIL THE BALLOT PAPER

WOULD NOT VOTE

INTERVIEWER INSTRUCTIONS

INTERVIEWER INSTRUCTIONS MISSING FROM THIS COPY

FINAL NOTES AND CHANGES TO INSTRUCTIONS

Most of the briefing sessions have now been completed, and a lot of interviewers have returned their first two questionnaires, giving us a chance to see how things are going. The purpose of this short document is to draw your attention to errors in the questionnaire or instructions, and to point out some mistakes that are often being made by interviewers. It consists of four sections:-

1. Common mistakes being made in completing the questionnaire
2. Additional instructions to cover problems raised at briefings or in early interviews
3. Errors in the printed questionnaire
4. Changes to the interviewer instructions

There were some errors in the pre-briefing instructions, but the pre-briefing notes have now been superseded by the main interviewer instructions, and you should now throw away the pre-briefing notes and use only the interviewer instructions.

PLEASE READ THIS DOCUMENT CAREFULLY AND KEEP IT WITH YOUR INTERVIEWER INSTRUCTIONS. YOU SHOULD PUT A MARK ON THE INSTRUCTIONS TO SHOW WHERE CHANGES HAVE BEEN MADE.

1. COMMON MISTAKES BEING MADE

The general standard of returned work has been excellent. However, there do seem to be some mistakes that are made quite frequently. These are listed below in questionnaire order. Please check your questionnaires carefully in order to avoid these mistakes.

- | | |
|----------------------|---|
| <u>Contact Sheet</u> | Outcome Codes 14-23 are only to be used when it has been established that the respondent lives at the address and contact has been made with the respondent or someone else at that address. |
| <u>Record Sheet</u> | The final call on which the interview is conducted is frequently not entered on the call record on the back of the record sheet. |
| <u>Diary</u> | Questions 1 - 4 on the top left of the diary should have the answer codes circled. They are often left blank at the moment. |
| <u>Page 2</u> | <ul style="list-style-type: none"> - Interviewer check box - the answer yes or no must be coded. This also applies to unemployment, out of the labour force and natural children. - Don't forget to code whether a job is full time or part time. - Job 1 is the first proper job; the one coded J1 on the diary. - Any Jobs coded as fill-in time must be completely ignored when coding Q.1 - total number of jobs and when filling in the grid of start and end dates. |

Page 5

Interviewer check box before Q.6 - many interviewers are not following the filter instructions from Q.(c). If the answer is "No" you must go to Q.6 and not to Q.(d).

Page 21/22

If the respondent has had any full time education on the diary (Code E1, E2 etc.) then the answer to Q.52 (P.21) or Q.1 (P.22) must be yes.

Page 41

Only ask Q.11(b) for those items coded (A) at Q.11(a)

Page 44

Q.2 Codes 1 and 2 - the filter is very clear "GO TO Q.4". However, many interviewers are asking Q.3.

Page 45

- Q.5 if the answer is Yes then go to Q.7
- Many of you forget to enter the total number of other household members in the boxes at Q.8.

Page 46

INTERVIEWER CODE Q.A. again many interviewers are not following the filter instructions at Q.A.

Page 57

A common mistake on this page is as follows

- Q.34 purchase price £10,000
- Q.38 loan/mortgage £8,000
- but at Q.37 no second source or third source

if this happens you must probe for the source of the balancing amount.

Point out codes 09, 11 and 12 on Showcard M.

Page 61

Q.70 codes 01, 02 and 03 - another filter which is frequently followed wrongly - you should go to Q.72.

Page 64/65

When recording period covered please be careful.

Code 5 means 2 months
Code 6 means 3 months
Code 7 means 6 months

Do not use code 6 to mean 6 months.

Page 80

Q.31 despite all the prompts given in the question words interviewers are still recording more than one answer at this question.

General

- (a) Some interviewers are returning yellow contact sheets and medical consent form in the same envelope as the questionnaire - you must send them back separately. Send the contact sheet and consent form with the next batch of questionnaires.
- (b) Do not send any questionnaires or contact sheets to the Children's Bureau - send all material to NOP or SCPR as appropriate.
- (c) When returning final non-contacts you must return also the third label for that respondent.
- (d) When writing numbers in boxes, put a number in every box including leading zeros. Write zeros carefully so that they do not end up looking like 6.
- (e) Qualification Codes If, on a training or education course, the respondent gained a qualification or certificate or diploma, then there must be a code on Showcard C that covers it - even if you only use code 02 "some other qualification".
- (f) Remember start and end time, and Interviewer Number.
- (g) Before you return work, check to ensure you have completed all relevant sections and that you have not missed any filters.
- (h) Send a pay claim with every envelope of returned work.

2. PROBLEMS RAISED AT BRIEFINGS AND IN EARLY INTERVIEWS

Several problems cropped up at the briefing sessions or were pointed out by interviewers in their first interviews. Below are some notes to help you if you come up against these problems. You should also read Section 4 of this document for more notes and explanations.

- (a) When recording dates you should always check these with the Diary and with the respondent. If respondent says "Don't know" when asked about a date which is not recorded on the Diary (e.g. date of moving to present accommodation, date started living together and so on) use the key dates and main activity from the Diary to assist recall.
- (b) Page 6 of Questionnaire. The filter in the box above Q.3 applies only to those who have answered Q.2b. If you are following a filter which sends you to Q.3, you should start at Q.3a - do not follow the filter in the box above. The same applies to "last job" on Page 12.
- (c) Page 25 Q.21. If the respondent has started any other course of study for any qualification, then you should ring code 1 even if they did not complete the course or failed to get the qualification.
- (d) Page 26 Summary of other courses. Note that in the filter box at the foot of the page, you must ring code 'A' if you have rung code '2' anywhere at Q.6.
- (e) Page 30 Q.14. Remember that we are only interested in courses which did not lead to a qualification. It is probably best if you use the prompt "I don't mean courses which led to formal qualifications" every time you get a "Yes" answer to Q.14.

3. ERRORS ON THE QUESTIONNAIRE AND DIARY

In spite of our best efforts there are a few errors on the questionnaire and diary. These will have been pointed out to you in briefings, but please note:

DIARY

Current Main Activity You should include the respondent's current activity even if it has not yet been going on for a month. So if someone was unemployed until the end of August, but has been working for the last two weeks you would code that job on the diary, and include it in the employment grid on Page 2, and similarly with any current period of education or Out of the Labour Force.

Full-Time Education Code TOPS courses as "E1/TOPS" "E3/TOPS" etc.

Unemployment Respondent need not be registered as unemployed in order to be coded as unemployed on the diary, but anyone who is registered must automatically be coded as unemployed even if they say they are not wanting work.

QUESTIONNAIRE

P.40 Q.5 The filter beside codes 2 and 3 should read
- "GO TO FILTER BOX BEFORE Q.7"

P.61 FILTER This filter tells you to check the answer at Q.44. Some
AFTER people (those squatting, or living with parents for example)
Q.66 do not answer Q.44. If you check back and find Q.44 is
blank, then in the filter box after Q.66 you should ring
code 2 "Something else".

P.62 Q.79 Code 05 should read "Rooms (not self-contained) or lodgings".

P.71 Q.15 Codes 1 and 2 should read:

Short-sight (bad distant vision)
Long-sight (bad near vision)

4. INTERVIEWER INSTRUCTIONS - AMENDMENTS AND ADDITIONS

There are one or two points of inaccuracy in the interviewer instructions, plus a few extra points we would like to bring to your attention. If you keep this document with your instructions, and mark them up with an asterisk to show where extra notes have been given, you will know whenever you look anything up whether you need to check the extra notes as well.

The first notes all concern Section B of the Instructions - The Glossary.

Page 33

Delete existing notes and replace by:

Activity Status

Permanently sick/disabled

Those who have never worked because of sickness, disability or handicap and those off work for 6 months or more and no job to go back to.

If actively looking for work, code as "Unemployed and seeking work".

Unemployed and Seeking Work

Self-employed people are only unemployed when they are prepared to accept work from someone else AS AN EMPLOYEE.

Full-time Housewife

Applies to men and women.

Include all people who perform the duties of a housewife and who do not have a paid job.

Exclude women in paid employment (code as "Working") and women who worked until retirement age (code as "Wholly retired")

Page 36

Education

Diary Definition

Note that TOPS Courses should be coded E1/TOPS etc. on the Diary; not just TOPS, although they are filled in in the Training Section.

Page 37

Delete last sentence.
Note now reads:

Education Course

- (ii) If say one qualification is obtained through a series of sub-courses or modules undertaken consecutively, this should be treated as a single course.
- (v) There is one further point to note about work experience courses, and that is a special case where people do work experience before or after the course itself. The following note should be added to the end of point (v) to explain this:
 - If the work experience takes place wholly before the start of the course, or wholly after completion of the taught course and is organised by the respondent themselves (not the college), treat this period as a job, even though the work experience may be required for full completion of the qualification.

Page 41

Note the printing error, should read "not" rather than "now"

Grant

Include - "scholarships" from an employer, provided that the respondent is not working full-time for that employer while doing the course.

Page 43

Add to notes

A Change of Job

Include - changes from part-time to full-time work with the same employer or changes from full-time to part-time work.

Page 44

Delete first sentence and replace by

First Job

The respondent's first job is the first job, which is counted as a main activity, and is coded "J1" on Diary (i.e. excluding jobs done while in full-time education and fill in jobs).

Page 44

Add to notes

Lone Parenthood

Lone Parenthood means bringing up a child of your own, without a spouse or partner. The child must be the respondents natural child. Note that the partner need not be the other parent of the child. If a woman is a lone parent because her husband has left her, and she then remarries, she ceases to be a lone parent.

Page 45

Add to notes

Main Activity

Current activity (i.e. in the month of interview). The one month rule does not apply in this instance. You should record a main activity in the month of interview no matter how long its duration.

Page 53

Add to notes

Date of Leaving School

If respondent left school before the official date of end of term, enter the date he/she walked out.

Page 55

Add to notes

Training Course

A training course is a course undertaken as part of employment. (See entry under "Release Courses" above). The respondent need not have completed the course but in this case it should be treated as an uncompleted course at Q.27/Q.37/Q.47.

Page 56

Add to notes

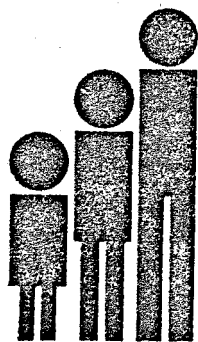
Unemployment

A respondent who is receiving unemployment benefit and/or is registered as unemployed should always be treated as unemployed, even if he says he does not want work. Any other "unemployed" respondent who does not want work should be treated as "Out of the Labour Force".

These next notes apply to Section C of the Interviewer Instructions - "Diary and Questionnaire Instructions".

<u>Page 64</u>	<u>Other Education (Page 28-30)</u>
Add to notes	Q.2/3 In Scotland "0" grade passes at "H" grade are known as "Compensatory 0 grades".
<u>Page 65</u>	<u>Current Job Search (Page 34-35)</u>
	Q.2 Full-time = 30 hours or more per week Part-time = Less than 30 hours per week
<u>Page 66</u>	<u>Latest Job Search (Page 36)</u>
	Q.2 Full-time - 30 hours or more per week Part-time - Less than 30 hours per week
<u>Page 68</u>	<u>Household Composition</u>
Add to notes	Q.4 "Living on your own" means living without any other people or family.
<u>Page 70</u>	<u>Marriage and Cohabitation</u>
Add to notes	Q.56 If partner is of same sex as respondent, skip Q.56 Q.57 This question must be coded for <u>all</u> respondents If foam, jelly or cream (code 08) is used in combination with sheath, etc. (code 02) or cap, diaphragm, etc. (code 05) code 02 or 05 as appropriate.
<u>Page 71</u>	<u>Housing (Page 54-63)</u>
Add to notes	Q.19 If the respondent is in " <u>Co-ownership</u> ", treat as an "owner-occupier". If the respondent is in "Rental purchase" treat as "Renter".
Add to notes	Q.27 There is no leasehold in Scotland. Feu titles are to be treated as freehold.
Add to notes	Q.52 A "non-exclusive occupation agreement" occurs in some shared accommodation; when the landlord makes a separate rental agreement with each person. This often means individuals cannot choose who they share with.
<u>Page 73</u>	<u>Family Income (Page 64-68)</u>
Add to notes	Q.6c+8c If a respondent claims that there are some savings which are really his although they happen to be in someone else's name (eg parents) DO NOT INCLUDE as savings or investment. Q.8/9 Wedding presents valued at over £500 are to be included as gifts.

EXPLANATORY LETTER, MEDICAL CONSENT FORM



National Children's Bureau

A Company limited by guarantee, registered in London. Registered Office,
8 Wakley Street Islington London EC1V 7QE

Registration No. 902117
01-278 9441-7

Autumn 1981

As you may remember, when you were at school you took part in the National Child Development Study - an important study which has been following the lives of all those who, like you, were born between 3 and 9 March 1958.

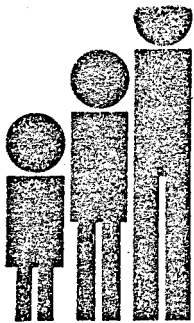
Your help in the past has already led to a better understanding of children and young people, their needs and problems. We would now like to continue our study to see how you are getting on as adults - for example, where you live now, what jobs you have had, what you do in your spare time, how healthy you are, if you are married or have any children.

We have asked Social and Community Planning Research and NOP Market Research Limited to carry out the survey on our behalf by seeking to interview you in your home. I do hope that you will help us again with our study by agreeing to be interviewed. Any information which you give will be treated in the strictest confidence by the research team at the Bureau and those carrying out the survey on our behalf.

Thank you for your help.

Yours sincerely

Peter M. Shepherd
Senior Research Officer



National Children's Bureau

A Company limited by guarantee, registered in London, Registered Office,
8 Wakley Street Islington London EC1V 7QE

Registration No. 952717
01-278 9441-7

Autumn 1981

NATIONAL CHILD DEVELOPMENT STUDY IV

MEDICAL CONSENT FORM

SERIAL NUMBER

--	--	--	--	--	--	--

TO: ALL HOSPITALS/DOCTORS CONCERNED

I have been interviewed as part of the National Child Development Study in 1981.

During the course of this interview I gave details of medical consultations and hospital attendance since age 16, including the name and address of each doctor or hospital.

I understand that the National Children's Bureau may wish to obtain further information about my contact with each doctor or hospital. I give permission for you to release the information requested by the Bureau.

I have been assured that all the information will be treated in the strictest confidence. None of it will be released outside the National Children's Bureau except in the form of a summary report. Neither will my name or address be identified with the results in any way.

Signature _____

Name in Capitals _____

Full Address _____

Date _____ / _____ / 81

CONTACT SHEET, ACCOMPANIMENT FORM

CONTACT SHEET

1. ADDRESS 1

STICK NAME AND ADDRESS LABEL HERE

GIVE SUMMARY OF WHAT HAPPENED AT ADDRESS 1
AND FULL DETAILS OF ANY TRACING INFORMATION
OBTAINED AND WHO FROM

OUTCOME: Interviewed.....A

Moved/No Trace (Codes 03-09) ☐ ☐

Other Unproductive (Codes 10-23) ☐ ☐

2. ADDRESS 2 (ENTER NEW ADDRESS HERE)

GIVE SUMMARY OF WHAT HAPPENED AT ADDRESS 2
AND FULL DETAILS OF ANY TRACING INFORMATION
OBTAINED AND WHO FROM

OUTCOME: Interviewed.....A

Moved/No Trace (Codes 03-09) ☐ ☐

Other Unproductive (Codes 10-23) ☐ ☐

3. ADDRESS 3 (ENTER NEW ADDRESS HERE)

GIVE SUMMARY OF WHAT HAPPENED AT ADDRESS 3
AND FULL DETAILS OF ANY TRACING INFORMATION
OBTAINED AND WHO FROM

OUTCOME: Interviewed.....A

Moved/No Trace (Codes 03-09) ☐ ☐

Other Unproductive (Codes 10-23) ☐ ☐

4. ADDRESS 4 (ENTER NEW ADDRESS HERE)

GIVE SUMMARY OF WHAT HAPPENED AT ADDRESS 4 AND
FULL DETAILS OF ANY TRACING OBTAINED AND WHO
FROM. IF NEW ADDRESS OBTAINED, ENTER HERE.

OUTCOME: Interviewed.....A

Moved/No Trace (Codes 03-09) ☐ ☐

Other Unproductive (Codes 10-23) ☐ ☐

ADDRESS INFORMATION TO BE COLLECTED FOR ALL INTERVIEWED RESPONDENTS

- I. To help the National Children's Bureau check that they have the correct information on their files, I want to record here the address where you normally live at the present time and your full name and title. RECORD ALL CAREFULLY BELOW.

TITLE

(Mr Mrs etc)

SURNAME

FORENAMES

NORMAL
ADDRESS

TOWN

COUNTY

POSTCODE

- II. OBTAIN TELEPHONE NUMBER

- III. Can I check again, is the address you have just given me the same as your address on your 16th birthday?

Yes.....

1 GO TO V BELOW

No.....

2 ASK IV BELOW

- IV. What was your address on your 16th birthday? RECORD CAREFULLY BELOW

ADDRESS

TOWN

COUNTY

POSTCODE

- V. I have here a booklet which will give you an idea of what we have learned from the study so far.

HAND 'Your Story' BOOKLET TO RESPONDENT.

THANK RESPONDENT FOR HELPING WITH THE STUDY THIS TIME.

- VI. TIME INTERVIEW COMPLETED (WRITE IN)

:

- VII. INTERVIEWER'S SIGNATURE

RECORD SHEET

STICK SECOND LABEL HERE

(08-10)

(11-12)

(13-15)

(16-17)
BLANK

0 4

PC

0 1

BATCH

OUTCOME CODES FOR PAGE 1 (DO NOT RING CODES)

RESPONDENT MOVED OR NOT KNOWN AT ADDRESS

- Address occupied but respondent moved away.....03
- Address occupied but no evidence respondent ever lived there.....04
- Address vacant or derelict.....05
- Address demolished.....06
- Address business/industrial only.....07
- Address insufficient to allow identification.....08
- No trace of address having existed.....09

RESPONDENT DEAD.....10

NO INFORMATION OBTAINED ABOUT RESPONDENT AT ADDRESS

- No contact made after 5 or more visits:
 - respondent known to live at address.....11
 - respondent known to have moved from address.....03
 - don't know/not sure if respondent resident at address.....12

- Complete refusal of information at address.....13

ADDRESS CONTAINS RESPONDENT BUT UNPRODUCTIVE

- No contact after 5 or more calls:
 - private residence.....14
 - institution.....15
- Respondent personally refused interview.....16
- Proxy refusal, on behalf of respondent:
 - private residence.....17
 - institution.....18
- Broke appointment, could not be recontacted.....19
- Ill (at home) during survey period.....20
- Temporarily away in hospital/on holiday (GIVE DATE OF RETURN).....21
- Incapable of interview (EXPLAIN).....22
- Other reason (EXPLAIN).....23

COMPLETE THIS COLUMN IF OUTCOME IS PRODUCTIVE INTERVIEW

- (18-19)
A. INTERVIEW:- Full interview.....01
- Partial interview.....02
OFFICE USE ONLY

- B. RESPONDENT'S NAME AND ADDRESS: (20)
 - As shown at Address 1.....1
 - Different.....2
 - (Not known).....3

- C. TOTAL NUMBER OF ADDRESSES ATTEMPTED FOR RESPONDENT: (21)
(SEE PAGE 1 FOR NUMBER)

- D. DATE OF INTERVIEW (LAST VISIT):(22-23)
 - Day of Month
 - Month

- E. LENGTH OF INTERVIEW: (26-28)
 - Minutes

- F. METHOD OF INITIAL CONTACT WITH RESPONDENT AT FINAL ADDRESS: (29)
 - Personal visit.....1
 - Telephone.....2
 - Letter.....3

- G. INTERVIEW CONDUCTED IN: (30)
 - One session.....1
 - 2+ sessions.....2

- H. QUESTIONNAIRE ANSWERED BY: (31)
 - Respondent only.....1
 - Respondent aided by other.....2
 - Other person only.....3

- OFFICE USE ONLY IF CODES 03-09: (32)
 - Respondent emigrated/abroad.....1
 - Respondent in GB:
 - have full address.....2
 - insufficient/no address.....3
 - No information on respondent's whereabouts.....4

I GIVE FULL DETAILS WITH PAGE/QUESTION NUMBERS OF ANY QUESTIONS BESIDE WHICH YOU HAVE HAD TO WRITE EXPLANATORY NOTES, OR OF ANY INCOMPLETE SECTIONS OF THE QUESTIONNAIRE. RECORD HERE ANY OTHER PROBLEMS WITH INTERVIEW.

J CALLS (VISIT/TELEPHONE) AND OUTCOME RECORD

Call number	01	02	03	04	05	06
Address number						
Date						
TYPE OF CALL (✓)	Visit					
	Telephone					
Outcome Summary						

Call number	07	08	09	10	11	12
Address number						
Date						
TYPE OF CALL (✓)	Visit					
	Telephone					
Outcome Summary						

OFFICE USE ONLY

--	--

(33-34)

K I confirm that I have completed this Contact/Record Sheet and have thoroughly check the questionnaire:

Signature: _____

L SUPERVISION RECORD:

This interview was accompanied by:

Supervisor: _____

OFFICE USE ONLY Initials

100% edit: _____

Essential edit: _____

Computer correction(1): _____

Occupation coding: _____

Open coding: _____

Computer correction(2): _____

NOP/6666
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NCDS IV

INTERVIEWER ACCOMPANIMENT FORM

INTERVIEWER NAME -----

INTERVIEWER NUMBER

--	--	--	--

SUPERVISORS NAME -----

NUMBER OF INTERVIEWS
ACCOMPANIED _____

	YES	NO	IF NO - YOU MUST WRITE COMMENTS
<u>1. Rapport</u>			
Did the interviewer always			
... appear courteous?	1	2	
... make a good introduction?	1	2	
<u>2. Diary</u>			
Did the interviewer always ...			
... complete the diary successfully with the respondent?	1	2	
... use the diary properly during the interview?	1	2	
<u>3. Interviewing</u>			
Did the interviewer always ...			
... speak at the correct pace?	1	2	
... follow the question wording precisely?	1	2	
... follow the question order?	1	2	
... ask every applicable question?	1	2	
... use all showcards in the right places?	1	2	
... explain the self completion section properly?	1	2	
... get consent form if required?	1	2	
<u>4. Open Questions</u>			
Did the interviewer always ...			
... collect full details of occupations?	1	2	
... probe fully at open questions?	1	2	
... write VERBATIM answers?	1	2	
... write legibly?	1	2	
<u>5. Contact and Record Sheet</u>			
Did the interviewer always ...			
Complete the contact sheet correctly?	1	2	
Complete the record sheet correctly?	1	2	

GENERAL COMMENTS e.g. details of further action already taken;
recommend actions for further action.

SERIAL NUMBER(S) OF RESPONDENTS WHERE YOU ACCOMPANIED

.....

NOW CODE BELOW YOUR ASSESSMENT OF THE INTERVIEWER'S PRESENT PERFORMANCE
AND POTENTIAL PERFORMANCE

Present Performance	A A-	B+ B B-	C+ C C-	D+ D D-
ASSESSMENT (Ring Code)	FAULTLESS/ EXCELLENT	VERY GOOD/ ABOVE AVERAGE	AVERAGE	BELOW AVERAGE/ POOR
Assessment of potential performance	A A-	B+ B B-	C+ C C-	D+ D D-

Signature of Supervisor _____ Date _____

REMEMER TO SIGN THE QUESTIONNAIRES (BACK PAGE OF RECORD SHEET)

ESSENTIAL EDIT NOTES

NCDS - ESSENTIAL EDIT

NOP/6666

SCPR/652

GENERAL POINTS

- (1) The Essential Edit is selective. It does not attempt to follow through the entire response for each case. However the questions below must be checked in all cases (subject to filter). The question itself should be checked and also the following of any filter from it. If filter error is found the section should be checked in more detail to determine the full extent of the error and appropriate action taken.
- (2) All serious errors are to be logged with interviewer number to enable details to be fed back to the interviewer to prevent further errors of the same type.
- (3) Questions asked in error should be deleted.
- (4) Where a question has been missed the information should be supplied from adjacent or related questions where this is possible. If not the questionnaire should be referred to the supervisor for possible return/reference back to the interviewer. Where the information cannot be obtained by either of these methods the question is left blank (certain questions should never be blank or 9. These are noted below) unless it is in one of the following categories, when 9s should be inserted :
 - (a) dates
 - (b) filter questions, i.e. all those at which some or all cases are instructed to skip the next question in sequence. (see note at end on how to enter 9s)
 - (c) entries on household grid (P45.)
- (5) All alterations or insertions should be made in RED.
- (6) Reference should be made to the file of EDITING DECISIONS to see if a decision exists for any particular problem. If not it should be raised as a query.

RECORD SHEET (GREEN) - (PRODUCTIVES)

Enter batch code in 1.13-15 prior to sending to punching.

Check each of A-H answered.

If PARTIAL (02 at A) check the questionnaire to see at which point the interview stopped. Enter 9s as appropriate for following questions but only up to the end of that card. However if questionnaire ends prior to card 12 ensure that P53 Q57 is coded and mark questionnaire to ensure card 12 is punched.

QUESTIONNAIRE

EMPLOYMENT

- (A11) P2 Check interviewer box (1.43). This must always be coded 1 or 2. Cross check with diary.
- (A11 who have had a job) P2 Check Q1-Q3. Cross check entries with diary. Q1 must always be coded 1-9.
- P5 Check interviewer box at top of page (and filter under Q12 where applicable).

Cross through CURRENT JOB section (P6-11) if not applicable.

- (A11 in work) P6 Check correct start at Q1 or Q3 according to diary.

Cross through LAST JOB section (P12-15) if not applicable.

- (A11 who have had a job but not in work at the moment) P12 Check correct start at Q1 or Q3 according to diary.

- (A11 who have had a job) P16 Check Q1. Check that any dates entered (Q6/7, Q13/14) are within a period of employment on the diary.

P17 Check Q19. Check with diary

P18 OR Q20

P18 } If any training periods are entered
P19 } check that the dates fall within a
P20 } period of employment on the diary
unless marked as a TOPS course.

EDUCATION SINCE SCHOOL

- (A11) P21 Check Q52 (If any FT education on diary
P22 OR Q1 one of these questions must be answered YES)

- (A11 with qualification since school or currently on course) P23 If any FT course check that dates accord with diary.
P25 Check Q21. Check that if more than 1 period of FT education on diary **Q21 is not coded NO.**

- (Other courses) P26 Check that dates for any FT course accord with diary.
Check filter box at bottom of page.

OTHER EDUCATION

- (A11) P28 Check Q1. Cross-check with diary

- (A11) P31 Check Q1-Q4

UNEMPLOYMENT

- (A11) P32 Check box at top. Cross-check with diary.
(If period of unemployment) P32 Check Q1-Q3. Check dates with diary.
P33 Check A/B against diary.
Cross through CURRENT JOB SEARCH (P34-35) if not applicable.
Cross through LATEST JOB SEARCH (P36) if not applicable.

OUT OF LABOUR FORCE

(A11) P37 Check interviewer box at top.
(If period OLF) Cross check with diary.
Check Q1-Q4. Cross-check with diary
Check interviewer box at bottom

SCHOOL AND WORK

(A11) P39 Check Q4

NATURAL CHILDREN

(A11) P42 Check interviewer box
(If children) Cross check with diary
Check Q1-Q4
Cross check dates with diary

HOUSEHOLD COMPOSITION

(A11) P45 Check that the total of other people
entered agrees with the grid.

CHILDREN'S HEALTH

(A11) P46 Check A/B

MARRIAGE AND COHABITATION

(A11) P47 Check Q1
(If single) P47 If Q4 is YES check partner appears on HH grid. P45 (code 1)
(Most recent marriage) Check date at Q7 against diary.
(Present marriage) P48 Check date at Q14 against diary.
(First marriage) P51 Check date at Q33 against diary.

HOUSING

(A11) P54 Check Q1, Q2, interviewer box.
(If in private P55 Check that rooms entered at Q13 have been correctly
accommodation) totalled (living rooms only) at Q14.
(A11) Check Q17
(If Q17/1-4) Check Q19

FAMILY INCOME

(A11) P64 Check Q1
(A11) P64 Check that any entries in the grid are clear and that no
no blank rows have been left between entries.
(A11) P65 Similarly check grid entries if any.
(A11) P67 Similarly check grid entries if any.

HEALTH

(A11) P69 Check Q1/Q2
Cross through P70 if not applicable.
P73 Check Q34

INTERVIEWER

(A11) P85 Check Q1-Q3

YOUR HEALTH

(A11) P86 Check 1-24 answered.

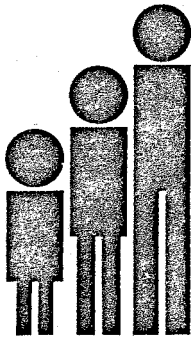
NOTE Code 9s at filter questions.

should be entered not only at the missed filter question but at all dependent filter questions that are blank.

Example

Suppose that on P27 only Q1 and Q9 are ringed. A 9 would be entered at Q2 as this has been missed. However 9s would also be entered at Q3 and Q4 as these are blank filter questions. Q5-Q8 would remain blank.

THANK YOU LETTER



A Company limited by guarantee, registered in London

Registration No. 952717

National Children's Bureau

*An interdisciplinary organisation
concerned with children's needs
in the family, school and society*

Registered Office:

8 Wakley Street Islington London EC1V 7QE

01-278 9441-7

Autumn, 1981

Dear Sir/Madam,

A short while ago you were kind enough to give up your time to be interviewed for the National Child Development Study. Thank you very much for your help.

Can I stress that all the information you have given will be treated in the strictest confidence by the research team at the Bureau and those carrying out the survey on our behalf.

We expect to continue our study in the future and I hope that you will be prepared to talk to us again from time to time. In order to make this possible we would like to keep in touch with you so, if you move (or change your name) please let us know. You can use the tear-off slip on the back page of the booklet Your Story which the interviewer gave you or, if you have mislaid this, simply write giving your full name and new address. You should address the envelope "The National Child Development Study, National Children's Bureau, FREEPOST, London, EC1B 1DB" - you will not need a stamp, we pay the postage.

Yours sincerely

Peter M. Shepherd
Senior Research Officer.

POSTAL CHECK FORM, PERSONAL RECALL FORM

NATIONAL
CHILD
DEVELOPMENT
STUDY

1. Have you been interviewed on this survey during the past few weeks?

Yes I was -----

☐

No, but someone else in my household was -----

☐

No, nobody was interviewed ---

☐

2. Did our interviewer fill out a diary of your experiences since leaving school?

Yes -----

☐

No -----

☐

3. When did you leave school?

Month

Year

4. Have you ever been married?

Yes -----

☐

No -----

☐

5. How tall are you without shoes?

Feet

Inches

6. How long did the interview last?

..... Minutes

7. Was our interviewer polite and courteous to you?

Yes -----

☐

No -----

☐

8. Are there any other comments you would like to make about the survey?

NCDS IV

PERSONAL RECALL REPORT FORM

FILL IN ONE FORM FOR EACH ADDRESS ISSUED FOR PERSONAL RECALL

SERIAL No. OF ADDRESS
TO BE CHECKED

--	--	--	--	--	--	--

OUTCOME CODE OF ADDRESS (SEE
CONTACT SHEET FOR DETAILS)

--	--

Q.1 How many calls did you make at this address?

(WRITE IN)

--	--

Q.2 (a) Did you contact anyone at this address?

Yes

1 → Q.3

No

2 → Q.2(b)

Q.2 (b) What attempts did you make to obtain information about the
the occupants? (CONTINUE OVERLEAF IF NECESSARY)

NOW ANSWER Q.3

Q.3 Does the respondent normally live at this address?

Yes

1 → Q.5

No

2 → Q.4

Don't know

3 → GIVE FULL
DETAILS
OVERLEAF

IF "NO" AT Q.3

Q.4 (a) Did you find out the respondent's current address?

Yes

1 → Q.5

IF "NO" AT Q.4(a)

No

2 → Q.4(b)

Q.4 (b) Why not? GIVE FULL DETAILS (CONTINUE OVERLEAF IF NECESSARY)

RETURN REPORT FORM AND CONTACT SHEET TO OFFICE

IF "YES" AT Q.3 OR Q.4(a)

Q.5 (a) Did you carry out an interview?

Yes

1 → RETURN
Q'AIRE

No

2

IF "NO" AT Q.5(a)

Q.5 (b) Why not?

Respondent moved out of my area

1 → RETURN
CONTACT
SHEET TO
OFFICE

(NOP ONLY) Made arrangement for another interviewer
to call (WRITE IN INTERVIEWER No.

--	--	--	--

Other reason

2

3

IF "OTHER REASON" AT Q.5(b)

Q.5 (c) Why did you not carry out an interview?

GIVE FULL DETAILS (CONTINUE OVERLEAF IF NECESSARY)

RETURN REPORT FORM AND CONTACT SHEET TO OFFICE

Interviewer Number of original interviewer

--	--	--	--

ADDITIONAL COMMENTS ON

- PERFORMANCE OF ORIGINAL INTERVIEWER
- WHAT YOU FOUND DURING RECALL AT THIS ADDRESS

SUMMARY

IF ORIGINAL INTERVIEWER MET A REFUSAL AT THIS ADDRESS

Q6

Do you feel that the original interviewer did all he/she reasonably could to obtain an interview?

Yes
No

1 → END
2 → COMMENT ABOVE

IF ORIGINAL INTERVIEWER DID NOT CONTACT ANYONE AT THIS ADDRESS

Q7

a) Do you feel that the original interviewer did all he/she reasonably could to locate the respondent and obtain an interview?

Yes
No

1 → END
2

IF 'NO' AT Q7a)

b) Do you think it would be advisable to check more non-contacts from this interviewer?

Yes
No

1 → COMMENT ABOVE
2

NAME OF RECALLER _____ DATE ____/____/____

NUMBER OF RECALLER

--	--	--	--

CODING NOTES, CODING FRAME

P.652 - NATIONAL CHILD DEVELOPMENT STUDY

GENERAL NOTES

The next stage in the coding will be for :-

- (1) OCCUPATION/INDUSTRY
- (2) COURSE SUBJECT AND LEVEL
- (3) TIME DURATIONS

With each box of questionnaires you will find print-out sheets. These will 'flag' for you whether these particular points need to be done - please tick print-out to denote coding done.

When returning work, leave coding sheets with print-out inside each box. Could you make sure that coding sheets and questionnaires are in same serial number order. If there are queries, still leave in serial number order, with 'TAB' on.

Could you then stick, below large label on outside of box, a YELLOW LABEL, to denote above coding has been done. If there are queries, write a large "Q" on the yellow label.

Clear boxes should be taken to room upstairs (TOP RIGHT). Any with QUERIES, LEAVE IN JEAN'S ROOM.

Relevant documents needed are :-

- 1) CLASSIFICATION OF OCCUPATIONS 1980
- 2) CLASSIFICATION OF OCCUPATIONS 1970
- 3) S.I.C. 1980
- 4) S.I.C. SUMMARY SHEET
- 5) TRANSLATION TABLE FOR OCCUPATION
- 6) COURSES CODE LIST (GREEN)
- 7) COURSE LEVELS (PROFESSIONAL COURSES)
- 8) CODING SHEETS
- 9) YELLOW LABELS

ADDITIONAL CODING SHEET INSTRUCTIONS

CARD 21

(columns)

- 1-7 - ENTER SERIAL NUMBER
- 13-15 - BATCH NO. TO BE ENTERED FROM QUESTIONNAIRE
- 16 - PRESENCE OF CARDS TO BE CODED LATER

OCCUPATION/INDUSTRY

<u>Page</u>	<u>Question</u>	
3	1	FIRST JOB
6	3	CURRENT JOB
12	3	LAST JOB
50	28	SPOUSE/PARTNER'S JOB

WHERE THE ABOVE APPLIES, IN ALL CASES, 1980 OCCUPATION, STATUS & INDUSTRY WILL BE CODED .
 On the Translation Table for Occupation, you will find some occupations have an asterisk
 beside them. In these cases, 1970 S.E.G. (codes 01-17) will ALSO be coded plus
 social class.

Taking 'FIRST JOB' columns as an example :-

CODE 1980 OCCUPATION FIRST

21/21-25 - 1980 OCCUPATION

Use 1980 occupation book which will give you operational code number.
 Then go to translation table and code occupation number -
 4 or 5 digit entry

21/26-27 - STATUS

01-11 on Translation Table

NOW CHECK IF ASTERISK ON TRANSLATION TABLE

21/17-18 - 1970 S.E.G.

01-17 CODES

21/19-20 - 1970 SOCIAL CLASS

col.19 - 1-5 Social Class No. (Roman numerals beside S.E.G. codes on
 Appendix B.1, Pages 94-101 in 1970 SEG book)

8 No Social Class given

9 Not enough information

/Cont.....

Additional Coding Sheet Instructions/Cont.....

col.20 - 1 Non-manual
2 Manual
9 Not enough information

21/28-29 - INDUSTRY

Use 1980 S.I.C. book to check Class Number.
There is also an S.I.C. summary sheet with relevant headings
and codes.

N.B. Codes 38,86 and 90 have been added specifically for this
project and will not be found in the S.I.C. book.

N.B. Not answered is -1 (i.e. minus 1)

21/30-33 - Will be blank

COURSE SUBJECT/LEVEL

P19	Q29	1st Training Course
P20	Q34	2nd Training Course
P21	Q49	3rd Training Course
P23	Q1/2	Highest Qualification/Current Course
P26	Q4/5	1st Other Course
P26	Q4/5	2nd Other Course
P26	Q4/5	3rd Other Course
P31	Q10	PLANNED COURSE

When the above applies, subject will always be coded 3 digit entry from green course subject code list. In addition, where the relevant qualification code on the questionnaire is 24 or 25, then the level of qualification will also be coded. This can be found on the Professional Qualification Table. Codes to use are under the heading Qualification.

If unable to find on Table - 'TAB'.

NB. If print-out brings out a qualification code 01 or 02 from questionnaire - ignore message asking for LEVEL

P31 Q10 PLANNED COURSE HAS BEEN OMITTED FROM CODING SHEET

CODE SUBJECT ON CARD 23 COLS 73-75

CODE LEVEL ON CARD 23 COLS 76-77

P2 Total duration F.T. Jobs since first child
 (both male and female respondents)
CODE 00 = NO F.T. JOBS SINCE 1ST CHILD BORN.

These will only be shown on print-out if 5+ jobs.

P25	Q24	Total duration of courses (F.T. & P.T.)-will only be shown if 4+ courses
-----	-----	--

P32 Total duration of unemployment-will only be shown if 5+ periods of unemployment.

P32 Duration of longest period of unemployment - will only be shown if 5+ periods of unemployment

P37 Total duration of period of OLF - will only be shown if 4+ periods of OLF.

At each of the above locations the total duration will be calculated from the diary and coded to the nearest number of months as a 2 digit code.

Code 98 = 98+ months

If at any of the above locations duration is unknown, then codes 98 (Don't Know) or 99 (Not Answered) have been used on the questionnaire, or, in the case of courses which covers both F.T. and P.T. and the extra courses are P.T. Therefore, they do not show on diary, then use a minus code :-

- 1 Less than 6 months
- 2 more than 6 months to 1 year
- 3 more than 1 year up to 2 years
- 4 more than 2 years up to 3 years
- 5 more than 3 years up to 4 years
- 6 more than 4 years up to 5 years
- 7 more than 5 years up to 6 years
- 8 more than 6 years

N.B. These are total of months actually showing on questionnaire and diary.

NCDS IV 1981 ADDITIONAL CODING SHEET

	(1-7)	(8-10)	
S/N	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center;">0</div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center;">4</div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	
	PRESENCE OF CARDS		
SCPR/P652	CARD	BATCH	21 only 22 23 22+23
NOP/6666	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center;">2</div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center;">1</div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center;">1</div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center;">2</div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center;">3</div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center;">4</div>
			(11-16)

OCCUPATION/INDUSTRY

	1970 SEG	1970 SC	1980 OCCUPATION	STATUS	INDUSTRY	1980 SEG	1980 SC	
1st JOB (P3)	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(17-33)
Current/last (P6/12)	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(34-50)
Spouse's (P50)	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(51-67)

COURSE SUBJECT/LEVEL

	SUBJECT	LEVEL	
P19 Q29 1st training course	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(68-72)
P20 Q39 2nd training course	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(73-77) CARD 22
P21 Q49 3rd training course	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(13-17)
P23 Q1/2 Highest qualification/current course	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(18-22)
P26 Q4/5 1st other course	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(23-27)
P26 Q4/5 2nd other course	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(28-32)
P26 Q4/5 3rd other course	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(33-37)

TIME DURATIONS

P2	Total duration FT jobs	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(38-39)
P2	Total duration FT jobs since marriage	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(40-41)
P2	Total duration FT jobs since first child	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(42-43)
P25 Q24	Total duration of courses	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(44-45)
P32	Total duration of unemployment	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(46-47)
P32	Duration of longest period of unemployment	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(48-49)
P37	Total duration of period O.L.F.	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></div>	(50-51)

OTHER ANSWERS

P24 Q11	Sources of grant	LIST	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(52-53)
P27 Q5	Sources of grant (unsuccessful course)	LIST	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(54-55)
P59 Q52	Accommodation agreements		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(56-57)
P62 Q76	Reasons for first moving away		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(58-59)
P82 Q38	Other religions (CHRISTIAN)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(60-61) After code 08 at Q.38
P82 Q38	Other religions (NON CHRISTIAN)	LIST	after code 14 at Q.38	

OPEN QUESTIONS

P6 Q3J)	Skills/training	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(62-67)
P12 Q3J)					
P16 Q5	Trade of apprenticeship	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			(68-69)
P17 Q12	Trade of apprenticeship	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			(70-71)
P19 Q28	Why course not completed (TR1)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(72-77)
P20 Q38	Why course not completed (TR2)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(13-18)
P21 Q47 (TR2) - LIST		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(19-24)
P22 Q96 - LIST		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(25-30)
P28 Q12	Why left course before end	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(31-36)
P31 Q7	Why did not go ahead with course	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(37-42)
P35 Q17	LIST	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(43-48)
P40 Q10	What prevented staying at school	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(49-54)
P40 Q10	What prevented starting work earlier	LIST	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(55-60)
P40 Q10	What prevented continuing education		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(61-66)
P52 Q55	Why no (more) children wanted		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(67-72)
P63 Q83	Why moved out of last accommodation		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
P63 Q86	Why moved out of earlier accommodation		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
P80 Q24	Voluntary activity		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

CARD 23

PLANNED COURSE

P31 Q10	Planned course	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(73-77)
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LIST VERBATIM WITH BATCH CODE AND SERIAL NUMBER

INSTRUCTIONS TO CODERS ON USE OF SUBJECT CODING FRAME

A The coding frame is set out in the following way:-

- (i) Major headings for each subject area are boxed.
These are listed in the following order:
 - P.1 Education, Medicine, Dentistry & Ancillary Health subjects, Engineering
 - P.2 Technology, Agriculture, Forestry and Veterinary Science
 - P.3 Science, Social Administrative and Business Subjects
 - P.4 Miscellaneous Professional and Vocational Subjects, Languages, Arts, other than Languages
 - P.5 Music, Drama & Visual Arts.
- (ii) Subjects are listed in alphabetical order under these major headings
- (iii) Within each major grouping there are some subjects which consist of a combination of subjects e.g. hairdressing/cosmetics/beauty and these are known as within-group combination. There are no within-group combinations under the Education heading.

In most instances coding for subjects will be easy - use the major headings to help you locate the given subject.

There will be a number of cases where a course will be for a qualification or qualifications which are not therefore single subject categories qualification. The subject coding frame is designed to cope with these cases, and the following explanation should help you to deal with them.

B Rules for coding combination of subjects

If a subject recorded on the questionnaire appears to encompass two or more subjects on the coding frame then it should be treated in one of three ways:

- (i) If it includes both a major and subsidiary activity e.g. "bricklaying (also did some pottery)", code for main subject only, in this case: 161
- (ii) If all subjects fall within one major heading e.g. "Biology & Chemistry", code as within-group combination (in this case 410)
- (iii) If subjects come from more than one major head, e.g. "Psychology & Biology", use the combination category relating to the subject with the lowest code number (that is, the combination category from the relevant main head which comes first in the list). In the example, Science (which includes Biology) precedes Social, Admin, Business (which includes Psychology), therefore, this combination is coded 411, combinations of Science with other subjects.

C Coding CSE's 'O' and 'A' levels (and City & Guilds or ONC's where there are several subjects)

- (i) If 'A's or ONC/ONDs, City & Guilds are entered on the questionnaire in combination with 'O's or CSEs (i.e. 'O's or CSEs are

taken as part of the same course): ignore 'O's/CSEs.

- (ii) Code 'A' levels to the subject code or appropriate combination category.
- (iii) - If the course is for 'O' levels and/or CSEs only:
 - If there is only one (e.g. Maths 'O' level) code to the appropriate subject code (380 in this case)
 - If there is more than one, always code as 708 - this category is to be used only for these cases.

D Professional Qualification

If the qualification is not an 'O' or 'A' level and it is hard to code, check the professional qualifications list, (even if the qualification code is not a 24). Bear in mind that the list is in strict alphabetical order, so that, for example, "institutions" come after "institutes". If it turns out that the course is for a professional qualification, even though it has not been coded as such, you should recode it to the appropriate level (see code-book).

EDUCATION

- 001 Education/Teacher Trainings
 002 Teaching methods
 003 Programmed learning
 004 Audio-visual aids
 005 Other education/teaching
 006 Education combinations
 007 Education combined with other groups

**MEDICINE, DENTISTRY AND
ANCILLARY HEALTH SUBJECTS**010 Pharmacy011 Pharmacology012 Medicine013 Dentistry(Ancillary Health Subjects)

- 014 Air Pollution
 015 Cardiography
 016 Chiropraxy
 017 Cleaning Science
 018 Dental Nurses and Assistants
 019 Dental Technicians
 020 Dietetics
 021 Dispensing assistants
 022 Dispensing opticians
 023 Dispensing technicians
 024 Food inspection, analysis and hygiene
 025 Health visitors
 026 Manicure and pedicure
 027 Meat inspection
 028 Medical certificate
 029 Medical laboratory technicians
 030 Nursing (medical)
 031 Nursery nursing
 032 Nutrition
 033 Ophthalmic opticians
 034 Physiological Measurements Tech.
 035 Physiotherapy
 036 Pre-nursing
 037 Public health inspection
 038 Sanitary inspection
 039 Radiography
 040 Smoke Control
 041 Speech therapy
 042 Surgical laboratory technicians
 043 Other health subjects
 044 Health and safety
 045 Health combinations
 046 Health combined with other groups
 047 Occupational therapy

ENGINEERING050 Aeronautical engineering

- 051 Aeronautics
 052 Aerodynamics
 053 Aerostructure
 054 Aero engineering and space technology
 055 Aircraft electrical power systems
 056 Aircraft electronic devices
 057 Astronautics
 058 Flight Control
 059 Guided Missiles

060 Agricultural engineering

- 061 Farm machinery maintenance
 062 Horticultural machinery maintenance

064 Automobile engineering

- 065 Motor bodywork
 066 Motor vehicle electricians
 067 Motor vehicle engineering
 068 Motor vehicle mechanics
 069 Motor vehicle technicians
 070 Motor vehicle painting
 071 Motor vehicle repair and maintenance
 072 Panel beating
 073 Vehicle body building

074 Chemical engineering and technology

- 075 Chemical plant operation
 076 Chemical technicians
 077 Chemical technology
 078 Gas engineering
 079 Process plant operation

080 Civil engineering

- 081 Civil engineering (gas)
 082 Municipal engineering
 083 Traffic engineering
 084 Land economics

085 Electrical engineering

- 086 Cable jointing
 087 Electrical fitting
 088 Electrical installation
 089 Electronics
 090 Electronic engineering
 091 Electronic servicing
 092 Illuminating engineering
 093 Radar
 094 Radio and television
 095 Radio, television and tape recorders (amateur)
 096 Radio, television and tape recorders servicing
 097 Telecommunications

098 Marine engineering099 Mechanical engineering

- 100 Fabrication of steelwork
 101 Hydraulics
 102 Mechanical engineering craft practice
 103 Mechanical engineering technicians
 104 Mechanical engineering inspection
 105 Rail carriage building
 106 Refrigeration engineering
 107 Workshop technology and practice

108 Naval architecture and ship-building

- 109 Shipbuilding
 110 Ship joinery
 111 Ship plumbing
 112 Yacht and boat building

113 Production engineering

- 114 Precision engineering
 115 Ergonomics
 116 Materials handling

147 General and other engineering

- 117 Audio-visual technicians
 118 General engineering
 119 Combined engineering
 120 Control engineering
 121 Blacksmithing
 122 Boiler house practice
 123 Boilermaking
 124 Corrosion engineering
 125 Engineering drawing
 126 Engineering planning, estimating and costing
 127 Engineering science
 128 Fire engineering
 129 Heating and ventilating engineering
 130 Industrial engineering
 131 Industrial radiography
 132 Mill engineering and services
 133 Instrument engineering and maintenance
 134 Metal finishing and electro-chemistry
 135 Metal plate work
 136 Metrology
 137 Miscellaneous engineering and metal trades
 138 Nuclear engineering
 139 Pipework engineering
 140 Press tool making
 141 Pressure vessel design
 142 Scientific instrument manufacture (including optical instruments)
 143 Sheet metal work
 144 Textile engineering
 145 Watch and clock manufacture
 146 Welding

- 148 Engineering combinations
149 Engineering & technology combinations
150 Engineering in combination with other groups (except technology)

TECHNOLOGY

160 Building

- 161 Bricklaying
162 Building economics
163 Building foremanship
164 Building inspection
165 Building technology
166 Builders quantities
167 Carpentry and joinery
168 Clerks of works
169 Concrete practice
170 Concrete technology
171 Construction plant, maintenance and repair of
172 Furnace brickwork
173 Gas fitters work
174 Glazing and allied trades
175 Heating and ventilation (installation and fitting)
176 Highways and works superintendents
177 Industrial safety officers
178 Masonry
179 Mastic asphalt work
180 Painting and decorating
181 Plasterers work
182 Plumbing and sanitary engineering
183 Roadwork (road masons and paviors)
184 Roof slating and tiling
185 Shopfitting
186 Structural engineering
187 Wall and floor tiling (including terrazzo and mosaic work)

188 Clothing and footwear

- 189 Boot and shoe manufacture and repair
190 Dress manufacture
191 Embroidery and lace manufacture
192 Hosiery and knitted goods manufacture
193 Millinery (other than domestic)
194 Tailoring (other than domestic)

196 Food technology and manufacture

- 197 Bakery and flour confectionery
198 Brewing
199 Chocolate and sugar confectionery
200 Flour milling
201 Milk pasteurisation, processing and distribution

202 Fuel and petroleum technology

- 203 Coal processing
204 Gas manufacture and utilisation
205 Petroleum and petroleum products

206 Metal technology

- 207 Metallurgy
208 Foundry technology
209 Foundry practice
210 Iron and steel manufacture
211 Metallurgical technicians
212 Non-ferrous metal manufacture
213 Patternmaking

214 Mining and quarrying

- 215 Colliery electricians
216 Colliery mechanics
217 Mineral engineering
218 Mining engineering
219 Mining deputies and managers

220 Mining geology

221 Offshore engineering and technology

222 Printing and book production

- 223 Printing
224 Book production
225 Book binding
226 Electro and stereotyping
227 Line composition
228 Lithographic printing
229 Monotype casters work
230 Monotype composition
231 Photo engraving
232 Photogravure
233 Photo-lithography
234 Printing administration
235 Printing ink technicians
236 Printing technicians
237 Printing warehouse practice
238 Publishers' edition binding
239 Technical authorship and illustration
240 Typographical design
241 Typography

242 Surveying /Valuation

- 243 Mine surveying
244 Quantity surveying
245 Cartography

246 Textile technology and manufacture

- 247 Carpet and upholstery fabric manufacture
248 Cotton manufacture
249 Silk manufacture
250 Synthetic textile manufacture
251 Textile merchanting (where course has technological content)

- 252 Textile printing
253 Textiles, general
254 Woollen and worsted manufacture and weaving
255 Other textile manufacture

256 General and other technology and manufacture
(see also 282 and 283)

- 257 Acoustics
258 Brickmaking
259 Ceramics technology and manufacture
260 Cybernetics (industrial)
261 Furniture and upholstery manufacture
262 Leather technology
263 Leather and leather goods manufacture, dyeing and finishing
264 Kiln burning
265 Gemmology
266 Goldsmiths and silversmiths work (excluding design)
267 Instrument technology
268 Jewellery manufacture
269 Musical instrument manufacture
270 Paint technology
271 Pottery manufacture
272 Paper science
273 Paper technology
274 Plastics technology
275 Polishing and Sanding
276 Rubber workshop practice
277 Rubber technology
278 Synthetic fibre manufacture
279 Timber technology
280 Tobacco processing
281 Woodcutting machinists work
282 Other manufacturing
283 Other technology

- 284 Technology combinations
285 Combinations of engineering and/or technology with other groups

AGRICULTURE, FORESTRY AND VETERINARY SCIENCE

300 Agricultural chemistry

301 Agriculture (see also 314-329)

- 302 Agricultural economics
303 Animal husbandry
304 Beekeeping
305 Dairying
306 Farm records and accounts
307 Farm organisation and management
308 Gardening
309 Greenkeeping
310 Horticulture
311 Poultry
312 Rural saddlery
313 Fish farming

314	<u>Agricultural biology</u>				
315	Agricultural biochemistry	380	<u>Mathematics</u>	428	<u>Social Sciences</u>
316	Agricultural botany			429	Sociology
317	Agricultural science			430	Humanities and social studies
318	Agricultural zoology	381	Applied mathematics	431	Industrial relations
319	Animal genetics	382	Arithmetic	432	Social administration
320	Plant taxonomy	383	Computer studies (mathematical bias)	433	Social work
321	Soil chemistry	384	Decimalisation	434	Careers guidance
322	Soil science	385	Numerical analysis	435	Youth and community service/ Youth work
323	<u>Forestry</u>	386	Elasticity	436	Youth employment and vocational guidance
324	Arboriculture	387	Hydrodynamics	437	Psychology
325	Sylviculture	388	Probability theory	438	Social anthropology
326	Forestry management	389	Statistics	439	Other economics, law or social sciences
327	Timber felling and sawmilling	390	Theoretical astronomy	440	Combinations of economics law and social sciences
328	Timber merchanting	391	Technological mathematics	441	<u>Accountancy, banking and insurance</u>
329	Tree nursery work	392	Systems international units	442	Accountancy
330	<u>Veterinary science</u>	393	Computer science	443	Book-keeping
331	Animal nursing	394	<u>Physics</u>	444	Law accounting
332	Animal technicians	395	Applied physics	445	Cost and works accounting
333	Agricultural combinations	396	Applied astronomy	446	Actuarial studies
334	Agricultural and other group combinations	397	Mathematical physics	447	Banking and currency
		398	Nuclear physics	448	Insurance
		399	Astrophysics	449	Municipal treasurers and accountants
		400	Radio astronomy	450	Stock exchange practice
		401	Radiation protection	451	Taxation
		402	<u>Environmental sciences</u>	452	<u>Government and public administration</u>
		403	Oceanography	453	Civil defence
		404	Meteorology	454	Central government
350	<u>Biological Sciences</u>	405	<u>General and other sciences</u>	455	Fire service
351	Applied biology	406	Science laboratory technicians	456	Hospital/health administration
352	Applied micro biology	407	Mathematics/physics	457	International relations
353	Biology	408	Mathematics/other sciences	458	Local government
354	Bacteriology	409	Combinations of physical sciences other than maths/ physics	459	Police
355	Biological chemistry	350	Combinations of biological sciences	460	Political science
356	Botany	410	Combinations of sciences	461	<u>Management and management science</u>
357	Genetics	411	Combinations of sciences with other subjects	462	Administration, general
358	Microbiology			463	Business administration
359	Microscopy			464	Company secretarial practice
360	Physiology and anatomy			465	Computer systems analysis
361	Pathology			466	Cybernetics (management)
362	Zoology			467	Industrial administration
363	<u>Biochemistry</u>			468	Industrial foremanship
364	Applied Biochemistry			469	Industrial organisation
365	Medical biochemistry			470	Industrial training
366	Physiological chemistry			471	Information science
367	<u>Chemistry</u>	420	<u>Economics</u>	472	Organisation and methods
368	Analytical chemistry	421	Economic sciences and statistics	473	Management, construction
369	Applied chemistry	422	Economic history	474	Management, estate
370	Cosmetic chemistry	423	Economic organisation	475	Management, housing
371	Spectroscopy	424	Industrial economics	476	Management, office
372	Chemistry as applied to textile industry	425	<u>Geography</u>	477	Management, personnel
373	Dyeing of textiles	426	<u>Law</u>	478	Management, production
374	Polymer chemistry	427	Legal executives	479	Management, works
375	Colour chemistry			480	Management, sales
376	Technical chemistry			481	Marketing and sales management
377	<u>Geology</u>			482	Operational research
378	Geophysics				
379	Mineralogy				

SCIENCE

SOCIAL, ADMINISTRATIVE
AND BUSINESS SUBJECTS

483 Quality control
484 Time and motion study
485 Work study
486 Other administrative and management studies
488 Supervisory studies

489 Secretarial/clerical studies

490 Agricultural secretaries
491 Clerical
492 Personal Assistant
493 Shorthand/Typing
494 Typing
495 Medical secretaries

514 Other social administrative and business subjects

496 Advertising
497 Business studies
498 Commerce (including combined commerce and secretarial)
499 Business machine operation
500 Commercial travelling
501 Computing
501 Computer languages
502 Computer operation
503 Computer programming (general and commercial bias)
504 Data processing
465 Systems analyst
505 Estate agency
506 Export practice
507 Office studies
508 Purchasing
509 Salesmanship
510 Sales representatives
511 Shipbroking
512 Switchboard operation
513 Travel/travel agency

515 Combination of social, admin, business
516 Combinations with other groups

MISCELLANEOUS PROFESSIONAL AND VOCATIONAL SUBJECTS

519 Architecture

520 Landscape architecture
521 Land use
522 Town and country planning
523 Conservation (of buildings)
524 Rural and regional resources planning

525 Catering and institutional management

526 Catering, basic trades
527 Cookery for hotel and catering trades
528 Hotel and catering
529 Hotel book-keeping and reception

530 Institutional management and housekeeping
531 Licensed house staff
532 Preliminary trade cookery
533 Waiters and hotel assistants
534 Institutional catering and housekeeping

535 Home economics

536 Domestic science/ dress and design
537 Domestic science/ food and nutrition
538 Domestic studies
539 Cookery
540 Dressmaking (domestic)
541 Home management
542 Houseworking
543 Millinery (domestic)
544 Needlework and embroidery (domestic)
545 Tailoring (domestic)
546 Upholstery and soft furnishings
547 Weaving

548 Nautical studies

549 Fishing
550 Nautical catering
551 Nautical science
552 Radio-telegraphy (nautical)
553 Seamanship and navigation

554 Transport

555 Air transport
556 Rail transport
557 Road transport
558 Shipping

559 Wholesale and retail trades

560 Retailing
561 Flower display and arrangement/Florist
562 General and undefined distribution
563 Grocery
564 Paper merchandising
565 Retail distribution
566 Retail management and storekeeping
567 Stationery
568 Textile distribution

569 Other professional and vocational subjects

570 Hairdressing/cosmetics/ beauty
571 Laundry and dry cleaning work
572 Journalism
573 Librarianship
574 Trichology
575 Photography

576 General and Liberal studies

578 Civics
579 Current affairs
580 Modern studies
581 Misc. professional and vocational n.e.c.
582 Combinations of professional and vocational
583 Combinations with other groups

LANGUAGES

600 English language and literature
601 English for foreign students
602 Gaelic and other Celtic languages
603 French
604 German
605 French/German
606 Spanish

607 Danish
608 Dutch
609 Italian
610 Norwegian
611 Portuguese
612 Swedish
613 Other single Western European languages
614 Russian
615 Other Central and Eastern European languages
616 Classical studies
617 Oriental, Asian and African languages
618 Other languages
619 Modern languages
620 Combined language courses (see also 605)
621 Languages with other groups

ARTS OTHER THAN LANGUAGES

650 Archaeology
651 History
652 Philosophy
653 Moral sciences
654 Logic
655 Theology
656 Arts general (where not elsewhere specified)
657 Combinations of arts with other groups

MUSIC, DRAMA AND
VISUAL ARTS

669 Art and design

- 670 Art
- 671 Design
- 672 Art metalwork and
jewellery design
- 673 Antiques
- 674 Ceramics (design)
- 675 Fashion design
- 676 Furniture design
- 677 Graphic design
(including commercial
art and illustration)
- 678 Handicrafts
- 679 History of art
- 680 Industrial design
- 681 Industrial glass design
- 682 Interior design
- 683 Lettering
- 684 Painting
- 685 Sculpture
- 686 Stained glass
- 687 Textile design
- 688 Window dressing and
display
- 689 Woodcarving

699 Drama and entertainment and music

- 700 Drama
- 701 Speech
- 702 Cinema and film studio
work

703 Music

- 704 Music, drama, visual arts,
n.e.c.
- 705 Music, drama, visual arts
combinations

706 Subject given, but can't be classified anywhere else

(707 No subject given, or illegible)

708 More than one CSE and/or 'O' level being studied for

Nursing Qualifications

NNEB Nursery Nursing	25
Advanced Diploma in Midwifery/Clinical Teachers Course	28
BTMA	25
Cadet Nursing	25
Committee for Clinical Nursing Studies:Certificate	28
Committee for Clinical Nursing Studies:Statement of Competence	28
Diploma in Nursing University of London	28
Diploma in Othopaedic Nursing (DON)	28
District Nurse Tutors/Teachers Certificate	28
Enrolled Nurse (EN)	25
Health Visitors Certificate	28
Health Visitor Tutor Certificate	28
Health Visitor Fieldwork Teaching Certificate	28
Midwife Teachers Diploma	28
Joint Board Clinical Nursing Studies: Certificate	28
Joint Board Clinical Nursing: Statement of Competence	25
NDN District Nursing Certificate	28
NDN (E Cert. (District Nursing))	25
Occupational Health Nursing Certificate Part I	25
Occupational Health Nursing Certificate Part II	28
Ophthalmic Nursing Diploma ONED/OND	28
Ophthalmic Proficiency Certificate	25
Orthopaedic Nursing Certificate ONC	28
Orthopaedic Nursing Diploma DON	28
Registered General Nurse RGN (Scotland)	25
Registered Mental Nurse RMN	25
Registered Mental Subnormal Nurse RNMS	25
Registered Mental Subnormal Nurse RNMD	25
Sick Children Nurse RSCN	25
Fever Nurse RFN	25
Registered Nurse Tutor	28
Registered Clinical Nurse Tutor	28
Registered Nurse Teacher	28
SEN	25
SEN (M)	25
SEN (MS)	25
SRN	25
Statement of Competence or Attendance of Joint Board of Clinical Nursing Studies	25

cont'd.....

Approved Post-Basic Clinical Nursing Courses

List of courses leading to the award of the Certificate of the Joint Board
of Clinical Nursing Studies.

Course No. Course title

655	Adult Behavioural Psychotherapy - Rehabilitation Residential Settings for RMN	28
700	Behavioural Modification in Mental Handicap for Registered Nurses	28
800	Community Psychiatric Nursing for RMN and RNMS	28
805	Nursing Care of the Mentally Handicapped in the Community	28
810	Nursing Care of the Mentally Ill in the Community for RMN	28
820	Advanced Psychiatric Nursing for RMN and RNMS	28

Courses leading to the award of a Statement of Competence or a statement of
Attendance of the Joint Board of Clinical Studies

900	Family Planning Nursing for SCM and Registered Nurses	25
910	Short Course on the Principles of Infection Control for SRN	25
920	Short Course on the Principles of Intensive Care for SRN and RSCN	25
925	Short Course on the Principles of Operating Department Nursing for SRN, RSCN and SEN(G)	25
930	Short Course in the care of the Dying Patient and His Family for SCM and Registered or Enrolled Nurses	25
940	Short Course in the Care of the Elderly and the Principles of Geriatric Nursing for Registered and Enrolled Nurses	25
950	Short Course in Psychiatric Aspects of General Nursing for SCM SRN and SEN(G)	25
960	Short Course on the Principles of Psychiatric Nursing within Secure Environments for RMN RNMS	25
965	Foundation Course in Child Development for Registered and Enrolled Nurses	25
980	Short Course on the Principles of Stoma Care SCM and Registered and Enrolled Nurses	
985	Short Course on the Principles of Psychosexual Counselling for SCM Registered and Enrolled	25
989	Short Course on the Principles of Community Psychiatric Nursing for SEN(M) or SEN(MS)	25

Approved Post-Basic Clinical Nursing Courses
England, Wales and Northern Ireland

Joint Board of Clinical Nursing Studies

List of courses leading to the award of the Certificate of the Joint Board
of Clinical Nursing Studies.

Course No.	Course title	
100	General Intensive Care Nursing for SRN and RSCN	28
115	General Intensive Care Nursing for SEN(G)	28
124	Coronary Care Nursing for SRN	28
130	Coronary Care Nursing for SEN(G)	28
134	Renal and Urological Nursing for SRN	28
136	Renal Nursing for SRN	28
140	Renal and Urological Nursing for SEN(G)	28
143	Renal Nursing for SEN(G)	28
148	Neuromedical and Neurosurgical Nursing for SRN	28
153	Neuromedical and Neurosurgical Nursing for SEN(G)	28
162	Cardio-Thoracic Nursing for SEN(G)	28
176	Operating Department Nursing for SRN and RSCN	28
182	Anaesthetic Nursing for SRN	28
188	Operating Department Nursing for SEN(G)	28
198	Accident and Emergency Nursing for SRN	28
210	Accident and Emergency Nursing for SEN(G)	28
216	Stoma Care Nursing for SRN	28
237	Oncological Nursing for SRN	28
243	Oncological Nursing for SEN(G)	28
249	Cardio-Thoracic Nursing for State Registered Nurses	28
254	Cardiac Nursing for SRN	28
264	Burns and Plastic Surgery Nursing for SRN	28
268	Burns and Plastic Surgery Nursing for SEN(G)	28
275	Nursing of Venereal and other Sexually Transmitted Diseases for SRN and SEN(G)	28
284	Care of the Dying Patient and his Family for SRN, SCM and SEN	28
297	Care of the Elderly and Geriatric Nursing for SRN and SEN(G)	28
338	Ear, Nose and Throat Nursing for SRN	28
344	Ear, Nose and Throat Nursing for SEN(G)	28
371	Nursing Patients with Spinal Cord Lesions for SRN	28
397	Dermatological Nursing for SEN(G)	28
400	Special and Intensive Nursing Care of the Newborn for SCM SRN RSCN	28
402	Special and Intensive Nursing Care of the Newborn for SCM SRN RSCN and SEN(G)	28
426	Paediatric Nursing for SEN	28
501	Infectious Diseases Nursing for State Registered Nurses	28
600	Child and Adolescent Psychiatric Nursing for Registered Nurses	28
620	Alcohol Dependency Nursing for Registered Nurses	28
650	Adult Behavioural Psychotherapy - Short Term Therapy - for RSCN	28

cont'd..

PROFESSIONAL QUALIFICATIONS (contd)

	Qualification	Subject	Short Title
Textile Institute Associateship Group 1 Design +	28	687	TI ASSOC GP1 DESIGN
" " " 2 "	28	687	TI ASSOC GP1 DESIGN
" " " 3 "	28	687	TI ASSOC GP2 DESIGN
" " " I Technology +	28	687	TI ASSOC GP3 DESIGN
" " " II "	28	246	TI ASSOC GP1 TECHNY
" " " III "	28	246	TI ASSOC GP2 TECHNY
" " " Certificate in Analysis and Testing of Textile Materials	24	246	TI ASSOC GP3 TECHNY
Trinity College of Music: Associate Diploma (A Mus TCL)	24	703	TI CERT ANL/TEST TEX MAT
" " " : Graduate Diploma (GTCL)	28	703	TOM ASSOCIATE DIPLOMA
" " " : Licentiate Diploma (LTCL) (teachers - 3 yr)	28	703	TOM GRADUATE DIPLOMA
" " " : (LTCL) (performers - 4 yr)	24	703	TOM LICENTIATE DIP TEACH
United Kingdom Commercial Travellers Association Diploma in Marketing	24	509	TOM LICENTIATE DIP PERF
" " " Salesmanship	24	509	UKCTA DIP MARKETING
Welding Institute Certificate	28	146	UKCTA DIP SALESMANSHIP
" " Membership	28	146	WELDING INST CERT
" " Senior Technician	28	146	WELDING INST MEMBERSHIP
" " Technician	24	146	WELDING INST SENIOR TECH
Wines and Spirits Education Trust: Certificate	24	514	WELDING INST TECHNICIAN
" " : Diploma	24	514	WSET CERT
" " : Higher Certificate	24	514	WSET DIP
Worshipful Company of Farriers, Apprenticeship Course: Farriery	24	370	WSET HIGHER CERT
Worshipful Company of Spectacle Makers, Dispensing Certificate, Part I	24	022	COMP FARRIERS APPRT CRSE
			SPECT MAKER DISPNS CERT I

PROFESSIONAL QUALIFICATIONS (contd)

PROFESSIONAL QUALIFICATIONS (contd)					Subject	Short Title
Society of Health and Beauty Therapists:	Certificate	Beauty Consultants.....	24	570	SHRT CERT BEAUTY CONSULT	
"	"	"	"	570	SHRT CERT EPILATION	
"	"	"	"	570	SHRT CERT MAKE-UP/MANIC	
"	"	"	"	570	SHRT CERT MANICURE/PEDIC	
"	"	"	"	570	SHRT DIP BEAUTY SPECIALT	
"	"	"	"	570	SHRT DIP ELECTROLOGY	
"	"	"	"	570	SHRT DIP REMED CAMOUFLAG	
Society of Industrial Artists & Designers:	Diploma	Membership Ceramics.....	24	674	DIP MEM SIAD CERAMICS	
"	"	"	"	671	DIP MEM SIAD COMMERC DES	
"	"	"	"	671	DIP MEM SIAD DES-ARCHIT	
"	"	"	"	688	DIP MEM SIAD DISPLAY	
"	"	"	"	675	DIP MEM SIAD DRESS TEX D	
"	"	"	"	685	DIP MEM SIAD REST SCULPT	
"	"	"	"	688	DIP MEM SIAD EXHIBIT DES	
"	"	"	"	675	DIP MEM SIAD FASHION DES	
"	"	"	"	670	DIP MEM SIAD FINE ART AR	
"	"	"	"	676	DIP MEM SIAD FURNITURE	
"	"	"	"	677	DIP MEM SIAD GRAPHIC DES	
"	"	"	"	680	DIP MEM SIAD INDUSTL DES	
"	"	"	"	682	DIP MEM SIAD INTERIOR DS	
"	"	"	"	680	DIP MEM SIAD OTHER SUBJS	
"	"	"	"	688	DIP MEM SIAD PUBLIC DES	
"	"	"	"	687	DIP MEM SIAD DRESS TEX D	
"	"	"	"	671	DIP MEM SIAD THEATRE DES	
"	"	"	"	684	DIP MEM SIAD WLD LFE ILL	
Stock Exchange Exams	24	450	STOCK EXCHANGE EXAMS	

PROFESSIONAL QUALIFICATIONS (contd)

	Qualification	Subject	Short Title
Royal Society of Health: Certificate: Food Hygiene.....	28	024	RSH CERT FOOD HYGIENE
" " " " : Meat Inspection.....	28	027	RSH CERT MEAT INSPECT
" " " " : Nutrition.....	28	537	RSH CERT NUTRITION
" " " " : Parentcraft and Home Management.....	28	541	RSH CERT PCRFTH/HOME MANG
" " " " : Poultry Meat Inspection.....	28	023	RSH CERT POULTRY INSP
" " " " : Diploma: Air Pollution Control.....	28	014	RSH DIP AIR POLLTN CONT
" " " " : Dental Health Education.....	28	005	RSH DIP DENTAL HLTH EDUC
" " " " : Food Inspectors.....	28	024	RSH DIP FOOD INSPECTION
" " " " : Nutrition.....	28	537	RSH DIP NUTRITION
Royal Society for the Prevention of Accidents: Certificate in Health and Safety Management.....	24	044	ROSPA CERT SFTY/LOS PREV
Royal Town Planning Institute: Final Examination.....	28	522	RTPI FIN.L EXAM
" " " " : First Professional Examination.....	28	522	RTPI FIRST PROF EXAM
Royal Yachting Association: Competent Crew Certificate.....	24	553	RYA COMPETENT CREW CERT
" " " " : National Coastal Certificate.....	24	553	RYA NAT COASTAL CERT
" " " " : National Dayboat Certificate.....	24	553	RYA NAT DAYBOAT CERT
" " " " : Yachtmaster (Motor Certificate).....	24	553	RYA YACHTMASTER MOT CERT
" " " " : /Department of Trade: Yachtmaster (Ocean Cert).....	24	553	RYA/DT YCUTHSTR OCN CERT
" " " " : / (Off-Shore Certificate).....	24	553	RYA/DT YCUTHSR OSHR CERT
St Andrew's Hospital Certificate for Occupational Therapy.....	28	047	HOSP CERT OCCUP THERAPY
Savings Bank Institute: Associateship Part I.....	24	447	SAVINGS BANK INST ASS 1
" " " " : Part II.....	24	447	SAVINGS BANK INST ASS 2
" " " " : Part III.....	24	447	SAVINGS BANK INST ASS 3
Shipping Federation Ltd (Parts I, II and Higher Certificate) Nautical Catering.....	24	550	SHIPPING FED 1/2/HCERT
Society of Apothecaries: Pharmacy Technicians Certificate.....	24	010	SOC APOTH PHARM TEC CERT
Society of Audiology Technicians: Membership Part I.....	24	043	SOC AUD TECH MEMSHIP PT1
Society of Cardiologists Technicians: Certificate.....	24	015	SOC CARDIO TECH CERT
Society of Chiropodists (Membership).....	28	016	SOC CHIROPODISTS MEMBER
Society of Company and Commercial Accountants: Final.....	28	442	SOC COMP/COM ACCTS FINAL
" " " " : Intermediate.....	24	442	SOC COMP/COM ACCTS INTER
Society of Cosmetic Chemists Diploma: Cosmetic Chemistry.....	28	570	SOC CC DIP COSMETIC CHEM
Society of Dyers and Colourists Associateship (Final).....	28	570	SOC DYERS/COL ASSOC FIN
Society of Floristry: Diploma.....	14	570	SOC FLORISTRY DIPLOMA
" " " " : Intermediate Exam.....	24	570	SOC FLORISTRY INTER EXAM

PROFESSIONAL QUALIFICATIONS (contd)

	Qualification	Subject	Short Title
Royal Institute of British Architects:			
"	Cert in Building Surveying	242	RIBA CERT BUILD SURVEYNG
"	: Parts I and II	519	RIBA ARCHITECTS PTS 1/2
"	: Part III	519	RIBA ARCHITECTS PT 3
Royal Institute of Chemistry:			
"	Certificate in Polymer Technology	374	RIC CERT POLYMER TECHLG
"	Graduateship	367	GRAD ROYAL INS CHEMISTRY
"	Parts I and II: Applied Chemistry	369	RIC GRAD APP CHEM PT 1/2
"	Licentiate in Polymer Technology	374	RIC LIC POLYMER TECHLG
Royal Institute of Public Health and Hygiene:			
"	Certificate in Food-Handlers	024	RIPHH CERT FOOD HANDLERS
"	: General Hygiene	037	RIPHH CERT GEN HYGIENE
"	: Mortuary Hygiene & Technology	037	RIPHH CERT MORT HY/TECHY
"	: Mothercraft and Child Welfare	037	RIPHH CERT MCRFT/CHI WEL
"	: Parentcraft	037	RIPHH CERT PARENTCRAFT
"	: Diploma in Bakery Hygiene	024	RIPHH DIP BAKERY HYGIENE
"	: Food Hygiene	024	RIPHH DIP FOOD HYGIENE
Royal Institution of Chartered Surveyors:			
"	Building Surveying Part I	242	RICS BUILD SURVEY PART 1
"	: Part II	242	RICS BUILD SURVEY PART 2
"	: Final	242	RICS BUILD SURVEY FINAL
"	: General (Valuation, EA&P) Part I	242	RICS GEN VAL EA&P PART 1
"	: (") Part II	242	RICS GEN VAL EA&P PART 2
"	: (") Final	242	RICS GEN VAL EA&P FINAL
"	: Land Agency & Agriculture Final	242	RICS LAND AGCY/AGRI FIN
"	: Part I	242	RICS LAND AGCY/AGRI PT 1
"	: " Part II	242	RICS LAND AGCY/AGRI PT 2
"	: Land Surveying Final	242	RICS LAND SURVEY FINAL
"	: Pts I/II (Combined)	242	RICS LAND SURVEY PT 1&2
"	: Minerals Final	242	RICS MINERALS FINAL
"	: Parts I/II (Combined)	242	RICS MINERALS PARTS 1&2
"	: Quantity Surveying Final	244	RICS QUANT SURVEYNG FINAL
"	: Part I	244	RICS QUANT SURVEYNG PT 1
"	: " Part II	244	RICS QUANT SURVEYNG PT 2
Royal Microscopical Society: Technicians Certificate		406	MICROSCOPIC SOC TEC CERT
Royal Photographic Society: Associate		575	ASSOC PHOTOGRAPHIC SOC
Royal Schools of Music: Associate Board Grade Exams		703	RS MUSIC GRADE EXAMS
"	: Graduate Diploma (GRSM)	703	RSN GRADUATE DIPLOMA
Royal Society of Arts:			
"	Certificate: Teaching English as a Second or Foreign Language	601	RSA CERT ENG FORGN LANG
"	: Teaching Literacy Skills to Adults	002	RSA CERT LT SKILLS-ADS
"	: Teaching Modern Languages to Adults	002	RSA CERT TCH MLANG ADULT
"	Diploma: Computer Appreciation for Management	517	RSA DIP COMP APPRECIATN
"	: Personal Assistants	492	RSA DIP PERSONAL ASSOISTS
"	: Road Transport	557	RSA DIP ROAD TRANSPORT
"	: First Award in Systems Analysis	464	RSA SYSTEMS ANALYSIS I
"	: Intensive Secretarial	469	RSA INTENSIVE SEC
"	: Teachers' Certificate: Shorthand and Typing	002	RSA TEACH CERT

PROFESSIONAL QUALIFICATIONS (contd)

Qualification	Subject	Short Title
Plastics and Rubber Institute: Associateship Plastics.....	274	PLASTIC/RUBBER INST ASS
" " " : Rubber Technology.....	277	PLASTIC/RUBBER INST ASS
" " " : Graduateship Plastics.....	274	PLASTIC/RUBBER INST GRAD
" " " : Rubber Technology.....	277	PLASTIC/RUBBER INST GRAD
" " " : Licentiate Plastics.....	274	PLASTIC/RUBBER INST LIC
" " " : Rubber Technology.....	277	PLASTIC/RUBBER INST LIC
" " " : Technicianship Plastics.....	274	PLASTIC/RUBBER INST TECH
" " " : Rubber Technology.....	277	PLASTIC/RUBBER INST TECH
Port Auxiliary Service Mates & Masters Certificate: Navigation.....	553	PAS MATES/MASTS CERT NAV
Port of London Authority: Watchkeeping Certificate.....	553	PLA WATCHKEEPING CERT
Radio, TV and Electronics Examinations Board: Certificate of Competency.....	094	RAD/TV/ELTC EB CERT COMP
Rating and Valuation Association: Final.....	458	RATING/VALUATN ASS FINAL
" " : Intermediate.....	458	RATING/VALUATN ASS INTER
Regional Management Centre Diploma in Education Management.....	486	REG MGT C DIP EDUCN MGT
Road Transport Industry Training Board: Course for Light & Heavy Vehicle Mechanics (Stages 2 and 3).....	068	RTTB CRS MV MECHANICS
Royal Academy of Music: Advanced Course.....	703	RAM ADV COURSE
" " " : Licentiate.....	703	LIC ROYAL ACADEMY MUSIC
" " " : Licentiate (Drama).....	703	LIC R ACADEMY MUSIC DRAMA
" " " : Professional Certificate.....	703	RAM PROF CERT
Royal College of Music: Associate.....	703	ASSOC R COL MUSIC
" " " : Certificate of Advanced Study.....	703	RCM CERT ADV STUDY
" " " : Postgraduate Certificate of Advanced Study.....	703	RCM PG CERT ADV STUDY
Royal College of Nursing Certificate: Administration (Hospital).....	456	RCN CERT HOSPITAL ADMIN
" " " : Clinical Teachers.....	507	RCN CERT CLINICAL TCHRS
" " " : Clinical Teachers (Psychiatric Field).....	507	RCN CERT CLINICAL TCHRS
" " " : Community Health Nurse Teacher.....	507	RCN CERT COMM HLTH NURSE
" " " : International Course for Teachers of Nursing.....	507	RCN CERT INT CRS TCH NUR
" " " : Occupational Health Nursing Admin.....	630	RCN CERT OCC HEALTH ADM
" " " : (Advanced).....	630	RCN CERT OCC HLTH NR ADV
" " " : (Basic).....	630	RCN CERT OCC HLTH NR BAS
" " " : Tutor.....	630	RCN CERT OCC HLTH TUTOR
" " " : Diploma: in Nursing, Ward Management and Teaching.....	630	RCN DIP IN NURSING
Royal College of Psychiatrists: Diploma in Behavioural Science for Psychiatrists in Training.....	437	RCP SC PSYCHTS TRG
Royal College of Veterinary Surgeons Animal Nursing Auxiliaries Scheme: Animal Nursing.....	381	RCVS AUX SCH ANIMAL NURS
Royal Forestry Society of England and Wales: Woodman's Cert (Forestry).....	323	RFSEW WOODMANS CERT
Royal Horticultural Society General Examination.....	210	R HORT SOC GEN EXAM

[illegible][illegible]

PROFESSIONAL QUALIFICATIONS (cont'd)

Subject	Qualification	Short Title
Licensed Trade Training and Education Committee: Licensed Trade Catering Diploma.....	24	LTTEC LICENSED T CAT DIP
" " " " : Licensed Trade Diploma.....	24	LTTEC LICENSED TRADE DIP
Local Government Training Board: Certificate in Municipal Administration.....	24	LCTB CERT MUNICIPAL ADMIN
" " " " : Certificated Gardener Examination.....	24	LCTB CERT GARDENER EXAM
" " " " : Diploma in Careers Guidance.....	24	LCTB DIP CAREERS GUIDANCE
" " " " : Diploma in Municipal Administration (New).....	24	LCTB DIP MUNICIPAL ADMIN
" " " " : Diploma in Trading Standards.....	24	LCTB DIP TRADING STDS
London Academy of Music and Dramatic Art: Certificate/Grades/Medals - Public Speaking and Drama.....	24	LAMDA CERTS/GR/NED PS&D
" " " " " : Associate Teachers' Diploma in Speech and Drama.....	24	LAMDA ASS TCH DIP SP/DRM
London Chamber of Commerce (LCC) Certificate: Intensive Secretarial.....	24	LCC CERT INTENSIVE SEC
" " " " : Private Secretaries.....	24	LCC CERT PRIVATE SECRETS
" " " " : Diploma : Personal Assistants.....	24	LCC DIP PERSONAL ASSISTS
" " " " : Private Secretaries.....	24	LCC DIP PRIVATE SECRETS
London School of Music Exams.....	24	SCHOOL MUSIC EXAMS
Management Accounting Services: Joint Diploma Part I.....	28	JT DIP MGT ACC SERV PTI
Market Research Society: Diploma in Market Research.....	28	MRS DIP MARKET RESEARCH
Maternal and Child Welfare Association: Certificate in Child Care.....	24	MCWA CERT CHILD CARE
Mathematical Association: Diploma in Mathematical Education.....	28	MATH ASC DIP MATHCL EDUC
Medical Records Officer Association: Fellow.....	24	FEL MED RECORDS OFF ASS
Merchant Navy Training Board: Certificate in Marine Electronics (I and II).....	28	MER NAV TB CERT MAR ELEC
Methods Time Measurement Association.....	24	METHODS TIME MEAS ASS EX
Mining Qualification Board: Colliery Managers First Class Certificate of Competency.....	28	MOB COLL MAN 1 CL CERT
" " " : Deputies' Certificate.....	28	MOB CERT DEPUTIES/SHOTFR
" " " : Mining Surveyors Certificate.....	28	MOB MINING SURVEYING
" " " : Shotfireds' Certificate.....	28	MOB CERT DEPUTIES/SHOTFR
Ministry of Posts and Telecommunications: Maritime Radio Communications General Certificate.....	24	MPT MARIT RADIO COM CERT
" " " " : Telephony Certificate: General Radio.....	24	MPT GENERAL RADIO CERT
" " " " : Telephony Certificate: Restricted Radio.....	24	MPT RESTRICT RADIO CERT
National Association of Goldsmiths, Retail Jewellers' Diploma.....	24	GOLDSMITHS RET JEWEL DIP
National Association of Groundsmen Certificate: Turf Culture.....	24	NAG TURF CULTURE CERT

PROFESSIONAL QUALIFICATIONS (contd)

	Qualification	Subject	Short Title
Institution of Home Help Organisers Certificate	24	433	INST HOME HELP ORGN CERT
Institution of Industrial Safety Officers: Associate Membership	24	117	IND SAFETY OFF ASSOC MEM
" " : Membership	28	117	IISO MEMBERSHIP
Institution of Metallurgists: Associateship	28	207	INST METALLURG ASSOCIATE
" " : Graduateship Part I	28	207	INST METALLURG GRAD PT 1
" " : " Part II	28	207	INST METALLURG GRAD PT 2
Institution of Mining Engineers (Part III)	28	218	INST MINING ENGINEERS 3
Institution of Municipal Engineers: Building Control Officers, Ordinary Certificate	24	486	IME CERT BUILDING CONT OFF
" " : " : Diploma in Transportation	32	554	IME DIP TRANSPORTATION
" " : " : Part III: Management and Public Administration	32	452	IME PT3 MANGMT/PUB ADMIN
Institution of Public Health Engineers: Part III	24	447	INST PUB HLTH ENG PART 3
Institution of Training Officers: Diploma in Training Management	24	486	ITO DIP INDUSTRIAL TRAIN
Institution of Works Managers: Advanced Diploma Industrial Management (New)	32	479	IWM ADV DIP INDUST MANGT
" " : Certificate	28	479	IWM CERT
" " : " : Certificate in Industrial Management	28	479	IWM CERT INDUST MANGMT
" " : " : " Relations	28	431	IWM CERT INDUST RELATION
" " : " : Diploma	28	479	IWM DIP
" " : " : " In Industrial Management	28	479	IWM DIP INDUST MANGMT
International Association of Bookkeepers: Final	24	443	INT ASSOC B/KEEPERS FIN
International Health and Beauty Council: Certificate in Manicure and Pedicure	24	026	IHBC CERT MANICRE/PEDICR
" " : " : Diploma in Health and Beauty Therapy	24	570	IHBC HLTH BEAUT THER DIP
" " : " : " : International Beauty Therapist's Diploma	24	570	IHBC INT BEAUT THER DIP
Joint Advisory Committee Scheme for Printing Production Workers	24	223	JAC SCHEME PRINTING PW
Joint Board Clinical Nursing Studies: National Certificate	28	030	JB CLIN NURSING NAT CERT
Joint Board Library Assn and School Library Assn: Teacher Librarian Cert	24	573	JBLA TCHR LIBRARIAN CERT
Law Society: Common Professional Entry Exam	28	426	LAW SOC COMMON PROF EXAM
" " : Final (New)	28	426	LAW SOC FINAL NEW
" " : " : Part I Qualifying	28	426	LAW SOC I QUALIFYING
" " : " : (Solicitors) Part II	28	426	LAW SOC SOLICITORS II
Library Association: Final Part II	28	573	LIBRARY ASSOC FINAL PT 2
" " : Intermediate Part I	28	573	LIBRARY ASSOC INTER PT 1
" " : " : Post Graduate	32	573	LIBRARY ASSOC POST GRAD

PROFESSIONAL QUALIFICATIONS (cont'd)

Subject	Qualification	Short Title
Institute of Sales Engineers: Diploma in Sales Engineering.....	24	ISE DIP SALES ENGINEERING
" " : Management.....	24	ISE DIP SALES MANAGEMENT
Institute of Science Technology Diploma.....	28	INST SCIENCE TECHLGY DIP
Institute of Sheet Metal Engineers: Associate.....	28	ASS INST SHEET METAL ENG
Institute of Solid Waste Management: Testamur Certificate.....	28	INS SOLID WAST TEST CERT
Institute of Statisticians: Preliminary Exam.....	24	INST STATISTS PRELIM
" " : Stages I and II.....	24	INST STATISTS STAGES 1/2
" " : Stage III.....	28	INST STATISTS STAGE 3
Institute of Structural Engineers Associate Membership.....	28	INST STRUCT ENG ASS MEMB
" " : Membership Part III.....	32	INST STRUCT ENG MEMB PT3
" " : Technicians Certificate.....		INST STRUCT ENG TEC CERT
Institute of Supervisory Management: Certificate in Supervisory Management.....	24	ISM CERT SUPERVISORY MAN
" " : Diploma in Supervisory Studies.....	24	ISM DIP SUPERVISORY STUD
Institute of Taxation (Associateship) Final.....	28	INST TAXATION ASS FINAL
" " : Intermediate.....	24	INST TAXATION ASS INTER
" " : (Fellowship).....	28	INST TAXATION FELLOW
Institute of Trade Mark Agents: Member.....	24	ITMA MEMBER
Institute of Trading Standards: Diploma in Consumer Affairs.....	28	INS TRAD STN DIP CON AFF
Institute of Traffic Administration, Associateship: Transport.....	28	INST TRAFFIC ADMIN ASSOC
" " : Graduateship: Transport.....	24	INST TRAFFIC ADMIN GRAD
Institute of Travel Agents: Final.....		INST TRAVEL AGENTS FINAL
" " : Intermediate.....		INST TRAVEL AGENTS INTER
" " : Primary.....		INST TRAVEL AGENTS PRIM
Institute of Trichology: Final.....	24	TRICHOLOGY INST FINAL
" " : Intermediate.....	24	TRICHOLOGY INST INTER
" " : Preliminary.....	24	TRICHOLOGY INST PRELIM
Institute of Water Pollution Control: Diploma.....	28	IWPC DIPLOMA
Institute of Welfare Officers Certificate.....	24	INST WELFARE OFFCERS CERT
" " : Diploma.....	24	INST WELFARE OFFCERS DIP
Institute of Wood Science: Associateship (Advanced Timber Technology).....	28	IWS ASS ADV TIMBER TECHY
" " : Certificate in Timber Technology.....	24	IWS CERT TIMBER TECHLGY
" " : Higher Certificate in Timber Technology.....	24	IWS HCRET TIMBER TECHLGY
Institution of Civil Engineers: Civil Engineering Law and Arbitration.....	28	ICE CIVIL ENG LAW/ARBTRN
Institution of Gas Engineers: Part II.....	28	INST GAS ENGINEERS PT 2
Institution of Highway Engineers Diploma: Traffic Engineering.....	28	INE DIP TRAFFIC ENGRNG

Short Title

Institute of Motor Industry: Final	28
" " : Intermediate.....	24
" " : Motor Agents Association Diploma.....	24
Institute of Municipal Building Management Associate.....	28
Institute of Packaging: Membership	24
Institute of Parks and Recreation Administration: Diploma.....	
Institute of Personnel Management: Associateship.....	28
" " : Basic Certificate.....	24
" " : Foundation Course in Personnel Practices (Student Membership/Affiliateship).....	24
" " : Membership Exam.....	28
Institute of Physics: Graduateship.....	28
" " : Applied Physics.....	28
Institute of Practitioners in Work Study and O&M: Graduate Part I.....	24
" " : " : II.....	28
" " : " : III.....	28
" " : " : Management Services Certificate (New).....	24
" " : " : Management Services Diploma (New).....	28
Institute of Printing: Part III	28
Institute of Production Control: Certificate in Production Planning and Supervision.....	24
" " : " : Diploma in Production Control.....	28
Institute of Public Relations, Certificate.....	24
Institute of Purchasing ar Supply Advanced Certificate in Storekeeping.....	24
" " : Certificate of Storekeeping.....	24
" " : Final Part III.....	28
" " : Intermediate Part I.....	24
" " : Intermediate Part II.....	28
Institute of Quality Assurance: Membership.....	28
Institute of Quantity Surveyors 1st Exam (Probationer).....	28
" " : 2nd Exam (Graduate).....	28
" " : 3rd Exam (Associate).....	28
Institute of Quarrying: Assoc Membership.....	28
Institute of Refrigeration Cert in Refrigeration Engineering.....	24
Institute of Road Transport Engineers, Section C Part II.....	28

PROFESSIONAL QUALIFICATIONS (contd)

		Qualification	Subject	Short Title
Institute of Linguists Intermediate Diploma	"	Arabic	619	INST LING INTER ARABIC
"	"	Chinese	617	INST LING INTER CHINESE
"	"	Danish	607	INST LING INTER DANISH
"	"	Dutch	608	INST LING INTER DUTCH
"	"	Esperanto	618	INST LING INTER ESPRANTO
"	"	French and German Studies	605	INST LING INTER FR/GER
"	"	French Language and Studies	603	INST LING INTER FRENCH
"	"	German Language and Studies	604	INST LING INTER GERMAN
"	"	Hebrew	618	INST LING INTER HEBREW
"	"	Italian	609	INST LING INTER ITALIAN
"	"	Japanese	617	INST LING INTER JAPANESE
"	"	Modern Greek	613	INST LING INTER MOD GREEK
"	"	Polish	613	INST LING INTER POLISH
"	"	Portuguese	611	INST LING INTER PORTUGUESE
"	"	Russian	614	INST LING INTER RUSSIAN
"	"	Scottish Gaelic	602	INST LING INTER GAELIC
"	"	Spanish	606	INST LING INTER SPANISH
"	"	Swedish	612	INST LING INTER SWEDISH
"	"	Translators	620	INST LING INTER TRANSLT
"	"	Urdu	617	INST LING INTER URDU
"	"	Welsh	602	INST LING INTER WELSH
"	"	Preliminary Exam in French	603	INST LING PRELIM FRENCH
"	"	" " German	604	INST LING PRELIM GERMAN
"	"	" " Italian	609	INST LING PRELIM ITALIAN
"	"	" " Russian	614	INST LING PRELIM RUSSIAN
"	"	" " Spanish	606	INST LING PRELIM SPANISH
Institute of Management, Certificate in Office Supervision		24	416	LOM CERT OFF SUPERVISION
Institute of Marketing: Diploma		28	509	INST MARKETING DIPLOMA
" " : Qualifying Certificate		28	509	INST MARKETING QUAL CERT
Institute of Materials Handling: Certificate		24	283	INST MATERIALS HAND CERT
Institute of Mathematics: Graduate		28	380	INST MATHS GRADUATE
" " : Licentiate		24	380	LIC INST MATHEMATICS
Institute of Mathematics and its Applications: Diploma in Polymaths		24	381	INST MATHS DIP POLYMATHS
Institute of Meat: Affiliateship		24	196	MEAT INST AFFILIATESHIP
" " : Associateship		24	196	MEAT INST ASSOCIATESHIP
" " : Membership		28	196	MEAT INST MEMBERSHIP
Institute of Medical Laboratory Sciences Certificate in Management		32	029	INST MED LAB SCI CERT MN
" " : Fellowship		28	029	FELLOWSHIP IMLS
" " : Special Exam for Fellowship		28	029	INST MED LAB SCI EX FELL
Institute of Metal Finishing: Graduateship		32	134	INST METAL FIN GRAD
" " : Licentiate		28	134	INST METAL FIN LICENTIAT

PROFESSIONAL QUALIFICATIONS (contd)

	Qualification	Subject	Short Title
Institute of Domestic Heating Engineers: Advanced Diploma in Domestic Heating.	28	129	IDHE ADV DIP DOM HEATING
" " " " : Assoc Membership Diploma	24	129	IDHE ASSC MEMB DIP
" " " " : Technician Membership Diploma	24	129	IDHE DIP TECHN MSHIP
Institute of Engineering Designers: Advanced Engineering Design	28	125	IED ADV ENGINRNG DESIGN
Institute of Export Certificate in Export Office Practice	24	506	IE CERT EXPORT OFF PRACT
" " (Final): Export Practice	28	506	IE EXPORT PRACTICE FIN
" " (Inter): " " "	24	506	IE EXPORT PRACTICE INT
Institute of Fire Engineers Graduate	24	128	INST FIRE ENG GRADUATE
Institute of Freight Forwarders: Certificate	24	558	I FREIGHT FWDS MEMBERSHP
Institute of Fuel: Diploma in Fuel Technology	28	262	INST FUEL DIP FUEL TECHY
Institute of Groundmanship National Certificate	28	309	INST GROUNDMSHP NAT CERT
Institute of Health Service Administrators Parts I, II and III	24	456	HEALTH SERV ADMIN INT
Institute of Housing: Diploma in Housing Management Part I	28	415	INST HOUSING DIP PART 1
" " " " : " " " Part II	28	415	INST HOUSING DIP PART 2
" " " " : " " " Final	28	415	INST HOUSING DIP FINAL
Institute of Incorporated Photographers: Diploma in Vocational Photography	28	515	INST PHOTOG DIP VOC PHOT
" " " " : Professional Qualification	28	515	INST PHOTOGRS PROF QUAL
Institute of Landscape Architects, Associate, Parts I and II	28	520	INST LAND ARCHTS ASS 1/2
" " " " , Part III	28	520	INST LAND ARCHTS ASS 3
Institute of Legal Executives Associateship	24	421	INST LEGAL EXEC ASS
" " Fellowship	28	421	INST LEGAL EXEC FELL
Institute of Linguists Final Diploma in English for Foreign Students	28	601	INST LING FIN ENG FORGHS
" " " " French	28	601	INST LING FIN FRENCH
" " " " French/German Language and Studies	28	605	INST LING FIN FR/GER
" " " " German Language and Studies	28	604	INST LING FIN GERMAN
" " " " Italian	28	609	INST LING FIN ITALIAN
" " " " Japanese	28	617	INST LING FIN JAPANESE
" " " " Russian	28	614	INST LING FIN RUSSIAN
" " " " Spanish	28	606	INST LING FIN SPANISH
Institute of Linguists Grade I Certificate in French	24	603	INST LING GR I FRENCH
" " " " German	24	604	INST LING GR I GERMAN
" " " " Italian	24	609	INST LING GR I ITALIAN
" " " " Russian	24	614	INST LING GR I RUSSIAN
" " " " Spanish	24	606	INST LING GR I SPANISH
Institute of Linguists Grade II Certificate in French	24	603	INST LING GR II FRENCH
" " " " German	24	605	INST LING GR II FR/GER
" " " " Italian	24	609	INST LING GR II GERMAN
" " " " Russian	24	614	INST LING GR II ITALIAN
" " " " Spanish	24	606	INST LING GR II SPANISH

PROFESSIONAL QUALIFICATIONS (contd)

	Qualification	Subject	Short Title
Institute of British Surgical Technicians: Certificate Prosthetists:	28	042	IBST CERT PROSTHETIST
" : Surgical Laboratory Techniques		042	IBST SURGICAL LAB TECHNIQ
Institute of Building Associate Exam Part I (New)	28	473	IOB ASSOCIATE PT 1 NEW
" Part II (New)	28	473	IOB ASSOCIATE PT 2 NEW
" Certificate in Site Management Studies	24	473	IOB CERT SITE MACHNT
" Diploma in Site Management Studies	24	473	IOB DIP SITE MACHNT STUD
" Final Part I	28	473	IOB FINAL PART 1
" II	32	473	IOB FINAL PART 2
" III	32	473	IOB FINAL PART 3
" Licentiate Exam Group I	44	473	IOB LICENTIAE GP 1
" II	28	473	IOB LICENTIAE GP 2
Institute of Building Control Officers: Membership (Parts I, II and III)	28	476	IBCO MEMBERSHIP PTS 1-3
Institute of Ceramics: Graduate	28	259	INST CERAMICS GRAD
" : Licentiate	24	259	INST CERAMICS LIC
Institute of Chartered Accountants: Certificate in Management Information	28	442	ICA CERT MANAGMT INFOR
" : Foundation (New)	28	442	ICA FOUNDATION COURS NEW
" : Professional Exam (New)	28	442	ICA PROFESSIONL EXAM NEW
Institute of Chartered Auctioneers and Estate Agents: Estate Agency (Inter)	24	505	ICAEA ESTATE AGENCY INT
" : (Final)	28	505	ICAEA ESTATE AGENCY FIN
Institute of Chartered Secretaries and Administrators Certificate Parts I-IV	28	462	INST SECS/ADMIN CERT 1-4
Institute of Chartered Shipbrokers: Associate - Shipping	24	448	ICS ASSOCIATE SHIPPING
" : Associateship	24	448	INST SHIPBROKERS ASSOC
" : Fellowship Part I	24	448	INST SHIPBROKERS FEL 1
" : Fellowship Part II *	28	448	INST SHIPBROKERS FEL 2
Institute of Clerk of Works of Gt Britain Final (Part I)	24	168	CLERK OF WORKS FINAL 1
" (Part II)	28	168	CLERK OF WORKS FINAL 2
" Intermediate	24	168	CLERK OF WORKS INTER
Institute of Commercial and Tech Representatives Graduateship: Salesmanship	24	509	ICTR GRAD SALESMANSHIP
Institute of Corrosion Technology Assoc Member	28	124	INST CORR TECH ASSC MEMB
Institute of Cost and Management Accountants Affiliate Membership Stage II	28	445	ICMA AFF MEMB STAGE II
" Foundation Course	28	445	ICMA FOUNDATION COURSE
" Professional Examination	28	445	ICMA PROFESSIONAL
Institute of Data Processing Part I	24	504	INST DATA PROCESSING 1
" Part II	24	504	INST DATA PROCESSING 2
" Part III	28	504	INST DATA PROCESSING 3
" Part IV	28	504	INST DATA PROCESSING 4

* Course advanced from year 2 on wards. If independent completed course use 28. If it is clear he passed part of course but not all, use 24. subsequent years.

PROFESSIONAL QUALIFICATIONS (contd)

	Qualification	Subject	Short Title
Incorporated Guild of Hairdressers, Wigmakers and Perfumers: Certificate: Hairdressing.....	24	570	IG OF HM&P HAIRDRESSING
Incorporated Society of Valuers and Auctioneers: Intermediate.....	24	574	SOC VALUERS/AUCTS INTER
" " " " : Final Part I.....	28	574	SOC VALUERS/AUCTS FIN 1
" " " " : Final Part II.....	28	574	SOC VALUERS/AUCTS FIN 2
Industrial Ceramics, Certificate.....	24	259	INDUSTRIAL CERAMICS CERT
Industrial Conciliation and Arbitration Services: Diploma in Industrial Relations.....	24	431	ICAS DIP INDUST RELATION
Institute of Accounting Staff Qualifying Exams Part I.....	24	442	ACC STAFF QUALYG EXAM I
" " " " : Part II.....	24	442	ACC STAFF QUALYG EXAM II
Institute of Acoustics: Corporate Membership.....	28	257	INST ACOUSTICS CORP MEMB
" " " : Diploma in Acoustics and Noise Control.....	28	257	INST AC DIP ACOUST/NOISE
Institute of Actuaries: (Final).....	28	446	INST ACTUARIES FINAL
" " " : (Intermediate).....	28	446	INST ACTUARIES INTER
Institute of Administrative Accounting and Data Processing: Part I.....	24	504	INST ADMN ACC DAT PROC I
Institute of Administrative Management, Cert in Admin Management.....	24	462	IAM CERT ADMIN MGT
" " " " " (O & M).....	24	462	IAM CERT ADMIN MGT O&M
" " " " " Dip.....	28	462	IAM DIP ADMIN MGT
" " " " " " (O & M).....	28	462	IAM DIP ADMIN MGT O&M
" " " " " Endorsement in Recreational Management.....	28	486	IAM END RECREAT MANGMENT
Institute of Ambulance Officers, Associateship.....	24	043	INST AMBULANCE OFF ASSC
" " " " " Graduateship.....	24	043	INST AMBULANCE OFF GRAD
Institute of Animal Technicians, Associateship.....	28	332	INST ANIMAL TECHS ASSOC
" " " " " Fellowship.....	28	332	INST ANIMAL TECHS FELLOW
" " " " " (Intermediate) Animal Technology.....	28	332	INST ANIMAL TECHS INTER
Institute of Automobile Assessors.....	24	448	INST OF AUTO ASSESSORS
Institute of Bankers Conversion Course.....	24	447	IOB CONVERSION COURSE
" " " " " Stage 1.....	24	447	IOB STAGE 1
" " " " " Stage 2 (AIB).....	28	447	IOB STAGE 2
" " " " " Stage 3 (Financial Studies Diploma).....	32	447	IOB STAGE 3
" " " " " Associate.....	28	447	INST BATHS MACHMENT INTER
Institute of Baths Management: Intermediate Membership.....	24	486	INST BATHS MACHMENT FINAL
" " " " " : Final Diploma.....	24	486	
Institute of Biology Associateship.....	32	353	INST BIOLOGY ASSOCIATESP
" " " " " Membership: Applied Biology Parts I and II.....	28	353	MIB APPLIED BIOLOGY 1/2
" " " " " Parts I and II.....	28	353	INST BIOLOGY PTS 1/2
Institute of British Foundrymen: Membership.....	28	209	INST BRIT FOUNDRYMEN MEMB

PROFESSIONAL QUALIFICATIONS (cont'd)

Qualification	Subject	Short Title
Department of Trade Command Endorsement: Tugmaster	553	DOT END TUGMASTER
" " " : Tugmaster (Near Continental)	553	DOT END TUGMASTER NEAR CON
" " " /Merchant Navy Training Board Certificate: Basic Sea Survival	553	DOT/MNTB CERT SEA SURVIV
Drama Board: Certificate of Associate	700	DRAMA BRD CERT OF ASSOC
" " " (Education)	007	ASSOC DRAMA BOARD-ED
" " " : Diploma (Education)	007	DRAMA BOARD DIP-EDUC
Electrical Association for Women: Certificate for Demonstrators	007	EAW CERT DEMONSTRATORS
Electrical Association for Women: Certificate	535	
Environmental Health Officers Education Board:		
Diploma in Environmental Health: Intermediate	037	ENV HEALTH OFF DIP INTER
" " " : Final	037	ENV HEALTH OFF DIP FINAL
Examination Board for Dental Surgery Assistants	018	DENTAL SURGERY ASSNTS
Gemmological Association of Gt Britain, Diploma	265	DIP GEMMOLOGICAL ASS GB
" " " : Post Diploma Gem Diamond Course	265	GEM ASS PDIP GEN DIA CRS
General Nursing Council State Exam: Cert General Nursing	030	CNCSE CERT GEN NURSING
Grain and Feed Trade Association: The Grain Trades	554	L CORN TA GRAIN TRADES
Guildhall School of Music and Drama Licentiate Diploma Drama	700	LIC DIP SCH MUS/D DRAMA
" " " : Music	703	LIC DIPLOMA MUSIC
Hairdressing Council, Master Craftsman Diploma	570	HAIRDRESSING COUNCIL DIP
Health Education Council Certificate: Teaching Methods in Health Education	002	HEC CERT TEACHING HEALTH
Heating and Ventilating Contractors' Association: Certificate A	175	HVCA CERT A
Home Office Certificate: Probation and After Care Training	433	HO CERT PROBATION & A/C
" " " : Restricted Radio Telephone Operator	097	HO CERT RADIO TEL OPS
" " " : Telephony Certificate: General Radio	097	HO CERT GEN RADIO
" " " : Restricted Radio	097	HO CERT RESTRICTED RADIO
Hotel Catering and Institutional Management Association:		
New Professional Qualification Part A	530	HCIMA NEW PROF QVAL PT A
" " " : Part B	530	HCIMA NEW PROF QVAL PT B
Institutional Management Abridged Course	530	HCIMA ABRIDGED COURSE
Intermediate Membership Exam	530	HCIMA MEMBERSHIP EXAM
Illuminating Engineering Society: Membership	147	ILLUM ENG SOC MEMB
Incorporated Assn of Architects and Surveyors: Membership	519	ASSN ARCHIT/SURVEY MEMB
" " " : Part I	514	ASSN ARCHITECT/SURVEY 1
" " " : Part II and Part III	519	ASSN ARCHITECT/SURVEY 2/3
Incorporated British Institute of Certified Carpenters: Associate	167	IBIC CARPENTERS ASSOC

Short Title

Department	Certificate of Qualification	Weightage	Measures
Council of Engineering Institutes (Part I)	Common Professional Examination	28	
"	(Part II)	28	
"	Technicians	28	
Council of Legal Education (Barristers) Final		28	
"	Common Professional Examination	28	
Council for the Education and Training of Health Visitors : Certificate		28	
Department of Health and Social Security : Certificate in Community Nursing		28	
" : Practical Work Teachers Course		28	
" (District Nursing)		28	
Department of Prices and Consumer Protection :		24	
Certificate of Qualification (Weights and Measures)		24	
Department of Trade Certificate: Radar Maintenance		24	
" of Competency: Class 4 Deck Officer		24	
" : " 5		24	
" : " 3 Marine Engineer		24	
" : " 4		24	
" : Efficient Deck Hand		24	
" : " Lifeboatmen		24	
" : Electronic Navigational Aids (Operational)		24	
" : Extra First Class Engineers		28	
" : Extra Master		28	
" : First Aid at Sea		24	
" : First Class Engineers		28	
" : First Mate (Foreign Going)		24	
" : Marine Engineering Cadets (Phase III)		24	
" : Master Home Trade		24	
" : Master Foreign Going		24	
" : Mate Home Trade		24	
" : Pre-Sea Training		24	
" : Radar Maintenance		24	
" : Radar Observer		24	
" : Radar Simulator		24	
" : Seamanship and Navigation		24	
" : Second Class Engineers		24	
" : Second Hand (Full)		24	
" : " (Limited)		24	
" : " (Special)		24	
" : Second Mate Foreign Going		24	
" : Ship Captain's Medical		24	
" : Ship Cooks		24	
" : Skipper (Full)		24	
" : " (Limited)		24	
" : " Trawlermen		24	
" : " Qualification: Tugmaster		24	
" : " Command Endorsement: Master (Middle Trade)		28	
" : " : Master (Near Continental)		28	

PROFESSIONAL QUALIFICATIONS (contd)

	Qualification	Subject	Short Title
Central Council for Education and Training in Social Work (contd)			
Post-Qualifying Course for Social Workers Working with Handicapped (Visual Handicap)	27	433	CCETSW PQ CRSE SOC WKERS
Preliminary Residential Child Care Cert.	24	433	CCETSW CERT RES CH CARE
Central Midwives Board: Advanced Diploma	28	030	CENT MIDWIVES BD ADV DIP
" : Midwife Teachers Diploma	28	030	CENT MIDWIVES BD TEA DIP
Chartered Institute of Building Services: Associate (Heating and Ventilating)	28	175	CIBS ASSOCIATE
" : Associate Membership	28	160	CIBS ASSOC MEMBERSHIP
Chartered Institute of Public Finance and Accountancy Accounting Technicians Course Stage II	28	442	CIPFA ACC TECHNS STAGE 2
" (Final)	28	442	CIPFA FINAL
" Foundation Course	28	442	CIPFA FOUNDATION COURSE
" Graduate Conversion Course	28	442	CIPFA GRAD CONVERSN CRS
" Professional Examination	28	442	CIPFA PROF EXAM
Chartered Institute of Transport: Membership Inter.	24	554	CHRTD INST TRANS MEM INT
" : Membership Final	28	554	CHRTD INST TRANS MEM FIN
Chartered Insurance Institute Introductory Exam	24	448	CHARTD INSUR INST INTRO
" Qualifying Exam for Associateship	28	448	CHARTD INSUR INST ASSOC
" Fellowship	28	448	CHARTD INSUR INST FELLOW
Chartered Society of Physiotherapy Membership	28	035	SOC PHYSIOTHERAPY MEM
" Teaching Dip in Physiotherapy	32	005	SOC PHYSIOTHERAPY T DIP
Civil Aviation Authority: Aeronautical Engineering Certificate	24	050	CAA AERONAUTIC ENG CERT
" : ARME Licence	24	555	CAA ARME LICENCE
" : Pilots and Navigators Licences - Air Transport	28	555	CAA PIL/NAV LIC AIR TRPT
" : Private Pilot's Licence	24	555	CAA PRIV PILOT LICENCE
Clothing Institute Examination (Part I): Clothing Technology	28	188	CLOTH INST PT1 CLOTH TEC
" (Part 2)	28	188	CLOTH INST PT2 CLOTH TEC
College of Receptionists: Licentiate'ship Diploma	28	005	COL RADIOGRAPHERS H DIP
College of Radiographers Higher Diploma	28	039	COL RADIOGRAPHERS PART 1
" Part I	28	039	COL RADIOGRAPHERS PART 2
" Part II	28	039	COL RADIOGRAPHERS PART 2
Communication, Advertising and Marketing Education Foundation:			
Certificate in Communication Studies	28	496	CAMEF CERT COMMUNICATION
Diploma in Advertising and Marketing	32	496	CAMEF DIP ADVERTISING
Diploma in Public Relations	32	496	CAMEF DIP PUBLIC RELATNS

PROFESSIONAL QUALIFICATIONS (contd)

	Qualification	Subject	Short Title
British Horological Institute: Preliminary	24	581	HOROLOGICAL PRELIM
" : Intermediate	24	581	HOROLOGICAL INTER
" : Final	28	581	HOROLOGICAL FINAL
British Horse Society: Assistant Instructors Certificate	24	005	HORSE SOC ASS INSTR CERT
British Institute of Interior Design Licentiate	24	682	BI INTERIOR DESIGN LICEN
" : Technician	24	682	BI INTERIOR DESIGN TECHN
British Occupational Hygiene Society: Preliminary Certificate in Occupational Hygiene	24	043	BOHS PRE CERT OCC HYGIE
British Optical Association Dispensing Diploma Part I	24	022	OPTICAL ASSN DISPNDIP 1
" : Part II	28	022	OPTICAL ASSN DISPNDIP 2
British Overseas Trade Board: Foundation Course in Overseas Trade	24	506	BOTB FND CRS OSEAS TRADE
British Printing Industries Federation: Certificate in Printing Administration Stages I and II	24	234	BPIF CERT PRINT ADMIN
" : Endorsements Advanced Costing	24	234	BPIF END ADV COSTING
" : Advanced Estimating	24	234	BPIF END ADV ESTIMATING
British Productivity and Inventory Control Society: Part II	28	283	BR PROD/INV CONTRL SOC 2
British Psychological Society: Dip in Clinical Psychology	32	437	BPS DIP CLIN PSYCHOLOGY
" : Qualifying Course	28	437	BPS QUALIFYING COURSE
British Society Scientific Glassblowers: Membership	24	283	GLASSBLOWERS MEMBERSHIP
British Stationery and Office Equipment Federation: Intermediate	24	567	STATY & OFF EQUIP INTER
Building Societies Institute: Associateship	28	574	BUILDING SOC INST ASSOC
" : Foundation Course	28	574	BUILDING SOC INST FOUND
Central Council for Education and Training of Health Visitors Certificate	28	025	CET HEALTH VISITORS CERT
" : Field Work Instructors	28	025	CET HEALTH VIST CERT FWI
Central Council for Education and Training in Social Work: Certificate of Qualification in Social Work	28	433	CCETSW CERT SOCIAL WK
" : Phase III	28	433	CCETSW CERT SOCIAL WK 3
" : Phase II	28	433	CCETSW CERT SOCIAL WK 2
" : Phase I	28	433	CCETSW CERT SOCIAL WK 1
" : Certs of Attendance	24	433	CCETSW CERT ATT SOC WK
Certificate in the Residential Care of Children and Young People	24	433	CCETSW CERT CARE CHYYP
Certificate in Residential Social Work	24	433	CCETSW CERT RES SOC WK
Certificate in Social Service	24	433	CCETSW CERT SOCIAL SERV
Course for Matrons and Experienced Deputies in Day and Residential Nurseries	24	433	CCETSW CRSE DAY/RES NURS
Diploma in Applied Social Studies	28	433	CCETSW DIP APP SOCIAL ST
Diploma for Teachers of the Mentally Handicapped	28	005	CCETSW DIP TCHRS OF M/H
Post-Qualifying Course in Children and Families	28	433	CCETSW PQ CRSE CHILD/FAM

Professional Qualifications: Level and Subject

PROFESSIONAL QUALIFICATIONS

	Qualification	Subject	Short Title
Academy of Music and Dramatic Art Licentiate: Drama	24	700	LIC ACAD MUS/D ART DRAMA
Amateur Swimming Association - Advanced Swimming Studies	28	581	ASA ADV SWIMMING STUDS
Ambulance Services Institute, Licentiate	24	581	AMBULANCE SERV INST LIC
Association of Certified Accountants Certified Dip in Finance and Accountancy	24	442	ACA DIP FINANCE & ACCS
" " Foundation (New)	28	442	ACA FOUNDATION COURSE NW
" " Professional Exam: (New)	28	442	ACA PROFESSIONAL EXAM NW
Association of Dispensing Opticians, Dip Contact Lens Fitting	32	022	DISP OPTICNS DIP CON LEN
" " Fellowship (Prelim)	24	022	DISP OPTICNS FELLOW PREL
" " (Final)	28	022	DISP OPTICNS FELLOW FINL
Association of International Accountants: Foundation	28	442	AIA FOUNDATION
" " : Professional	28	442	AIA PROFESSIONAL
Association of Medical Secretaries Cert: Medical Receptionist Diploma	24	493	ASS MEDICAL SECS CERT
" " Diploma	24	493	ASS MEDICAL SECS DIP
Association of Mining, Elect and Mech Engineers: Endorsement to Honours Certificate (Electrical)	28	085	AMEME END HON CERT ELECT
" " : Endorsement to Honours	28	085	AMEME END HON CERT MECH
" " Certificate (Mechanical)	28	085	AMEME HON CERT ELECTRICL
" " Honours Certificate (Electrical)	28	085	AMEME HON CERT MECHANICL
" " Honours Certificate (Mechanical)	28	147	AMEME SUPP CERT
" " Supplementary Certificate	28	047	ASSN OCCU THERAPISTS DIP
Association of Occupational Therapists Diploma	28	047	ASSN OCCU THERAPISTS DIP
Association of Supervisory & Executive Engineers: Diploma in Engineering Management	28	478	ASEE DIP ENGINEERING MGT
Association of Technicians in Finance and Accountancy: Stage II	24	442	ATFA STAGE II
British Beekeepers Association, Cert in Beekeeping	24	304	BBA CERT BEEKEEPING
British Boot and Shoe Institution: Graduate	24	189	BOOT/SOUE INST GRADUATE
British Computer Society, Part I	24	504	BRITISH COMPUTER SOC PTI
" " Corp Membership, Part I: Computer Studies	28	504	CHCS 1 COMPUTER STUDIES
" " , Part II:	28	504	CHCS 2 COMPUTER STUDIES
British Dietetic Assn Dietetic Diploma	28	020	BDA DIETETIC DIPLOMA
British Display Society, General Display Cert, Grade I/II	24	562	DISPLAY SOC GEN CERT 1/2
" " National Diploma Advanced Level in Display	24	562	DISPLAY SOC ADV DIP DISP
" " National Diploma Advanced Level in Point of Sale	24	562	DISPLAY SOC ADV DIP SALE

NCDS IV 1981 ADDITIONAL CODING - PART 2

SUMMARY OF CODING OPERATIONS

OTHER ANSWERS

		<u>Operation</u>	<u>Page</u>	<u>Columns</u>
P24	Q11	Sources of Grant	List	-
P27	Q5	Sources of Grant	List	-
P59	Q52	Accommodation agreement	Code	1 2256-57
P62	Q76	Reasons for first moving away	Code	3 2258-59
P82	Q38	Other religions (Christian)	Code	6 2260-61
P82	Q38	Other religions (non-Christian)	List	-

OPEN QUESTIONS

P6	Q3J)	Skills/training	Code	8 2262-67
P12	Q3J)			
P16	Q5	Apprenticeship	Code	10 2268-69
P17	Q12	Apprenticeship	Code	10 2270-71
P19	Q28	Why course not completed (TR1)	Code	14 2272-77
P20	Q38	Why course not completed (TR2)	Code	14 2213-18
P21	Q48	Why course not completed (TR3)	List	-
P23	Q8B	Why course not FT	List	-
P28	Q12	Why course not completed (ED)	Code	14 2319-24
P31	Q7	Why did not go ahead with course	Code	14 2325-30
P35	Q17	Why refused job	List	-
P40	Q10	What prevented staying at school	Code	17 2331-36
P40	Q10	What prevented starting work earlier	List	-
P40	Q10	What prevented continuing education	List	-
P52	Q55	Why no (more) children	Code	19 2349-54
P63	Q83	Why moved out of last accommodation	Code	22 2355-60
P63	Q86	Why moved out of earlier accommodation	Code	22 2361-66
P80	Q24	Voluntary activity	Code	27 2367-72

GENERAL INSTRUCTION

Where code is marked * the answer is to be listed with serial number. A separate listing sheet should be used for each such code. If more than one code has been assigned to the answer, all the codes assigned should be stated in brackets on the listing.

Coding frame

Page 59 Q.52 (asked of private rented only): Is the agreement for ...
READ OUT...

PLEASE CODE ONE ONLY

CODES 01,02 & 08 GIVEN AS PRECODES

Columns 2256-57

01 a holiday let

e.g. the people who own the house are abroad,
when they come back in March we'll have to find
somewhere else.

02 A non-exclusive occupation or sharing licence

e.g. there's four of us sharing the flat -
we share the living rooms but we each have our
own agreement with the landlord; its college
accommodation in Halls;

None of us knew each other before we came although
we share - I got my place through the landlord.

03 Accommodation tied to own or spouse/partner's employment

e.g. receptionist living in hotel; we live in a
police house; the cottage goes with my job on the farm;
I live in a Nurses' Home.

04 Army/Navy/Air Force Service quarters

e.g. we've got a place in airmen's quarters;
I live in the Sergeant's Mess.

05 Short-let: Specified under 2yrs duration

e.g. I'm just living here for 6 months; we have the house
on a year's lease only.

06 Short-let: Specified for 2 to 5 yrs duration

e.g. I shall be living here for the next 3 years;
we took this place on for 5 years only.

07 Short let - Unspecified period

e.g. it's just a temporary place - I hope to move soon;
I took the flat on for just a short time.

08 have agreement but don't know type

09 Shorthold

(Code only if the term 'shorthold' is given as a response,
otherwise code as short-let described above).

- 10 Long-let: Specified for more than 5 years duration
e.g. we got a lease on the house for the next 10 years.
- 11 Long-let: Unspecified period
e.g. really the place is ours till we want to leave.
- *12 Other arrangement not given above
- 13 Irrelevant answers
e.g. can't have pets; not allowed to use as business premises; I'm staying with friends for the time being
- 14 Don't know if there is an agreement or not
- 99 Not answered

Coding frame

Columns 2258-59

Page 62 Q76 (filtered from Q71 & Q72): Showcard 0: Which one of these reasons best summarises why you first moved away from your parents grandparents/relatives?

PLEASE CODE ONE ONLY

CODES 01-07 GIVEN AS PRECODES

- 01 To get married/live as married
(Exclude those who had lived together with spouse/partner in parents'/relatives' home . Code these as 02)
eg. we moved in together after we got married; came back from honeymoon and took on this flat; I left home to go and live with my boyfriend.
- 02 To set up home on own
eg. saved up and bought my own place; moved into a flat to share with friends; to set up home with my husband, we were living with my parents.
- 03 To under-take an educational or training course
eg. started college in another town
- 04 To take up a job or look for work (including spouse/partner's work)
eg. I couldn't get a local job so I moved to find work; I was offered a job in London so I had to move; got a job in a hotel and was given a room.
- 05 Wanted to leave because of friction at home
eg. my parents were always arguing and then dad started on me so I moved out; I was unhappy - just didn't get on with my brothers so I left.
- 06 Was asked to leave because of friction at home
eg. my mum threw me out after we had an argument; my stepfather wanted me to go because we didn't get on and it was upsetting mum.
- 07 No longer allowed to stay there
eg. I reached 18 and my foster parents could no longer afford to let me stay as I'd left care.

CONT'D

ACCOMMODATION REASONS

- 08 Too small
eg.. didn't like sharing a bedroom; when my gran came to stay the house was too cramped.
- 09 In poor repair
eg. place was damp and in disrepair.
- 10 Wanted better accommodation
- 11 Returned to live with parents
(Applies only to individuals not living with natural parents at 16)
eg. I was living with an aunt and then at 17 I went back to live with my mum and stepfather.
- 12 Returned to live with grandparents/relatives
(Applies only to individuals not living with grandparents/relatives at 16)
eg. I went back to my gran's.
- 13 Moved to live in a different area
eg. went back to live in the area where I had lived as a child.
- 14 Other accommodation reasons

JOB REASONS

(including reasons connected with spouse/partner's work)

- 15 Moved to be nearer to work
eg. it was more convenient to move nearer to the office
- 16 Other job reasons
(Not covered by code 04 - to take up a job or look for work - or code 15 - to move to be nearer to work)

PERSONAL REASONS

- 17 Wanted to be independent/have a change
eg. wanted my freedom; wanted experience of living away
from parents.
- 18 Wanted to travel
eg. to see the world; went abroad to Germany.
- 19 Other Personal Reasons

OTHER REASONS

- 20 Placed in Care of Local Authority/Agency
- 21 Placed in Prison/Borstal/Remand
- 22 Irrelevant answer
- 99 No reason/Not answered

P82 Q38

<u>RELIGIOUS DENOMINATIONS</u>	(C)	<u>CODING FRAME</u>	<u>Cols.2260-61</u>
03	Roman Catholic	Roman Catholic Church in England Ukrainian Roman Catholic Church Liberal Catholic Church Old Roman Catholic Church	
04	Episcopal	Church of England Free Church of England Moravian Church in Great Britain and Ireland	
05	URC/Congregational	United Reformed Church Congregational Federation Evangelical Fellowship of Congregational Churches.	
06	Baptist	Baptist Union of Great Britain and N. Ireland Strict Baptist Churches Old Baptist Union FIEC Affiliated Baptist Churches Other Baptist Churches	
07	Methodist	Methodist Conference Wesleyan Reform Union Independent Methodist Churches Free Methodist Church	
15.	Independent	FIEC affiliated and associated churches Union of Evangelical Churches Christian Brethren Darby Brethren Plymouth Brethren Independent fellowships and House Churches Independent Evangelical	
16	African/West Indian	New Testament Church of God Church of God of Prophecy Church of Cherubim and Seraphim Seventh Day Adventist Churches Pilgrim Wesleyan Holiness Church Other African and West Indian Churches	
17	Pentecostal/Holiness	Assemblies of God Elim Pentecostal Church Apostolic Church Church of the Nazarene Emmanuel Holiness Church	
18	Salvation Army		
19	Religious Society of Friends/Quaker		
20	Other Protestant Churches	Lutheran Council of Great Britain Evangelical Lutheran churches Churches of Christ Countess of Huntingdon's Connexion Churches for Overseas Nationals	

CONT'D

- 21 Orthodox
Greek Orthodox Archdiocese of Thyateira and
Great Britain
Russian Orthodox Church
Russian Orthodox Church in Exile
Armenian Orthodox Church
Serbian Orthodox Church
Ukrainian Orthodox Church
Other Orthodox churches
- 22 Church in Wales
- 23 Church of Scotland/Presbyterian
- 24 Mormon
- 25 Jehovah's Witness
- 26 Spiritualist
- *27 Other
- 99 Not answered

Coding Frame : Skills, training or qualifications needed for
for the job p 6 / p 12 Q 3j

Cols 2262-67

You can code up to three attributes. Code ALL formal qualifications reported. If instead of, or in addition to these, items referring to training or personal characteristics are reported, code these as appropriate.

- 01 No qualifications
e.g. "no skills or training required"

FORMAL QUALIFICATIONS

- 02 One or more CSE's
- 03 1-4 'O' levels ('O' grades) any subject
- 04 5 or more 'O' levels ('O' grades)
- 04 One or more 'A' levels ('H' grades)
- 06 City & Guilds Certificate
- 07 ONC, OND, TEC, BEC
- 08 HNC, HND, Higher TEC, Higher BEC
- 09 Any recognised professional qualifications
(including Nursing qualifications)
- 10 Degree or Higher degree

TRAINING AND WORK EXPERIENCE

- 20 Apprenticeship (time served) including hairdressing
- 21 Typing ability, secretarial skills and qualifications
- 22 Driving licence, including HGV, PSV
- 23 On the job training
e.g. "had to learn to use"
- 24 General knowledge of the field/previous experience
- 25 Other training and certificated skills
e.g. Police training, first aid, supervisor training
- 26 Aptitude test on entry

PERSONAL CHARACTERISTICS

- 30 Intellectual attributes
e.g. good brain, had to be good with figures
- 31 Physical attributes
e.g. had to have a head for heights; be fit
- 32 Caring
e.g. "got to have a caring attitude", "must like kids", etc.
- 33 Personality
e.g. "outgoing personality", "got to be able to sell", "must get on with others".
- 34 Responsibility
e.g. got to be able to manage, administrate, supervise, organise, etc.
- 35 Other personal characteristics
e.g. age qualification.
- 40 Irrelevant or unspecific answer
- 99 Not answered

P16Q5 Cols - 2268-69

P17Q12 Cols - 2270-71

APPRENTICESHIPS -

CODE FRAME

NOTES

PROFESSIONAL & MANAGERIAL

01 Accountancy

*02 Other

To be individually listed

EDUCATION, WELFARE, HEALTH

03 Nursing

04 Dentistry

05 Animal Health

*06 Other education, welfare health

to be listed

LITERARY, ARTISTIC, SPORTS

07 Art and Industrial Design

08 Sound, Film, Photography, Theatre

09 Sports

PROFESSIONAL SCIENCE, ENGINEERING, ETC

10 Draughtsmen

*11 Other Professional in Science and Engineering
(e.g. laboratory technicians)

to be listed

CLERICAL AND SALES

12 Clerical and Related

include tracer

13 Selling and Distribution

Includes motor
part distribution

SECURITY & PERSONAL SERVICES

14 Cooks and Bakers

15 Hairdressing

*16 Other Security and Personal Services

To be listed

FARMING, FISHING & RELATED

- 11 -

- 17 Farming
(not agricultural engineering)
- 18 Horticulture/Gardening
- 19 Forestry/Tree Felling
- 20 Fishing
- *21 Other Farming Fishing, etc.

Notes

To be listed.

MATERIALS PROCESSING EXCLUDING METAL

- 22 Textiles & Fabric including hides
- 23 Butcher
- *24 Other Food, Drink, Tobacco Processing
- *25 Other materials processing (Paper making, chemicals)

To be listed

To be listed

**MAKING & REPAIRING EXCLUDING METAL
AND ELECTRICAL**

- 26 Compositing and Typesetting
- *27 Other printing
- 28 Bookbinding and Papermaking
- *29 Tailoring, Dressmaking, Leatherwork
- 30 Carpentry/Joinery
- 31 Cabinet makers and woodfitting
- 32 Other woodworking
- *33 Other making and repairing

to be listed

to be listed.

This includes pattern makers

to be listed

METAL AND ELECTRICAL

- 34 General Engineering (no further information)
- 35 General Mechanical Engineering
(no further information)
- 36 Mechanical Engineering Technician
- 37 Maintenance Engineering (no further information)
- 38 Machining
- 39 Tool makers

This includes setters, setter operators, grinding, press operating.

CONT'D

Notes

40	Precision Instrument making	
41	Production Fitters	including turner, fitter machine fitter, fitter/welder
42	Aircraft installation/Fitting	aircraft engineering
43	Marine installation/fitting	marine engineering
44	Motor Mechanic	include coachbuilding & vehicle fitting
45	Electrical fitters (including electronic and production electricians)	This code applies to an electrician working in manufacturing industry otherwise 47
46	Electrical Technician	
47	Electrician (electrical installation)	
48	Telephone/Telecomms Engineer	
49	T.V. Engineer	
50	Plumbing, Heating and Ventilating Engineer	includes pipe fitting unless also welding
51	Sheet metal work/plating	
52	Steel erecting	
53	Welding	include pipefitting /welding
*54	Other Engineering (specific trades mentioned)	To be listed
PAINTING, ASSEMBLING AND RELATED		
55	Painting and Decorating	
*56	Other painting and assembling	to be listed
CONSTRUCTION AND MINING		
57	Bricklaying	
58	Plastering	
59	Roofing	
60	Glazing	
*61	Other Construction	to be listed
62	Coal mining	
*63	Other mining	to be listed

TRANSPORT

- 64 Sea Transport
- 65 Rail Transport
- 66 Road Transport
- 67 Civil Engineering - Earth Moving
- *68 Other transport operating
(stevedores)
- *69 Other Apprenticeships
- 99 Not answered

Notes

To be listed

To be listed

CODING FRAME

Assign up to 3 codes

P.28, Q.12: Why left education: (2319-24)

P.19, Q.28: p.20, Q.38: Why left training
(2272-77) (2313-18)

FINANCIAL REASONS

- 01 Unable to get grant
- 02 Grant or allowance insufficient to live
on
- 03 Couldn't afford course books or materials
or fees
- 04 Other financial problems
e.g. the wages weren't good

PERSONAL REASONS

- 05 Change in "marital" status
e.g. Got married; e.g. moved in with some-
one to live with boyfriend; got divorced;
split up.
- 06 Got pregnant (wife/partner got pregnant)
e.g. my wife was pregnant at the time
- 07 Childcare difficulties
e.g. unable to find babysitter; couldn't
cope with course and children
- 08 Illness or accident
e.g. I got glandular fever
- 09 Social reasons
e.g. found the atmosphere very bitchy
- 10 Travel reasons
- 11 Housing reasons
- 12 Homesickness
- 13 Other Personal or family reasons
e.g. my parents got divorced; my husband
wouldn't let me

JOB RELATED REASONS

- 14 Got a job instead
e.g. I got a job with British Airways

P.31, Q.7: Why planned course not
started (2325-30)

(The frame for this question is the same,
except where shown)

e.g. I've been offered a job

CONT'D

cont'd ... Coding frame
Job related reasons

- 15 Got sacked/made redunant
e.g. I got the sack
- 16 Left job/changed job
e.g. because I left job; had a disagreement with manager and left firm
- 17 Employer wouldn't allow time off
e.g. boss needed me; management decided the course was taking too much time from my own job. I wasn't getting my own work done
- 18 Other job-related reasons

COURSE-RELATED AND ACADEMIC REASONS

- | | |
|--|--|
| <ul style="list-style-type: none">19 <u>Failed exams</u>
e.g. results weren't good enough in mock exams; failed first year exams.20 <u>Asked to leave</u> (but code also 19 if appropriate)21 <u>Changed aspirations or study plans</u>
e.g. decided I didn't want to be an accountant any more; decided the job was not for me (implication is that respondent might study something else)22 <u>Course not sufficiently vocational</u>
e.g. no connection with the job I was doing; it seemed irrelevant to building techniques23 <u>Course discontinued or not available</u>
e.g. it was a two year course and there weren't enough people for the course to last the full two years24 <u>Course too hard or advanced</u> (also code 19 and/ 20 if appropriate)
e.g. I was baffled by it; the maths on the course were getting too difficult for me25 <u>Went on same course at a different institution</u>
e.g. preference for another college, it was a similar course | <ul style="list-style-type: none">19 <u>Lacked qualifications</u>
e.g. didn't have enough 'A' levels23 <u>Course not operative/no place on course</u> |
|--|--|

cont'd... Coding frame
Course-related and academic reasons

- 26 Course transferred to a different institution
- *27 Other aspects of the course n.e.c.
- 28 Lacked motivation to study
e.g. didn't think it was worth spending
another two years in order to obtain
a degree; lack of time to study (other
than that specifically attributed to
family - code as 06 or 07 as appropriate)
- 29 Irrelevant or unspecific answer
e.g. became bored; didn't like it.
- 99 Not answered

NOTE:

Please remember that up to three codes are available for each reply. So that
e.g. "I was offered a job with British Airways, and the course was in Ealing
which was too far away" is coded 14 and 10, e.g. "Because of change of job
and career" is coded 21 and 16.

P40 Q10

Why Left School Cols 2331-36

Code up to 3 responses per respondent.

School-based or educational reasons

- 01 Personal assessment of lack of ability
e.g. not capable; not good enough; I didn't think I had the ability to do 'O' levels at the time.
- 02 Assessment of lack of ability or qualifications by school or educational agency
e.g. careers officer told me my languages were not good enough; I didn't have enough 'O' levels for them to keep me on.
- 03 Desired course not available at school
e.g. because I couldn't take the subjects I wanted to; no sixth form
- 04 Disagreement with staff at the school
e.g. didn't get on with teachers; had a row with the Headmaster
- 05 Lack of information about staying on
e.g. no advice from school; you weren't encouraged or told what was there; I didn't know much about staying on.
- 06 Further Education
Desire to go to Further Education, or actually went to Further Education
- 07 School merged

Family reasons

- 08 Family finances
e.g. family needed cash; couldn't afford me to stay on (N.B. specific mention of family needing money - if only (or in addition) personal finances mentioned code 14)
- 09 Family commitments
e.g. had to look after younger brother; mother ill and had to run the household
- 10 Family discouraged or prevented me from staying on
e.g. parents wouldn't allow me
- 11 Family Moved
e.g. family moved to Oxford area and no-one in London wanted the responsibility of looking after me

CONT'D

Personal Reasons

- 12 Bored or uninterested by school
e.g. I didn't really like school at the time; because I hated school
- 13 Desire for independence
e.g. wanted to grow up and be independent; wanted to work
- 14 Personal need for money
e.g. just wanted to get out and earn money
- 15 Pregnancy
- 16 Marriage/Co-habitation
- 17 Truanted
- 18 Mental or Physical Health
- 19 Family or Personal problems n.e.c.
e.g. Father died; parents got divorced

Other Reasons

- 20 Had a job to go to, was offered a job
e.g. I had the chance of a job so I took it.
- 21 Influenced by friends
e.g. all my friends were leaving; I got in with the wrong crowd.
- *22 Other
- 23 Irrelevant or unspecific answer
- 99 No Reason/Not Answered

CODING FRAME

Reasons for not wanting (more) children: Page 52, Q.55. Cols 2349-54.

Code up to three responses per respondent: first three reasons given take priority.

PERSONAL REASONS

01 Dislike of or uninterested in children

e.g. I don't desire any - I have two horses and I spend most of my time with them; Just don't want them, never have done - not interested, I suppose.

02 Self-perceived unsuitability

e.g. Basically because I'm too selfish; I don't think I'd be a very good mother because I prefer animals; I have not a lot of patience with children.

REASONS CONNECTED WITH PARTNER OR EXISTING CHILDREN

03 Family completed

(do not use if 04 or 11 would be more appropriate)

e.g. I think two is enough; I've got a boy and a girl and don't feel I need any more; Family now complete (three children).

04 Reasons connected with partner or spouse

e.g. My husband doesn't like children - they drive him mad; I don't think my wife could cope; My partner doesn't want to have children.

05 Reasons connected with existing children

(Excluding difficulties with a previous pregnancy or childbirth, which should be coded 14) e.g. He's hyperactive and I couldn't cope with another one; He's such a handful that we don't really want another one; Because this one has been so difficult.

LIMITATION ON OTHER ACTIVITIES

06 General restriction of activities

e.g. I want to enjoy myself - when they are young you are housebound and I want to have more time to myself now; There's the restriction they place upon you; There's so much I've got to see and do before I become involved with children; I don't see why I should tie myself down when I have two near together; I travel about too much; I want to enjoy my life now; Because they tie you down too much.

07 Too much responsibility

e.g. It's a big responsibility; Too much responsibility bringing up children; I don't think I could cope with the responsibility.

08 Want to work or pursue career or continue education

e.g. Because it would interfere with my career which I love; I just feel that now she is growing up I would like to be able to go out and get a job; I'd like to go to work; I feel at the moment that I want a career and I don't think its fair to have a career and bring up children.

LIMITED PERSONAL OR MATERIAL RESOURCES

09 Financial reasons (excluding general coping coded 11)

e.g. We can't afford to keep them. Costs in general - food, clothing is so expensive; we can't afford any more, not if we wan't to give them everything they need..., Two is enough expense-wise; Husband's job is not all that secure - don't want to take on too much; We can't afford it.

10 Other material limitations

e.g. We want to buy this house and if we have any more the council won't let us; we don't have the room; problems of overcrowding.

11 Personal resources limited (excluding reasons connected with spouse or partner coded 03 or 04).

e.g. Two is enough to cope with - they're a handful; Could not cope with any more; Can give more to one child - everything - not just money but time and attention.

HEALTH-RELATED REASONS OR PHYSICAL FEARS

12 Fear or dislike of physical aspects of pregnancy or childbirth (excluding fears based on previous experience, coded at 14)

e.g. I don't like the thought of physically having them...; They ruin your figure; I'm frightened of childbirth.

13 Fear of having a handicapped child

e.g. Both have rather nasty defects (? physical) and would hate to have one with both defects; Fear of child being born with excema; Fear of passing on inheritable condition.

14 Difficulty with previous pregnancies or births

e.g. Had a bad time and it put me off - forceps delivery; I was very ill - as was my daughter - last time and I think the risk is too great; I don't want another long stay in hospital - had to stay three months this time; The strain would be too much as my periods of pregnancy involved me being constantly in the care of a doctor.

STATE OF THE WORLD

15 Possibility of nuclear war

e.g. I feel we won't live in a stable enough world - they have a good home life, its just the outside world with the bombs; it is not viable - I think there will be a neutron bomb, anyway.

16 The economic future (exclude personal finances coded at 09)

e.g. I don't think there is any point bringing children into the world as it is now - well, the job situation as it stands at the moment; Well, I can't really see the point of bringing them into the world because of all the unemployment, etc - who'd look after them when we were unable to work.

17 The state of the world in general (exclude responses which refer to nuclear war or the state of the economy specifically).

e.g. I don't think its worth bringing children into the world - there's nothing for them to look forward to; Not much future to bring a child into the world now; It's pointless bringing them into this unsettled world; I can't see any future for our children on this miserable planet at this stage.

*18 OTHER REASONS

e.g. Don't want to get married; My future is not as I want at the moment - my status; I would like a boy, but you can go on for years trying; There's enough of us in the family now to carry on the good name.

19 CONDITIONAL RESPONSES

e.g. It would depend on who I marry; Maybe as I get older I'll mellow; I've only wanted one always - might change my mind later, I can't say.

20. DON'T KNOW

e.g. Don't really know; Can't say.

21. IRRELEVANT RESPONSES

e.g. Its best to get to know your husband first; I like children in general. (Note: response does not give a reason for not wanting children).

22. REFUSED TO GIVE REASON

e.g. Refused to answer because husband was in the room; Did not wish to give details.

99 NOT ANSWERED/BLANK

Coding Frame

Page 63 Q83 (filtered as from Q78) Thinking now of your present address why did you leave your last place to move to it? (Cols 2355-60)

Page 63 Q86 (filtered from Q83): Why did you move out of that accommodation? (Cols 2361-66)

Code up to three responses per respondent: first three reasons given take priority

FAMILY/PERSONAL REASONS

- 01 To get married/live as married
(Exclude those who had lived together with spouse/partner in parents'/relatives'/in laws' home. Code these as 03)
eg. we moved in together after we got married; left to live with my girlfriend; to set up home with my wife to be.
- 02 To set up home on own (Applies only to single people)
eg. got my own place and moved out; moved into a flat to share with friends.
- 03 Moved to set up home with spouse/partner and/or children
eg. we were staying with my parents and then found a flat for ourselves.
- 04 Break up of relationship with spouse/partner
eg. we separated and both found somewhere else to live,
I finished with my boyfriend and left because the flat belonged to him
- 05 Wanted to leave because of friction at home
eg. got tired of the arguments at home so I left.
- 06 Was asked to leave because of friction at home
eg. my father threw me out and I had to look for somewhere else.

(Q83/86 cont)

07 Unhappy with living arrangement

eg. didn't get on with the others in the flat.

08 Wanted to travel/moved abroad

eg. was going abroad and had to give up the flat

JOB REASONS

(Include changes affecting spouse'/partner's employment)

09 To take up a job or look for work

eg. when I got a new job had to move; got a job in a hotel and was given a room.

10 Moved to be nearer to Work

eg. it was more convenient to move nearer to the office.

12 Had to leave tied accommodation

eg. end of contract of last job which had living accommodation; flat went with the job and when my husband was made redundant we had to leave; left Forces and came back to England.

13 Other Job Reasons

EDUCATION/TRANING REASONS

14 To undertake an educational or training course

15 Left college end of term/finished course/completed training

eg. university accommodation - had to move out at end of term; finished full-time education and left area.

16 Other Education reasons

(Q83/86 cont)

ACCOMMODATION REASONS

- 17 Too expensive
eg. this place is a cheaper place to live in; rent was too high;
sold it because we couldn't afford the cost of remodernisation.
- 18 Too large
- 19 Too small
eg. only had one bedroom flat before and we wanted more room;
wasn't big enough.
- 20 In poor repair
eg. conditions were squalid; it was an old house - damp,
no heating and with an outside toilet; accommodation was unfit.
- 21 Too many stairs/high rise
eg. it was too high, it was on the third floor and I couldn't get
up and down with the children; it was a top floor flat and I just
didn't like living there.
- 22 Wanted better accommodation
eg. better facilities; last place was just terrible , this flat
is much better.
- 23 Wanted a garden
- 24 Bought a place
(Include caravan/mobile home)
eg. we bought a house of our own; were living in rented accommodation
then bought our own house; preferred to buy.
- 25 Offered a council place/Housing Association/New Town Corporation
property.
eg. on council list 2½ years and then we got this place; we were
sqatting and then the council gave us this; given a flat by the
Housing Association.

CONT'D

(Q83/86 cont)

- 26 Property condemned/demolished
- 27 Asked by landlord to move - informal agreement
(exclude those given formal notice to quit. Code these as 28)
eg. the landlord wanted to decorate so he stopped letting the premises; the landlord said he was selling so we were moved out.
- 28 Asked by landlord to move - formal agreement
(Include only if respondent has been given formal notice to quit)
eg. we were given our notice.
- 29 Lease expired
eg. it was the end of the year's lease and we left; the lease ran out and we didn't want to renew.
- 30 Didn't get on with landlord
eg. because the landlord was driving me batty; just didn't get on with the landlady.
- 31 Didn't get on with neighbours
eg. neighbours were too noisy and used bad language; caretaker was unpleasant to us.
- 32 Other accommodation reasons
- 33 Returned to live with parents/in laws
eg. came back to live at home with my mum whilst my husband was working abroad.
- 34 Be nearer relatives/friends
- 35 Wanted to live in better area
eg. didn't like the estate; this is a much better area as it is closer to the shops and schools.

(Q83/86 cont'd)

- 36 Move to live in a different area
eg. went back to live in the area where I had lived as a child.
- 37 Other environmental reasons
- 38 Irrelevant answer
- 39 Unspecific answer
- 40 Other Answers
- 99 No reasons/not answered.

P80 Q24

VOLUNTARY ACTIVITIES CODING FRAME

Cols 2367-72

Assign up to 3 codes (see note at bottom of next page)

FUND RAISING ACTIVITIES

1 RAISING MONEY BY RAFFLES/WEIST DRIVES/JUMBLE SALES/BINGO/FETES/BARBECUES/ENTERTAINING ETC

including: Running, organising, helping at such events. Making things to sell at Fetes/Sales of work; selling raffle tickets; helping on stalls; carol singing (with collecting boxes); charity football; fancy dress carnival.

excluding: Just buying raffle tickets; attending as a 'paying guest'.

2 SPONSORED ACTIVITIES

NB Include any sort of sponsored activity.
eg Sports such as sponsored walk/run/swimming. Also include: sponsored fancy dress bike ride; sponsored 'knit in'; sponsored wheelbarrow push.

3 DOOR TO DOOR COLLECTING/COLLECTING ON THE STREET

including: distributing and collecting boxes in shops/buses collecting sponsorship money eg. for minibus - but not actually taking part in a 'sponsored activity'.

excluding: Carol singing with collecting boxes - code 1.

4 COLLECTING FOODSTUFFS/LABELS/STAMPS/NEWSPAPERS/JUMBLE

including: collecting these items from other people. If it is clear that the informant is not collecting from others;

eg just saving up his own newspapers to give to someone else, code 34. Accept if it is not clear eg collect milk bottle tops for Guide Dog for blind.

5 RAISING MONEY/FUND RAISING - NO FURTHER DETAILS

NB Give priority to any of codes 1 - 4 over this code.

eg Raising money for a good cause; raising money for senior citizens; raising money (nec).

COMMITTEE WORK

6 TREASURER/FINANCIAL WORK (apart from fund raising)

NB This code takes priority over code 7 in cases where the informant serves on a committee as treasurer.

eg Treasurer of Town Band; responsible for Church weekly offering scheme; work on finance committee - keep accounts, decide on expenditure.

7 SERVING ON A COMMITTEE (apart from Treasurer)

including: Chairman; secretary; committee member; trustee 'Leading' women's groups; kept records and wrote minutes; carrying out work of committee members without actually serving on a committee eg. typing letters; school manager/governor; JP; organise appeals - writing to people for help; sit on Supplementary Benefits Appeal Tribunal

8 POLITICAL AND SOCIAL ACTION

e.g. Trade Union secretary, canvassing for Social Democrats, organising marches for CND, helping Friends of the Earth.

(if respondent serves on a committee, code as 7; code as well if respondent organises events)

TEACHING/ADVISING

9 SUNDAY SCHOOL TEACHER/BIBLE CLASS LEADER/MINISTERIAL DUTIES

eg help organise Sunday school; lay reader/preacher; read lessons;

NB Give priority to 9 over 10 if the informant 'teaches' at these classes.

including: going to people in their homes about the bible/religion etc.

10 TEACHING/ASSIST WITH TEACHING

including: giving extra lessons/coaching in 'academic' subjects.

eg reading, writing, maths, adult literacy. Assisting in the classroom, eg helping with needlework, reading numbers. Also include 'Teaching' at Tufty Club (Road Safety), help at school efficiency cycle test.

exclude: coaching sport - Code 12.

11 GIVING ADVICE

eg Advice on legal problems; advice to sick; working at Citizen's Advice Bureau.

12 TEACHING/ASSISTING WITH SPORTING ACTIVITIES

eg Assisted with swimming lessons. Organising and running extra curricular activities - hockey, gymnastics, canoeing, skiing, basket ball, volley ball, cross country running. Helped at school with swimming lessons - go with teacher to supervise children.

HOLIDAYS/ENTERTAINMENT

13 ARRANGE OR HELP AT PARTIES/OUTINGS/HOLIDAYS AND OTHER ENTERTAINMENT

eg Organise holidays for Youth Clubs in the Midlands; running old people's party; running discos and fashion shows, helped with Xmas dinner and lunch for OAPs.

14 ENTERTAIN BY GIVING TALKS/MUSICAL OR DRAMATIC PERFORMANCES

including: playing church organ; giving talks to W.I. and Towns Women's Guild; making theatrical costumes; "doing" the lighting

excluding: singing/performing to raise money - Code 1.

PRACTICAL/DIRECT HELP TO INDIVIDUALS/GROUPS

WORK WITH YOUNG PEOPLE

- 15 **WORK ON CARS**
eg repair peoples cars free of charge.
- 16 **MEALS ON WHEELS**
eg help to deliver meals for WVS
- 17 **PLAYGROUPS/PRE-SCHOOL GROUPS**
including: Baby sitting; supervise children at playgroup and read them stories; making xmas costumes and preparing playgroup party.
- 18 **DRIVING**
eg Transporting the sick or handicapped in my car to visit people or to go in hospital; escort young people in car to table tennis matches; Hospital Car Service; lifts to Church.
NB Only include in this code if the 'beneficiary' is given a lift. Just escorting ie. accompanying - see code 22.
- 19 **PLUMBING/DECORATING/BUILDING/ELECTRICAL JOBS**
eg Electric wiring in the house; fitted and repaired a tap for an old lady.
- 20 **VISITING SICK/DISABLED IN HOSPITAL**
eg Visit lady of 92 years in hospital. Visiting 'special groups' eg alcoholics, (ex) prisoners (and their families).
- 21 **NURSING/FIRST AID/CHIROPODY**
eg Attend theatre on first aid duty; Red Cross - voluntary nursing in hospital; Chiropody for old people.
- 22 **HELPING INDIVIDUALS n.e.c.**
including: Doing odd jobs, shopping, gardening, housework; cooking; escorting neighbours to do shopping/go to hospital (driving not mentioned). Visit neighbour/elderly person/sick visiting (nec).
excluding: Jobs covered by Code 19. Visiting sick/disabled - in hospital - code 20. Clubs/groups - see code 23.
- 23 **'HELPING'/DOING ODD JOBS - FOR GROUPS /CLUBS ETC.**
NB This is similar to code 22 in the sort of activities to include but where the beneficiary is not a neighbour/elderly individual.
eg Cooking for WI; knitting baby clothes to be distributed at Doc.'s; cleaning the church; sweeping out football pavilion; washing up at club; cut grass round the swings; go round with trolley at hospital; serving in shop/selling books for WVS/Baby clinic; made curtains for school; distribute magazine/adverts for Church; help at old people's home.

- 24 Scouts, guides, cubs, brownies etc.
- 25 ATC, CCF, other military
- 26 Youth sport clubs/groups
(use code 12 for non-youth sports)
- 27 Youth groups for special interest or hobby
(not sport - see 26)
- 28 Youth clubs or groups connected with church
(but code Sunday Schools, Bible classes as 9)
- 29 Youth clubs, general or unspecified
- 30 Other work connected with youth
(but if only committee work see code 7)
- 31 **CONSERVATION/ENVIRONMENT IMPROVEMENT**
eg Planted 200 trees round the local garage - improving the environment (landscaping); conservation work - chopping down trees; planting and clearing land; improving the environment - assisting in maintenance and running of steam railway.

- *32 **OTHER ANSWERS**
- 33 **DOES VOLUNTARY WORK BUT NO INDICATION WHAT IT IS**
- 34 **NOT VOLUNTARY WORK**
e.g. Blood Donor, taking part in identity parade, Fostering children, contributing to a cause or attending a fund raising event as a paying guest, Jury Service.

Notes

Repeating the activity code:

- eg Fundraising for both Cancer Research and the local primary school is an acceptable repeat of the activity code as both the organisations and beneficiaries are different.

Running/organising: Try to code in what way or who the informant is running/organising eg. runs charity shop - sells any jumble brought in - code 1; run football team - code 12; started Day Centre for Elderly - on Management Committee - code 7; but if no detail is given eg. run an elderly people's group - code 23.

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Appendices

These are not included in this volume. However, a list of the appendices is included at the end of this volume and copies are available on request from the National Child Development Study User Support Group, Social Statistics Research Unit, City University, Northampton Square, LONDON EC1V OHB. Telephone: (01) 253 4399

1. INTRODUCTION

1.1 BACKGROUND

In February 1981 the National Children's Bureau asked NOP Market Research Ltd and Social and Community Planning Research (SCPR) as a consortium to assist with the conduct of the National Child Development Study stage IV by providing research, fieldwork and data preparation services. These two organisations are referred to, hereafter, as the Consortium.

The National Child Development Study (NCDS) is a longitudinal study arising from a survey designed to examine the social and obstetric factors associated with stillbirth and death in early infancy. This survey took as its sample all those born in England, Scotland and Wales in the week 3-9 March, 1958. Since 1964 the Bureau has sought to monitor the physical, educational and social development of the surviving subjects of the original survey plus any who, although born outside Great Britain, became residents before their sixteenth birthday. Data on the whole of this cohort has been collected on four occasions:

- i) in 1965 when the cohort was aged 7;
- ii) in 1969 when the cohort was aged 11;
- iii) in 1974 when the cohort was aged 16;
- iv) in 1981 when the cohort was aged 23.

It is with the last of these data collection exercises (NCDSIV) that this report is concerned.

The first three phases of NCDS obtained the majority of data about cohort members from schools and parents. There was, however, a short personal questionnaire administered to each cohort member at age 11 and a more substantial one at age 16. In addition, at all three phases cohort members completed ability tests and were subject to medical examinations. NCDS IV differed from these earlier stages in that all information was obtained from the individual cohort members. This fourth survey looked at the economic, social, educational and health factors of these young adults.

1.2 THE WORK OF THE CONSORTIUM

This report provides a record of the work undertaken by the consortium over the 15 month period March 1981 to May 1982:

Sample preparation	March-July 1981
Questionnaire development and piloting	March-August 1981
Fieldwork	September 1981-February 1982
Data processing	October 1981-May 1982

In summary the work involved computerising the sample prior to interviewer allocation, developing and pilot-testing the questionnaire through several drafts, carrying out fieldwork, including 'detective work' by interviewers in finding out new addresses for cohort members who had moved, editing and coding the questionnaires, punching and computer editing the data and providing the data to the Bureau on magnetic tape.

The data was handed over to the Bureau in two stages. Magnetic tapes containing the precoded data were passed to the Bureau in February/April 1982 and those containing open-ended data in May 1982. In addition all questionnaires were passed to the Bureau in May 1982.

At all stages of the survey, the consortium researchers worked very closely with the Bureau's NCDS research team. In order to maximise the efficiency of the survey process some of the survey tasks were divided equally between NOP and SCPR while others were the main responsibility of one or other of these two organisations.

NOP were responsible for the preparation and organisation of the sample prior to interviewer allocation (see Sections 2 and 3).

Questionnaire development was a lengthy process (see Section 4). Initially the questionnaire areas were divided between NOP and SCPR and early drafts and pilot testing were carried out as if two questionnaires were being developed. As development work progressed the various parts of the questionnaire were merged and all researchers worked together to produce and pilot test a full and complete questionnaire.

For fieldwork purposes, the sample was evenly divided between the two organisations. Each organisation was responsible for briefing interviewers and supervising their work and for conducting a visual edit of completed questionnaires.

Responsibility for getting data punched and verified was undertaken by NOP, who also carried out all work involved in computer editing and correcting the precoded data in the questionnaire. SCPR organised and carried out open-ended coding, including occupation related data, and computer edited such codings (see Section 8).

1.3 SAMPLE AND RESPONSE SUMMARY

The starting sample provided by the Bureau consisted of all those cohort members who participated in NCDS at age 7, 11 or 16, with the exclusion of those known to have died or emigrated. A total of 16,021 cohort members were issued to interviewers. Full interviews were conducted with 12,505 of these and partial interviews with a further 33. During fieldwork a further 22 were found to have died and 391 to have emigrated or to be living abroad. It was not possible to establish the whereabouts of 1,139 cohort members, some of whom could be dead or have emigrated.

In summary, of the 16,021 issued cohort members;

87% were traced to a Great Britain address

83% were contacted at a Great Britain address

78% were interviewed

From a fieldwork viewpoint, only those cohort members who could be traced to a Great Britain address were potential candidates for interviewing. The total number of cohort members for whom a current address was known (or thought to be known) was 13,870. Interviews were achieved with 90% of these members. Full details of response are given in Section 6 of this report.

2. THE SAMPLE

2.1 PREPARING THE SAMPLE

The sample universe was all cohort members who had been included in any previous NCDS survey. The date on which the Bureau had had last contact with individual cohort members was very variable. In some cases there had been no contact established since birth and, in contrast, there had been very recent contact with others as a result of interviews with small sub-samples of the cohort. Prior to the Consortium's involvement with the sample preparation, a great deal of work had been undertaken by the Bureau to obtain a 'good' address for each cohort member. This tracing of cohort members continued throughout the sample preparation and fieldwork period (see also Section 5).

The sample was provided by the Bureau in the form of a single sheet of paper for each cohort member. The page was designed as a punching document so that all the information of relevance to a cohort member could be transferred to IBM 80 column punch cards. The sheet was designed with a standard format so that each cohort member's information would require seven punched cards. The data was then loaded on NOP's computer to form a Master Sample File. A copy of the sample sheet is shown opposite.

During the period of sample preparation the Bureau passed through a regular stream of up-dated information from their tracing efforts. The process of sample preparation was, therefore, a continuous process almost up to the point of fieldwork briefings.

The six-digit serial number which identified each cohort member throughout all waves of the study was checked via a special check letter to minimise the risk of error in transcription. (The method used was based on modulus 23 and conversion to alphabetic characters excluding G, I and O, the letters most likely to be mistaken for numbers).

2.2 THE MASTER SAMPLE FILE

The sample details were used to form a master file which was to be the basis of future survey control procedures. Before being accepted into the Master File, all check letters and serial numbers were double checked. An additional card 8 was created to store information about survey progress for each respondent (see Sections 3 and 8 on the survey control program).

NATIONAL CHILD DEVELOPMENT STUDY - ADDRESS FILE

Serial Number	1	2	8	9	10	11	19
	1		CHECK	Sex	Status	Title/Rank	Birthday
Present Surname				20			
Forenames				50			
Address:	1			9			
	2	(PUNCH DUP COLS 2-8)		39			
	1			9			
	3	(PUNCH DUP COLS 2-8)		39			
Town	1			9			
	4	(PUNCH DUP COLS 2-8)		39			
County				69			
Postcode							
Address Status	1			9	11	13	
	5	(PUNCH DUP COLS 2-8)		Month	Year	Status	
Previous Surname				14			
Service Number				44			
NHS Number	1			9			
	6	(PUNCH DUP COLS 2-8)					
Place of Birth: Town	1			2			
	7	(PUNCH DUP COLS 2-8)		39			
County							

In order to produce geographically clustered samples for issue to interviewers, the post code information contained on the sample sheet was considered the most appropriate data. Edit programmes were prepared to check the content of the master file with specific reference to post code.

Much time was spent in correcting clerical errors that had occurred on the sample sheets prior to punching and a large input was necessary to ensure that all cohort members had a correct post code entry on the master file. Only the first half of the post code was used for sample allocation, so when full precision could not be obtained, a partial post code was inserted.

2.3 ALLOCATION BETWEEN NOP AND SCPR

Having ensured that the vast majority of cohort members had adequate post code information in their master file, each cohort member was given a code to indicate which NOP fieldwork area and which SCPR fieldwork area they fell into. Summary information by postcode within fieldwork area was prepared and on the basis of this information the fieldwork departments of the two organisations divided up responsibility for the sample. Where possible one organisation took responsibility for a whole postcode area (defined by the first two letters). In more urban areas the outward code districts (the first half of the post code) were the basis for allocation. The allocation was designed to take best advantage of the regional strengths of the two field forces. However, within each government standard region, both organisations took responsibility for a substantial proportion of addresses. Following the allocation of areas an agency code was added to the master file entry for each respondent to signify whether NOP or SCPR were responsible for interviewing.

2.4 REJECTS FROM THE SAMPLE

Throughout the sample preparation period a continual flow of updating material was added to the master file. Towards the end of this period it became necessary to remove three groups of people from the master file:

- * People who were known to have died or emigrated were removed and serial number listings provided to the Bureau.
- * People who were adamant refusals from earlier stages were removed (the names and addresses of such people were provided by the Bureau).
- * Known members of the armed forces were removed in order that the Bureau could seek official permission to interview them in their forces quarters. Many of these were added back to the master file during the course of fieldwork as permission to interview was obtained.

At the start of fieldwork, the master file contained 15,996 cohort members. By the end of fieldwork this had risen to 16,021.

2.5 OUTLYING ADDRESSES

No one was removed from the sample because of their geographic location within Great Britain. Special steps were taken to trace and interview cohort members living in the Channel Islands, Isle of Man, Highland Scotland and the Scottish Islands. Cohort members who were residents of Northern Ireland were not included in the survey.

3. THE CONTROL PROGRAM

3.1 THE CONTROL PROGRAM

In order to increase the accuracy of survey management information and to reduce both the amount of clerical input and, therefore, possible clerical error, a computer control program was developed to conduct most of the main clerical tasks. The first part of the program dealt with the survey processes up to receipt of final questionnaires from interviewers. The second part of the control program generated entries in the master file automatically as data passed through the various stages of data preparation and editing. Also, the program took responsibility for file handling and data management in order to reduce the risk of human error on the part of the relatively large team involved in data preparation and editing.

The substantial investment in computerised control systems not only reduced the level of clerical record keeping (with associated errors) but also allowed frequent access to survey progress information. Throughout the survey, fieldwork departments were provided with progress reports on an interviewer by interviewer basis. Overall progress was monitored at least weekly and the Bureau kept fully informed of the number of interviews achieved and of the progress of each stage of data processing.

Data was available for the whole project and also separately for NOP and SCPR areas of responsibility.

The control program was developed to allow interactive access to the master file via computer terminals. Once the sample had been allocated between NOP and SCPR (as described in the previous section), the control program restricted each organisation's access to the master file so that there could be no accidental changes made to the other organisation's file. The various activities that could be done via the terminal are described below.

3.2 ALLOCATION OF SAMPLE TO INTERVIEWERS

Each interviewer was allocated a quota of sample members via the control program. Cohort members were assigned to a particular interviewer either by defining the serial number of individual members or by defining a post code area, in which case all members in that area were allocated to the interviewer. The interviewer number of the interviewer to whom a cohort member had been assigned was recorded in card 8 of the master file entry for that member.

The program provided information on the number of cohort members assigned to an interviewer.

3.3 PRINT SAMPLE ISSUE SHEETS

When interviewers had been allocated to the sample, sample issue sheets could be requested either by entering the interviewer number or a post code area. In response sample issue sheets for all respondents allocated to the interviewer or in the post code area were prepared and printed.

Output consisted of two copies on computer sheets giving sample details (one for the interviewer and one for office purposes) and a set of three peel-off sticky labels for each sample member for use by the interviewer in identifying that member's survey documents (see Section 5.5).

3.4 CHANGING INTERVIEWER ALLOCATION

To avoid accidental overwriting of previous allocations, a separate routine was available to change the interviewer allocated to particular sample members. The interviewer number allocated to sample members could be altered in one of three ways:

- * by specifying specific serial numbers of sample members
- * by specifying post code areas
- * by specifying the previous interviewer number.

In all cases the computer provided details of previous interviewer number, new interviewer number and the number of changes made.

3.5 PRINT ADDRESS LABELS

An option was available to print additional name and address labels for any member of the sample. Also this option provided for the automatic preparation of labels for thank you letters to be sent to those who had completed full interviews. Similar address labels could be requested for people requiring a postal check letter (see Section 7.4 and Section 8.7).

3.6 DISPLAY FILE DETAILS

This option allowed the operator to call up to the terminal (or VDU screen) the master file entry for any respondent in order to check specific details.

3.7 CHANGE FILE ENTRY

A routine was available to make changes in any part of the master file. This routine was used only in the last resort where other automatic features could not produce the necessary change.

Within this routine were automatic features for updating names and addresses. This was vital to the overall process of sending thank you and postal check letters. Many respondents were traced to new addresses and some women had changed their surname having got married. When new names and addresses were entered for respondents whose outcome code indicated that they had been interviewed, an address confirmed flag was set in the master file (see Section 8.7).

This particular option proved to be inefficient and the unexpectedly large task of updating addresses turned out to be very time consuming. The inefficiency resulted mainly from the original design of the sample sheet. Each file entry required the equivalent of eight cards of data. The same information could have been contained in a much shorter record, allowing easier access for making changes.

3.8 ENTER OUTCOME CODES

A range of outcome codes (01-23) were created to define the fieldwork outcome for each cohort member. These are contained on page 3 of the Contact/Record sheet appended (see Section 5.6 for further details).

A control program option allowed outcome codes to be recorded on the master file as Contact/Record sheets were received back from the field. Individual serial numbers plus check letter were entered followed by the relevant outcome code. Invalid outcome codes, serial numbers or check letters were rejected. If outcome codes already existed, warning messages were relayed to the operator.

Additional, temporary, outcome codes were created to identify respondents who had been sent to the Bureau for further tracing (the original outcome code had its first digit changed to 6), or who were awaiting reallocation to a new interviewer (first digit of outcome code changed to 7).

When respondents for whom a new address had been traced were reissued to field an outcome code 99 was used to indicate this return to the field.

This option noted on the master file the data on which the last outcome code entry was made.

3.9 CHANGE AGENCY CODE

During the fieldwork tracing exercise some respondents from NOP areas were located in areas being covered by SCPR and vice versa. The final option in this part of the control program allowed the agency code to be changed but only by the organisation currently responsible for the respondent. Until this operation was carried out the other organisation could not get access to the master file record.

3.10 DATA PROCESSING

The features contained in the control program to monitor and assist in the data processing stages are described in Section 8.

4. QUESTIONNAIRE DEVELOPMENT

4.1 DIVISION OF RESPONSIBILITY

Prior to the consortium's involvement in the survey the Bureau's researchers had drawn up a preliminary questionnaire to indicate which areas of investigation they and the sponsoring government departments wished to see covered in NCDS IV. The size of this questionnaire together with the number of topic areas covered in it led to an early decision to start the final questionnaire development process by dividing up the topic areas between NOP and SCPR and between the Bureau researchers. This allowed for greater attention to be paid to each area than would have been the case if all researchers had concentrated on each topic. In broad terms the division of topic areas between the two organisations was:

<u>NOP</u>	<u>SCPR</u>
Employment	Marriage and cohabitation
Training	Children
Education	Housing
	Health
	Income
	Leisure

In practice, approximately half the time spent in administering the final questionnaire was devoted to the NOP topics and half to the SCPR topics.

As development work progressed the various parts of the questionnaire were put together and all researchers worked together to produce revised drafts.

4.2 QUESTIONNAIRE DEVELOPMENT

At all stages the Bureau researchers were fully involved in the detail of questionnaire design and, in addition, there was considerable contact with representatives of the sponsoring government departments.

The target average time for interview length was 90 minutes. It was considered that most cohort members would be prepared to find that amount of time for an interview, that their interest could be sustained over that period and that it would allow for sufficient coverage of topic areas. One of the main problems facing the research team was how to reduce the very long first draft questionnaire down to size without sacrificing too many topics or amount of detail collected.

This inevitably was a lengthy process and involved considerable consultation with the sponsoring departments and other outside bodies. As a result questionnaire development was spread over 6 months (March to August 1981). During this period, there were four rounds of pilot testing.

The first round of pilot tests was held in early April 1981. All topic areas with the exception of housing (a decision on which areas within that topic should be covered had not been reached in time) were tested. Each organisation was responsible for testing the topic areas allocated to it. Between them, the two organisations briefed 12 interviewers, the two halves of the questionnaire each being piloted by six interviewers. Each interviewer was asked to complete five interviews. Interviewers were asked to select respondents themselves: all those interviewed were to be aged 22 or 23 but must not be members of the cohort. Additional quota controls were set by working status and socio-economic group. In addition, some respondents were to have had some education or training since leaving school. All interviewers attended two separate debriefings at which they reported to members of the two research teams and to Bureau researchers.

Following modifications to the questionnaire sections, a second pilot test among 24 respondents was carried out at the end of April. This time, NOP and SCPRI held a joint briefing and debriefing attended by Bureau researchers. The 6 interviewers involved piloted an almost complete questionnaire. Each interviewer carried out four interviews, and all attended a debriefing where they discussed problem areas with consortium and Bureau researchers. Again, interviewers were asked to find respondents aged 22 or 23 who were not cohort members. Quota controls were set by working status and housing tenure. In addition, some respondents were to be parents.

Further changes to the question wording and layout were made and the different sections of the questionnaire were merged in preparation for what was intended to be the final pilot test. The briefing took place in mid-May and was attended by eight interviewers, by consortium researchers and by representatives from the Bureau. Between them, the interviewers carried out 30 interviews. Quota requirements were similar to those set for the second pilot. All those involved reconvened for a debriefing one week later when consortium and Bureau researchers were able to examine not only remaining areas of difficulty on individual questions but also the layout, flow and length of the entire questionnaire.

At this point it was evident that many fundamental decisions had yet to be made on what should be covered in the survey and how it should be covered. Furthermore some of the questionnaire topics (notably training and education) posed very tricky design problems and required considerably more attention. It was decided that the main fieldwork should be postponed in order to devote further time to questionnaire development.

After extensive modifications to certain sections of the questionnaire, a fourth and final pilot test was held at the end of July 1981. This final test was organised as a dry-run on a small number of actual members of the cohort. Six interviewers, three from each organisation, carried out three interviews each. Members of the Bureau's research team attended the debriefing. After minor modifications, a final version of the questionnaire was approved in early August 1981.

4.3 QUESTIONNAIRE FORMAT

The version of the questionnaire approved for the main fieldwork operation was 86 pages long. In all, there were 544 separate questions, a substantial proportion of which had sub-questions attached. Many questions, however, were filtered out, and for all respondents there were whole sections of the questionnaire which did not apply.

The questionnaire was structured and predominantly precoded. The interviewer recorded all responses to the 'closed' questions either by circling one or more preprinted code numbers, or by writing digits (for example, dates or sums of money) in boxes. Answers to 'open' questions were recorded verbatim.

By far the largest part of the questionnaire was administered by the interviewer reading out questions, in the exact order and using the exact wording as printed, and recording the respondent's answers. There were, however, two departures from this standard questioning form:

- * at the beginning of the interview, the interviewer used informal questioning techniques in order to fill in a DIARY of the respondent's main activities since leaving school (see Section 4.6)
- * at the end of the interview, the respondent himself filled in answers (by ticking boxes) to a battery of 24 questions on his health (see Section 4.7).

Because of the demanding nature of the interview, great attention was paid at the questionnaire design stage to the layout of the questions and instructions. Interviewer check questions were introduced at key points throughout the questionnaire, to guide the interviewer to the correct question or sequence of questions. They were addressed to the interviewer and boxed in on the questionnaire to distinguish them from those to be read out to the respondent. The interviewer could, of course, double-check for the correct answer with the respondent, if in any doubt.

The layout of all filter instructions was standardised to help interviewers find their way through the questionnaire. Only single-coding was permitted, unless a specific instruction to the contrary was given; in a number of questions, 'priority codes' were requested - that is, the highest of two or more applicable codes on a list was to be circled. Preprinted responses which were not to be read out were bracketed; alternative forms of questions wording were italicised, as were definitions printed in the body of the questionnaire. All questions were printed in lower case; instructions in capitals. In these and other ways, the visual clarity of the questionnaire was enhanced and the opportunities for error during administration were reduced.

A set of general instructions on coding the questionnaire were included (on pages 31 and 32) in the written instructions provided for interviewers.

The questionnaire was printed on A3 paper, folded, and stapled down the spine to facilitate handling at all the various stages. The various sections were colour-coded round the edge of the pages to help the interviewer administer the questionnaire.

A copy of the questionnaire is appended to this report.

4.4 QUESTIONNAIRE ORDER

After a short introduction, the questionnaire commenced with several questions to establish key facts and dates to aid Diary completion; then interviewer and respondent together went through the respondent's main activities since leaving school and the interviewer filled in the Diary. The questionnaire itself was divided into twelve main sections, as follows:

- * Employment
- * Apprenticeship and Training
- * Education since leaving school
- * Unemployment
- * (any other periods) 'Out of Labour Force'
- * (Attitudinal questions on) School and Work
- * Children and Household Composition
- * Marriage and Co-habitation
- * Housing
- * Family Income
- * Health
- * Leisure

Then there were two very short sections on parents' working status and respondents 'in care' as children. Finally those respondents who had given the name or address of any doctor seen, or hospital or clinic attended, were asked if they would sign a Medical Consent Form: this authorised the doctors or hospitals concerned to release further information about medical consultations and hospital attendance to the bureau, on request (a copy of this form is appended). Before leaving, the interviewer asked the respondent to fill in the 'Your Health' self-completion section on the back page of the questionnaire.

4.5 QUESTIONNAIRE LENGTH

The average time taken to conduct the interview over the whole sample was around 77 minutes. This was less than had been anticipated on the basis of pilot tests, probably because interviewers required some learning time in which to familiarise themselves with the bulky questionnaire.

It was anticipated that, because of the questionnaire length, some interviews might have to be completed in two sessions. This was discouraged mainly because of the increased risks of losing data, but not forbidden. In the event, only 65 respondents had to be interviewed over more than one session. And only 33 interviews (0.3 of the total received) were categorised

as 'partial', in that the respondent refused to complete the questionnaire or that an appointment for a second session could not be made or was broken.

4.6 THE DIARY

The diary was developed primarily to act as a memory aid for collecting detailed information on each respondent's main activities since leaving school (employment, education and so on). It also was a vital point of reference for both interviewer and respondent while completing the questionnaire. It provided a broad context within which responses to the detailed questions in each section could be placed; it acted as an aide-memoire during the interview and, at the editing stage, as one of the main ways of verifying the completeness and accuracy of the information obtained in the body of the questionnaire. Interviewers were instructed to show respondents how the Diary was being filled in and to encourage them to help: it was felt that the respondent's involvement in helping to build up an history of events would not only increase the accuracy of the data obtained; it would also relieve some of the pressure on the interviewer and ease her task of following sometimes complex filter instructions during the long interview to follow.

Detailed advice to interviewers on how to elicit activity information and complete the diary is given in pages 28-29 of the Interviewers Instructions (see Section 5.3). A copy of the diary 1974-81 is also appended.

4.7 'YOUR HEALTH' - SELF-COMPLETION SECTION

This consisted of a battery of 24 standard questions on the respondent's state of health (the Malaise Index*). These were listed on the back page of the questionnaire and formed the last part of the interview. The self-completion technique was employed mainly because this method was thought likely to produce more accurate responses to a series of direct questions of a personal nature. An early pilot had tried both approaches and there were indications that responses from men in particular were affected by direct questioning. This section was administered by the interviewer only if the respondent was unable to complete it alone (for example, because of severe physical handicap); and strict rules were given on how she should administer it, to preserve comparability with the data collected by respondent-completion.

* The Malaise Index was developed at the Institute of Psychiatry and is based on the Cornell Medical Index.

4.8 QUESTIONNAIRE PROBLEM AREAS

The length of time spent in questionnaire development is an indication of the complexity of some of the areas of questioning. It should be said that at the end of the day not all of these problems were entirely resolved. In some cases the problem lies in the nature of the information to be elicited, while in others the brief amount of time that could be devoted to obtaining a piece of information necessarily meant that it was inadequately dealt with.

A number of problem areas in respect of definitions and filtering have been notified separately to the Bureau for future reference. The main definitional problems were associated with spells of unemployment, training or education.

5. INTERVIEWER BRIEFING AND FIELDWORK PROCEDURES

5.1 INTRODUCTION

Instructions to interviewers on survey administration took several forms, the main one being a personal briefing by members of the research team. It was felt that not only was this the most effective teaching method; but also that it would be an important factor in motivating interviewers to collect full data of high quality and to achieve a good response rate. And in addition, the personal briefing provided valuable feedback to researchers on difficulties in the questionnaire still remaining after the pilot testing: advance warning of likely problems, if it could not solve them, at least alleviated them, and supplementary instructions were issued to interviewers and to the editing teams.

5.2 ORGANISATION OF BRIEFINGS

In the main, NOP and SCPR organised the briefing of its own interviewers by its own research team, although, for logistical reasons, some 12 or so interviewers (about 2% of the total fieldforce) attended a briefing conducted by the organisation of whose panel they were not members.

Once the decision had been made to brief the two interviewing teams in parallel rather than together, it was essential to minimise the risk that the two consortium members would each unwittingly develop its own rules; or fail to learn necessary and useful lessons from each other's experiences. Steps taken to ensure a common approach were these:

- * a briefing of briefers prior to the first briefing of interviewers
- * a tape recording of dummy interviews (this was used first at the briefers' briefing, and then at all subsequent briefings)
- * a detailed 'briefing plan' to be followed by all briefers; this was in essence a check-list designed to ensure that all important points were covered
- * attendance by Bureau researchers at every briefing, followed by a discussion of any areas of difficulty or divergence that had (or appeared to have) arisen.

A total of 31 briefings was held between 24 August and 17 September 1981 in 11 different cities and towns in England, Wales and Scotland. All briefings were conducted by a member of either the NOP or the SCPR research team, all of whom had attended the briefers' briefing. In all, 544 interviewers were briefed. Between 11 and 23 interviewers came to each session; average attendance was 18.

5.3 BRIEFING PROCEDURES AND INSTRUCTIONS

As mentioned above, personal briefing was the main instruction method used but not the only one. On acceptance of the invitation to attend the briefing, each interviewer was sent a 'Pre-briefing Pack' to study. This consisted of a copy of the Questionnaire, of the Diary, of the 'Your Story' booklet (Section 5.4) and a set of notes containing background information about the study. The notes stressed the uniqueness and irreplaceability of the sample, described the tracing procedures already undertaken and explained some of the key definitions. Interviewers were then asked to read through the pre-briefing notes together with the questionnaire. If they had queries, interviewers were asked to jot them down and raise them at the briefing.

The briefing itself followed a strict agenda to ensure that all the necessary points were covered. Following a brief description of the background and purpose of the study (by a member of the Bureau), the briefer described the sample; outlined the basic contacting and interviewing procedures; discussed methods of tracing elusive respondents; described the way to fill in the various survey documents; and explained how to complete the diary (this was illustrated by a tape-recording of part of a 'dummy' interview). The main section of the briefing consisted of one complete 'dummy' interview; and a second partial 'dummy' interview to emphasise points which were thought likely to pose particular problems. In both dummies, the researcher acted as respondent (working from a standard, prepared text) and the interviewers took turns to ask sets of questions. Interviewers were encouraged to comment on their own and their colleagues' performance and to ask questions about any problems they might have. The briefing ended with the distribution of materials, a final opportunity for interviewers to ask questions and a summary of the critical points by the researcher.

The third main teaching instrument was a set of detailed Interviewers' Instructions. These consisted of three main sections: a general section dealing with the background of the study, survey materials and general contacting, tracing and interviewing procedures; a glossary of key definitions; and a set of notes covering potential points of difficulty in administering the diary and the questionnaire. As mentioned above, these were supplemented at the early stage of fieldwork by further instructions posted to all interviewers: these dealt with problems that had been noted during the briefings or after the first batches of completed questionnaires had been checked in the office.

Copies of the Interviewers' Instructions and supplementary instructions are appended to this report.

Finally, the teaching process continued during the early stage of fieldwork through reports made to individual interviewers on the results of checks of their work. Where necessary, these were supplemented by supervisory visits and additional field accompaniment (see Section 7 below).

5.4 CONTACTING AND INTERVIEWING PROCEDURES

For reasons of economy, interviewers were instructed to make their initial contact with respondents by telephone; if an interviewer failed to make contact by telephone, or encountered any reluctance to be interviewed, she made a personal visit. Initial contact was made by letter only if repeated telephone calls or visits had been unsuccessful*. Interviewers were instructed to make at least five visits at different days and at different times of day in attempts to find the respondent at home. Appointments for interview were made with those respondents who, for whatever reason, could not be interviewed at first successful visit: interviewers were asked to stress the likely interview length in order to reduce its chance of extending into two sessions (see Section 4.5).

Interviews were conducted wherever the respondent found it most convenient. Since, however interviewers were asked to make every effort to interview respondents on their own, interviews at work or in other public places were not permitted. At the end of the section 'Marriage and Co-habitation', interviewers recorded on the questionnaire whether or not any person (age over 3) was present: the fact that 68% of respondents were interviewed without anyone else present at this point indicates the degree of success attained. As a further means of ensuring the frankness and confidentiality of responses, interviewers were not allowed to interview anyone they knew personally, or the son or daughter or anyone known to them, however slightly: in these cases, the respondent was re-allocated to another interviewer.

Permission to interview respondents was not normally required or sought. If a parent (or other household member) refused on the respondent's behalf, interviewers were asked to make every effort to contact the cohort member personally. Occasionally interviewers needed to speak to the wardens of, for example, hostels before contacting respondents; and at some other institutions (prisons, hospitals and Armed Services establishments) the Bureau itself undertook responsibility for seeking permission for interview. Otherwise, it was the interviewer's task to take all necessary steps to secure an interview.

If an interviewer found that any cohort member in her assignment was so severely handicapped that he or she seemed unable to understand or answer the questions, she explained the problem to, and sought the advice of, the Bureau. In such circumstances, interviewers might be given permission to seek the aid of a third person in completing the questionnaire - or even to conduct the entire interview with someone else. In the event, 324 questionnaires were filled in with help from a third person and only 45 were completed wholly by someone other than the cohort member.

* Initial contact was in fact made by telephone with 39% of sampled persons who were successfully interviewed. A further 59% were first contacted by personal visit and only 1% by letter.

Once contact had been made, as anticipated the overwhelming majority of cohort members were willing to be interviewed. Efforts had been made by the Bureau, in the period since Stage III of the Study, to keep in touch with respondents and to stress the importance of the research programme: to a large extent, the high level of co-operation received must have been due to these measures. In addition, interviewers on Stage IV were provided with an explanatory letter from the Bureau, and a booklet entitled 'Your Story' which described the purpose of NCDS and outlined some of the research findings to date. Both documents stressed the complete confidentiality of the data obtained from cohort members. The booklet was left with all respondents following the interview. The Interviewers' Instructions also gave detailed advice on how to introduce the survey and on how to answer questions which respondents were thought likely to ask. A copy of the explanatory letter is appended to this report.

Interviewing began on 25 August 1981 and ended on 28 February 1982 although the great majority of interviews had been completed by the beginning of December. The chart opposite illustrates fieldwork progress.

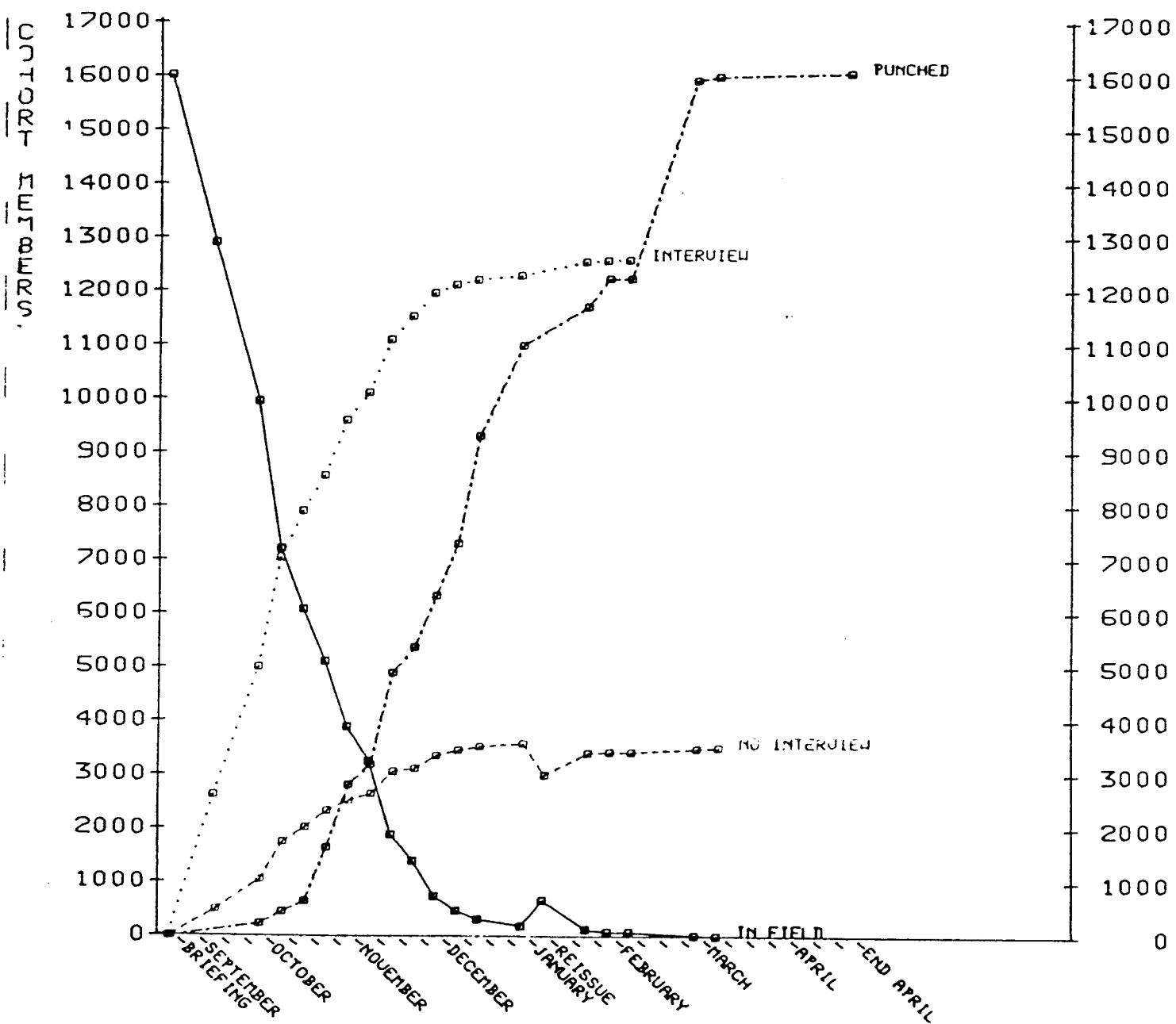
5.5 TRACING PROCEDURES

In the period leading up to the start of fieldwork on Stage IV of NCDS, the Bureau had devoted considerable resources to confirming the present addresses of cohort members (see Section 2.1); indeed, new information was received during the whole fieldwork period and this was immediately passed to interviewers. At the beginning of the fieldwork period, however, there were still a substantial number of addresses which remained 'unconfirmed' - that is, the last known address went back to 1974 (or earlier). Tracing cohort members whose addresses were unconfirmed was a major task for both the consortium and the Bureau. Data are given in Section 6.1 to show the extent to which this tracing operation was successful; the methods used are described briefly below.

Of the 16,021 addresses supplied by the Bureau, interviewers found that at 7,320 (46%) of these the respondent was no longer resident, or had married and changed her name, or both. At a high proportion of these, the new residents could either supply a new address for the cohort member or give the interviewer enough information for her to be able to do so without much difficulty. In these cases, the interviewer either visited the new address herself, or forwarded it to her Field Controller or Supervisor for reallocation: guidelines were given in the Interviewers' Instructions as to the maximum distance she herself was expected to travel in following up movers. Reallocation was almost always to an interviewer working for the same organisation as the original interviewer: but there was some degree of intraconsortium reallocation (see Section 3.9), and this was allowed for in the control program.

However, new addresses were not always found. In some cases, new residents could supply clues as to cohort members' whereabouts; sometimes they had never heard of him or her. In a few cases, the premises were empty or demolished, or simply could not be traced. And of course, forwarding

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addresses for movers, supplied in good faith by new occupants, sometimes turned out to be defective or wrong - or the cohort member had moved again: frequent moves were not uncommon in this age-group, as Table 3 in Section 6 illustrates.

The importance of finding new addresses for moved and untraced respondents was stressed prior to and during fieldwork; and interviewers were given a check list of the main persons and places to try in the efforts to obtain 'good' new addresses (Interviewers' Instructions, page 8). These included checks with neighbours, local shopkeepers and any friends or relatives whose addresses they were given or could find. Local post offices and police stations could be visited; telephone directories and street guides consulted, and so on.

If all these efforts failed, then interviewers were instructed to return the records for that cohort member to the office. From there, the records and any information obtained were passed back to the Bureau which then attempted to trace the respondent following up any possible leads, such as employers and housing records. As a last resort the Bureau tried to trace the cohort members via National Insurance Records (with the help of the Department of Health and Social Security in each case) and, where this was unsuccessful, the National Health Service Central Register. Details of 1592 cohort members were passed to National Insurance Records, who were able to provide 807 new addresses before the close of fieldwork.

5.6 THE CONTACT SHEET AND RECORD SHEET

As explained in Section 2.2 above, the sample details formed a master file which provided the basis for fieldwork (and other) survey control procedures. Computer output supplied to the interviewer consisted of

- * a complete list of names and addresses of all cohort members in her assignment; and
- * a set of three adhesive labels to be transferred to survey documents, as follows
 1. 'Name and address label' - transferred to Contact Sheet
 2. 'Label 2' - transferred to Record Sheet
 3. 'Label 3' - (If interview was obtained) cut in two and transferred to the questionnaire and the diary

In essence, these procedures were adopted for two reasons: first, to minimise recording error on the part of the interviewer and secondly to safeguard the confidentiality of the data collected. The Record Sheet on which call and outcome data were recorded did not contain the respondent's address; on the questionnaire and diary only the respondent's serial number was recorded. Only the Contact Sheet, which contained factual data about the respondent's whereabouts, held his or her full name and address. If a successful interview was achieved, the Contact Sheet was sent back to the office under separate cover from all the other survey documents.

If the respondent was found to have moved, or if the address provided turned out to be untraceable, the interviewer recorded full details of what happened on the Contact Sheet: space was provided for recording up to three 'new' addresses. If a new address was found which was outside the original interviewer's area, she returned the Contact Sheet, containing all the information that she had managed to collect, to the office; and the Sheet was passed to another interviewer. In this way, all the vital data were conserved on one document. If an interview was achieved, the respondents present address, and his or her address at the age of sixteen (if different) were also collected on the back of the Contact Sheet.

The Record Sheet contained a list of possible outcome codes (for office use only - see Section 3.8); space for recording data about the results of up to twelve calls at the addresses recorded on the Contact Sheet; and certain questions about the way in which the respondent was contacted and the interview conducted.

A copy of the Contact Sheet and the Record Sheet is included in this report.

6. OUTCOME OF FIELDWORK

As described in Section 2 the Bureau supplied the Consortium with a total of 16,021 names of cohort members. The success of the Consortium and the Bureau at tracing these cohort members during the fieldwork period and the Consortium at interviewing those traced is summarised in Table 1 below. The rest of this section describes the fieldwork outcome in more detail.

TABLE 1 SUMMARY OF FIELDWORK OUTCOME

	Number of cohort members	% issued members (16,021)		
COHORT MEMBERS ISSUED TO INTERVIEWERS:				
Found to have died	22	0.1		
Living outside GB	391	2.4		
Living in GB but address not traceable	599	3.7		
No information of where- abouts established	1139	7.1	% traced members (13,870)	
Traced to GB address but could not be contacted	512	3.2	3.7	% contacted members (13,358)
Contacted but not interviewed	820	5.1	5.9	6.1
Interviewed:				
in full	12,505	78.3	90.4	93.9
partially	33			
	16,021	100	100	100
Issued Cohort Members				
SUMMARY:		(16,021)		
		%		
Traced to GB address		87		
Contacted at GB address		83		
Interviewed		78		

6.1 TRACING COHORT MEMBERS

During the interviewer briefings and throughout fieldwork considerable emphasis was placed on the need to trace cohort members who had moved to new addresses. Details of tracing procedures are given in Section 5.5.

At the end of fieldwork, 13,870 (87%) of cohort members were traced to an address in Great Britain (although in a few cases it was not possible to confirm that the address really did contain the cohort member). In addition, 22 cohort members were found to have died and 391 to be living overseas. Of the 1,738 who were untraced within the fieldwork period, 599 were reported (for example, by ex-neighbours and friends) to be living somewhere in Great Britain but no address could be obtained for them. A number of these cohort members were traced by the Bureau after the completion of fieldwork. No information at all could be obtained, either by interviewers or the Bureau as to the whereabouts of the remaining 1,139.

Of the 1,139 for whom no information at all could be obtained:

537 were known to have moved but no information was available as to where

293 were not known to occupants of issued addresses

309 no contact was possible at issued address because:

- premises vacant	88
- premises demolished	123
- business or industrial premises only	7
- address not traceable	55
- insufficient address to allow identification	36

Further details on the extent of tracing required is given in Section 6.3 below.

6.2 INTERVIEWING TRACED COHORT MEMBERS

As stated above, 13,870 of issued cohort members were traced to an address within Great Britain*. Direct contact was established with the cohort member in 13,358 (96%) of these cases. Table 2 overleaf details the reasons for non-contact with the remaining 512 cohort members.

* At a small number of these addresses (73), the interviewer could make no contact with the occupant after repeated calls or encountered a complete refusal to give information. It was thus not possible to finally establish whether or not the cohort member had been 'traced'. For purposes of this analysis, these 73 cohort members have been assumed to be residents at the address.

TABLE 2 REASONS FOR NON-RESPONSE AMONG TRACED COHORT MEMBERS

<u>REASONS FOR NON-CONTACT WITH TRACED COHORT MEMBERS</u>	No	% of traced members (13,870)	% of contacted members (13,358)
No contact with anyone at address	125	0.9	
Refusal of all information at address	12	*	
Cohort member never at home	59	0.4	
Cohort member away/in hospital during fieldwork	35	0.3	
Cohort member ill at home during fieldwork	4	*	
Refusal by someone else on cohort member's behalf	277	2.0	
<u>Total not contacted</u>	512	3.7	
<u>REASONS FOR NON-INTERVIEW BY THOSE CONTACTED</u>			
Refusal	643	4.6	4.8
Broke appointment and could not be recontacted	70	0.5	0.5
Incapable of interview	8	*	*
Questionnaires lost in post after interview	50	0.4	0.4
Other assorted reasons	49	0.4	0.4
<u>Total not interviewed of those contacted</u>	820	5.9	6.1
<u>TOTAL NON-RESPONSE WITH TRACED COHORT MEMBERS</u>	1332	9.6	NA

* = less than 0.1%

Of those with whom contact was made 12,588 (94%) agreed to be interviewed. However, 50 questionnaires were lost in the post after dispatch by interviewers to their office. The response rate represented by the 12,538 interviews that could be analysed can be summarised as follows:

	% interviewed
of total issued sample (16,021)	78%
of those alive and traced to a GB address (13,870)	90%
of those contacted (13,358)	94%

A small number (33) of these interviews were incomplete, for one reason or another (for example, the cohort member was mentally incapable of a full interview).

Table 2 opposite details the reasons for non-response among those contacted. Of those contacted, 5% refused to be interviewed (either by refusing outright or by breaking an appointment made for the interview and not being recontactable).

6.3 AMOUNT OF TRACING REQUIRED

A certain amount of data was recorded to allow an analysis to be made of the extent of the tracing operation required during fieldwork.

Of the 16,021 cohort members issued to interviewers

48% lived at the address provided at start of fieldwork

46% lived at another address (some in GB and some overseas)

The remaining 7% of members cannot be so categorised because the information obtained did not allow it.

Interviewers recorded as a new address any they were given which was thought to contain the cohort member they were tracing. In addition, any address they were given of friends or relatives of a cohort member they were tracing and which required a visit as part of the tracing was recorded as a new address, if it fell outside the interviewer's working area. The analysis below of number of addresses visited thus omits the many local visits made by interviewers in their attempts to trace cohort members.

On average 1.5 addresses per issued cohort member were visited by interviewers in their attempts to obtain an interview - a total of 23,716 recorded addresses. The average number of addresses visited varied, as might be expected, according to the final outcome of the address.

TABLE 3 FINAL ADDRESS OF COHORT MEMBERS

	FINAL OUTCOME		
	Interviewed	Traced but not interviewed	Not traced/ dead/resident abroad
<u>Cohort members final address</u>	12,538 %	1,332 %	2,151 %
Issued address	56	47	1
Different to issued address	44	44	56
No information on final address obtained	*	9	44
<u>Average number of addresses visited</u>	1.5	1.4	1.3

* = less than 0.5%

The large majority of cohort members required visits to one or two addresses only before a final outcome could be recorded, and in most cases only one address had to be visited. There were, however, a small minority for whom many different addresses had to be called at in attempts to trace them.

TABLE 4 NUMBER OF ADDRESSES VISITED

	FINAL OUTCOME		
	Interviewed	Traced but not interviewed	Not traced/ dead/resident abroad
<u>Number of addresses visited</u>	12,538 %	1,332 %	2,151 %
One	58	58	76
Two	34	31	17
Three	7	5	4
Four	1	1	1
Five	*	*	*
Six or more	*	-	*
Not recorded	*	4	2

* = less than 0.5%

6.4 NUMBER OF CALLS MADE

A total of 50,646 calls were made ('10 or more' calls being counted as '10') at the 23,716 addresses recorded by interviewers as having been visited by them. This represents an average of 2.1 calls per address and an average of 3.2 calls on each cohort member in efforts to achieve an interview or a 'final outcome'. Not unexpectedly, the average number of calls varied according to final outcome.

TABLE 5 AVERAGE NUMBER OF CALLS MADE

	Average number of calls per -	
	Address visited	Cohort member
All	2.1	3.2
Final outcome:		
- interviewed	2.2	3.3
- traced but not interviewed	2.4	3.4
- not traced/dead/resident abroad	1.6	2.1

The following table shows the number of calls made in each 'final outcome' response category.

TABLE 6 NUMBER OF CALLS MADE

	FINAL OUTCOME		
	Interviewed	Traced but not interviewed	Not traced/dead/resident abroad
	12,538	1,332	2,151
<u>Number of calls made</u>	<u>%</u>	<u>%</u>	<u>%</u>
One	8	19	51
Two	30	20	20
Three	26	16	12
Four	15	11	7
Five	9	11	4
Six	5	7	2
Seven or more	6	12	2
Not recorded	*	4	2

* = Less than 0.5%

In 167 cases, 10 or more calls were made at issued and 'new' addresses in attempts to achieve a final outcome.

7. FIELDWORK QUALITY CONTROL PROCEDURES

The size and irreplaceability of the sample and the length and relative complexity of the questionnaire made it imperative that the quality of the interviewing should be carefully monitored. Five types of quality control procedure were adopted, all designed to provide constructive help to interviewers and ensure that interviewing standards were maintained. These measures were: field accompaniment, early work checking, continuous monitoring of fieldwork performance, postal check and personal recall check.

7.1 FIELD ACCOMPANIMENT

The accompaniment of interviewers in the field by supervisors had two main purposes: first, to ensure that instructions were being followed and contacting, tracing and interviewing procedures were being carried out correctly; and secondly to help interviewers - especially those with less than average experience - to improve their basic interviewing techniques.

Various factors influenced the level and deployment of supervision: among these were the experience of the interviewer; how recently she had been supervised in the normal course of the organisations' work; her geographical location and workload - clearly cost considerations had to be taken into account - and the balance between supervision and personal recall. In the event, 215 (40%) of the total field force were accompanied in the field on 257 separate supervisions. A total of 270 interviews were carried out with a supervisor present. (2.2% of the interviews finally achieved). In addition, many calls were observed which did not result in an interview.

All supervisors had themselves attended a survey briefing; some of them in fact carried out interviewing assignments themselves. They were issued with a standard Interviewer Accompaniment Form on which they were required to report on general rapport; administration of the diary and questionnaire; and completion of the Contact Sheet and Record Sheet. Supervisors then gave a brief general comment on the interviewer's performance and awarded a grade. A further supervisory visit was arranged if recommended by the supervisor and thought necessary by the organisation's Field Office.

A copy of the Interviewer Accompaniment Form is appended to this report.

7.2 EARLY WORK CHECKING

All interviewers were asked to complete two interviews and send in the questionnaires and diaries as soon as possible after the briefing that they attended. Immediately they were received, they were subjected to a 100% visual edit check by Field Staff who had themselves attended a survey briefing. This prompt check of every interviewer's early work ensured that any weaknesses in performance were discovered as soon as possible and

communicated to interviewers before they had carried out much (or any) more of their assignment. A total of 1,088 questionnaires (8.7% of those successfully completed) was subject to this basic visual edit; and additional 100% edit checks were carried out on the work of any interviewers whose performance was judged to be below standard. Where necessary, additional briefing or accompaniment by a supervisor was arranged.

During these early stages of fieldwork, close liaison was maintained between the Bureau and the consortium so that early problems could be dealt with by a common approach. It emerged that, although the standard of questionnaire completion was generally high, a small number of serious problems were arising. Examples are:

- * misunderstanding of the Interviewer Check box on page 5 of the questionnaire, leading to missing information
- * problems in defining 'training' as opposed to 'apprenticeship' on pages 16-18
- * doubt as to what exactly constituted 'further education' and 'courses': again information which should have been collected (on pages 26-29) was sometimes missed.

The interviewers concerned were notified of all such errors, and where necessary, supplementary instructions were sent to all members of the field force.

Whenever possible, errors were rectified and missing data obtained by contacting the interviewer concerned; sometimes the interviewer was asked to revisit (or telephone) the respondent to collect missing data.

7.3 CONTINUOUS MONITORING OF FIELDWORK PERFORMANCE

Before questionnaires were sent off for punching and a subsequent detailed computer edit, each was subjected to what was termed an 'essential edit'. This was a selective visual edit designed to pick-up any major errors at an early stage so that they could be referred back to the interviewer and to check those aspects of the questionnaire which could not be satisfactorily investigated via a computer edit. This included cross-checking diary entries with those made on the questionnaire. A full list of checks covered is given in the Essential Edit Notes appended. This checking was continuous throughout the fieldwork period, thus allowing a continuous monitoring of each interviewer's performance as well as identifying common recurring errors. Errors were reported back to interviewers. Serious mistakes were corrected and missing information obtained by contacting the interviewer concerned. If necessary, the interviewer recontacted the respondent to verify information or collect missing data; on a few occasions, a staff field controller or supervisor telephoned or visited the respondent in an attempt to rectify errors.

7.4 POSTAL CHECK

A small-scale postal check was carried out among respondents as yet another way of checking on the quality of the interviewers' performance. As described in Section 3.5 above, the control program contained an option which automatically printed a name and address label for all cohort members who had completed a full interview: this label was attached to the envelope containing a 'thank you letter' (copy appended to this Report). A randomly-selected 5% of respondents, as well as being sent a letter of thanks, were asked to fill in and return a short form: this asked recipients whether or not they had been interviewed, requested some information which could be checked against data collected on the questionnaire and invited comments on the interviewer and on the survey. A copy of this Postal Check Reply Form will be found appended to this report.

As explained in Section 8.7 below, the control program generated a print-out of the answers to the check questions; in this way the coding did not have to be delayed until the reply to the Postal Check Form had been received.

A total of 615 postal check forms were dispatched, a coverage of 4.9% of those cohort members successfully interviewed; and 350 (60%) were returned completed. On two hundred and sixty seven (76%) of these returns, the information provided by the interviewer and by the respondent at the check corresponded exactly or was sufficiently close as to give no cause to doubt the interviewers' reliability*. On the remaining 83 returns, there were divergences in the data which could not readily be explained: in the overwhelming number of cases, however, the discrepancy involved only one piece of factual data collected, and the rest of the data tallied. Where considered necessary, the relevant questionnaires were re-examined: the discrepancy could sometimes be explained by evidence from other questions; in some cases, the respondent's memory was clearly at fault and in others, interviewer miscoding was suspected. In only one case was the information consistently discrepant: an investigation was carried out by the research organisation concerned.

The work of 249 interviewers (46% of those undertaking assignments) was subject to a postal check. Checking was staggered throughout the fieldwork period, to reduce the time-lag between the date of interview and receipt of the check form.

* Discrepancies of a month in the date of leaving school, or an inch in the respondent's height were not considered significant. Small differences in estimated interview length were also accepted.

7.5 PERSONAL RECALL CHECK

On most surveys, personal recall checks are made on both productive and unproductive addresses, the aim being to obtain a comprehensive assessment of the interviewers' performance. On NCDS IV, it was proposed to confine these checks to non-contacts and refusals. There were two main reasons for this strategy: first, a further visit would not be made to co-operative cohort members - a visit which might jeopardise their co-operation on future studies; and secondly, these further contacts increased the chance of 'converting' non-respondents and increasing the overall response rate. The initial proposal was to recall on 50% of non-contacts and refusals - an estimated total of around 750 cohort members.

This plan was changed when it became clear that, first, the level of non-response was considerably lower than anticipated; and, secondly, that a substantial number of refusals were so adamant or forceful that a further recall was considered to have only a remote chance of success*. Following a small-scale pilot operation on a sample of unproductives, it was decided to reduce the number of non-productives issued for recall (and to select those most likely to be susceptible to 'conversion'); and to channel remaining resources into reissuing newly-found addresses for previously untraced sample members.

In the event, 311 previously-visited but unproductive addresses were selected for reissue and at 84 (27%) of these, the recall interviewer managed to obtain a successful interview. A high proportion of these 'conversions' were achieved among cohort members who had been unavailable earlier (working away from home, on holiday); fewer 'conversions' were made at addresses where a refusal had been encountered earlier - so to a large extent confirming interviewers' reports that refusals were generally quite firm. In the great majority of cases, it was apparent from the recall checks that the original interviewer had taken all steps possible at the time to obtain an interview. In a few instances, the greater experience of the recall interviewer in timing her calls and in persuading reluctant sample members to take part, resulted in a successful interview.

At each address visited at personal recall, the recaller was asked to fill in a Personal Recall Report Form on which she described the outcome of her call or calls and gave her impression of the original interviewer's performance. At 40 (13%) of the 311 addresses reissued, the recall interviewer was critical of the original interviewer - mainly on the grounds that the latter had perhaps not been persistent enough in her efforts to contact potential respondents and obtain an interview. In four cases there was some doubt as to whether a call had in fact been made: these were sent a postal check.

* In a small but significant minority of cases, it was considered that an interviewer might have risked severe oral or physical abuse had she been asked to recall.

The work of 195 interviewers (36% of those undertaking assignments) was checked by personal recall. Recalls were carried out in December 1981 and January 1982. A copy of the Personal Recall Report Form is appended to this report.

In addition a further 373 previously untried addresses were also issued during December and January.

8. DATA PROCESSING

8.1 ORDER OF DATA PROCESSING

The data was processed in the following order:

1. Essential edit of completed questionnaires (see Section 7.3)
2. Questionnaire batching (see Section 8.2)
3. Data punching of precoded data (see Section 8.3)
4. Computer editing and correcting precoded data (see Section 8.5)
5. Coding open-ended data (see Section 8.8)
6. Data punching open-ended data (see Section 8.3)
7. Computer editing and correcting open-ended data (see Section 8.8)

The precoded data was passed to the Bureau as soon as clean data tapes became available (section 8.9). Data tapes containing the open-ended data followed on. The Bureau were responsible for merging the precoded open-ended data for each respondent and for any editing relating to such a merge. The process described above allowed the Bureau to receive data at the first possible moment. A further data tape was supplied to the Bureau which contained the information entered on the Record Sheet for non-respondents.

8.2 QUESTIONNAIRE BATCHING

As soon as essential editing was complete (section 7.3), the precoded data was prepared for punching. Batches of 25 questionnaires were placed in boxes with the batch number on the outside and the same batch number recorded on each questionnaire in the box. SCPR used batch numbers starting at 001, NOP started at 501. All subsequent attempts to locate a questionnaire were based on the batch number (a questionnaire could be found by looking through, at the most, 25 questionnaires). This system avoided the need to sort all questionnaires into full serial number order during the processing period or, alternatively, of allocating an additional serial number. Once included in a batch, the questionnaire remained in its batch box through punching, editing and coding, and editing of coded data. Questionnaires were handed over the Bureau in these boxes.

8.3 DATA PUNCHING

All data punching was subcontracted to specialist punching agencies. Data punching was subject to 100% verification. At the early stages the standard of punching was poor. The main problem was that some parts of the

questionnaire could have up to eight blank pages, though often there might be just one or two columns to punch in those pages. These isolated punches were frequently missed by both puncher and verifier. Similarly, when skipping through blank pages, punchers sometimes missed new card instructions and subsequent data was punched on the wrong card.

These early errors were detected by the comprehensive edit check program. As soon as these problems were pointed out to the punch companies, the standard of punching rose dramatically and the final result is a set of data with a high level of punching accuracy. Regular feedback to the punch companies of the level of data punching error detected in their work provided the necessary incentive for thorough and comprehensive validation of punching. Some of the early data was re-punched, the rest was manually checked and corrected by the edit checking team. This additional corrective action meant that the editing phase got off to a slow start.

The data set for each interviewed respondent consisted of 23 cards (cards 01-23) of which cards 01-20 contained the pre-coded data and cards 21, 22 and 23 the open-ended data. The data set for each unproductive respondent was one card (card 01).

8.4 DATA LOADING

All punched data was returned to the NOP computer department for loading to the Prime 400 computer. Before being accepted for further processing the data was checked to ensure that each record had a valid serial number and batch number. Any mistake in serial number would make it impossible to update the master file record for the respondent. Any mistake in batch number would make it virtually impossible to find one questionnaire out of 12,000 or so.

When data was accepted as having a valid serial and batch numbers, the master file record for each respondent was updated to indicate that the precoded data set had been punched. During this process, the outcome code which currently existed in the master file was copied into the data record to allow subsequent double checking of the clerically entered outcome code and the punched code in the data record.

8.5 COMPUTER EDITING

The original survey brief did not require data editing. However, the consortium were reluctant to hand over data, either as questionnaires or punch cards, which had not been subject to formal consistency checks. Computer editing was recommended in order to safeguard against clerical error in visual editing on the basis that the computer can perform many logic and consistency checks with 100% accuracy. This degree of accuracy could never be expected from visual editing.

In preparing a tender for the project, the consortium made assumptions about budgets to be made available for computer editing and correction of errors. These assumptions were used to define the extent of editing to be carried out on the data set. However, as the data set was considerably larger than envisaged at the tendering stage, the actual editing requirements were less than a total and complete check for logical consistency. The Bureau planned to carry out comprehensive checks on the data and for this reason the computer edit requirements accepted by the consortium were designed to detect the vast majority of potential errors while allowing the possibility that a small number of highly complex problems might be left in the data for subsequent detection by the Bureau. The process of computer editing was identical for precoded and open-ended data. The open-ended data edit was, however, necessarily limited to internal checking of coded answers; the edit could not refer back to the pre-coded data set.

The Edit Program

The Quantum editing and tabulation package was used for data editing. Quantum can perform a wide variety of edit checks and generates automatic error listings and error messages. However, these outputs are designed for specialist users and, given the complex filtering involved in the questionnaire, were unsuitable for the less specialist clerical team involved in error correction. For this reason, substantial effort was put into documenting error fail messages in order to make the source of error as clear as possible in the output from the edit program. The automatic output features were replaced with output specially designed for the NCDS questionnaire.

The main principles of the edit program developed by the consortium in consultation with the Bureau were:

- i) all data to be single coded in every column (except 2 columns which could have valid alphanumeric punches).
- ii) All relevant filter questions to have a data punch; the missing data value '9' or '99' to be inserted when filter questions failed on this requirement.
- iii) Within individual sections of the questionnaire, data sequences were checked for logical consistency. Missing data values ('9' or '99') were inserted to replace blank's where a date was expected.
- iv) A range of logical consistency checks between sections of the questionnaire specified by the Bureau were incorporated.
- v) Some data values were checked for range. Values outside the range which were encountered were checked against relevant questionnaires to validate the punched data. This procedure was particularly important where interviewers wrote in values to be punched rather than circling existing precodes.

Some specialised checks were built into the open-ended edit to check on occupation coding and these are discussed in section 8.8.

Because of the size of the data set for each respondent, the complexity of filtering within the data and the need for more comprehensive error messages, it was impossible to write the edit specification for the precoded data in one Quantum program. Two complete programs were designed and both were at the very limit of program size which Quantum could accept.

Correction of errors was done by reference to questionnaires (with the exception of some 'forced edits' - see below). Any changes made to the data were marked on the questionnaire (in green) and on the output of errors.

Forced Editing

During testing and early editing of precoded data, it was realised that a relatively small number of errors occurred frequently and in all cases the solution was the same. After discussion with the Bureau automatic correction procedures were introduced into the edit program to rectify these problems. Therefore, in some areas of the questionnaire, corrections were made to the data without reference to questionnaires and without making the same corrections to the questionnaires.

All forced edits were agreed with the Bureau before they were included in the edit programs. No forced edits were allowed where checks were being made on data which was written-in by interviewers because of the higher risk of punching error arising from unclear hand writing. For the record, the following columns in the pre-coded data set may have had automatic correction:-

- Card 1 Column 43
- Card 2 Column 18
- Card 2 Column 44
- Card 5 Column 26
- Card 5 Column 27
- Card 10 Column 33
- Card 13 Column 14-17
- Card 13 Column 75-76
- Card 19 Column 55
- Card 19 Column 56

Any record which did not have a full 20 card data set automatically had missing card created with the standard identifying columns.

Special procedures were incorporated into the edit programs to handle partial interviews. In effect these were the opposite of forced edits. They allowed partial interviews to have completely blank cards and avoided the requirement that all relevant filter questions had to have a data punch.

Changes to the Edit Program

Throughout the editing phase, the computer program required continual amendment as cases were found which failed the edit requirement but which proved on inspection to be valid answers. Most frequent were records which implied that the expected value of ranges for warning checks needed to be expanded (eg. wages limits for first job). However, in several areas of program logic, the program needed changing.

For example, it soon became clear that Card 11, Column 13, Code 2 (legally married and normally living with your husband/wife) did not necessarily imply that a spouse/partner had to appear in the household grid on Card 10.

Problems of edit program logic were discussed with the Bureau before alterations were made. It was not necessary to re-run edit checks on earlier data following changes to the edit because the master control program ensured that no respondent with data errors could complete the edit.

Checks not included in the Edit Program

Some aspects of data checking were deliberately excluded from the edit program and nominated instead for inclusion in the Bureau's own editing. The most important type of check excluded was the thorough checking of date sequences across a whole range of activities.

For example, although within both the Employment and Unemployment sections of the questionnaire, date sequences were checked, there was no attempt to check the logic of date sequences between these sections. This between section checking had been covered by the visual edit and, though it is likely that a very small amount of punching error may have crept into the data after visual editing, the within section sequence checks will have detected the vast majority of errors. Thus, it is likely that only a small element of human error in the visual editing will affect the between section date sequences.

Listings of the Edit Programs

Towards the end of editing, when all final changes to the edit programs were complete, full listings of the edit programs were provided to the Bureau to assist in their own editing work. For the record there were four as follows:

- EDIT A Contained checks on cards, 1-8 and card 9 up to Column 23. This edit was used for full and partial interviews
- EDIT B Contained checks on the rest of card 9 and cards 10-20. Again, only full or partial interviews went through this edit
- EDIT C Contained checks on card 1 only and was used for the data from respondents who did not produce an interview
- EDIT D Contained checks on cards 21-23 (the open-ended data).

8.6 FILE HANDLING

The control program operated around a fairly simple file structure. Firstly, when data was loaded and accepted, a copy of the unedited data was stored in a back up file (NCBUN, standing for NCB UNedited). At the same time a special working area was created containing all the editing and control programs plus the unedited data. This working area was given the name of the date on which the data was loaded eg. OCT15, NOV10 etc.

Within these working areas data was passed through the edit programs which split records into 'CLEAN' and 'DIRTY' files. Listings of errors of records allocated to the DIRTY file were automatically generated. When corrections were made to the 'DIRTY' data file, this file was re-run through the edit programs. The process was repeated until no records were left in the 'DIRTY' file.

At this point the control program updated the master file to indicate that all records in the working areas now had a clean set of precoded data. A copy of the clean precoded data was transferred to the final data file (NCBED, standing for NCB EDited data). Finally all material in the special working area was deleted and the working area removed from the computer system.

The same procedure was used for editing the open-ended data. In this case the unedited data file was labelled ONCBUN (Open-ended NCB UNedited) and the final clean data file was labelled ONCBED (Open-ended NCB EDited).

8.7 FEATURES OF CONTROL PROGRAM OPERATED ON COMPLETION OF EDIT

When the records had passed into a clean file, the control program carried out the following tasks:

- (a) The outcome code on the clean data set was transferred back to the master file thus overwriting any clerical errors that might have existed.
- (b) If the data set confirmed that the respondent was traced at the address originally issued to the field department, the program placed an 'address confirmed' flag in the master file. No thank you labels or postal check labels could be produced until this flag was set. If the address was different, then a new address had to be entered manually before the 'address confirmed' flag was set (see Sections 3.5 and 3.7).
- (c) If the respondent was due for a postal check (see Section 7.4), the control program generated a print out of the answers contained in the clean data set to the questions that would be re-asked in the postal check questionnaire. This allowed the main questionnaires to go on to the coding process without having to wait for the postal check letter to be returned.
- (d) If the clean data set indicated that the respondent suffered from migraine, this was registered in the master file. The Bureau intended to carry out a postal survey amongst this group and the control program was designed to generate a set of name and address labels. In the event, this follow-up project was dropped due to lack of funding.

8.8 OPEN-ENDED CODING

The Coding Operations

The coding operations described here as open-ended consisted of five types of coding:

- i) Occupation and industry coding
- ii) Training and educational course subject and level coding
- iii) Time duration coding
- iv) Coding or re-coding 'other answers' to precoded questions
- v) Coding fully open-ended questions

A computer hole-count of the first 3,200 questionnaires to be computer edited in respect of their precoded data provided an estimate of the likely number of responses to the questions potentially requiring a coding operation. In some cases the likely number was so small that the design of

a code-frame was unwarranted (for example, other non-Christian religions - P.82 Q.38); in these cases any answer found was listed verbatim together with the batch code and serial number of the questionnaire on which it was recorded.

With the exception of coding categories i) and iii) above, all questions requiring coding were examined in 200 questionnaires and a verbatim list of the answers found recorded. These lists were used in two ways. In some cases they were used to check and modify already designed code-frames (such as the 'subject' code frame) and in others they were used as the foundation of a new frame (such as 'why no children were wanted').

The frames used to code occupation and industry are discussed later in this section.

Time-duration coding was a very limited task as it related only to fairly rare situations, such as a respondent who had had five or more jobs (in which cases the pre-coded entries on the questionnaire could not provide the information). This task involved calculating from the diary the number of months certain activities spread over.

All open-ended coding was recorded onto a two-sided coding sheet. A copy of this is appended together with a set of general notes for coders describing the coding of categories i)-iii) above and a set of code frames used.

Operationally the coding task was split into two rounds. Coding involving items i)-iii) was tackled first. This allowed more time for development of code-frames for items contained in iv) and v).

The precoded edit program incorporated a routine which printed out for each 'clean' record the question numbers of questions requiring coding (for example, if on page 19, Q.27, a code 3 was ringed, Q.28 was flagged as requiring coding). Coders used this to identify questionnaires and questions requiring coding, thus saving considerable clerical time.

The work of all coders was checked at both coding rounds. The first batch of returned work from a coder (a standard batch of 25 questionnaires) received a 100% check from the coding supervisor. Any errors were immediately reported back to the coder and corrected. Any other work completed by the coder was then checked and amended. After the 100% check had proved satisfactory, a check was made on one questionnaire in each returned batch. If any errors were found, the check was widened until all errors were identified and corrected.

Occupation Coding

Four questions required occupation coding:

First job

Current job

Last job

Spouse/partner's job

The Bureau wished to classify each job by:

Socio-economic Group (17 groups)

Social Class (5 groups)

Condensed KOS (161 groups)

using the 1980 Classification of Occupations* as a basis.

This was done by coding each job by its 1980 Occupation Group code (550 four or five digit codes) and by Employment Status within that job using specially prepared translation tables. The first three digits of the Occupation Group Code contains the Condensed KOS code. Socio-economic group and social class classification codes for the job were not manually coded but derived automatically via a specially written computer program which related Occupation Group to Employment Status and coded on to the data tape during the computer edit phase. This program was based on Appendix B.1 of the Classification of Occupations 1980.

In addition, for comparability with earlier rounds of NCDS, the Bureau wished some types of jobs to be given their 1970 Socio-economic group and social class codes as well as their 1980 codes. The translation tables indicated these jobs with an asterisk. Those so indicated were given the relevant codes using the 1970 Classification of Occupations manual.

Industry Coding

Each job was also classified into one of the 60 Classes contained in the 1980 standard Industrial Classification**. Three additional codes were added to this classification to allow greater comparability with the earlier 1968 version. These were:

* Classification of Occupations 1980, OPCS, HMSO 1980.

** Standard Industrial Classification: Revised 1980, Central Statistical Office, HMSO 1979.

Code 38 Shipbuilding

Code 86 Accountancy Services

Code 90 Legal Services

Computer Editing Occupation Coding

The method by which 1980 socio-economic group and social class codes were derived enabled a considerable amount of internal checking for validity to be carried out. In most cases valid combinations of occupation group and employment status codes are limited. The computer checking of valid combinations was in addition to the manual checking discussed in Section 8.8.

8.9 PROVISION OF DATA TO THE BUREAU

Precoded data was passed to the Bureau in a series of magnetic tapes in a format suited to their computer facilities. The open-ended data was similarly passed to the Bureau.

When all coding and editing was complete, questionnaires, contact and record sheets, and medical consent forms were also passed to the Bureau.

9. SUMMARY AND CONCLUSIONS

There is no doubt that this project has been very successful, despite the many problems at the design and development stage. NOP, SCPR and the Bureau worked effectively as a team to solve these problems. Inevitably with hindsight, some further improvements could have been made to the questionnaire but considering the coverage and complexity of the information requirement, the final data set is of a high standard.

There are several lessons for the future stages of NCDS that can be drawn from our recent experience. The first and most important is the need to allow time and resources for a comprehensive development stage. Any questionnaire which aims to cover a wide range of life-experiences demands a high level of conceptual input prior to detailed design. The working co-operation of three research organisations plus sponsoring government departments ensured a wide range of inputs to the design process. However, the evaluation of different approaches and the finalisation of the details of the best approach cannot be achieved if the time-table does not allow sufficient time. During NCDS we were forced to realise this, rather than planning the necessary time for the development stage.

Secondly, it is clear that the breadth of coverage make it impossible for one individual to be fully involved in the detailed design of all aspects of the questionnaire, although one person needs to take overall responsibility for design. Though the speed of decision making may have been improved by a reduced research team, there is no doubt that the quality of the final product would also have been reduced. Nevertheless, it would be advisable at future stages of NCDS to decide some of the fundamental questions of questionnaire coverage and allocation of resources prior to the involvement of outside research organisations. NCDS IV devoted a substantial amount of development funds to areas that were eventually deleted from the information requirement.

Thirdly, the co-operation of two research organisations to provide the essential data collection resources was a major plus. Although the in-house style of each organisation were different, they were successfully adjusted to produce the optimum organisation for this specific project. Even though it is feasible for one organisation to undertake the whole project in the future, it should be remembered that it is possible to combine the strengths of two organisations, while avoiding their joint weaknesses. Stage IV of NCDS demonstrated this principle in action.

Fourthly, the tracing and contacting exercise could have been even more successful if more time had been available to follow-up new addresses obtained by the Bureau from government sources (a process which took longer than expected). In future surveys, the fieldwork period should be earlier in the year thus allowing a further wave of fieldwork to follow-up such addresses without the risk of going into a new calendar year.

Finally, the use of computer systems to control the sample and provide accurate management information proved to be very valuable. This approach should be developed further in subsequent surveys. Regular updating by the Bureau of the computerised name and address file would have major advantages for future surveys, and later savings would more than justify the cost.

A P P E N D I C E S

These are not included in this volume. However, they are listed below and copies are available on request from the National Child Development Study User Support Group, Social Statistics Research Unit, City University, Northampton Square, LONDON EC1V OHB. Telephone: (01) 253 4399

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